Ohio | Department of Higher Education



Fiscal Year 2024-2025

OPERATING BUDGET REQUEST

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Ohio | Department of Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

October 28, 2022

Ms. Kimberly Murnieks
Director
Office of Budget and Management
Columbus, Ohio 43215

Dear Director Murnieks:

"This is Ohio's time."

These were the words of Governor Mike DeWine in his State of the State Address in March of this year. Today, the Governor's words are even more profound. Ohio is on an emerging upward trajectory hard to imagine four years ago, or even seven months ago.

With confidence that we will "seize our Ohio moment" as the Governor encouraged in his address, I am pleased to present to you the Ohio Department of Higher Education's (ODHE) proposed operating budget for FY 2024-25. As we continue to adapt and respond to the post-pandemic world within post-secondary education, ODHE's budget request strategically builds on the DeWine-Husted administration's student-focused policies and priorities, but with even greater urgency to win the future.

Perhaps more effectively than any other state in the union, Ohio embraces an "all-of-the-above" approach to building a stronger state through postsecondary education. Ohio is home to 50 technical centers, 23 community colleges, 74 non-profit colleges and universities, and 14 public universities aided by another 24 regional university campuses. They all matter. They all contribute, and they all are necessary as we meet the challenging technology-infused needs of Ohio's promising economy.

Our budget seeks to continue to bring Ohio to the forefront of workforce preparation and higher education attainment in the Midwest through innovation, technology, and strategic investments.

ODHE's next budget strives to achieve this goal through a concentration built on three key pillars:

- **Access and affordability** – continue progress on making postsecondary education accessible for all students by restraining growth in tuition and fees (through the most transparent and predictable tuition guarantee in the U.S.) and significantly increasing need-based aid to be competitive with other states in retaining talent and providing enhanced economic opportunity for underrepresented student populations.

- **Student success and completion** – continue to implement the nation's most aggressive outcomes-based funding formula while retaining the best and brightest students in our state, investing in articulation and transfer initiatives, and providing wrap-around services to support all students in the campus environment.

- **Workforce relevance** – ensure that our students are prepared for jobs in growing and high-demand fields while providing ongoing training programs to support upskilling of workers throughout their career.

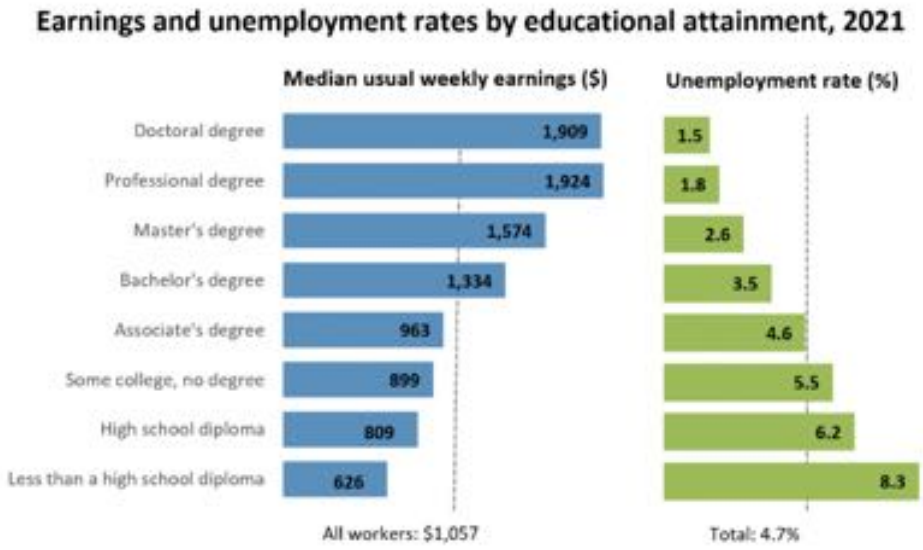
Ohio Today

The Buckeye State has more institutions of higher education than most states on a per capita basis, which can serve to provide greater access and affordability for Ohioans desiring to earn degrees, short-term certificates, and credentials close to home and their workplace. These outstanding institutions also draw others to our state, which bolsters the changing economy while making Ohio one of the nation's leading net importers of students.

Our budget proposes to strengthen every aspect of Ohio's higher education system, from high school students in College Credit Plus through adult learners who need a credential or degree to provide for themselves and their families.

The Unmistakable Value of Higher Education

Achieving postsecondary degrees and credentials is more important than ever for our nation, our state, and individuals who strive for a better future. This is evident based on quantifiable quality-of-life statistics as well as fundamental unemployment and wage rates. The most recent annual averages from the federal Bureau of Labor Statistics (September 2022), displayed in the chart below, are conclusive:



The bottom line is this: Increased educational attainment most often leads to stronger employment opportunities and greater wage and income prospects.

The challenge we have as state policy leaders is to provide as much information to parents, students, and the public with respect to higher education value while also giving candid assessments of the challenges associated with costs, completion, debt, and access. There is no singular path to success that is ideal for everyone. Therefore, keeping in mind what we know with respect to the value of higher education, we must provide information about the significant variety of options Ohioans have to achieve their goals. We must continue to

assist adults seeking to earn their high school diploma or GED through our acclaimed Aspire program, support industry-recognized certificates to upskill those already in the workforce and encourage professional degrees for those striving to serve Ohio as teachers, health care providers, and researchers. When it comes to educational attainment, Ohio must support these and other pathways to continue moving our state and its economy forward.

Access and Affordability

In order to make Ohio as economically competitive as possible, we must raise educational attainment for high-demand, living-wage occupations for citizens in every region of Ohio and of every race and background. The only way to achieve this goal is to remove as many barriers to completion as possible, including shortening pathways to certificates and degrees and reducing financial burdens. The aforementioned "all-of-the-above approach" must include four-year and two-year colleges and universities, technical centers, adult education programs, and better coordination with industry and business leadership.

Removing barriers to postsecondary education starts with need-based aid and significantly increasing our per-student award amounts while expanding eligibility. Ohio is far below its neighboring states – and the national average – when it comes to average state need-based aid dollars per undergraduate student. Michigan's recently enacted state budget dramatically increases student financial aid (tripling its investment) beginning with the high school class of 2023, thanks to the approval of funding for the Michigan Achievement Scholarship. Very simply, to compete, Ohio must also invest in its students. Keeping our talent in Ohio for education enhances our ability to meet Ohio's emerging workforce needs.

At the core of addressing financial and access barriers is completion of the Free Application for Federal Student Aid (FAFSA). Under the Governor's leadership, we have made strides in promoting FAFSA completion statewide – our FAFSA 21 and FAFSA 22 initiatives and the Governor's promotion of FAFSA Completion Month each October – but must do more to raise awareness of this important tool in the application process. The eligible students who do not complete the FAFSA each year leave hundreds of millions of dollars on the table in otherwise available need-based aid.

Another population that we must support through innovative strategies is the "some college, no degree" group, estimated to be more than 1.3 million Ohioans. Initiatives such as the Second Chance Grant and College Comeback are designed specifically to draw these students back to complete their degree while being mindful of financial barriers that may have kept them from returning.

The College Credit Plus program, with full implementation beginning in the 2015-16 school year, offers high school students the opportunity to obtain simultaneous high school and college credit through approved college coursework. When used effectively, the program makes both the cost of a college degree lower and time to a degree faster. Since its inception, more than 490,000 students have chosen to participate in the program, saving more than $1 billion in tuition costs. Efforts to ensure the program is being utilized statewide must be enhanced, and we must increase credentialing among high school teachers – in consultation with the Ohio Department of Education – so more students can take advantage of the program at their high school. This is particularly important for our at-risk student population.

Announced as part of the State of the State address, the Governor's Mentoring Scholarship Program is designed to prepare students for their best and brightest future. We know how important mentors are to the success and well-being of children, and we have worked closely with a group of interested stakeholders over the last few months to develop a framework for the program. We look forward to continued discussions on the

program throughout the upcoming budget process.

Student Success and Completion

Attracting students to our colleges, universities, technical centers, and Aspire programs is only part of the equation. For Ohio to truly benefit from these efforts, we must ensure that students are successful in their quest for a degree or certificate and their transition into the workforce. Effective merit-based scholarships should be explored to retain the best and brightest from Ohio's high schools.

Ohio has the most aggressive outcomes-based funding formula in the nation – providing a direct correlation between the State Share of Instruction and student success and completion on our campuses. Continuing to invest in this formula will ensure that our colleges and universities stay laser-focused on fostering a success-oriented mindset among students. This includes Ohio's transfer students, whose pathway to a degree begins at one campus and ends at another. Investing in our Ohio Articulation and Transfer Network will allow these seamless transitions to continue, while also helping students earn credit for past experience, training, and coursework in the military and elsewhere.

Student success must extend beyond the walls of the classroom. In order for students to be appropriately prepared for academic success, they must feel confident and comfortable in their campus environment. Student safety and well-being are crucial components of completion. Our ongoing efforts around mental health support, in consultation with our partners at the Department of Mental Health and Addiction Services, and our Changing Campus Culture initiative must continue so students can put their best selves into their education.

Workforce Relevance

As advancements in technology shape the way we live and work, the skills required to succeed in the careers of today and tomorrow continue to evolve. Therefore, we must ensure that Ohio's students have access to the learning and training opportunities that will allow them to become skilled in high-demand areas, including STEM disciplines, STEM education, and computer science. Continuing the investment in the state's Choose Ohio First program and prioritizing awards for underrepresented student populations will empower even more students to earn postsecondary education in STEM fields. To improve access to computer science for students at an earlier age, the State Committee on Computer Science recommends an investment of 1% of state K-12 funding in computer science education.

Preparing students for success starts with educators, and a teacher apprenticeship program will address the educator workforce shortage and put more teachers in the pipeline for jobs across Ohio.

Related to our 100 percent outcomes-based funding formula – which already incentivizes course, certificate, and degree completion – is an initiative that goes a step further by aligning higher education resources with critical statewide priorities. WorkFORCE Ohio, or Fueling Opportunities and Resources through College Education, is designed to tie a portion of state higher education funding to post-graduation employment outcomes. As companies such as Honda and Intel announce their long-term commitments to Ohio, this is essential to ensuring we meet future workforce needs.

Meeting workforce needs includes making sure that students learn various skills on the same equipment used by Ohio employers. As outlined by Governor DeWine in March, we seek to invest in workforce development equipment in six focused areas: healthcare, transportation, broadband/5G, cybersecurity, advanced manufacturing, and trades. Funding will support efforts to build capacity, remove employment and training barriers for prospective and unemployed workers, develop and strengthen business-led strategies in the impacted industries, and provide local guided solutions to employment for communities in economic transition.

Continuing our partnership with the Department of Development on the TechCred program is also critical to addressing our workforce needs. As of the most recent application period, a total of 1,958 Ohio employers were approved for funding through this important program, supporting the earning of 48,632 tech-focused credentials by their employees. This collaborative effort is complemented by continued investment in short-term certificates and the Commercial Truck Driver Student Aid program, two areas that provide vital members of Ohio's workforce.

Other Agency Priorities

Ohio is extremely fortunate to have a nationally recognized technology asset in the form of the Ohio Academic Resources Network (OARnet), a fiber optic backbone stretching more than 5,500 miles across Ohio. Moving forward, OARnet and ODHE envision the development of centralized security offerings that will be utilized by all OH-TECH consortium members. These services include vulnerability scanning, creating a security operations center, and penetration testing, as well as data loss prevention. It is imperative that these services are prioritized in order to stay ahead of cyber threats and put in place mitigation efforts to stop future cyberattacks.

In this budget, we also seek to ensure we have the staff needed to deliver on the implementation and administration of programs and initiatives essential to the workforce and economic needs of our state. Agency staffing at ODHE steadily declined in the years prior to the DeWine-Husted administration, even as the volume and complexity of tasks assigned to the agency increased. According to the DAS Monthly Report of State Employees, the number of full-time permanent staff at ODHE is currently 64. In FY07, according to the same data source, the number of full-time permanent staff at ODHE reached a high of 94. In the last decade alone, the number of full-time permanent staff at the agency has fluctuated from a high of 75 to a low of 60. Our budget request seeks to re-invest in core agency services (HR, fiscal, legal, data) while also adding the critical program management resources necessary to provide a high level of service to our customers. The personnel adjustments included in our budget request are necessary to complete our statutorily required functions, which have expanded through the enactment of new legislation in recent years. Even if all of the personnel adjustments sought are approved to be implemented in the biennium ahead, ODHE will still be well below the number of staff employed at the agency 15 years ago.

I appreciate your thoughtful consideration of the ODHE budget request, which comes with the realization that higher education and workforce development are inextricably linked in our efforts toward a smarter, more innovative, and more modernized Ohio economy. Please let me know how I can assist you and your staff in answering questions or providing any additional information in evaluating this budget request.

Sincerely,



Randy Gardner
Chancellor

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October 7, 2022

Ms. Kimberly Murnieks
Director
Office of Budget & Management
30 E. Broad St., 34th Floor
Columbus, OH 43215

Dear Director Murnieks:

On behalf of Mr. Randy Gardner, Chancellor of the Ohio Department of Higher Education, and the Ohio Tuition Trust Authority (OTTA), I am pleased to present our fiscal years 2024 and 2025 Biennial Operating & Language Budget Plan. This submission is in accordance with OTTA's statute and supports the OTTA's purpose to help families save for higher education expenses through Ohio's 529 college savings program, CollegeAdvantage.

OTTA staff has undertaken a thorough review of Ohio's 529 Plan, CollegeAdvantage, which is comprised of the market-based Variable Savings Plans (VSP), including the Direct Plan (for customers who make their own investing decisions), the Advisor Plan (for customers who choose to work with a financial advisor), and the Guaranteed Savings Plan (GSP). As a result of our review, we are requesting the following non-GRF operating budget appropriation.

Summary of OTTA Appropriation Request			
Expense Category	FY23 Current Appropriations	FY24 Requested Appropriations	FY25 Requested Appropriations
500-Personal Service-Payroll	$3,386,913	$3,586,463	$3,635,429
510-Purchased Personal Services & Other	$3,715,497	$3,729,426	$3,775,812
520-Supplies & Maintenance	$2,015,964	$2,031,612	$2,104,202
530-Equipment	$88,000	$115,300	$116,723
Total	**$9,206,374**	**$9,462,721**	**$9,632,165**

As an Enterprise Fund, CollegeAdvantage participants pay for the operations of the Program. Based on our existing financial standing and biennial projections, OTTA has sufficient resources to fully fund the appropriations requested for FY24 and FY25.

Background and Mission

Named after Internal Revenue Code (IRC) Section 529, which governs such state-sponsored plans nationwide, a 529 plan provides families with tax-advantaged ways to save for future education, including tax-free growth on investments and tax-free withdrawals at the federal level when used for qualified higher education expenses ("QHEE"). QHEE is defined in the IRC to include certain expenses at colleges or universities, vocational schools, other institutions permitted by the U.S. Department of Education, registered apprenticeship programs, qualified education loan payments, and K-12 expenses. Ohio residents contributing to Ohio's 529 Plans may also deduct $4,000 per beneficiary, per single individual or married couple, from their Ohio taxable income annually (with an unlimited carryforward of excess contributions).

In alignment with IRC 529, OTTA has the following mission: "Ohio's CollegeAdvantage program provides families across the nation flexible options and educational resources to invest in our trusted tax-advantaged 529 plans for qualified educational expenses."

OTTA has been helping families in Ohio and throughout the United States to save for higher education expenses since 1989. All stats are as of June 30, 2022, or the 12 months ending June 30, 2022:

	DIRECT PLAN	ADVISOR PLAN	GUARANTEED SAVINGS PLAN (GSP)*	TOTAL OHIO'S 529 PLANS
Open, Funded Accounts	378,192	296,361	9,199	683,752
Assets held by Ohioans	73%	47%	n/a	n/a
Assets under Management (AUM)	$8.46 billion	$5.84 billion	$79.3 million (customer value)	$14.38 billion
Change FY22 over FY21	-9.1%	-14.1%	-27.2% (due to distributions)	n/a
Change attributed to New Flows	+4.1%	-1.8%	n/a	n/a
Changes attributed to Market Performance	-13.2%	-12.3%	n/a	n/a
Contributions	$976.7 million	$576.2 million	n/a	n/a
Change FY22 over FY21	+7.7%	+4.2%	n/a	n/a
529 Industry Ranking by size	7th out of 62 Direct Plans	5th out of 31 Advisor Plans	n/a	7th out of 50 states
Morningstar Rating (October 2021)	Silver	Bronze	n/a	n/a
Saving for College (5-Cap Rating System)	5-Caps in-state resident 5-Caps out-of-state residents	5-Caps in-state resident 4.5-Caps out-of-state residents	n/a	n/a

*The GSP has been closed to new sales and enrollments since 12/31/2003 and is in distribution & maintenance mode.

Budget language background and request

We are not submitting any changes to the Budget Language as part of the biennial budget request.

Goal and Objectives for the 2022-2023 biennium

OTTA's ongoing goals and objectives are to: 1) grow program assets and add new accounts; 2) raise awareness; 3) provide best-in-industry management and services; and 4) manage special considerations related to the GSP.

1.) Grow program assets and add new accounts: Our goal is to grow contributions and accounts by 10% each fiscal year. Growing assets increases our revenue and allows us to reduce fees charged to customers. Every dollar less paid in fees is a dollar more saved for education. Due to the nature and age of our Plans, dollars and customers consistently leave the Plans to pay for intended educational expenses. Therefore, we must continue to attract new customers to replace those who have aged out of our Plans. Higher assets and lower fees are critical to our ability to present the value proposition of saving more for education, and to compete for a larger share of account owners' discretionary income. A large portion of our budget is dedicated to marketing our plans for this precise purpose.

2.) Raise awareness: Throughout the nation, awareness of 529 plans remains low compared to other investment vehicles like 401k plans. In order to add new accounts, OTTA works diligently to increase awareness of 529s in general and Ohio's 529 Plan, CollegeAdvantage, specifically among our target audiences. To do so, we must continue to provide consistent, professional advertising and marketing campaigns, as well as educational resources that put us "top of mind" among our target audiences. We will continue to aggressively market through our dedicated channels: 1) Employers; 2) Schools & Libraries; and 3) Events & Sponsorships.

3.) Provide best-in-industry management and services: It is important to offer a suitable range of investment options in our Plans to ensure customers of Ohio's 529 Plan are able to create and grow their college savings accounts to suit their individual risk tolerance and investment goals. Along with offering options to meet the needs of our customers, OTTA, in collaboration with our professional investment consultants, and the OTTA Investment Board have a fiduciary responsibility to monitor performance of all funds in the three Plans to be able to detect and mitigate any performance issues as soon as possible. We also continue to work to keep our customer-facing website current, concise, and easy-to-use by current and prospective customers. We have recently expanded resources for customers to make one-time and recurring contributions, encouraging gift contributions, and check account balances through our ReadySave529 app, while also offering customers in the payout phase the ability to utilize Flywire and Higher One/CASHNET for easy and quick distributions of funds to schools.

4.) Special considerations related to the GSP: As the number of accounts (now only 9,199 as of June 30, 2022) and the tuition cash liabilities of the Plan ($87.3 million as of June 30, 2022) continue to dwindle as the GSP further ages, the economies of scale begin to decrease as well. OTTA needs to continue to service remaining accounts in the GSP, protect the identities and confidential personal information of our customers and manage the investments effectively to be sure there are sufficient assets to provide for future distributions by GSP participants.

Priorities

Advertising and marketing: Our goals for the FY24-25 biennium are to increase contributions and new enrollments by 10% annually in both our Direct and our Advisor Plans. Because it is critical to both grow Program assets and increase the number of new accounts, OTTA must allocate a significant portion of the total Authority's budget to meet growth goals. Seasonal and ongoing campaigns are focused on specific target audiences. Tactics include a mix of digital and traditional advertising, and marketing content designed to reach potential customers where and when they are most likely to consider saving for college with Ohio's 529 Plan, CollegeAdvantage. OTTA continues to utilize professional advertising, a wide variety of strategic partnerships and sponsorships, market research, and other professional services in the creation and implementation of successful marketing strategies.

Customer service: OTTA directly services all Direct Plan and Guaranteed Savings Plan customers from its office in Columbus. It is critically important to be able to provide top-notch services to all customers through secure online account access, phone, email, and mail.

Information services/technology: The IS/IT department continues to maintain and support the in-house recordkeeping system for the GSP to ensure services to these accounts as well as monitors the data warehouse for all program data, with the highest degree of data security possible. IS/IT staff collaborate with other departments to provide solutions for marketing, customer service, account validation, data analysis, and digital security. They also monitor all data feeds to and from all investment partners, recordkeeping partners, and financial institutions.

Finance and Investments: The finance and investment department is responsible for properly processing, accounting, and reporting for over $14.38 billion in assets and over $9.2 million in appropriated budgets that flow through the department's financial records. They are also responsible for monitoring program investments, ensuring regulatory and financial compliance, and overseeing the annual financial audits and the actuarial valuation process for the GSP.

Operational and Policy Issues

Revenue/customer fees: OTTA continues to monitor the revenue collected from the customers in the Direct and Advisor Plans to be sure it is sufficient to cover projected expenses. We also forecast the fees/revenue annually to determine when we can reduce fees for customers to keep their expenses as low as possible so that a greater percentage of every dollar saved can be used directly for educational expenses.

Utilization of temporary staff: During the summer and fall of FY22, OTTA again utilized temporary staff in the customer service department to meet increased seasonal needs for servicing existing and prospective account holders. High service performance levels are maintained with this staffing model, which is also more economical than staffing with FTEs. We plan to continue use of the temporary staffing model during FY24-25.

Staffing and shared services: OTTA continues to evaluate vacancies in staffing to assess if positions need to be back-filled. Funding was approved in the FY22-23 biennial budget for 1) a Cyber Security Expert FTE position in the IT department and 2) a PTE College Intern to assist with brand awareness and promoting CollegeAdvantage at community events and sponsorships. This is a cost-efficient way for OTTA to increase awareness of CollegeAdvantage while providing educational mentoring opportunities for marketing students attending college in Ohio. The other vacant positions at OTTA are being held pending future needs to fulfill the mission of the agency.

Conclusion

For over 33 years, Ohio's 529 Plan, CollegeAdvantage, has helped Ohioans and other families across the country save now and over time to offset the future costs of educational expenses. In the context of growing concern about rising student loan debt in our country, these savings-no matter their eventual size-help families make education attainable and help tomorrow's students minimize student loan debt as they pursue educational and career aspirations.

OTTA will continue to make educational savings objectives achievable by providing a low-cost, diversified savings platform for families who choose to make educational savings a priority. We will continue to focus our efforts in the next biennium on growing assets and accounts, increasing awareness of Ohio's 529 Plan, and servicing the current and future customers of CollegeAdvantage while professionally and effectively managing OTTA and its Plans.

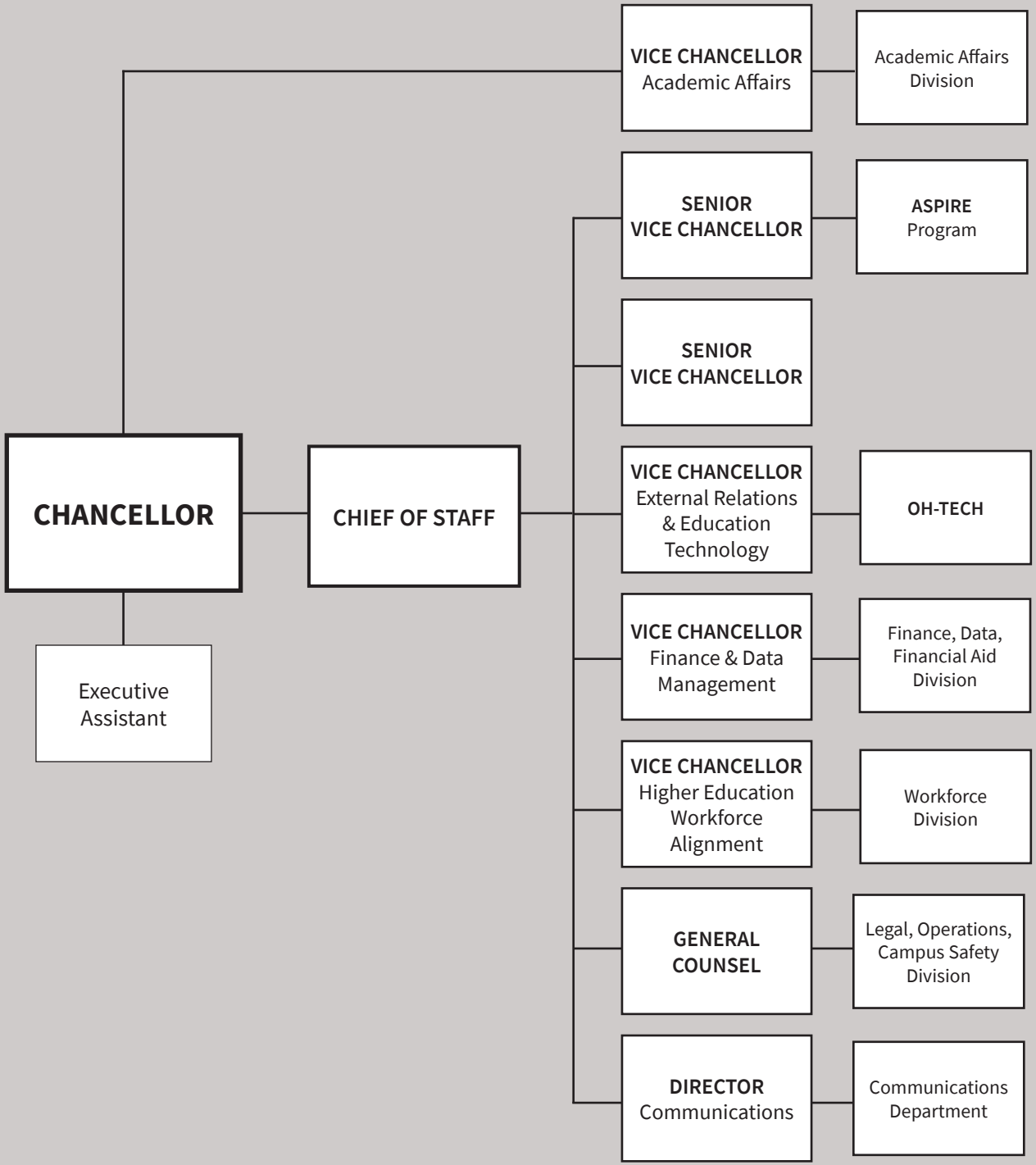
Thank you for your consideration of OTTA's non-GRF appropriation request. If you or your staff have any questions or require additional information, please do not hesitate to contact me.

Sincerely,

Timothy C. Gorrell
Executive Director

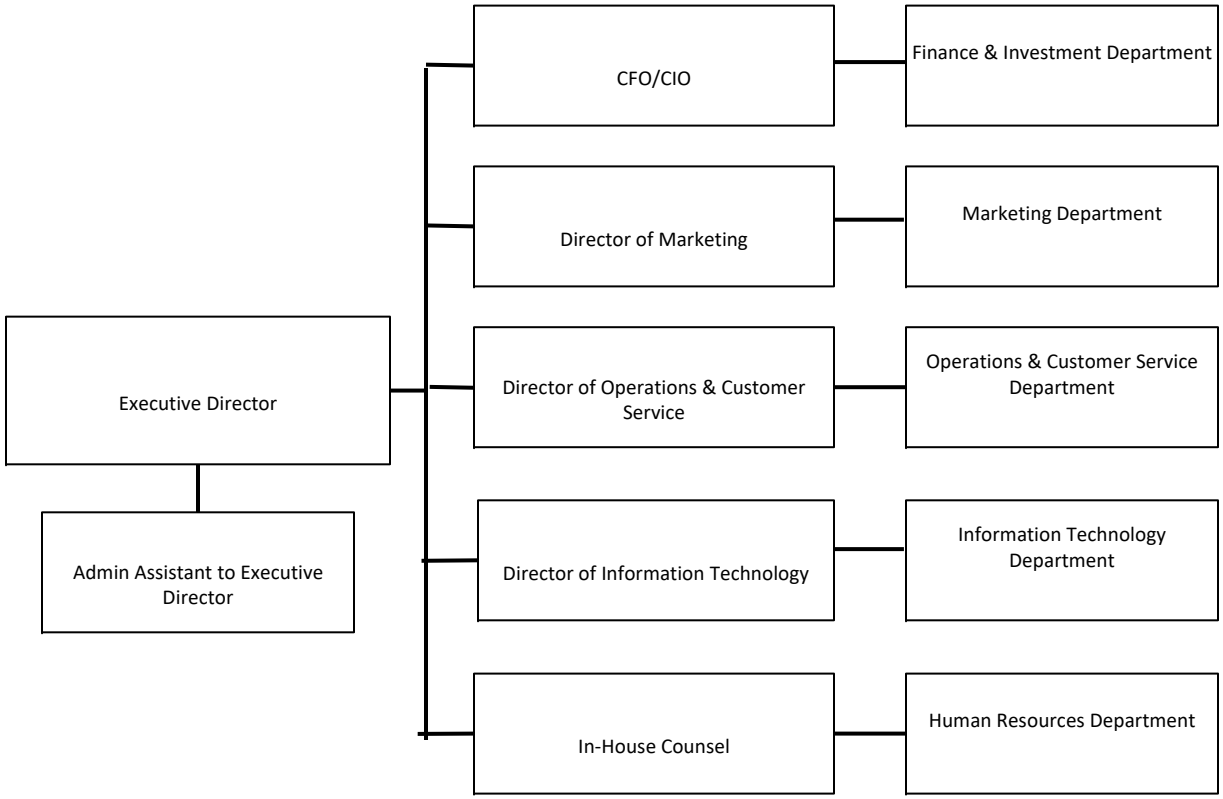
OHIO DEPARTMENT OF HIGHER EDUCATION

Appendix L: High Level Table of Organization for FY24/25 Biennial Budget Submission



Ohio Tuition Trust Authority

Appendix L: High Level Table of Organization for FY24/25 Biennial Budget Submission



AGENCY STAFFING TABLE

Agency	Department of Higher Education
Date	10/28/2022

FY 2023 FTE Position Ceiling	118
FY 2023 PTE Position Ceiling	NA
FY 2023 Intermittent Position Ceiling	10

	Actual FY 2022	End of FY 2023	FY 2024 Request	FY 2025 Request	Count Change FY 2022-2025	% Change FY 2022-2025
Full Time Permanent	94	98	112	112	18	19.1%
Part Time Permanent	3	5	4	4	1	33.3%
Intermittent	6	8	8	8	2	33.3%
All Other	5	3	4	4	-1	-20.0%
Total	108	114	128	128	20	18.5%

Notes: Actual FY 2022	DHE had 4 vacancies on 7/2/22 that had been filled a majority of the year (not in SOPPS), in addition we had 6 interns/intermittent (less than one FTE each in SOPPS). TTA: 1 FTE converted to PTE during FY22. We have 3 FTEs that have been converted to PTEs based on business needs.

Notes: Estimate FY 2023	DHE plans to fill vacancies and has added additional data analysts and fiscal staff to help remediate various audit comments. In addition, will add 2 more interns/intermittents. TTA: 1 PTE left in 08/22; holding the position open based on business needs. The other 3 PTEs are the same as FY22. The PTEs may revert to FTEs based on business needs in the future.

Notes: Request FY 2024-2025	DHE has added additional technology staff, financial aid to run new programs, and right-sized the staff in several areas to help remediate various audit comments regarding DHE oversight of public and private higher ed institutions. In addition, we have added another federal grant funded position, staff for new programs and and will continue to utilize interns/intermittents. TTA: 1 PTE left in 08/22; holding the position open based on business needs. The other 3 PTEs are the same as FY22. The PTEs may revert to FTEs based on business needs in the future.

Ohio
Office of Budget and Management

BEA-0004 Executive Agency Budget Request - Summary

Agency: Department of Higher Education
Scenario: Bud A

BY BUDGET FUND GROUP	Actual			Estimated	Requested			
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Variance FY 2024 - FY 2023	FY 2025	Variance FY 2025 - FY 2024
General Revenue	2,606,111,633	2,683,810,500	2,742,297,802	2,769,487,146	2,999,462,972	229,975,826	3,188,746,128	189,283,156
Bond Research and Development	6,470,778	6,421,865	7,930,491	8,000,000	8,000,000	0	8,000,000	0
Dedicated Purpose	16,676,079	321,180,744	16,860,705	18,291,739	22,406,722	4,114,983	22,633,165	226,443
Federal	19,561,144	21,543,421	31,530,102	32,860,237	25,878,000	(6,982,237)	25,878,000	0
TOTAL	**2,648,819,634**	**3,032,956,529**	**2,798,619,100**	**2,828,639,122**	**3,055,747,694**	**227,108,572**	**3,245,257,293**	**189,509,599**

BY EXPENSE CATEGORY	Actual			Estimated	Requested			
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Variance FY 2024 - FY 2023	FY 2025	Variance FY 2025 - FY 2024
500 Personal Services	9,993,456	9,834,413	11,272,748	11,865,996	13,847,105	1,981,109	13,904,964	57,859
510 Purchased Personal Services	8,359,055	7,706,488	7,578,135	10,542,402	13,298,737	2,756,335	12,059,053	(1,239,684)
520 Supplies and Maintenance	2,977,236	2,806,777	3,376,116	4,441,646	4,041,620	(400,026)	4,176,221	134,601
530 Equipment	72,820	53,761	80,144	159,000	162,550	3,550	166,336	3,786
550 Subsidies Shared Revenue	2,303,055,466	2,696,768,412	2,451,033,760	2,500,100,969	2,722,766,823	222,665,854	2,913,305,487	190,538,664
590 Judgments, Settlements & Bonds	0	0	0	0	95,859	95,859	95,232	(627)
595 Transfers and Non-Expense	324,361,602	315,786,678	325,278,198	301,529,109	301,535,000	5,891	301,550,000	15,000
TOTAL	**2,648,819,634**	**3,032,956,529**	**2,798,619,100**	**2,828,639,122**	**3,055,747,694**	**227,108,572**	**3,245,257,293**	**189,509,599**

BEA-0002 Operating Budget Request - Detail
Agency Bud

Agency	Fund Group	Fund Code	ALI	Account	Actual			Estimate	Request	
					FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
DHE	BRD	7011	235634 Research Incentive Third Frontier	550 Subsidies Shared Revenue	3,464,697	3,511,383	0	0	0	0
DHE	BRD	7014	235639 Research Incentive Third Frontier	550 Subsidies Shared Revenue	3,006,081	2,910,482	7,930,491	8,000,000	8,000,000	8,000,000
				BRD Total	**6,470,778**	**6,421,865**	**7,930,491**	**8,000,000**	**8,000,000**	**8,000,000**
DHE	DPF	2200	235614 Program Approval and Reauthorization	500 Personal Services	351,871	302,038	380,837	413,828	429,967	422,659
DHE	DPF	2200	235614 Program Approval and Reauthorization	510 Purchased Personal Services	119,629	65,846	81,012	360,000	390,521	402,104
DHE	DPF	2200	235614 Program Approval and Reauthorization	520 Supplies and Maintenance	90,352	31,369	39,147	49,500	54,512	57,237
DHE	DPF	2200	235614 Program Approval and Reauthorization	595 Transfers and Non-Expense	6,000	0	32,000	29	0	0
DHE	DPF	4560	235603 Sales and Services	500 Personal Services	0	100,000	100,000	100,000	100,000	100,000
DHE	DPF	4560	235603 Sales and Services	510 Purchased Personal Services	67,198	56,000	500	62,500	62,362	62,680
DHE	DPF	4560	235603 Sales and Services	520 Supplies and Maintenance	904	0	387	36,750	36,888	36,570
DHE	DPF	4E80	235602 Higher Educational Facility Commission Administration	500 Personal Services	45,113	46,024	52,774	53,595	53,672	52,976
DHE	DPF	4E80	235602 Higher Educational Facility Commission Administration	510 Purchased Personal Services	1,170	1,043	1,221	1,299	1,364	1,432
DHE	DPF	4E80	235602 Higher Educational Facility Commission Administration	520 Supplies and Maintenance	1,709	2,064	2,007	11,966	12,564	13,192
DHE	DPF	5CV1	235557 COVID Response - Higher Education Mental Health	510 Purchased Personal Services	0	30,000	0	0	0	0
DHE	DPF	5CV1	235557 COVID Response - Higher Education Mental Health	520 Supplies and Maintenance	0	1,150	0	0	0	0
DHE	DPF	5CV1	235557 COVID Response - Higher Education Mental Health	550 Subsidies Shared Revenue	0	4,968,850	0	0	0	0
DHE	DPF	5CV1	235677 Coronavirus Relief - Public Higher Education Resident	550 Subsidies Shared Revenue	0	141,123,261	0	0	0	0
DHE	DPF	5CV1	235678 Coronavirus Relief - Independent Higher Education	550 Subsidies Shared Revenue	0	78,245,910	0	0	0	0
DHE	DPF	5CV1	235679 Coronavirus Relief - Public Higher Education	550 Subsidies Shared Revenue	0	80,573,928	0	0	0	0
DHE	DPF	5D40	235675 Conference/Special Purposes	500 Personal Services	156,817	142,297	157,757	156,171	0	0
DHE	DPF	5D40	235675 Conference/Special Purposes	510 Purchased Personal Services	255,988	155,049	187,548	261,828	144,919	140,165
DHE	DPF	5D40	235675 Conference/Special Purposes	520 Supplies and Maintenance	417,819	31,634	123,002	578,392	105,081	109,835
DHE	DPF	5D40	235675 Conference/Special Purposes	595 Transfers and Non-Expense	6,231	5,035	325	10,000	0	0
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	500 Personal Services	0	25,000	68,172	60,000	62,340	61,280
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	510 Purchased Personal Services	246,279	427,757	97,745	444,000	457,975	445,873
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	520 Supplies and Maintenance	20,833	0	2,750	267,000	383,085	371,309
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	550 Subsidies Shared Revenue	622,953	316,897	289,019	400,000	498,750	523,688
DHE	DPF	5JC0	235649 Co-Op Internship Program	550 Subsidies Shared Revenue	0	0	200,000	200,000	0	0
DHE	DPF	5JC0	235654 Federal Research Network	550 Subsidies Shared Revenue	4,702,500	4,950,000	0	0	0	0
DHE	DPF	5NH0	235517 Short-Term Certificates	550 Subsidies Shared Revenue	873,000	0	3,500,000	3,500,000	7,000,000	7,000,000
DHE	DPF	5NH0	235684 OhioMeansJobs Workforce Development Revolving Loan Program	500 Personal Services	21,611	0	0	0	0	0
DHE	DPF	5NH0	235684 OhioMeansJobs Workforce Development Revolving Loan Program	510 Purchased Personal Services	7,161	0	0	0	0	0
DHE	DPF	5NH0	235684 OhioMeansJobs Workforce Development Revolving Loan Program	520 Supplies and Maintenance	458	0	0	0	0	0
DHE	DPF	5P30	235663 Variable Savings Plan	500 Personal Services	2,169,996	2,192,194	2,484,880	2,728,538	2,862,273	2,905,761
DHE	DPF	5P30	235663 Variable Savings Plan	510 Purchased Personal Services	3,048,996	3,140,980	2,877,874	3,492,448	3,443,942	3,487,114
DHE	DPF	5P30	235663 Variable Savings Plan	520 Supplies and Maintenance	1,514,681	1,812,358	1,944,200	1,845,679	1,950,685	2,021,036
DHE	DPF	5P30	235663 Variable Savings Plan	530 Equipment	9,752	46,687	38,306	92,500	106,700	108,123
DHE	DPF	5RA0	235616 Workforce and Higher Education Programs	550 Subsidies Shared Revenue	0	0	1,000,000	1,000,000	0	0
DHE	DPF	5UK0	235594 OhioCorps Pilot Program	500 Personal Services	0	0	50,000	0	0	0
DHE	DPF	5UK0	235594 OhioCorps Pilot Program	550 Subsidies Shared Revenue	0	18,000	100,000	0	0	0
DHE	DPF	5Y50	235618 State Need-based Financial Aid Reconciliation	550 Subsidies Shared Revenue	313,653	729,698	692,885	0	0	0
DHE	DPF	5YD0	235494 Second Chance Grant Pilot Program	550 Subsidies Shared Revenue	0	0	635,480	0	2,000,000	2,000,000
DHE	DPF	6450	235664 Guaranteed Savings Plan	500 Personal Services	541,997	548,889	626,852	698,839	724,210	729,667
DHE	DPF	6450	235664 Guaranteed Savings Plan	510 Purchased Personal Services	137,556	136,959	124,274	214,545	285,485	288,698
DHE	DPF	6450	235664 Guaranteed Savings Plan	520 Supplies and Maintenance	58,672	61,229	139,466	112,325	80,827	83,166
DHE	DPF	6450	235664 Guaranteed Savings Plan	530 Equipment	3,251	3,321	3,588	21,500	8,600	8,600
DHE	DPF	6820	235606 Nursing Loan Program	500 Personal Services	59,884	61,584	67,284	72,218	75,035	73,759
DHE	DPF	6820	235606 Nursing Loan Program	510 Purchased Personal Services	1,974	1,943	2,288	2,266	2,379	2,498

BEA-0002 Operating Budget Request - Detail
Agency Bud

Agency	Fund Group	Fund Code	ALI	Account	Actual			Estimate	Request	
					FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
DHE	DPF	6820	235606 Nursing Loan Program	520 Supplies and Maintenance	2,814	3,797	3,662	6,453	6,776	7,114
DHE	DPF	6820	235606 Nursing Loan Program	550 Subsidies Shared Revenue	797,260	821,952	753,464	1,037,570	1,065,810	1,116,629
				DPF Total	**16,676,079**	**321,180,744**	**16,860,705**	**18,291,739**	**22,406,722**	**22,633,165**
DHE	FED	3120	235577 Education, Research, Development and Dissemination	500 Personal Services	4,980	2,194	1,276	25,691	0	0
DHE	FED	3120	235577 Education, Research, Development and Dissemination	520 Supplies and Maintenance	1,202	0	0	0	0	0
DHE	FED	3120	235611 Gear-up Grant	500 Personal Services	114,819	111,039	136,967	155,322	161,380	158,636
DHE	FED	3120	235611 Gear-up Grant	510 Purchased Personal Services	56,149	33,217	33,316	144,431	100,824	105,866
DHE	FED	3120	235611 Gear-up Grant	520 Supplies and Maintenance	29,783	7,259	8,495	65,116	65,222	68,483
DHE	FED	3120	235611 Gear-up Grant	550 Subsidies Shared Revenue	1,534,846	1,225,007	1,455,391	2,035,131	2,072,574	2,067,015
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	500 Personal Services	472,306	471,410	524,038	532,663	553,437	544,029
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	510 Purchased Personal Services	668,011	369,062	407,337	619,795	650,785	663,324
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	520 Supplies and Maintenance	37,492	33,258	35,896	47,542	49,919	47,415
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	590 Judgments, Settlements & Bonds	0	0	0	0	95,859	95,232
DHE	FED	3120	235641 Adult Basic and Literacy Education - Federal	500 Personal Services	426,709	434,443	440,542	465,372	483,522	475,302
DHE	FED	3120	235641 Adult Basic and Literacy Education - Federal	510 Purchased Personal Services	133,802	152,533	188,700	205,636	215,918	226,714
DHE	FED	3120	235641 Adult Basic and Literacy Education - Federal	520 Supplies and Maintenance	31,577	149,370	75,911	270,330	87,938	92,334
DHE	FED	3120	235641 Adult Basic and Literacy Education - Federal	550 Subsidies Shared Revenue	14,270,764	14,334,970	15,122,010	15,899,000	17,812,622	17,805,650
DHE	FED	3120	235641 Adult Basic and Literacy Education - Federal	595 Transfers and Non-Expense	26,739	0	0	0	0	0
DHE	FED	3120	235669 Articulation and Transfer	500 Personal Services	0	0	9,698	5,000	15,000	15,000
DHE	FED	3120	235669 Articulation and Transfer	510 Purchased Personal Services	0	0	140,000	90,000	285,000	285,000
DHE	FED	3BG0	235651 Gear Up Grant Scholarships	550 Subsidies Shared Revenue	1,698,088	1,505,842	1,429,188	2,000,000	3,100,000	3,100,000
DHE	FED	3HQ0	235509 GEER Higher Education Initiatives	510 Purchased Personal Services	0	49,000	281,270	464,313	0	0
DHE	FED	3HQ0	235509 GEER Higher Education Initiatives	520 Supplies and Maintenance	0	0	795	0	0	0
DHE	FED	3HQ0	235509 GEER Higher Education Initiatives	550 Subsidies Shared Revenue	0	1,606,924	7,255,499	9,746,569	0	0
DHE	FED	3HQ0	235512 Governor Emergency Education Relief - Higher Education Mental Health	550 Subsidies Shared Revenue	0	1,057,895	3,929,228	35,687	0	0
DHE	FED	3N60	235658 John R. Justice Student Loan Repayment Program	500 Personal Services	2,693	0	3,090	7,090	6,400	6,400
DHE	FED	3N60	235658 John R. Justice Student Loan Repayment Program	550 Subsidies Shared Revenue	51,184	0	51,456	45,550	121,600	121,600
				FED Total	**19,561,144**	**21,543,421**	**31,530,102**	**32,860,237**	**25,878,000**	**25,878,000**
DHE	GRF	GRF	235321 Operating Expenses	500 Personal Services	4,055,964	3,779,310	4,320,103	4,405,587	5,447,405	5,369,589
DHE	GRF	GRF	235321 Operating Expenses	510 Purchased Personal Services	1,033,862	677,472	385,311	733,836	770,527	809,053
DHE	GRF	GRF	235321 Operating Expenses	520 Supplies and Maintenance	627,887	534,085	867,348	908,475	953,899	1,001,594
DHE	GRF	GRF	235321 Operating Expenses	530 Equipment	59,817	3,753	38,250	45,000	47,250	49,613
DHE	GRF	GRF	235402 Sea Grants	550 Subsidies Shared Revenue	284,287	299,250	299,250	299,250	308,228	317,474
DHE	GRF	GRF	235406 Articulation and Transfer	500 Personal Services	324,810	309,086	337,108	332,274	435,233	519,364
DHE	GRF	GRF	235406 Articulation and Transfer	510 Purchased Personal Services	371,807	322,618	338,718	372,782	391,421	410,992
DHE	GRF	GRF	235406 Articulation and Transfer	520 Supplies and Maintenance	32,252	43,171	46,026	58,285	61,199	64,259
DHE	GRF	GRF	235406 Articulation and Transfer	550 Subsidies Shared Revenue	1,080,028	1,101,600	1,103,678	1,125,966	1,182,264	1,231,378
DHE	GRF	GRF	235408 Midwest Higher Education Compact	510 Purchased Personal Services	115,000	115,000	115,000	118,476	118,476	118,476
DHE	GRF	GRF	235410 Mentoring Scholarship Program	500 Personal Services	0	0	0	0	90,000	150,000
DHE	GRF	GRF	235410 Mentoring Scholarship Program	510 Purchased Personal Services	0	0	0	0	2,410,000	867,500
DHE	GRF	GRF	235410 Mentoring Scholarship Program	550 Subsidies Shared Revenue	0	0	0	0	0	9,982,500
DHE	GRF	GRF	235411 Teacher Apprenticeship Program	500 Personal Services	0	0	0	0	120,000	120,000
DHE	GRF	GRF	235411 Teacher Apprenticeship Program	510 Purchased Personal Services	0	0	0	0	0	5,250
DHE	GRF	GRF	235411 Teacher Apprenticeship Program	550 Subsidies Shared Revenue	0	0	0	0	0	3,510,000
DHE	GRF	GRF	235412 Textbook Affordability	550 Subsidies Shared Revenue	0	0	0	0	455,000	455,000
DHE	GRF	GRF	235414 Grants and Scholarship Administration	500 Personal Services	517,119	519,463	568,048	593,719	666,874	656,387
DHE	GRF	GRF	235414 Grants and Scholarship Administration	510 Purchased Personal Services	307,692	236,815	256,783	264,159	277,367	291,235
DHE	GRF	GRF	235414 Grants and Scholarship Administration	520 Supplies and Maintenance	28,841	34,359	32,724	42,115	44,221	46,432
DHE	GRF	GRF	235414 Grants and Scholarship Administration	595 Transfers and Non-Expense	229	1,197	103	0	0	0

Ohio
Office of Budget and Management

BEA-0002 Operating Budget Request - Detail
Agency Bud

Agency	Fund Group	Fund Code	ALI	Account	Actual			Estimate	Request	
					FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
DHE	GRF	GRF	235416 ApplyOhio Program	500 Personal Services	0	0	0	0	400,000	400,000
DHE	GRF	GRF	235416 ApplyOhio Program	510 Purchased Personal Services	0	0	0	0	473,000	473,000
DHE	GRF	GRF	235416 ApplyOhio Program	550 Subsidies Shared Revenue	0	0	0	0	2,127,000	2,377,000
DHE	GRF	GRF	235417 Technology Maintenance and Operations	500 Personal Services	195,357	189,759	205,659	212,369	220,651	216,900
DHE	GRF	GRF	235417 Technology Maintenance and Operations	510 Purchased Personal Services	1,302,413	1,255,399	1,663,679	2,092,191	2,188,681	2,312,899
DHE	GRF	GRF	235417 Technology Maintenance and Operations	520 Supplies and Maintenance	25,621	27,649	25,413	35,229	36,990	38,840
DHE	GRF	GRF	235417 Technology Maintenance and Operations	550 Subsidies Shared Revenue	2,644,646	2,056,281	1,413,725	1,306,730	1,372,067	1,440,670
DHE	GRF	GRF	235418 ACCESS CHALLENGE	550 Subsidies Shared Revenue	0	0	0	0	40,000,000	40,000,000
DHE	GRF	GRF	235419 Mental Health Support	550 Subsidies Shared Revenue	0	0	0	0	5,000,000	5,000,000
DHE	GRF	GRF	235421 IT Security Enhancements	550 Subsidies Shared Revenue	0	0	0	0	1,872,135	1,930,299
DHE	GRF	GRF	235422 Work Force Ohio	550 Subsidies Shared Revenue	0	0	0	0	30,000,000	30,000,000
DHE	GRF	GRF	235425 Two-Year Sector Need-Based Aid	550 Subsidies Shared Revenue	0	0	0	0	12,300,000	23,500,000
DHE	GRF	GRF	235428 Appalachian New Economy Partnership	550 Subsidies Shared Revenue	4,041,600	4,091,600	4,041,600	4,041,600	4,243,680	4,455,864
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	500 Personal Services	393,208	459,332	581,163	688,607	715,463	703,300
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	510 Purchased Personal Services	166,801	172,483	188,321	207,298	217,662	228,545
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	520 Supplies and Maintenance	23,334	27,607	22,576	40,415	42,436	44,558
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	550 Subsidies Shared Revenue	13,187,458	13,620,098	16,240,573	27,081,664	29,024,439	31,023,597
DHE	GRF	GRF	235443 Adult Basic and Literacy Education - State	550 Subsidies Shared Revenue	7,083,344	7,083,344	7,083,344	7,083,344	7,083,344	7,083,344
DHE	GRF	GRF	235444 Ohio Technical Centers	550 Subsidies Shared Revenue	18,453,980	19,723,145	20,802,939	21,291,040	21,929,424	22,588,356
DHE	GRF	GRF	235444 Ohio Technical Centers	595 Transfers and Non-Expense	468,136	480,855	507,181	519,080	535,000	550,000
DHE	GRF	GRF	235474 Area Health Education Centers Program Support	550 Subsidies Shared Revenue	851,175	873,000	873,000	873,000	899,190	926,166
DHE	GRF	GRF	235492 Campus Safety and Training	500 Personal Services	138,203	140,352	152,080	154,113	169,243	168,955
DHE	GRF	GRF	235492 Campus Safety and Training	510 Purchased Personal Services	317,568	307,312	207,240	390,599	410,129	430,635
DHE	GRF	GRF	235492 Campus Safety and Training	520 Supplies and Maintenance	31,006	6,418	6,310	66,074	69,378	72,847
DHE	GRF	GRF	235492 Campus Safety and Training	550 Subsidies Shared Revenue	22,535	0	26,600	25,000	26,250	27,563
DHE	GRF	GRF	235495 Northeast Ohio Medical University Dental School	550 Subsidies Shared Revenue	0	0	0	1,000,000	0	0
DHE	GRF	GRF	235501 State Share of Instruction	550 Subsidies Shared Revenue	1,940,444,439	2,037,149,490	2,054,632,520	2,075,761,402	2,138,034,244	2,202,175,271
DHE	GRF	GRF	235504 War Orphans Scholarships	550 Subsidies Shared Revenue	11,915,564	14,476,778	14,239,330	15,500,000	17,800,000	20,600,000
DHE	GRF	GRF	235505 State Share of Instruction Reconciliation	550 Subsidies Shared Revenue	1,500,000	0	0	0	0	0
DHE	GRF	GRF	235507 OhioLINK	550 Subsidies Shared Revenue	5,723,448	5,723,448	5,654,164	5,752,427	6,140,048	6,447,051
DHE	GRF	GRF	235508 Air Force Institute of Technology	550 Subsidies Shared Revenue	1,563,387	1,563,387	1,824,219	1,863,387	1,919,289	1,976,867
DHE	GRF	GRF	235510 Ohio Supercomputer Center	550 Subsidies Shared Revenue	4,278,800	4,278,800	4,294,160	4,422,984	4,844,133	5,086,340
DHE	GRF	GRF	235511 Cooperative Extension Service	550 Subsidies Shared Revenue	23,854,677	23,854,677	24,563,453	24,761,619	25,504,468	26,269,602
DHE	GRF	GRF	235514 Central State Supplement	550 Subsidies Shared Revenue	11,241,466	11,241,466	11,551,202	11,685,515	12,036,080	12,397,163
DHE	GRF	GRF	235515 Case Western Reserve University School of Medicine	550 Subsidies Shared Revenue	1,987,966	2,038,940	2,038,940	2,038,940	2,100,108	2,163,111
DHE	GRF	GRF	235519 Family Practice	550 Subsidies Shared Revenue	2,932,679	3,007,876	3,007,876	3,007,876	3,098,112	3,191,056
DHE	GRF	GRF	235520 Shawnee State Supplement	550 Subsidies Shared Revenue	3,884,033	4,037,456	4,636,500	5,409,250	5,571,528	5,738,673
DHE	GRF	GRF	235525 Geriatric Medicine	550 Subsidies Shared Revenue	483,642	496,043	496,043	496,043	510,924	526,252
DHE	GRF	GRF	235526 Primary Care Residencies	550 Subsidies Shared Revenue	1,389,375	1,425,000	1,425,000	1,425,000	1,467,750	1,511,783
DHE	GRF	GRF	235530 ACADEMIC SCHOLARSHIPS	550 Subsidies Shared Revenue	0	0	0	0	0	10,000,000
DHE	GRF	GRF	235533 Higher Education Program Support	550 Subsidies Shared Revenue	2,803,850	1,195,200	1,540,925	853,000	0	0
DHE	GRF	GRF	235535 Ohio Agricultural Research and Development Center	550 Subsidies Shared Revenue	35,493,396	35,493,396	35,785,072	36,086,454	37,169,048	38,284,119
DHE	GRF	GRF	235536 The Ohio State University Clinical Teaching	550 Subsidies Shared Revenue	8,955,857	9,185,494	9,185,494	9,185,494	9,461,059	9,744,891
DHE	GRF	GRF	235537 University of Cincinnati Clinical Teaching	550 Subsidies Shared Revenue	7,707,320	7,869,944	8,334,944	8,334,944	8,584,992	8,842,542
DHE	GRF	GRF	235538 University of Toledo Clinical Teaching	550 Subsidies Shared Revenue	5,741,453	5,888,670	5,888,670	5,888,670	6,065,330	6,247,290
DHE	GRF	GRF	235539 Wright State University Clinical Teaching	550 Subsidies Shared Revenue	2,789,309	2,860,830	2,860,830	2,860,830	2,946,655	3,035,055
DHE	GRF	GRF	235540 Ohio University Clinical Teaching	550 Subsidies Shared Revenue	2,696,510	2,765,651	2,765,651	2,765,651	2,848,621	2,934,079
DHE	GRF	GRF	235541 Northeast Ohio Medical University Clinical Teaching	550 Subsidies Shared Revenue	2,773,357	2,844,469	2,844,469	2,844,469	2,929,803	3,017,697
DHE	GRF	GRF	235543 OCPM Clinical Subsidy	550 Subsidies Shared Revenue	375,000	500,000	450,000	500,000	515,000	530,450

Ohio
Office of Budget and Management

BEA-0002 Operating Budget Request - Detail
Agency Bud

Agency	Fund Group	Fund Code	ALI	Account	Actual			Estimate	Request	
					FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
DHE	GRF	GRF	235544 STEM Public-Private Partnership Pilot Program	550 Subsidies Shared Revenue	0	875,000	0	0	0	0
DHE	GRF	GRF	235546 Central State Agricultural Research and Development	550 Subsidies Shared Revenue	3,734,154	3,317,860	4,883,340	4,883,340	5,828,027	5,828,027
DHE	GRF	GRF	235548 Central State Cooperative Extension Services	550 Subsidies Shared Revenue	3,163,970	2,854,148	5,084,568	5,084,568	5,168,233	5,168,233
DHE	GRF	GRF	235552 Capital Component	550 Subsidies Shared Revenue	3,448,582	3,630,087	3,630,087	1,584,491	1,584,491	1,584,491
DHE	GRF	GRF	235555 Library Depositories	550 Subsidies Shared Revenue	1,326,762	1,326,762	1,310,702	1,326,762	1,393,100	1,462,755
DHE	GRF	GRF	235556 Ohio Academic Resources Network	550 Subsidies Shared Revenue	2,923,475	2,978,512	2,915,605	2,978,512	3,262,545	3,568,172
DHE	GRF	GRF	235558 Long-term Care Research	550 Subsidies Shared Revenue	293,583	309,035	309,035	309,035	318,306	327,855
DHE	GRF	GRF	235563 Ohio College Opportunity Grant	550 Subsidies Shared Revenue	108,670,998	101,719,271	104,983,742	121,000,000	183,700,000	263,400,000
DHE	GRF	GRF	235569 The Ohio State University College of Veterinary Medicine Supplement	550 Subsidies Shared Revenue	0	0	4,000,000	5,000,000	5,150,000	5,304,500
DHE	GRF	GRF	235572 The Ohio State University Clinic Support	550 Subsidies Shared Revenue	710,001	728,206	728,206	728,206	750,052	772,554
DHE	GRF	GRF	235578 Federal Research Network	550 Subsidies Shared Revenue	0	0	4,950,000	4,950,000	5,098,500	5,251,455
DHE	GRF	GRF	235591 Co-Op Internship Program	550 Subsidies Shared Revenue	1,352,700	1,338,050	788,300	890,000	165,000	165,000
DHE	GRF	GRF	235595 Commercial Truck Driver Student Aid Program	500 Personal Services	0	0	4,420	5,000	55,000	55,000
DHE	GRF	GRF	235595 Commercial Truck Driver Student Aid Program	550 Subsidies Shared Revenue	0	0	0	2,495,000	2,495,000	2,495,000
DHE	GRF	GRF	235597 High School STEM Innovation and Ohio College Scholarship and Retention Pr	550 Subsidies Shared Revenue	1,000,000	900,000	0	0	0	0
DHE	GRF	GRF	235598 Rural University Program	550 Subsidies Shared Revenue	500,000	500,000	400,000	400,000	412,000	424,360
DHE	GRF	GRF	235599 National Guard Scholarship Program	550 Subsidies Shared Revenue	16,411,633	11,645,152	22,801,894	19,000,000	18,400,000	19,250,000
DHE	GRF	GRF	235599 National Guard Scholarship Program	595 Transfers and Non-Expense	12,591	0	0	0	0	0
DHE	GRF	GRF	235909 Higher Education General Obligation Bond Debt Service	595 Transfers and Non-Expense	323,841,676	315,299,591	324,738,589	301,000,000	301,000,000	301,000,000
				GRF Total	**2,606,111,633**	**2,683,810,500**	**2,742,297,802**	**2,769,487,146**	**2,999,462,972**	**3,188,746,128**
				BOR Total	**2,648,819,634**	**3,032,956,529**	**2,798,619,100**	**2,828,639,122**	**3,055,747,694**	**3,245,257,293**

ALI Q&A for 235321 Operating Expenses

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Operating Expenses allows the Department of Higher Education to maintain sufficient staffing levels to serve Ohio's colleges and universities. This ALI serves as the main operating fund for the Department – salaries, rent, audits, IT support and equipment, DAS and OBM central service charges, etc.

The operating support provides DHE with essential resources, including a talented and qualified staff, to help fulfill the agency's mission and statutory obligation of providing higher education policy and budget advice to the Governor and General Assembly, as well as distribute state funding to institutions of higher education throughout the state of Ohio. Operating support also invests in technology and information systems allowing DHE to gather and analyze data from post-secondary institutions.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

This ALI supports the administrative costs of the Department of Higher Education. Increases in compensation of state employees as well as other cost pressures impact the funding level. In addition, expansion of programs and increasing demand for accountability, data and analysis impact the staffing level of this program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235321 Operating Expenses

Agency staffing at DHE has steadily declined for more than a decade, as the volume and complexity of tasks assigned to the agency increased. The current number of full-time permanent staff at DHE is 64. In FY07, the number of full-time permanent staff at DHE reached a high of 94. Over that same period DHE's responsibilities have grown considerably in areas such as the growth of College Credit Plus, the expansion of articulation agreements, and required review and approval of applied bachelor's degree programs at community colleges. In addition, there have been several new programs targeted to specific students and priorities, such as Second Chance Grants, Commercial Truck Drivers Student Aid Program and Short-Term Certificates. Reporting requirements have also grown to include annual Efficiency reports, low enrollment reports and duplicative program reports.

Many of DHE's new initiatives did receive state resources to support the targeted constituencies and institutions. However, such funding has almost always been provided as subsidy in 500-series line items, which precluded DHE from increasing administrative support to assist with those initiatives. Instead, DHE has absorbed these increasing responsibilities within a continuation budget and declining staff level. The workload has become too great for DHE to responsibly administer all of these programs without additional staff and support.

Our budget request seeks to re-invest in core agency services, such as human resources, fiscal, data and reporting, and legal, while also adding the critical program management resources necessary to provide a high level of service to our customers. The personnel adjustments included in our budget request are necessary to complete our expanded statutorily required functions. If all of the personnel adjustments sought are approved in the next biennium, DHE will still be below the prior decade's high point of 75 full-time permanent staff, and more than 20% below the number of staff employed at the agency 15 years ago.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

DHE's strength is a dynamic, knowledgeable, and engaged workforce that supports educational and economic policies benefitting Ohioans and the economy. DHE's staff during the pandemic continued to be highly productive supporting post-secondary institutions to see how they adapted and implemented new learning and teaching strategies. DHE is helping lead post-secondary institutions to new ways to energize Ohio's economy and promote job growth.

ALI Q&A for 235402 Sea Grants

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item supports Ohio State University's Sea Grant program, a statewide program located at Stone Lab on Gibraltar Island. The Sea Grant program partners closely with OSU's College of Food, Agriculture and Environmental Sciences to leverage Extension and Research resources to address issues impacting Lake Erie, and the Lake Erie watershed to the Ohio River. The program also works closely with other public and private institutions to implement a vast array of research and outreach programs including Great Lakes water quality, marine health and coastal resources.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The funds are disbursed to Ohio State University. The state funds leverage a significantly greater amount of federal funds. Some of this funding is awarded competitively to Ohio academic and agency scientists for research projects addressing critical problems and opportunities relating to Lake Erie and its watershed. It also supports extension agents located across the coastline, communication materials, workshops, field trips for young students through adults and conferences for various stakeholder audiences related to current critical issues.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase of 3% per year will be the first increase in funding for this initiative since FY 16. The marginal increase in funding will increase state support for Sea Grants research.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

One of the main goals of this program is to improve water quality and the livelihoods of coastal residents throughout the state of Ohio through conducting research, educating elected officials, the public and other constituents holding outreach events for the public. These activities are all in line with the Governor's priority and state agency missions of improving water quality throughout Ohio's water bodies.

ALI Q&A for 235406 Articulation and Transfer

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This program is in response to the legislative mandates of Revised Code 3333.16, 3333.162, 3333.163, 3333.164, 3333.166, 3345.421, 3345.422, and 3345.424. The goal is to improve access to higher education and promote college success among students by creating a seamless transfer system so that course credits earned, and pathways completed by students at one institution may be applicable or transferable to other Ohio public institutions in Ohio. This work ties directly to the Governors strategies for workforce development and saves money and time for students, institutions, and the state of Ohio.
This also includes the articulation of credit from secondary institutions, Ohio Technical Centers, and secondary career-technical education institutions to public institutions of higher education. The programs include Career-Technical Alignment Guides (CTAGs), Career-Technical Credit Transfer (CT)2, pathways to technical associate degrees for Registered Apprenticeship programs, the awarding of college credit for college-level learning through prior learning assessment (PLA), Advanced Placement (AP), College-Level Examination Program (CLEP) Exams, Ohio Guaranteed Transfer Pathways (OGTP), improved curricular pathways Transfer Assurance Guides (TAGs), improved and creation of additional curricular pathways for Mathematics through the Ohio Mathematics Initiative (OMI), revisions to the Ohio Transfer 36 / General Education (GE) that incorporates additions surrounding a diversity/equity/inclusion component and second writing course, exploring certifications and credentials for transfer credit in connection with One-Year Option, TAGs, and CTAGs, the need to keep up with technology and the vital role it plays in work completion and how technology improves processes such as CEMS, ATC, and One-Year-Option, maintain Credit When It's Due (CWID), development of leadership (Military Transfer Assurance Guides (MTAGs), the awarding of college credit from military training, experience, and coursework (Valuing Ohio Veterans), and more recently Industry Recognized Transfer Assurance Guides (ITAGs). Statewide initiatives and programs are live, in that curriculum is constantly changing with progress and work never complete but rather ongoing.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Programmatic planning, personnel, software purchases, development and maintenance, and general inflationary pressures have all contributed to the costs of this program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Programmatic planning, personnel, software purchases, development and maintenance, and general inflationary pressures have all contributed to the increase costs of this ALI. The increase from FY 2023 levels also includes funding for a new inter-agency initiative focused on Industry Recognized Transfer Assurance Guides (ITAGs). The requested amounts will accommodate anticipated increased costs at current service levels through the biennium.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

ALI Q&A for 235406 Articulation and Transfer

Please see attached third party credentials documents outlining additional details on the importance to maintain, increase, and add funding related to the ALI 235-406.

College Credit for Third Party Validated Industry-Recognized Credentials

11/6/2020

Background

Ohio has a robust statewide transfer system that assures the courses/programs students take within Ohio's public institutions of higher education will transfer and count toward a degree. To have an effective statewide transfer system it takes the Governor, General Assembly, educational institutions' faculty, administrators, staff, and the Ohio Department of Higher Education, along with industry and in compliance with accreditation agencies, working together toward the goal of student success. Secondary education institutions, Ohio Technical Centers, community colleges, and colleges and universities need to align their curricula so students reach their highest level of academic attainment. This alignment also needs to match the workforce needs of Ohio.

The transfer legislation passed over the years recognizes that Ohio's transfer policies are student-focused and faculty-driven. Currently, over 1,000 Ohio faculty are involved in the statewide transfer initiatives. Over the course of the past 15 years, Ohio has expanded statewide transfer guarantees to include not only general education courses but also beginning and pre-major courses, career-technical courses, prior learning, military experience, training, and coursework along with national test performance. There is a five-step process that is followed to reach the statewide guarantees. Those five steps are: Defining, Agreeing, Matching, Submitting, and Review. Each time transfer legislation is passed reference is made to this equivalency process. Over the years, Ohio has included course equivalencies to award block credit for content mastery; however, a version of the five-step process is always utilized.

Our goal is to align college credit to Third Party Validated Industry-Recognized Credentials (see Appendix A for the Glossary of Terms). It is important to note that some of this work is already happening through prior learning assessment at the institutional level. Also, alignment work already has been done as part of the Career-Technical Assurance Guides, the One-Year Option, and Military Transfer Assurance Guides. The challenge now will be to outline what needs to be accomplished to reach the goal.

Two key recommendations (to be completed concurrently) are the use of prior learning assessment and the creation of ITAGs.

Recommendation One: Non-Statewide Agreement- Individual Institutional Prior Learning Assessment

This process already exists at some of Ohio's public colleges and universities. Through rigorous evaluation, PLA measures student learning that has occurred outside the college classroom to determine whether it is appropriate for college credit. It then applies an equivalent number of college-level credits to the learning. Although some of Ohio's institutions have embraced PLA, others have not. To have more institutions use PLA, it is encouraged to add slightly modified language that the Chancellor has already proposed in the next budget bill (see Appendix B). Use of this process would provide credit to students, but does not carry a statewide transfer guarantee.

Recommendation Two: Creation of Statewide Transfer Guarantee Industry Credential Transfer Assurance Guides (ITAGs)

What is the purpose of ITAGs?

- To create a statewide system through which students can earn guaranteed transfer credit for the successful completion of Third Party Validated Industry-Recognized Credentials.

Definition of ITAGs:

- College level work that is validated through Third Party Validated Industry-Recognized Credentials and carries a statewide transfer guarantee.
- ITAGs do not replace the CTAGs, MTAGs, and One-Year-Option Pathways, but are to be concurrent with them and will focus on third party validated industry-recognized credentials earned in any manner in which a credential could be attained (e.g., through non-credit programs at postsecondary institutions, through employer-based training programs, or through self-study).
- By the definition of an ITAG, this type of credit will be used in the Ohio Guaranteed Transfer Pathways where applicable, especially for the Applied Associate Degrees.

Steps to the Creation of ITAGs:

- Develop a policy that permits the awarding of college credit for approved Third Party Validated Industry-Recognized Credential in their own right and earned in any manner in which a credential could be attained.
- Start with Third Party Validated Industry-Recognized Credentials lists used across ODE and ODHE.
- Develop a crosswalk that builds upon the existing framework of statewide transfer initiatives between Third Party Validated Industry-Recognized Credentials to ITAGs.
- Promote the Third Party Validated Industry-Recognized Credentials, once the policy has been approved, that have already been vetted in the existing CTAGs, One-Year-Option, and MTAGs and cross list them with the new ITAG concept.
- Perform up-front intelligence survey on what public post-secondary institutions are currently doing in Ohio and what other post-secondary institutions are doing nationally in awarding college credit for Third Party Validated Industry-Recognized Credentials.
- Prioritize the most common Third Party Validated Industry-Recognized Credential based on the survey findings.
- Develop statewide guarantees for Third Party Validated Industry-Recognized Credentials for ITAGs, following the Five Step Equivalency Process.

Summation of Recommendations

Appendix C contains the two recommendations and specifically gives an overview of possible near-term, mid-term, and long-term work including action steps and resources needed. This all is important work and to move quickly on the steps additional staffing would be needed in the Articulation and Transfer Area. The Ohio Articulation and Transfer Network staff knows how to get this work done effectively and efficiently.

Appendix A

Glossary

Third Party Validated Industry-Recognized Credentials

A credential is awarded following an advanced level examination which follows rigorous exam development protocols, is psychometrically validated, and is delivered through a third-party testing service.

Prior Learning Assessment (PLA)

Through rigorous evaluation, PLA measures student learning that has occurred outside the college classroom to determine whether it is appropriate for college credit. It then applies an equivalent number of college credits to the learning. Credits earned through PLA are connected to learning outcomes, not measures of seat time. PLA is sometimes called experiential learning or credit for prior learning (CPL).

One-Year-Option (OYO)

The One-Year Option establishes an articulation system whereby adults who complete a career-technical education program of study consisting of a minimum of 900 clock-hours and achieve an industry-recognized credential approved by the Chancellor shall receive thirty (30) semester hours of technical course credit toward a standardized Associate of Technical Study Degree (ATS) upon matriculation at a public institution of higher education in Ohio that confers such a degree.

Military Transfer Assurance Guides (MTAGs)

In response to the legislative requirement (Ohio Revised Code 3333.164) to create a military articulation and transfer assurance guide for college-level learning that took place through military training, experience, and coursework, college credit will be granted to students with military training, experience, and/or coursework that is recognized by the American Council on Education (ACE or a regionally accredited military institution, such as Community College of the Air Force.

Career-Technical Assurance Guides (CTAGs)

CTAGs are statewide articulation agreements that guarantee the recognition of learning which occurs at public adult and secondary career-technical institutions and the awarding of equivalent college credit specific toward technical courses/programs at public higher education institutions without unnecessary duplication of work or institutional barriers.

The Ohio Articulation and Transfer Network (OATN) Five-Steps to Equivalency

Much of Ohio's success in credit transfer can be attributed to its Five-Step Process to Equivalency that helped partners reach consensus on course/program equivalency criteria and matrix. Without this process, statewide course/program equivalency guarantees would not be possible, and transfer would be unreliable. The key component of the Five-Step Process to Equivalency is the trust built through extensive faculty involvement in the entire process. *(See Figure 2)*

Vetted

A statewide guarantee of an earned credential that has been endorsed by faculty and the state as the demonstration of student learning and the award of college credit.

Industry Credential Transfer Assurance Guide (ITAG)

College level work that is validated through the Third Party Validated Industry-Recognized Credentials and carries a statewide transfer guarantee. ITAGs do not replace the CTAGs, MTAGs, and One-Year-Option Pathways, but are to be concurrent with them and will focus on third party validated industry-recognized credentials earned in any format.

ODHE Defines Certificates as:

General Certificates: *(Reported to ODHE, but may not require ODHE approval or designation)*

- **Undergraduate/ Sub-Baccalaureate Certificate:** An award from an educational institution that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree). These certificates are classified by IPEDs as "less than one year," "at least one but less than two academic years" or "at least two but less than four academic years".

Technical Certificates: *(Reported to ODHE and require designation [for colleges and universities] or approval [for technical centers] by ODHE)*

- **One Year Technical Certificate/ Technical Certificate:** Certificates awarded by a post-secondary institution for the completion of an organized program of study in at least 30 semester credit hours or 900 clock hours, with the majority of the coursework completed in a prescribed technical area. While the certificates are designed to have value apart from a degree, these certificates should serve as building blocks to an associate degree. The technical certificate is designed for an occupation or specific employment opportunities. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.
- **Less Than One Year Technical Certificate/ Short-Term Technical Certificate:** Certificates awarded by a post-secondary institution for the completion of an organized program of study in less than 30 semester credit hours or less than 900 clock hours that are designed for an occupation or specific employment opportunities. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

ODHE Outlines Industry-Recognized Credentials as:

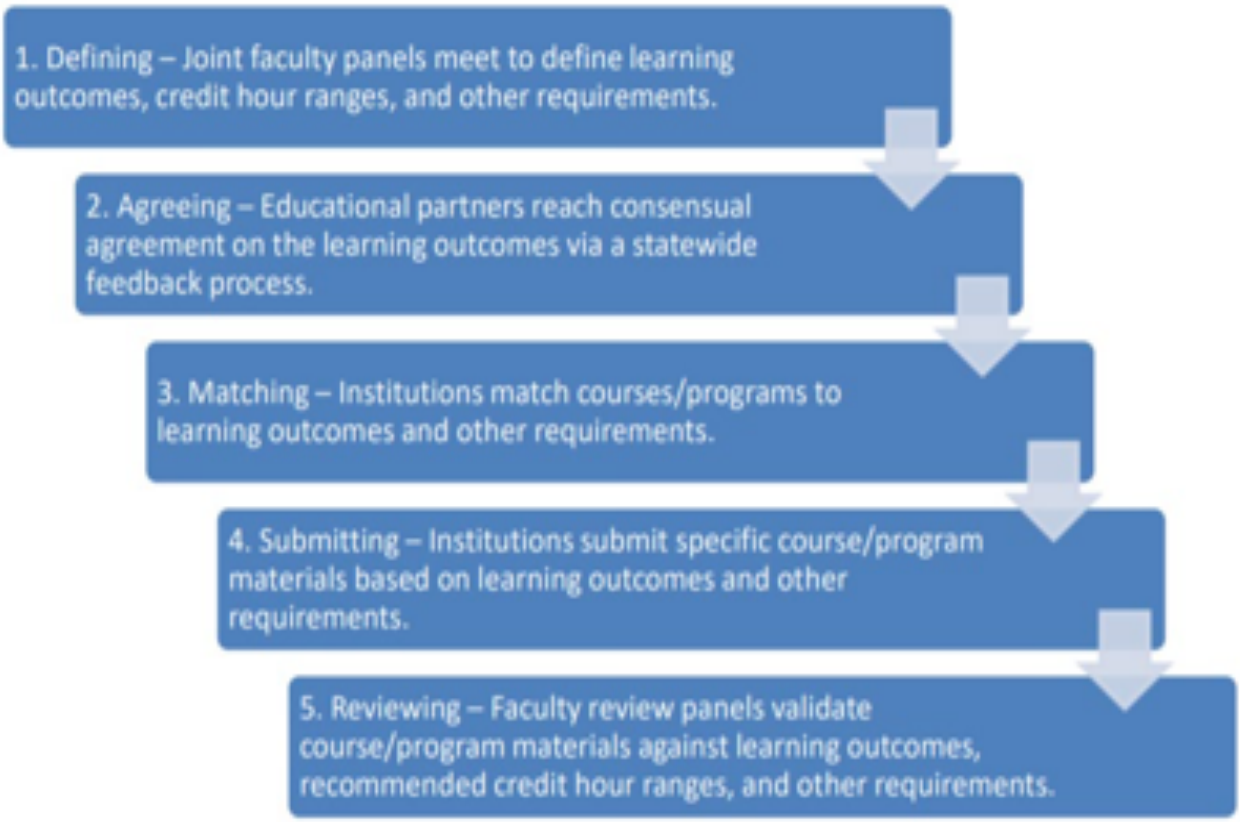
Criteria Required for Industry- Recognized Credentials *(Valid Occupational Licenses or Third-Party Industry Certifications)*

- **All occupational licenses and registries** provided by state or national professional boards.
- **The apprenticeship completion certificate** issued by the Ohio State Apprenticeship Council. Apprenticeship completion certificates **issued to students who achieved journeyperson status** for programs not registered with the state may also be reported.
- **Industry certifications from a valid third-party**. To assist in verification of the validity of the third-party certifications, ODHE, in collaboration with the Ohio Department of Education, has developed a list of approved industry certifications. A process for submitting certifications for approval that are not on the initial list is available below (See Approval and Review Processes). To be approved, third-party certifications must:
    - Demonstrate preparation for **an occupation or occupational cluster**. Certifications, such as OSHA 10 or CPR, that only encompass basic safety or a basic skill requirement and do not demonstrate a distinguishable competency for a specific job are not requested for state reporting and, standing alone, may not qualify a certificate program as technical according to the Ohio Department of Higher Education criteria.
    - **Be governed by a regional, statewide, national, or international body** for the related field or industry. Preference is given for national and international bodies.
    - **Be recognized and valued by employers, especially sector partnerships, as leading to employment.** Certifications that are only valued for association or affinity group membership are not recommended.
    - Be **related to the learning objectives** of the program of study.
    - Be **awarded based on results from standardized and reliable assessments** that measure the designated competencies of the occupation or skill set. The state also prefers but does not require that assessments are independently graded from the educational institution.
- **NOTES ON INDUSTRY-RECOGNIZED CREDENTIALS**:

    - **Embedded skill certifications**: An embedded certification is a minor certification in and of itself as well as a component of a more comprehensive industry certification. For example, Manufacturing Skills Standards Council (MSSC) Safety is an embedded certification for the MSSC Certified Production Technician and Microsoft Word is an embedded certification for Microsoft Office. Embedded skill certifications as stand-alone certifications may be collected for the purpose of reporting outcomes related to the Perkins Act but standing alone, may not qualify a certificate program as technical according to the Ohio Department of Higher Education criteria.
    - If a credential is not approved or deemed inapplicable for what the Ohio Department of Higher Education would like to report, this does not in and of itself restrict the school from using the credential.

The Ohio Articulation and Transfer Network Five-Step to Equivalency

Figure 2



Appendix B

3333.16 Standards, policies and procedures for awarding college credit based on prior learning assessment (PLA)

Sec. 3333.16. As used in this section "state institution of higher education" means an institution of higher education as defined in section 3345.12 of the Revised Code.

(A) The chancellor of higher education shall do all of the following:

(1) Establish policies and procedures applicable to all state institutions of higher education that ensure that students can begin higher education at any state institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers. The purpose of this requirement is to allow students to attain their highest educational aspirations in the most efficient and effective manner for the students and the state. These policies and procedures shall require state institutions of higher education to make changes or modifications, as needed, to strengthen course content so as to ensure equivalency for that course at any state institution of higher education.

(2) Develop and implement a universal course equivalency classification system for state institutions of higher education so that the transfer of students and the transfer and articulation of equivalent courses or specified learning modules or units completed by students are not inhibited by inconsistent judgment about the application of transfer credits. Coursework completed within such a system at one state institution of higher education and transferred to another institution shall be applied to the student's degree objective in the same manner as equivalent coursework completed at the receiving institution.

(3) Develop a system of transfer policies that ensure that graduates with associate degrees which include completion of approved transfer modules shall be admitted to a state institution of higher education, shall be able to compete for admission to specific programs on the same basis as students native to the institution, and shall have priority over out-of-state associate degree graduates and transfer students. To assist a student in advising and transferring, all state institutions of higher education shall fully implement the information system for advising and transferring selected by, contracted for, or developed by the chancellor.

(4) Examine the feasibility of developing a transfer marketing agenda that includes materials and interactive technology to inform the citizens of Ohio about the availability of transfer options at state institutions of higher education and to encourage adults to return to colleges and universities for additional education;

(5) Study, in consultation with the state board of career colleges and schools, and in light of existing criteria and any other criteria developed by the articulation and transfer advisory council, the feasibility of credit recognition and transferability to state institutions of higher education for graduates who have received associate degrees from a career college or school with a certificate of registration from the state board of career colleges and schools under Chapter 3332. of the Revised Code.

(B) All provisions of the existing articulation and transfer policy developed by the chancellor shall remain in effect except where amended by this section.

(C) ~~Not later than December 1, 2018, the~~ The chancellor shall update and implement the policies and procedures established pursuant to this section to ensure that any associate degree offered at a state institution of higher education may be transferred and applied to a bachelor degree program in an equivalent field at any other state institution of higher education without unnecessary duplication or institutional barriers. The policies and procedures shall ensure that each transferred associate degree applies to the student's degree objective in the same manner as equivalent coursework completed by the student at the receiving institution.
When updating and implementing the policies and procedures pursuant to this division, the chancellor shall seek input from faculty and academic leaders in each academic field or discipline.

(D) Not later than June 15, 2022, the chancellor of higher education shall establish policies applicable to all state institutions of higher education that ensure adult learners are assessed for prior learning and have appropriate credit awarded for college-level learning that has been achieved outside the traditional classroom. The policy must address, at a minimum, the following elements:

(1) A minimum set of standards for informing students of Prior Learning Assessment opportunities;

(2) A uniform set of standards and procedures for provision of Prior Learning Assessments(to include industry recognized credentials, certificates, and apprenticeship training);

(3) A system of accountability for quality assurance and reporting data;

(4) Expectations for providing faculty and staff members professional development regarding Prior Learning Assessments;

(5) Consistency in application, transcription and transferability of credits earned through Prior Learning Assessments.

The chancellor shall work in consultation with representation from Ohio technical centers, Ohio secondary career-technical education schools, and state institutions of higher education in the development of the policies and procedures. Where applicable, the policies and procedures shall build upon existing resources and practices such as PLA with a purpose, Ohio values veterans, and Ohio articulation and transfer network policies as required under section 3333.16 of the Revised Code.
These chancellor's adopted policies shall require Ohio Technical Centers and state institutions of higher education to make changes or modifications, as needed, to comply with the baseline policies and practices.

Appendix C

Recommendation One- ***Institutional PLA: Non- Statewide Agreement (recommendation to be done concurrently with Recommendation Two)***

Institutional PLA: Non- Statewide Agreement	Policy Implications	Resources Needed	Timeline	Immediate Action Steps
Near-Term *(Step One of Recommendation One- no completion but will rather co-exist and continue):* Use Prior Learning Assessment.	Obtain the support of the OATN Oversight Board which is the policy board for the Chancellor. Add language to the proposed PLA Legislation regarding this should be done.	**Full Time Staff Member *(for recommendations 1 & 2):*** $90,000 including benefits.	Currently can be done This option does not guarantee statewide consistency in the awarding of credit.	• Hire staff member. • Promote this option.

Recommendation Two- ***ITAG: Statewide Agreements (recommendation to be done concurrently with Recommendation One)***

ITAG: Statewide Agreements	Policy Implications	Resources Needed	Timeline	Immediate Action Steps
Near-Term *(Step One of Recommendation Two):* Existing Vetted Industry Credentials *(already have a statewide guarantee)* within One-Year Option, CTAGs, and MTAGS.	Obtain the support of the OATN Oversight Board which is the Chancellor's A&T policy board. See if legislation is needed for the statewide transfer of credit guarantee.	**Full Time Staff Member *(for recommendations 1 & 2)*:** $90,000 including benefits. **Faculty Consultants:** $60,000 to $75,000.	Work could start with Oversight Board and Chancellor approval. Main body of work would begin at the end of Spring Term 2021 and into the Summer: First Round of ITAGs are done. Work continues throughout the remained of the year Moves into maintenance.	• Support of the OATN Oversight Board. • Immediate hiring of staff member. • Upfront Intelligence on already vetted Industrial Credentials. • Five Step Equivalency Process is done on this first

				round of I-TAGS.
ITAG: Statewide Agreement (cont.)	**Policy Implications (cont.)**	**Resources Needed (cont.)**	**Timeline (cont.)**	**Immediate Action Steps (cont.)**
Mid-Term *(Step Two of Recommendation Two):* Non-Vetted Industry Credentials *(has not yet gained a statewide transfer guarantee)* are explored for statewide transfer.	Obtain the support of the OATN Oversight Board which is the Chancellor's A&T policy board. See if legislation is needed for the statewide transfer of credit guarantee.	**Full Time Staff Member *(for recommendations 1 & 2)*:** $90,000 including benefits. An additional staff member would be needed to launch this additional work: $90,000 including benefits. **Faculty Consultants:** Each year $60,000 to $75,000 would be needed.	Summer 2021 start this work.	• Again support would be needed by OATN Oversight Board. • The Five Step Equivalency Process would take more time.
Long-Term *(Step Three of Recommendation Two)*: Common Groupings of certificates would be explored for statewide transfer Possible certificates would be TECH CRED certificates.	Obtain the support of the OATN Network Oversight Board. See if legislation is needed.	**Full Time Staff Member *(for recommendations 1 & 2)*:** $90,000 including benefits An additional staff member still needed. **Faculty Consultants:** Each year $60,000 to $75,000 would be needed.	January 2023 would start this work. It would be overwhelming to do all of these certificates. A plan would need to be developed to address the high demand certificates.	• Step One of Phase Two needs to get stated first followed by Step Two of Phase Two. • A plan and a policy for this type of statewide agreement would take much more work.

Could an Innovation Grant be considered for this work? It certainly would be an efficiency initiative.

ALI Q&A for 235408 Midwest Higher Education Compact

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Midwest Higher Education Compact, 235408, supports Ohio's membership dues to the Midwest Higher Education Compact. The Compact represents a non-profit regional agreement among Midwestern States to advance higher education through interstate cooperation and resource-sharing.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The agency's operating budget request includes funding sufficient to pay the annual dues for Ohio's participation in the Midwest Compact for both FY24 and FY25.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

The cost savings that are realized through participation in MHEC help Ohio colleges and universities and allow schools to restrain tuition for students attending a public college or university in Ohio.

ALI Q&A for 235410 Mentoring Scholarship Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item will support the Mentoring Scholarship program. DHE will serve as the lead administrator of the program. DHE will partner with at least five 501(c)(3), community-based organizations (CBOs) that will administer the program at the local level. These CBOs will be situated within and represent each of the following regions of the state: Northeast, Northwest, Southeast, Southwest, and Central Ohio. These CBOs will provide administration and support for the program within their regions, ensuring that students in all 88 of Ohio's counties are serviced by the scholarship program. The five regional CBOs will work with local partners and stakeholders to increase capacity for any counties in their region to provide effective mentoring supports.

Mentors will be recruited and mentees will be selected to participate. Mentees will be Ohio residents, identified as low income due to eligibility for Free or Reduced School Lunch, and be nominated by a school or community organization as likely to benefit from a mentorship relationship. Mentees will have access to individualized support from their mentor throughout the program; networking opportunities with other students, mentors and professionals across the state; academic, college and career advice and support; and the opportunity to participate in a scholarship program.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

CBOs will recruit mentors and mentees to participate in the program, establish subcontracting relationships with other organizations within their region, work with additional organizations to increase available services, and provide required training and professional development to mentors. CBOs will also agree to work with local businesses to identify investments in scholarship support. A percentage of overall appropriations for the program will be dedicated to cover administrative expenses incurred by ODHE and the administrative CBOs. Complaints can result in a partner CBO being removed from administration of the program.
The mentorship scholarship is funded through a combination of state appropriations and private donations. The State funds will be used to provide a 1:1 match to private donations. ODHE may utilize a portion of appropriations for annual costs of administering the program. Individual scholarships are as follows:

- $2,500/student, renewable up to the number of years of mentorship program participation (maximum of four years)
- Available for use at any of the following eligible institutions:
  - A state institution of higher education, as defined in section 3345.011 of the Revised Code
  - A private nonprofit institution of higher education that holds a certificate of authorization pursuant to Chapter 1713. of the Revised Code
  - An Ohio Technical Center (OTC), as defined in section 3333.94 of the Revised Code (Note: In order to accept these funds, an OTC needs to either have a published COA or restrict scholarship use to tuition and fees)

Mentees that graduate from high school or complete a GED are eligible to participate in the scholarship program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

ALI Q&A for 235410 Mentoring Scholarship Program

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Role models make an impact. According to Big Brothers Big Sisters of America children who have role models are more likely to demonstrate success in school and in their relationships with family and friends, and less likely to skip school or use illegal drugs or alcohol. Students who are successful in school are less likely to drop out, abuse drugs, or commit crimes. In short, mentorship is an effective strategy in ensuring students are successful in pursuing and maintaining an academic and career path.
This concept was raised by Governor DeWine in his 2022 State of the State address. The Governor expressed his intent to work with the legislature and community leaders to create a combined scholarship and mentorship program so that no child in the state lacks guidance and direction while they have the financial support necessary to go to college or technical school. This effort will depend on engaged Ohioans who are willing to serve as mentors. We are fortunate to have many intellectual talent development opportunities in Ohio, but we won't flourish as a state if we leave those opportunities on the table. This initiative will help ensure even more Ohioans have the opportunity to live up to their full academic, social and economic potential.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235411 Teacher Apprenticeship Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of this new program will be to develop quality educators to meet the needs of our students, districts, communities, and to support educator candidates by providing a more efficient, collaborative, and cost-effective pathway to the teaching profession. By removing barriers, a more diverse candidate pool may strive to join the teaching profession.

An Apprenticeship program will rely on the partnerships of K-12 districts, community colleges, Educator Preparation Programs (EPP's), and their communities to:
• Provide flexibility to allow for students starting at different levels of experience and schooling to be successful in the apprenticeship program.
• Provide credit for prior experience to count for both related instruction and on-the-job training (OJT) requirements.
• Provide wrap around supports for candidates to ensure their success.
• Pair candidates with our best teachers to model best practices and give our best teachers an opportunity to take a leadership role while remaining in the classroom.

Focusing on a grow your own model where the districts would be the primary recruiters. The following outlines the pathways for students starting at different levels of schooling and experience.
This initiative will target: Traditional students, recruited while in high school, Adult students, for students entering without a bachelor's degree but may have some college, and Career Change, which includes individuals currently holding a bachelor's degree in a field other than education.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Once the program is fully operational nearly 90% of the budget would be used to support apprenticeships and scholarships for students, and stipends release time for teachers at partner districts. The major cost driver would be the number of apprentices funded per year. This request would fund 50 starting in FY 25.

The remainder of the appropriation would support administrative expenses to manage the program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235411 Teacher Apprenticeship Program

This new initiative would increase the pipeline of teachers in Ohio. It will accomplish this by enhancing the recruitment of students into the field by pursuing a broader more diverse pool and by providing support during their education and preparation to make a teaching degree more attainable.

Partnerships with districts, community colleges, EPPs and local workforce boards will be essential to developing an apprenticeship pathway.

EPP's will need to transform the last two years of their licensure program to coordinate with the on-the-job-training. Currently student teaching is completed during the final semester and the remainder of the learning is done in college courses. EPPs will:

• Determine what the pre-requisite requirements will be for a candidate to be successful in the last two years of the program. What coursework should be completed prior to the last two years of the EPP's program.
• Adjust curriculum and course offerings to be offered in a modality that allows for full-time employed professionals to complete.
• Determine assessments and activities to monitor progress.
• If partnering with community colleges, develop articulation or partner agreements with local community college(s) to ensure seamless transfer of credit.
• Assign faculty advisors and determine workload.
• Develop wrap around services to support apprentices.

Districts will:

• Assess their need and work with partnering Institutions to guide program development.
• Partner with EPP's to develop criteria for lead teachers and develop training to support them.
• Develop application and identify lead teachers with corresponding stipend or supplemental contract.
• Determine placements of educational aid/paraprofessional (apprentice).
• Develop wrap around services to support apprentices.

Together districts, community colleges and EPPs will engage with their local workforce development boards and other community organizations to garner support.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235412 Textbook Affordability

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This ALI will support the efforts of DHE and OhioLINK to expand the mini-grant program to include grants/stipends for the creation of Open Education Resources (OER), particularly in disciplines where there is a deficit in the amount of quality OER available.
OhioLINK has provided OER Course Redesign Mini-grants in which faculty are offered a stipend to explore OER for a specific course with the assistance of an OER librarian, They were first awarded in Spring 2022 and Fall 2022. OhioLINK will continue offering these mini-grants in Spring 2023. These awards are focused on high enrollment courses, college credit plus courses, and courses that are a part of the Ohio Transfer 36 (formerly the Ohio Transfer Module). As part of these grants, faculty have the opportunity to work with OER librarians who have expertise in locating and sourcing materials that will serve as excellent replacements for commercial course materials.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Creation of OER is a long and arduous process; these mini grants will provide stipends for faculty to develop OER material for their courses. These new OER materials will then be available for all Ohio faculty to use and adopt for their classes.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

State funding will be used to provide stipends for the creation of OER materials that will be made available to other faculty and institutions. The equivalent of 1.25 positions would be supported by this line item. In addition, investments will be made in the OhioLINK Open Course Content Library, an online repository to locate and house OER materials. The proliferation of OER materials to multiple institutions across the state will eventually result in students saving millions of dollars in textbooks.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Although it has been evident that previous textbook affordability programs (e.g., OOEC, OhioLINK mini-grants) are saving money for students, much of the data up to this point has been either anecdotal or incomplete. With this funding, a program benchmarking and data gathering component will be built in from the beginning. We will look to the work of other library consortia such as Open Oregon, VIVA, LOUIS, and Affordable Learning Georgia to develop a comprehensive evaluation and assessment component of these programs.

ALI Q&A for 235414 Grants and Scholarship Administration

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

State Grants and Scholarship Administration, 235414, supports the administration of Ohio's financial aid programs. It ensures that as many Ohioans as possible will benefit from financial aid and gain access to higher education opportunities. Financial Aid programs administered through this program include the Ohio College Opportunity Grant (OCOG), Safety Officers Memorial, War Orphans Scholarship, Ohio National Guard Program, the Nurse Education Assistance Loan Program (NEALP), the John R. Justice Student Loan Repayment Program (JRJ) and a portion of the Choose Ohio First Scholarship Program.

In addition, these funds are utilized to audit all financial aid programs to ensure accountability of the financial aid funding.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

This ALI supports the administrative costs of managing the state higher education financial aid programs. Increases in compensation of state employees as well as other cost pressures impact the funding level. In addition, expansion of financial aid programs, especially to serve more students or significantly change how funds are awarded could impact the staffing level of this program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase in funding will allow for one new position that will be shared between this ALI and 235595 Commercial Truck Driver Aid. The expansion of financial aid programs, such as Commercial Truck Driving and Short-Term Certificates, require an increase in staff to assure proper service and oversight of DHE's financial assistance programs.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235416 ApplyOhio Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

To increase efficiency and effectiveness, ODHE proposes to consolidate existing programs that focus on assisting students make decisions about their education and career options after high school underneath a single office called “ApplyOhio.” ApplyOhio would focus, not only on attaining a postsecondary degree, but also on other career pathways including military service, career vocational training, and attainment of certifications and other industry-recognized credentials. Current ODHE units that would be housed under ApplyOhio include GEAR UP Ohio, FAFSA completion, and career pathways. ApplyOhio may also house financial aid designed to increase statewide access to postsecondary education (e.g.: Second Chance Grant, Mentorship Scholarship, etc.). In addition to current functions and personnel, ApplyOhio would employ additional career navigators who would be able to directly assist Ohioans as they make career and educational decisions. Upon deployment of the Statewide Attainment Website, career navigators would serve as a centralized resource to provide additional assistance, information and support to Ohioans utilizing the site.

ApplyOhio would also be tasked with working to increase the number of counties hosting community-based college access organizations. College access organizations do not typically operate in smaller, rural counties (e.g.: Allen County, Vinton County, Greene County) resulting in uneven access to the services and assistance that such organizations provide. Ideally, all of Ohio’s 88 counties would be served by at least one such organization.

Only a few counties in Ohio are currently being served by an effective college access organization (e.g.: I Know I Can, College Now, Learn to Earn Dayton). The National Association for College Admission Counseling (NACAC) directory lists organizations in only 15 of Ohio’s 88 counties (note: this list is not exhaustive; organizations in both Lucas and Montgomery counties were not listed). These organizations focus on increasing access to postsecondary education by assisting underrepresented students to view postsecondary education as attainable, meet college entrance requirements, apply to college, apply for financial aid and establish necessary resources for college success. Examples of services offered include provision of assistance with completing the FAFSA, assistance with completing applications for admission, and career path counseling. Some of these organizations provide financial aid to students in their catchment area, as well.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The main driver for the establishment of ApplyOhio is demographic changes and the need for a skilled workforce to fuel Ohio’s economic growth. Moody’s, HIS Markit, and the Western Interstate Commission for Higher Education (WICHE) all forecast significant decreases (upwards of 11%) in Ohio’s High School graduates through at least 2050. These trends are reflected in the year-over-year decreases currently being seen in First-Time Freshmen at Ohio’s colleges and universities. Similarly, enrollment of adult learners (college students aged 25 and older) has been on the decline in Ohio since the Great Recession. Economists have projected that in order to fuel the national economy, 60% of the nation’s employable adults will need a postsecondary degree or credential by the year 2025. The Ohio Bureau of Labor Market Information projects that jobs requiring a bachelor’s degree or above represent the greatest net job growth for Ohio through 2028. This ALI seeks to mitigate the effects of these demographic changes and position Ohio to be a leader in the nation’s economy in the coming decades.

ALI Q&A for 235416 ApplyOhio Program

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The largest drivers of administrative costs associated with ApplyOhio are the need to contract for data services and the addition of additional staff focused on the mission of access to higher education. Additional appropriations are necessary to contract with an outside vendor to provide data services to support and expand the College Comeback program. Re-organization and consolidation of existing programs and services will occur with no additional costs. The largest expense of the program will be subsidies provided to service providers to promote and increase FAFSA completion, and to support outreach organizations focused on college access.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235417 Technology Maintenance and Operations

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

ALI Q&A for 235417 Technology Maintenance and Operations

This line item provides shared resources and services to the Department of Higher Education (DHE), including HEI Critical Maintenance, Ohio Tuition and Trust Authority (OTTA), and the Ohio Technology Consortium (OH-TECH). The resources and services are managed by the Shared Infrastructure (SI) group who is a member of OH-TECH along with OhioLINK, the Ohio Supercomputer Center, and Ohio Academic Resources Network (OARnet).

SI provides and manages infrastructure services to support over 120 business services and initiatives as well as 300 staff, through:
• Platform as a Service (PaaS) is a package of tools comprised of hardware and software solutions fully managed by SI
• Development as a Service (DaaS) refers to application development and/or enhancements to PaaS run services.
• Local Area Networking (LAN) support within the ODHE, OTTA, and OH-TECH office spaces (networking internal to the building)
• Desktop Support includes the ongoing management and support of ODHE, OTTA, and OH-TECH equipment including Windows and Apple endpoints, conference room technology, and peripheral devices such as printers, scanners, projectors, etc. used to conduct business operations
• Program Management includes the planning and guiding of organized processes for the life of the project conception through fruition. The processes are initiation, planning, execution, monitor and control, and closing of the project
• ServiceNow is an IT service management and ticketing system utilized by ODHE, OTTA, and OH-TECH staff to report and record service requests, incidents, problems, and changes; tracking their status to completion
• Security as a Service (SECaaS): SI staff devoted specifically to the Security posture, management, and compliance of Incident Response, Vulnerability Management, Data Loss Prevention and Log Aggregation. Security response and mitigation is imperative to reduce the threat of a cyber event
• Backup and Recovery Service provides offsite storage, site replication along with service restoration tests

eTutoring
The eTutoring program offers online tutoring and paper review for students at 23 participating institutions by supporting a collaborative tutoring platform, making available a larger pool of Ohio higher education tutors that are hired and trained by the participating institutions. This cost-saving measure allows students to receive free online tutoring, synchronous and asynchronous, when services may not be available on campus. All students, regardless of where or how they receive instruction, are eligible to use eTutoring.

Population Served

Shared Infrastructure
• ODHE staff/leadership who utilize SI-hosted data systems to perform analysis, report on higher education enrollment and program outcomes, make informed policy decisions and strategic planning based on these analyses.
• 90 Ohio higher education institutions (37 public and 53 technical centers) rely on these hosted data systems in order to accurately report data for their institution, this data and its analyses ultimately aid in determining the more than $2 Billion in annual subsidies used for State Share of Instruction (SSI) and Ohio Technical Centers
• OIEx relies on this data for nearly 11,000 STEM research faculty to be included in an expertise portal to promote industry and institutional research collaboration

eTutoring
• eTutoring – All Ohio public and private higher education institutions are eligible to participate. In FY21, thousands of students received services via 23 institutions. Includes College Credit Plus students

ALI Q&A for 235417 Technology Maintenance and Operations

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The driving factors in cost supported by this ALI come primarily from the unique business service needs of the OH-TECH consortia members. Infrastructure, platform, and security operations demand supporting those business services continues to increase. In addition to the different business service technology needs, are changes to state policy and regulations with regards to grant award and distributions for Ohio students of post-secondary education. These changes often require new development or modifications to established programs, tracking proposals, awards and distributions of funds.

In all, as the demand for infrastructure and application development grow, so do the costs related to staffing, software, services, and maintenance. An aggregate of 142 business services are served through Shared Infrastructure with 45% determined to be most critical; these critical systems are customized development as off the shelf alternatives would not fulfill the ongoing changes requested by the business owners across the consortia members. These business services are in a constant state of development. As new features are identified, due to constant change in business or customer requirements, additional development is scheduled and executed.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

Shared Infrastructure is part of the Ohio Technology Consortium (OH-TECH), a division of the Ohio Department of Higher Education. OH-TECH is comprised of 3 partner organizations: OARnet (235556), OhioLINK (235507), and Ohio Supercomputer Center (235510). In addition, OH-TECH also provides services to the Ohio Tuition Trust Authority (OTTA) and the Ohio Articulation & Transfer Network (OATN).

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Due to the increase in service demands and national trends affecting information technology organizations, expenses are increasing in the following ways:
• Personnel and benefits make up 78% of all expenses. Due to cost of living and medical benefit increases, SI is realizing a 3-5% increase each year
• Software and services – Vendors are increasing the cost of their services by up to 3-5% each year.
• Real Estate – annual rental costs for office space and datacenter space at the State of Ohio Computer Center (SOCC) (primary site), Cleveland (remote DR site), and Athens (remote DR site) have all seen increases.
• Business process analyst – New resource to perform business process definition, documentation, and compliance for data records management including record classification and retention.
• Database Administrator – New resource to support 40 critical business services all utilizing a shared database platform; increase compliance with patch and vulnerability management along with disaster recovery enhancements to shorten recovery time objectives and provide minimal downtime have exploited a current staffing deficiency in capacity and redundancy.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

ALI Q&A for 235417 Technology Maintenance and Operations

Without growth/expansion opportunities for Shared Infrastructure, we have been operating in a reactive mode for over 4 years. Business owner demands and turnover have driven internal re-organization of existing staff from areas with depth (Database Administration) to cover Data Engineering and support roles which were newly created but unfunded. This shift has opened gaps in coverage and the ability to consistently move projects forward with existing staff having to prioritize operations over project needs in order to fulfill customer experience service levels.
The consortium services are leveraged for efficiencies in service delivery. The consortium has already realized efficiencies over the past four years as it relates to sharing administrative and business functions, facilities, outreach and IT support functions.

ALI Q&A for 235418 ACCESS CHALLENGE

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This ALI will provide additional support to access campuses to better serve under-represented students. Ohio allocates the State Share of Instruction based on performance measures related mostly to course and degree completion. There has been published research that argues that performance-based funding is detrimental to serving at-risk populations because their likelihood of success is lower. The SSI does weight at-risk students so that to the degree they are successful, they generate additional funding. However, this incentive funding is only realized to the degree that such students are successful. In addition, the weights do not necessarily reflect the cost of serving these students.
The new Access Challenge line item will be allocated based on an institution's relative share of at-risk students and will provide funds to enhance student services for at-risk students.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The allocation of these funds will be based on the number of at-risk students attending a given campus. Funding will be targeted to the access campuses and weighted so that institutions with relatively high numbers of at-risk students generate more support. Emphasis of the program will be placed on providing student support services targeted to under-represented students that are statistically less likely to succeed.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Access Challenge previously allocated funds to institutions based on their shares of lower-division (general education) students. The intent of that targeted state support was to offset tuition increases and enhance access for entry-level students at community colleges, regional campuses and access universities.
Going forward Access Challenge will be allocated based on the share of students that are deemed at risk and are in need of more focused services to assure their academic success. The new Access Challenge funding will provide institutions with additional resources to enhance student support services that can increase the success rate of at-risk students.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235419 Mental Health Support

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This ALI would be used by the Chancellor of Higher Education to provide resources and support to address behavioral health needs of students at Ohio's public universities, community colleges, and independent non-profit institutions. Services such as expansion of telehealth options to provide greater service coverage and continuity of care, increased awareness of phone and text care line services, expansion of certified peer educator programs, and direct aid to students who can't afford care should be prioritized, among other options.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

During fiscal 2021 and 2022, federal COVID-19 relief funds were distributed to Ohio public and private, non-profit institutions to provide supportive resources and services to address acute mental and behavioral health needs arising from the global pandemic. Many institutions utilized the federal funds to increase access to mental health professionals, to reduce barriers in accessing options for mental health care including telehealth and 24-hour crisis care, raise awareness of service options, and to reduce stigmas associated with mental health services. During this time frame institutions, on average, reported between a 40% - 45% increase in requests for counseling and mental health services. For many institutions this compounded the workload of counseling staff that was already stretched thin. Prior to the global pandemic, national trends indicated more students are enrolling in colleges and universities with multiple mental and behavioral health diagnoses, prior and on-going prescriptive medication needs, and in need of psychiatric and recovery services. While the federal funding helped to address the need during the pandemic, institutions are struggling with how to sustain the same or similar level of services provided as the funding distributed by ODHE ended on June 30, 2022. In order for institutions to continue to address the on-going behavioral health concerns for students in their community additional funding is needed.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

GEER and CRF federal funding had been provided in FY's 2022 and 23 to expand the mental health services provided at higher education institutions in Ohio. The need for mental health support has been growing for several years as more students are enrolling in colleges and universities with multiple mental and behavioral health issues. The disruption caused by the pandemic exacerbated that problem and increased the immediate need for enhanced mental health services. Such federal; support is no longer available, GRF is requested to continue providing assistance to institutions for enhanced mental health services.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235421 IT Security Enhancements

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Ohio Technology Consortium (OH-TECH) functions as an umbrella organization for Ohio's statewide technology infrastructure organizations: the Ohio Academic Resources Network (OARnet) (Networking), the Ohio Supercomputer Center (OSC) (High Performance Supercomputing and Storage), and the Ohio Library and Information Network (OhioLINK) (IT Infrastructure and Library Acquisition Aggregation). OH-TECH delivers world-class technologies, information and expertise to provide just about every Ohioan with a strong foundation for education and workforce, scientific research and business innovation.

Funded by the Ohio General Assembly through the Ohio Department of Higher Education (ODHE), OH-TECH reports to the Chancellor of the Ohio Department of Higher Education. Through committees and direct contact with faculty and student researchers, OH-TECH is well positioned to meet the needs of those who require our resources. And to plan for future acquisitions and services, OH-TECH relies upon the guidance of the Ohio Department of Higher Education and the advice of committees to achieve and sustain national eminence.

This proposed new line item is to establish funding to develop the capabilities needed to increase the security posture of OH-TECH and its organizations, as well as promote adoption of security services with higher education, K12, state and local government, throughout the state of Ohio. Services that will be implemented, within the enterprise are as follows:

- Security Operations Center (SOC)
- Security Information Event Manager (SIEM)
- Enterprise Password Manager
- Endpoint Detection and Response (EDR)
- Multi-Factor Authentication (MFA)
- Email Authentication
- Cyber Incident Response Services
- Penetration Testing
- External Vulnerability Scanning
- Intrusion Detection System (IDS)
- Data Encryption in Transit
- Vulnerability Management

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Securing the OH-TECH enterprise, its data, and the OARnet network is the newest and highest priority because of increased ransomware, vulnerabilities, and security attack threats, which are growing exponentially each day. To combat these attacks, it requires staffing and a complete set of software and service solutions designed to scan for vulnerabilities, validation testing, and remediate proactively in order to reduce and eliminate the security risk of the organization.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

ALI Q&A for 235421 IT Security Enhancements

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

OH-TECH Enterprise Security Services From distributed denial of service (DDoS) to ransomware attacks, various events can infiltrate regional and local networks to cause major service outages. It is imperative that the Shared Infrastructure has the necessary resources to fulfill audit and compliance standards for data management and business process, disaster recovery planning, patch/upgrade configuration management, and proactive threat protection.

OARnet Enterprise Security Services: Currently, OARnet provides DDoS mitigation services to its constituents. OARnet is requesting funding to expand its security posture to provide Internal-facing specialized network security operations center services, utilized for 24x7x365 security monitoring for OARnet client devices, network servers, and backbone infrastructure.
OARnet is also developing a plan to negotiate, large scale aggregation deals for security services that will be available to all State of Ohio institutions including higher education, K12, and state and local government. This funding will support the negotiation, administration, and management of each of these vendor relationships and corresponding services with our customers.

OSC Enterprise Security Services: OSC is regularly at risk of a cyber-attack due to the sensitive nature of OSC's clients and their research and production data. OSC has recently piloted a protected data service in response to these risks and client's needs and envisions expanding the capabilities and offerings of the service. OSC also strives to exceed industry standards with regards to proactive security processes in partnership with the entire OH-TECH organization, but there are increasing staffing and service costs associated with this, including new and evolving federal regulations imposed on client data stored at OSC.

In addition, clients are requesting OSC complete security audits and execute Business Affiliate Agreements (BAA) which must comply with HIPAA regulations.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Cyber security is more important than ever before. From distributed denial of service (DDoS) to ransomware attacks, various events can infiltrate regional and local networks to cause major service outages. Operating in a reactionary role has helped OHTech identify the need to dedicate new personnel which will uplift compliance and standards across the consortia members.

ALI Q&A for 235422 Work Force Ohio

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of this new program will be to provide supplemental funding to colleges and universities that recognizes their performance in preparing students to enter the workforce. This initiative will complement the State Share of Instruction which is an outcomes-based funding formula that provides the essential operating support to Ohio's state -assisted colleges and universities.

Am. Sub HB 166 directed DHE and the state's colleges and universities to study the use of employment metrics in providing support to the institutions. That same study was tasked with identifying appropriate data sources available for measuring employment outcomes. The study identified a few possible sources; however, all have limitations on how well they could measure employment. For instance, unemployment insurance data did not measure out-of-state employment, which is disadvantageous to institutions near the state border.

Through that process the Post-Secondary Employment Outcomes (PSEO) was identified as the most accurate source of this data. However, even with this source there are significant time lags in the data. Concerns about the timeliness of the data and limitations on the detail of types of employment raised concerns about entering employment outcomes to the SSI formula.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Ohio has joined PSEO and has access to data that will allow us to track employment of graduates one year and five years after graduation. This data will be used to allocate funding from this new line item to the institutions based on their shares of graduates that are employed five years after graduation. A formula will be developed that may provide extra weight for employment in Ohio and will be split between the two-year and four-year sector in recognition of the cost of degrees between the two sectors.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

This new initiative will base funding on a new performance measure – employment placement of recent college graduates. The funding will be allocated based on each institution's share of recent graduates that are employed. Providing a funding source that rewards institutions for the employment of their graduates will incentivize institutions to prepare their student for the world of work. This can be accomplished by the academic programs offered as well as the level of Career Services provided by the campus to help students enter the workforce.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235425 Two-Year Sector Need-Based Aid

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of this new program will be to provide direct financial aid to Pell-eligible students attending a community college or regional campus of a state university. Due to the state's Pell first policy students attending these institutions are generally not eligible for Ohio College Opportunity Grants (OCOG) because OCOG may only be used for instructional and general fees that exceed the maximum Pell award – even though an eligible student may not receive the maximum award. However, there are other significant costs of attendance that are not taken into account with Pell first, such as other fees charged and the cost of books and other learning materials.

The new Two-Year Sector Need-Based Aid would provide flat grant amounts to all Pell-eligible students to assist with tuition as well as other expenses. This initiative would complement the proposed expansion of OCOG to Pell-eligible students and the proposed increase in award amounts.

Pell-eligible students often have multiple risk factors that are detrimental to their success in college. These grants will provide a level of flexibility to financially assist the students with their specific needs. This initiative will also complement the new Access Challenge program that will provide additional support to access institutions to better serve under-represented students and improve their academic success.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The funding amount is determined by the projected number of Pell-eligible students that will attend community colleges and regional campuses for the first time over the next two-years. Only new students, attending for the first time in fall 2023 or beyond will be eligible for this additional support. This will allow the aid to be phased in over the biennium.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235425 Two-Year Sector Need-Based Aid

There are several factors that impact student success. These include demographics, such as age and race, as well as academic under-preparation and financial need. Although this initiative directly addresses financial need, there is significant correlation between financial need and the other at-risk factors. If Ohio is going to successfully increase college attendance we must remove barriers that allow more under-represented populations to participate and succeed in higher education.

The flat grants will be $1,000 per year for a full-time student. This may not be significant relative to the overall cost of attending college; however, it may be a significant help to a student facing serious financial stress. The flexibility of the grant will also allow students to apply it to their most pressing needs, which may vary among students in different circumstances.

The goal of this need-based aid along with Access Challenge will be to increase both access and success of at-risk students.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235428 Appalachian New Economy Partnership

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Appalachian New Economy Partnership benefits all 88 counties though the focus of the appropriation is the 32 Appalachian counties through targeted and leveraged investments via 31 initiatives in four categories:
• Economic and Business Development Services: These include 3 Small Business Development Centers, nine Procurement and Technical Assistance Centers, the EDA University Center, and targeted programs serving the needs of communities negatively impacted by declines in the coal industry, student entrepreneurs as workforce entrants, social enterprises, and economic development professionals.
• Science, technology, engineering, math, and medical (STEMM) workforce education and training: This ranges from programming bootcamps, mentorship and job-shadowing opportunities for teens to training for community health workers to expand the capacity of Ohio's healthcare system.
• Improving health outcomes: This involves work with organizations throughout Ohio to increase capacity and develop more sustainable, evidence-based programs to promote mental health, prevent suicide and gambling addiction, and reduce the incidence of alcohol and drug abuse.
• Infrastructure and community capacity building projects: These include expanding access to public water, workforce development, Broadband and recycling data and research, enhancing law enforcement training via virtual reality simulations, and developing analytical tools necessary to compare the cost and efficiency of diverse alternative energy sources.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The COVID-19 pandemic has increased demand for many of our services, particularly capacity building for healthcare workforce, local government, and substance abuse / suicide prevention. Like every other sector of the economy, the work done with ANEP resources has been impacted by inflation and worker shortages. In addition, as remote work has become more accepted, we are increasingly forced to offer nationally competitive wages to retain talent. This is not a passthrough program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase of 5% per year will allow ANEP to expand programming in the critical areas referenced above, including services and outreach provided by the George V. Voinovich Academy The ALI request also includes the $500,000 earmark for the Mahoning Valley Innovation and Commercialization Center.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

ALI Q&A for 235428 Appalachian New Economy Partnership

On average, Ohio University through the Voinovich School partnership is able to leverage more than $5 of private and federal funding for every $1 of ANEP money spent. This dramatically expands our and our partners capacity to support economic and workforce development, entrepreneurial and business services, substance abuse prevention, mental health promotion, STEMM education and training, and infrastructure expansion through multiple regional partnerships.
We helped develop and respect and appreciate the significant ARPA investment underway in the region and will steward the ANEP resources to compliment and build on those locally directed efforts helping the administration reach their goals.

ALI Q&A for 235438 Choose Ohio First Scholarship

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Choose Ohio First Scholarship Program (COFSP), ALI 235438, is part of a strategic effort to deepen Ohio's economic strength by developing talent in Science, including health professions, Technology, Engineering and Mathematics (STEM)-related fields and STEM teacher education through the completion of post-secondary degrees and certificates. ODHE awards funding to Ohio's universities and colleges for Choose Ohio First scholarship programs that support students in academic programs developed by Ohio's two-year and four-year, public and private colleges and universities, along with their business partners.
COFSP provides scholarships to approximately 4,000 students each year who are attending one of COFSP's 63 participating institutions. Students receive multi-year scholarships which average $4,200 per year at four-year institutions and $2,000 per year at two-year institutions. Institutions match the scholarships 1:1 and coordinate internships/co-ops, research opportunities or other work-based learning experiences with business and industry partners and student supports to lead to graduation.

Choose Ohio First colleges and universities gave scholarships to 3,995 STEM students in AY21. This includes 635 students who were first-time Choose Ohio First scholarship recipients; 31% of those first-time COF scholarship recipients were students who had previously participated in the College Credit Plus program.
In FY21, more than 151 unique STEM academic programs were being offered as eligible for COF scholarships by COF-designated institutions. Engineering, information technology, and healthcare-related fields were the three most popular academic program areas. Ohio's Workforce Success Measures website reports that 70% of Choose Ohio First's public college and university completers, from Academic Years 2015 through 2018, were found to be employed six months and one year after graduation.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ODHE awards funding to Ohio's universities and colleges for Choose Ohio First scholarship programs and each institution selects the scholarship recipients. ORC 3333.61 stipulates that Choose Ohio first be reflected on the student's tuition bill.
This ALI supports funding multi-year scholarship commitments to students at 63 participating institutions. Enrollment trends and tuition and fees at the participating institutions affect the number of scholars pursuing associate, bachelor and graduate degrees and certificates that can be supported through the appropriation. Ohio Revised Code 3333.66 establishes minimum and maximum annual scholarship awards. The maximum award is calculated annually at 50 percent of the highest in-state undergraduate instructional and general fees charged by all state universities.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase in funding is roughly 7% per year and is related to the continued expansion of COFSP through additional grant rounds to institutions to use for student scholarships.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Choose Ohio First advances the state's ability to create, attract, and retain technology-based businesses, by building a STEM workforce. These employment opportunities benefit the state's economic well-being and improve the health of its citizens.
The Choose Ohio First Scholarship Program requires designated institutions to match all COF funds dollar for dollar. In academic year 2020-2021, $16,451,782 was awarded and disbursed to 3,995 Choose Ohio First Scholars attending an Ohio college or university. Participating institutions reported matching contributions totaling $37 million to support Choose Ohio First Scholars.

ALI Q&A for 235443 Adult Basic and Literacy Education - State

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The ABLE line item 235443 funds Aspire, which supports eligible providers including school districts, community-based organizations, career centers, and postsecondary institutions. The local agencies provide basic literacy instruction (math, reading, writing, speaking, comprehension, digital literacy, and employability skill development), high school equivalency preparation, English language acquisition, transition services to students preparing for postsecondary education and/or employment, and offer Integrated Education and Training programs which expand student career pathways and allow for students to earn a credential and/or enter the workforce. Students can attend in-person classes or participate in virtual classes and have an option to participate in distance education offerings outside of class.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

This GRF line item provides Maintenance of Effort for federal funds in 235641 Adult Basic and Literacy Education - Federal. DHE awards Aspire funds to local grantees through a competitive grant process typically every 3 years. The current grant award for 52 Aspire providers will continue through FY24. Federal State Leadership funds are awarded to one organization to coordinate professional development for local providers.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

GRF 235443 provides the State's Maintenance of Effort. Although this program as originally known as ABLE – Adult Basic and Literacy Education, its name has changed as it has evolved. DHE requests that the name of this ALI be changed to "Aspire – State" to reflect the newer program.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235444 Ohio Technical Centers

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Postsecondary adult career-technical education funding supports workforce education and certificate/credential training for individuals with high school diplomas or their equivalent to obtain skills necessary to compete and advance in Ohio's workplace. The state's 23 community colleges and 50 Ohio Technical Centers (OTC) annually serve hundreds of thousands of students, awarding associate degrees and technical certificates to enable students to obtain the "middle skills" needed to eliminate the nation's "skills gap" and provide a gateway to Ohio's citizens of more opportunity and a better life.

However, the funding requested provides specific state support to the 50 OTCs as well as the 59 institutions (20 colleges and 39 OTCs) participating in the Carl D. Perkins federal grant program. The state funds allow the OTCs to offer workforce training and technical certificates to adults that lead to industry-recognized credentials, state licensures, and a workforce that is well prepared for high-skill, high-wage, and high-demand occupations.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The integration of OTCs into the state's postsecondary education operational structure has resulted in a greater focus of moving students beyond short-term education and certifications into postsecondary education for degree completion. This necessitates additional resources for course development, credit transfer, program approval, and data submission. The focus for institutions to provide stackable certificate opportunities for students as well as new innovative programming needed to support the semiconductor industry and other manufacturing development requires financial support to meet these goals.

The OTCs are awarded funding based on a Performance Based Funding model focused on four (4) success points.

• PLACEMENT: 50% of funding for FTE's identified as being in the workforce. The student must complete at least half of the program and meet Perkins requirements for workforce to be counted as eligible.
• COMPLETION: 25% of the funding for FTE that complete a program of study.
• RETENTION: 20% for retention. A student becomes eligible for this funding once they complete fifty percent of a program of study.
• CREDENTIAL: 5% for a student that receives an industry recognized credential.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase of 3% per year will partially offset the cost pressures in the current economic environment so that the Tech Centers can provide the current levels of service without dramatic increases in costs to students. The requested increase is similar to the increase requested for the SSI.

ALI Q&A for 235444 Ohio Technical Centers

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235474 Area Health Education Centers Program Support

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Area Health Education Center Program (AHEC) was created by Congress in 1971 to encourage medical schools to increase the number of students and residents trained in underserved community-based settings. Through a combination of federal, state, and local funding, medical schools across the United States established regional AHEC centers to foster collaboration between academic health centers and community organizations. Focusing on health professional shortage areas and medically underserved populations, AHEC programs: develop and support community-based education for health professions students, especially medicine; recruit under-represented and disadvantaged persons into health careers; and meet continuing education needs for a broad array of health professionals.

Ohio Area Health Education Centers provide and support collaborative educational opportunities for current and future health professionals aimed at increasing the knowledge and skills needed to service and practice within the medically underserved rural and urban communities throughout Ohio. Ohio AHEC envisions a diverse, culturally competent health professional workforce practicing in and serving the medically underserved rural and urban communities thus lowering costs, enhancing quality, improving satisfaction for patients and practitioners, and improving population health outcomes in Ohio and across the nation.

Ohio AHEC's programming focuses on health careers recruitment (pipeline), community-based experiential training (clinical rotations), and continuing education/continuing medical education for practitioners/physicians. This program is intended to improve the geographic distribution and quality of healthcare personnel in the state.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Rising local travel for students, training, personnel, and general inflationary pressures have all contributed to the increasing costs of this program. In addition, the rising cost of professional liability has influenced the program's community – the basis of this programs support comes from volunteer preceptor physicians and health care institutions.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

AHEC Program Support - The University of Toledo College of Medicine & Life Sciences (UToledo COMLS), Northeast Ohio Medical University, Ohio University Heritage College of Osteopathic Medicine, and The University of Cincinnati College of Medicine have formed the Ohio AHEC POSME Project and receive federal funding through HRSA's Point of Service Maintenance and Enhancement (POSME) cooperative agreement for AHECs around the country. The Ohio AHEC POSME Project is housed at UToledo COMLS and the AHEC funds received from the state of Ohio allow the Ohio AHEC POSME Project to meet HRSA's one to one match requirement, 25% of which needs to be cash.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235474 Area Health Education Centers Program Support

Costs of providing medical education and outreach continue to rise. The requested funding level provides an increase of 3% per year. Funding would be restored to the FY 17 level in FY 24 and exceed FY 17 by 3% by FY 25.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

In the last academic year, Ohio AHEC provided:

- Over 2,400 clinical rotations for medical students
- Over 250 clinical/community-based sites (federally qualified health centers, critical access hospitals, community hospitals, ambulatory practices, etc.)
- Over 700 volunteer/community-based physician preceptors
- Over 50 continuing education/continuing medical education programs
- Over 750 participants attending CE/CME programming
- Over 15 pipeline programs offered
- Over 1350 participants attending pipeline programming

ALI Q&A for 235492 Campus Safety and Training

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of the ALI is to provide the Chancellor with the resources to develop and implement best practices for preventing and responding to sexual violence on campus, and if sufficient funds exist, for anti-hazing training and education prevention initiatives. The supportive resources provided are available to all public and non-profit, private institutions in the state. The efforts implemented by participating institutions are directed at students, employees, and family/guardians of current students. A sample of the resources provided include prevention plan and program development, Title IX specific trainings for investigators, coordinators, and conduct staff, data collection and reporting, youth protection resources, and awareness campaign development. Ohio remains the only state in the U.S. with a state funded, comprehensive plan to address sexual violence on campus that is voluntary. Ohio's efforts over the past 6 years are leading the way to make campuses safe for all members of the campus community. Additionally, the recent enactment of Senate Bill 126, also known as Collin's Law, seeks to strengthen campus anti-hazing efforts. Funding to support training and education for anti-hazing prevention initiatives would further elevate local efforts on campus to address the underlying causes for violence.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ALI Q&A for 235492 Campus Safety and Training

There are several factors that drive the costs associated with this ALI. Federal Title IX regulations were overhauled in the summer of 2020 resulting in a need for our institutions to re-train investigators, coordinators, and conduct officers, alter policies, and provide additional supportive measures to students. All of these changes required a significant amount of support in the form of qualified subject matter experts to provide training and resources to implement the changes. In 2022, the U.S. Department of Education has, again, proposed new Title IX regulations. It is anticipated that these new regulations could take effect in the next 12-18 months. This will require additional support to train our institutional officials once the regulations are finalized.

Additionally, our state benchmark data demonstrates an on-going need to implement evidence-informed strategies for prevention and response. Perpetration rates for sexual harassment and sexual assault remain elevated with the most recent data indicating 20.12% of students at 4-year public universities experiencing sexual harassment and 16.3% of students at the same institutions reporting they have experienced sexual assault in the past academic year. Our institutions (public and private) continue to provide prevention and response training to students, staff, faculty, and campus law enforcement, the return to in-person instruction and activity requires on-going evaluation and adjustments to provide skills-based approaches to better prevent sexual violence from occurring.

In October 2021 ODHE released the “Statewide Education Plan for Preventing Hazing at Institutions of Higher Education” as required by Senate Bill 126. The Plan included an anti-hazing framework, rooted in public health strategies, for campuses to consider when implementing strategies to address hazing. If funding in this ALI is sufficient, the Chancellor can direct resources from this ALI to provide training on how to effectively implement components of the anti-hazing framework.

Finally, students and family members/guardians of students attending an Ohio college/university expect our institutions to be prepared to create a safe campus environment. Ohio’s institutions have worked hard over the years to implement programs (98% are implementing prevention programs, and 96% are implementing response programs), policies (96% have implemented comprehensive protocols), and other services to meet this expectation, including 91% who are partnering with both local law enforcement and community advocacy organizations to support safer communities. On-going support from the state budget will help us to build upon the foundations that have been laid and continue to make changes to cultures that allow violent behaviors to take root.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase in funding is intended to assist in efforts to support changes resulting from the revision of the federal Title IX regulations and the changes resulting from the reauthorization of the Violence Against Women Act (VAWA). The anticipated changes to the Title IX regulations will require an increase in training for Title IX investigators, conduct officers, and coordinators in order to be compliant. Additionally, the reauthorization of VAWA, will require a shift in how ODHE supports our institutions in their collection and use of climate survey data. Additionally, the increase in funds also provides the flexibility for the Chancellor to direct resources to support training and education prevention initiatives related to anti-hazing efforts.

ALI Q&A for 235492 Campus Safety and Training

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235495 Northeast Ohio Medical University Dental School

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funds for this line for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235501 State Share of Instruction

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The State Share of Instruction (SSI) provides support for the Department of Higher Education's highest priority. The objective of the SSI is to provide essential operating funds to Ohio's state supported colleges and universities in a fair and equitable manner that recognizes student completion of courses and degrees as well as the cost variations among academic disciplines and levels of instruction. The SSI also funds Medical and Doctoral student instruction. Resources are allocated among each of Ohio's 37 public institutions of higher education.

The SSI provides access to higher education for in-state, public college and university students (and their families) who pay a reduced tuition rate as a result of the state operating support provided. In addition, all residents of the state of Ohio benefit from a well-educated citizenry as increasing educational attainment levels are vital to improving the state's economic future.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The 37 state-assisted colleges and universities use these funds in support of the educational costs to provide post-secondary instruction to Ohio's residents, throughout all levels of instruction.

The costs pressures at the colleges and universities are largely driven by the same factors that contribute to a gradual increase in costs among all public and private organizations. Because the largest single source of expenditures among public institutions of higher education is personnel, rising health care costs, along with general inflationary pressures, are an important factor in costs associated with this program. Additionally, the rapid development of educational technology resources and the extent to which today's student population expects the learning environment to support these technology resources is a factor influencing the costs of higher education.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

DHE is requesting a 3% increase in funding each year of the FY's 24-25 biennium. That increase is necessary to partially offset the cost pressures experienced by higher education institutions. Personnel costs are a significant share of every institution's budget. Colleges and universities, by the nature of their mission, employ a highly educated workforce. This compounds the wage challenges they face. The current inflationary environment and pressure on benefits cost add to these cost pressures.
Although the SSI has increased over the last several years, it has not kept pace with inflation. In fact, the rate of growth in real terms is two-thirds the rate of inflation between FY 2013 and FY 2023. At the same time, the rate of increase in tuition has been well below the national average with significant caps on tuition increases in place, adding to the cost pressures that the colleges and universities face. The requested increase in funding, along with anticipated tuition caps, will maintain the current state share of roughly 40%.

ALI Q&A for 235501 State Share of Instruction

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235504 War Orphans Scholarships

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Ohio War Orphans and Severely Disabled Veterans' Children Scholarship, 235504, provides tuition assistance to the students of deceased or severely disabled Ohio veterans who served in the armed forces during a period of declared war or conflict. Eligible students must be Ohio residents and enrolled for full-time undergraduate study in an undergraduate degree program at an eligible Ohio college or university.

Scholarship benefits currently cover 80% of instructional and general fee charges at two and four-year public institutions and a portion of these charges (based on the weighted average of tuition and general fees at public institutions) at eligible private and proprietary institutions.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Institutional tuition and fees and a significant increase in the number of eligible students have driven the expanding cost of this program. The program has seen a dramatic increase in the number of eligible students from 752 in FY13 to 1,880 in FY23. The number of eligible recipients is expected to continue to rise nearly 10% per year in the upcoming biennium.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

FY 23 scholarships cover 80% of the instructional and general fees at public colleges and universities. The requested increase in funding of roughly 15% per year will accommodate the anticipated growth in scholarships and modest tuition increases over the next biennium. However, this amount will not provide for full scholarships. Even with this significant increase in funding, the scholarship amount will remain 80% of the public tuition rates.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Ideally this line item would support 100% of the cost of instructional and general fees at public colleges and universities as it did as recently as FY 21. However, state funding has not kept pace with the dramatic increase in eligible students.

ALI Q&A for 235505 State Share of Instruction Reconciliation

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funding for this line for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235507 OhioLINK

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

OhioLINK is Ohio's academic library consortium, comprised of 117 Ohio college libraries, serving 800,000+ higher education students, 50,000+ faculty, researchers, and staff, and 50,000+ state employees. Delivering a shared digital library, services, and IT infrastructure, OhioLINK acquires high-quality online scholarly journals, books, and research databases at a fraction of the cost that would be required if libraries made their own individual purchases. OhioLINK also facilitates statewide book borrowing among member libraries and manages collaborative efforts aimed at reducing the cost of higher education for students.

In addition, OhioLINK supports 11.8 million Ohio citizens by sharing books and other printed materials via participating public libraries, as well as contributing to a pooled fund for a common set of highly used educational databases in conjunction with the K-12 and public library consortia.

The OhioLINK operating budget supports these main services:

• Negotiation, acquisition, and management of the OhioLINK Digital Library Collection:
The OhioLINK Digital Library delivers mission-critical content directly into the hands of those researching, studying, teaching, and learning in Ohio's higher education community and state government. OhioLINK leverages its consortial power in negotiating on behalf of Ohio's academic libraries for greatly reduced pricing. In 2021, OhioLINK negotiated an annual savings of $1.1 billion dollars in electronic content— a 97% discount.

• Affordable Learning: OhioLINK negotiates reduced pricing inclusive access textbook agreements and assists institutions with identifying and using low- and no-cost course materials, such as Open Educational Resources (OER), or procured library materials. Within the program's first year, more than 90,000 Ohio students saved more than $14 million dollars by using inclusive access textbooks and OER.

• The OhioLINK Central Catalog: OhioLINK maintains and manages a shared catalog of information on 44 million items among its member libraries and has delivered more than 1.9 million items across the state through its print lending program from FY16-FY20.

• Electronic Theses and Dissertations Center (ETD): OhioLINK provides an open-access repository for more than 100,000 electronic theses and dissertations from 36 Ohio institutions. Findable through Google Scholar, more than 11.9 million full-text documents were downloaded in 2021, creating global visibility for Ohio institutions.

• eTutoring: OhioLINK manages a program that provides online tutoring in a wide range of subject areas, as well as editorial reviews of academic papers at 21 participating institutions. These services are free of charge to students.

• Technical support for OhioLINK's e-resources: OhioLINK provides expertise and technology to manage and maintain its member-facing e-resources such as cataloging and metadata, authentication, locally hosted resources, data preservation, data analysis, and troubleshooting.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ALI Q&A for 235507 OhioLINK

Central Office Staffing
• OhioLINK's budget covers central office staffing which supports organizational initiatives, member support, technical support, and management for procured resources, and content negotiation/contract management and acquisition. Cost of living and benefits increase on average 3-5% per year.

Procured Research Content
The content procured by OhioLINK is sole source content and can only be purchased from publishers that own the copyrights. Negotiation on behalf of all OhioLINK institutions applies significant pricing pressure that would not be possible for a single institution negotiating on their own. Cost increases for academic journal content have historically been higher than inflation, averaging above 5% in the years leading up to the pandemic and projected to be in the 3-5% range going forward.

Student Support for Affordable Course Materials and Academic Success:
• OhioLINK Affordable Learning Initiative supports the cost reduction of course materials for students through a two-pronged effort: 1) the negation and renewal of groundbreaking contracts with major textbook publishers for pricing discounts on Inclusive Access electronic textbooks and 2) Supporting efforts/programs that help faculty create and adopt Open Educational Resources (OER).

OhioLINK's eTutoring program pulls together shared tutors from participating OhioLINK institutions and supports the tutoring needs of Ohio undergraduate students, including students in Ohio's College Credit Plus program.

Statewide Courier Program Transportation of Shared Print:
• Not all scholarly content is available in electronic format, nor has previously published relevant print research content been converted into an accessible electronic format. Truck transportation costs (gas, equipment, drivers) needed to transport materials continues to increase. In CY2021, truck transportation service costs increased 12.8 percent (compared to CY2020). Even with high transportation costs, there is a positive ROI because otherwise libraries would have to procure multiple local copies. This would be 36 times the cost of the print lending program.

Cost of Information Technology:
• IT support costs, while more efficient, still grow year over year.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

OhioLINK is part of the Ohio Technology Consortium (OH-TECH), a division of the Ohio Department of Higher Education. OH-TECH is comprised of 3 partner organizations: OARnet (235556), OhioLINK (235507), and Ohio Supercomputer Center (235510).

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235507 OhioLINK

OhioLINK, is experiencing increases in the cost of doing business, such as:

OhioLINK Staffing. Personnel and benefits represent 22% of the OhioLINK budget. These costs are increasing 3-5% annually due to cost of living and benefit increases. As the collection grows and user interactions increase, so does the need to scale staff to appropriately manage the collection and support users Additional funds will be used for an electronic resource analysis librarian. This position will assist with the management of OhioLINK's shared content and support new related activities, such as analyzing electronic content to identify potential savings for local libraries and monitoring/implementing efficiency trends in managing and procuring library content.

Over the next year, OhioLINK will be migrating to a new Integrated Library System (ILS) which is an enterprise software system used to manage the business of libraries (content purchasing and acquisition, circulation, and data management).

• Software and services. When looking at the software sector, vendors are shifting to new models that require less upfront but more year over year investment. This results in a greater strain on OhioLINK operating budget. Additional funds will be used to support and improve the OhioLINK eBook platform (the EBC), a tool used on OhioLINK campuses to assist students and faculty access OhioLINK procured eBook content on an easy to use and fully accessible modern online reading platform.

• Electronic Content. OhioLINK shares in the cost of the electronic content purchased for member libraries, providing approximately a 20% subsidy each year. As mentioned above, while negotiation results in better rates, the annual cost of content increases, due to its sole-source nature. OhioLINK's contribution for this content has been flat or reduced over the last eight years. Additional funds will be used to cover OhioLINK's portion of the increase (1%-3%) on procured content.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

ALI Q&A for 235507 OhioLINK

In early 2022, OhioLINK negotiated adding cost-neutral, open access publishing benefits for more than 1,800 journal titles from two publishers. Open access publishing means that the research can be read barrier-free via web access anywhere—at no additional cost for libraries or for authors. Through August, authors from 25 OhioLINK institutions have published 407 open access articles, resulting in our institutions and researchers avoiding $1,454,514 of article publishing charges (APCs).
OhioLINK negotiates reduced pricing inclusive access textbook agreements and assists institutions with identifying and using low- and no-cost course materials, such as Open Educational Resources (OER), or procured library materials. OhioLINK also manages the official repository of OER created content from the Ohio Open Ed Collaborative – responsible for maintaining Ohio created OER materials and courses via an open platform. Lastly, OhioLINK maintains campus OER collaborations via the Affordable Learning Ambassador Program (a group that assists OhioLINK with creating OER awareness and encourage the use of appropriate OER materials within Ohio's college courses.)

The first OhioLINK Affordable Learning Course Redesign Grant program included 29 faculty at 15 Ohio institutions and helped them better understand options for teaching with no-cost-to-student course materials for their existing fall semester 2022 courses. Feedback from program participants led to enthusiastic commitments to amplify the impact of the grants by adapting the same knowledge to the recipients' other courses as well evangelistic education of their peers about what they learned. Unexpected benefits for recipients included understanding how OER offers them creativity and currency for their teaching not available from traditional textbooks, enabling more inclusive and diverse teaching materials, and introducing their on-campus librarians as support for locating relevant low- and no-cost teaching materials.
The consortium services are leveraged for efficiencies in service delivery. The consortium has already realized efficiencies over the past four years as it relates to sharing administrative and business functions, facilities, outreach and IT support functions.

ALI Q&A for 235508 Air Force Institute of Technology

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of the DAGSI/APDC (AFIT) program is to provide a pipeline for critical National Defense-related graduate level high-tech research and education students in Ohio Research Universities and to connect this high-tech workforce with Aerospace & Defense positions in Ohio. DAGSI/APDC (AFIT) represents the first ever and most successful joint research and workforce development program between Ohio and the USAF.

In FY 2024-25, the program funds will support the USAF and Ohio through the Defense Associated Graduate Student Innovators (DAGSI) and the Aerospace Professional Development Center (APDC). DAGSI, will increase and improve the pipeline of graduate educational and research opportunities and most importantly support and build Ohio's next generation of technical workforce while creating an environment conducive to economic development in Ohio. APDC will work with the Aerospace and Defense community and Higher Education to attract and connect high-tech job seekers to jobs across Ohio, while educating college students on Federal Job Opportunities here in Ohio through Workforce We Need. The beneficiaries of this program include the Department of Defense in Ohio for research and development and retention of critical high-tech workforce, all Ohio universities, and graduate students as well as Aerospace and Defense Companies, Ohio high-tech job seekers, and Veterans.

The DAGSI/APDC program directly supports the Governor's Aerospace and Defense Strategy and workforce development priorities: by supporting all four pillars of the Strategy 1) recruiting and retaining talent in the STEM Field 2) increasing Ohio's research portfolio 3) attract new jobs within the defense sector to the State and 4) support and increase local workforce. In addition, DAGSI/APDC will advance and improve Higher Education opportunities across Ohio; build the next generation of high-tech workforce for Ohio; build relationships with the Federal Government across Ohio; assist Ohio Graduate Students and Ohio high-tech jobseekers in achieving industry recognized credentials; connect students and job seekers with Federal Government Workforce We Need job opportunities across Ohio; assist in building the economy across Ohio through building a high quality workforce that attracts new Federal Government agency operations and new companies to Ohio.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ALI Q&A for 235508 Air Force Institute of Technology

The DAGSI program provides fellowships for Masters or Doctorate level students conducting research on National Security issues at Ohio's research universities. Funds distributed to the DAGSI program are targeted to Aerospace and Defense related graduate level research projects with the overarching goal of developing the next generation of high-tech workforce for Ohio. There are typically three (3) times the number of applicants for this program than the funding available. In addition, close to 70% of our students since the early 1990s are retained in Ohio as a critical science rich workforce. The APDC program provides a pipeline of qualified high-tech workforce (including Veterans) to Ohio Aerospace and Defense companies who are in search of employees. Program funding is distributed directly by DAGSI to Universities across the State. The Air Force Research Laboratory works with DAGSI on cost share funding for fellowship programming.

The DAGSI/APDC program is tracked and published quarterly. The key indicators that show success of the program are the engagement of high-tech graduate students in Ohio (~70 per year), retention of high-tech students in Ohio (~70%); the high-tech job seekers served annually (~6,000); the high-tech jobseekers placed into jobs annually (~5,500); the number of Aerospace and Defense Companies served annually (~220) in addition to all Ohio Federal Agencies and the Aerospace and Defense Research Network. Feedback forms are collected throughout the year and changes are made to the programming based upon customer feedback (students, government and industry). The key indicators of success in the DAGSI/APDC program are significant for the relatively small investment.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase of 3% per year will partially offset the cost pressures in the current environment and continue the state support for the AFIT program.

The immense value of AFIT is to support the workforce pipeline and Workforce We Need for our National Defense agencies in Ohio and their supporting companies across the State. The USAF has been very clear regarding the growth at WPAFB at 1,000 jobs per year over the next ten years. The mission at WPAFB and other Federal Agencies in Ohio is growing and the demand for high-tech workforce is expanding. Ohio can be a critical part of this expansion through our development of high-tech graduate workforce in the DAGSI/APDC program. The need for a high-tech workforce is clear and Ohio can benefit for this need by not only the positions at WPAFB but the high-tech positions at all of the government support contractors across the State and those who will be attracted to settle in Ohio because of our workforce strength.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

ALI Q&A for 235508 Air Force Institute of Technology

DAGSI/APDC is critical to the State of Ohio for many reasons: 1) to build a pipeline of high-tech graduate-level workforce for Ohio 2) to retain a high-tech graduate level workforce in Ohio 3) to attract new DoD missions like Space Force and new Aerospace and Defense companies both large and small. This very small investment initiative has a large return on investment in terms of building Ohio's next generation of technical workforce and illustrating that the State of Ohio can support companies both large and small with the high-tech workforce they need today. In addition, the DAGSI/APDC program is a critical link between the Federal Government and Higher Education across Ohio, ensuring that students have the opportunity to conduct research that is of national significance and to be made aware of long-term job opportunities or Workforce We Need within the Federal Government.

ALI Q&A for 235510 Ohio Supercomputer Center

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Ohio Supercomputer Center accelerates discovery for Ohio's academic and commercial researchers with processing power exceeding 1,000 desktop computers available any time, any place. OSC turns days of computation into minutes, creating a competitive advantage for Ohio at a fraction of the cost of alternatives, all with expert consultation and secure storage.
Economies of scale are achieved by leveraging common IT infrastructure investments across millions of individual components, resulting in lower marginal per unit costs. In addition, since many clients have fluctuating computational needs, aggregating usage into a single large service provider allows for greater overall utilization, providing flexibility to scale up as needs dictate.
Better services include broadly available large scale computational and storage resources, as well as specialized items such as a comprehensive set of software, advanced technical support, extensive documentation, and training, as well as research partnership. Cost savings are realized by avoiding replicated services, while still empowering campuses to provide complementary local services. Underlying both are industry best practices regarding cybersecurity, reliability and disaster resilience.
OSC provides assistance and lowers barriers to access, enabling a wider range of communities to access cyberinfrastructure capabilities. OSC's services can be used by and benefit nearly every Ohioan, such as:
• University students and faculty, who need advanced computing for research and teaching.
• Industry researchers and business owners, who want to be more competitive.
• K-12 students, teachers, and administrators, who want to motivate their STEM educational pursuits but do not have access to advanced computational programs.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Throughout its history, The Ohio Supercomputer Center has continued to expand the breadth of the communities it serves, which naturally results in rising demand for existing and new services, and hence increased costs. This is evident when comparing nearly every client and resource usage metric OSC tracks from FY22 to FY19, as seen in the lists below:
Client metrics:
• Ohio academic institutions: +203%
• Companies: +145%
• Other institutions (e.g., hospitals, government agencies, non-profits): +620%
• Total clients: +192%
• College courses: +198%
• Students (via college courses): +155%
• Workshop trainees: +159%
Resource usage metrics:
• Research computing: +120%
• Data storage: +527%
• Software packages: +142%

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

ALI Q&A for 235510 Ohio Supercomputer Center

OSC is part of the Ohio Technology Consortium (OH-TECH), a division of the Ohio Department of Higher Education. OH-TECH is comprised of 3 partner organizations: OARnet (235556), OhioLINK (235507), and Ohio Supercomputer Center. The consortium services are leveraged at OSC for efficiencies in service delivery.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The Ohio Supercomputer Center is requesting an increase from the FY23 appropriation of more than 105% due to several main factors:

Almost 70% of OSC's operating budget goes to items that experience regular cost changes outside of OSC's ability to influence or control, and which are trending upwards nationally.

• Personnel and benefits, which account for 51% of OSC's budget, are increasing 3-5% each year due to cost of living increases to keep up with inflation and increased medical benefit costs, as well as increased training and education to ensure staff maintain expertise with leading edge technologies.

• Space rent and power, which account for 18% of OSC's budget. OSC houses its equipment at the State of Ohio Computer Center (SOCC), operated by the Ohio Department of Administrative Services (DAS). DAS sets the space rent rate and AEP sets the power rate. Both rates have increased between 6-11% annually.

As OSC's client community continues to grow, new clients are requesting additional and novel technologies. Fulfilling these requests, while continuing to support existing high-quality services, require additional skill sets and staffing. Examples include:

• During the pandemic, OSC was able to help thousands of college students continue their coursework using our virtual computer labs, when on-campus labs weren't accessible.

• Researchers are utilizing more diverse IT technologies, such as commercial cloud providers and Internet of Things devices and want easy interfaces between those resources and OSC services.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

ALI Q&A for 235510 Ohio Supercomputer Center

The Ohio Supercomputer Center was established by an act of the Ohio General Assembly in 1987 as a statewide resource designated to place Ohio's research universities and private industry at the forefront of computational research. OSC has been designated by the Ohio General Assembly as a technology-based economic development entity, and in that capacity regularly works with the Ohio Department of Development and JobsOhio.

OSC has a long history of collaboration with Intel. The recently announced “Intel Semiconductor Education and Research Program for Ohio” will result in significantly increased demand for OSC resources (such as our classroom support services) as Ohio’s educational institutions ramp up new and existing programs to ensure Intel has a capable workforce available to them here in Ohio.

In FY22, OSC:
• Supported higher ed and research at 55 academic institutions in the state, with OSC used in 127 college courses to teach over 3,400 students.
• Served 8,494 clients from 377 distinct organizations that included students, faculty, scientists, engineers and clinicians.
• Saved clients an estimated $9.3M compared to alternative computational resource providers.
Computational services The Ohio Supercomputer Center offers include:
• High-performance research computing compliant with various cybersecurity related mandates and regulations.
• Large capacity data storage, including data curation, publication, and archiving, to help promote scientific reproducibility and public transparency.
• Actively maintained and supported scientific software packages that ensure clients can use OSC’s resources productively.
• Technical education and expertise in the form of workshops, classes, and web-based training and materials, as well as processes and tools for university faculty to incorporate OSC resources into their courses.
• Deep expertise in developing and deploying software and web interfaces that run efficiently on powerful supercomputers.

ALI Q&A for 235511 Cooperative Extension Service

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item supports Ohio State University's Extension Service under its land grant university mandate in cooperation with federal and local governments. It leverages faculty and staff to create educational programming that includes agriculture and natural resources, environment, consumer sciences, 4-H, and workforce development. The service operates in all 88 counties partnering to address priorities and needs in their communities.
OSU Extension touches every community in Ohio; each county has an office with staff dedicated to serving its citizens. Those individuals extend the knowledge and resources of The Ohio State University to the people of the state through direct education and collaborative problem-solving. County-based Extension educators are supported by state and area personnel.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The funds are disbursed to Ohio State University. Cooperative Extension is a federally mandated and supported program and is required to submit an annual Report of Accomplishments and Results to USDA. The data from this report is posted on the USDA National Institute of Food and Agriculture website along with other Universities.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase of 3% per year will partially offset the cost pressures in the current environment and continue the state support for the OSU Cooperative Extension program.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235514 Central State Supplement

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This supplemental state support is provided to Central State to maintain lower tuition, lower operating costs and increased access to targeted populations. As an 1890 Land Grant Institution Central State primarily serves at-risk, and minority student populations that are often low-income. Many represent the first generation in their family to attend college.

These funds supplement institutional need-based aid, academic program enhancements, new student retention initiatives, transfer and articulation agreements, and improved recruitment and communication strategies. The funds are truly our core funding and crucial to our long-term growth and survivability. This Supplemental funding helps support approximately 2,000 plus traditional students at Central State; The University is an importer of students to Ohio from all 50 state. The current traditional population is 55% Ohio residents.

Central State offers the lowest tuition rates among 4-year public state universities in Ohio due in part to this supplement.

The demographics of our traditional on-campus student population are as follows:
95% African American
65% Female, 35% male
95% Receiving Financial Aid
84% Pell Eligible
40%First Generation

CSU offers programs that are targeted to the success of our unique population, to provide them with additional resources that will ensure their success. Examples include the Summer Bridge program, mental health services, financial literacy workshops and the newly created Office of Retention and Student Success. These wrap-around services are essential to the long-term success of our student population.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The University supports a diverse and low-income population. This population requires a tremendous amount of financial assistance, student support and academic support services. We have small class sizes additional counselors, tutors and advisors to assist our students in their matriculation. The cost impact of an underprepared population stretches the efficiency of our financial structure. We are constantly looking for efficiency ideas to bridge our cost differential.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235514 Central State Supplement

The requested increase of 3% per year will partially offset the cost pressures in the current environment and provide similar growth to the CSU Supplement as the requested SSI increase.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

CSU continues to offer tuition that is among the lowest in Ohio. This is possible due to the additional financial support provided through the supplement. The state supplement is a crucial component of the University's annual financial budget. It underwrites the University's ability to bring in nine hundred (900) new students each fall semester. Many of these students represent populations that have historically been underrepresented in higher education institutions and are vital to increasing the educational attainment rates in Ohio and the overall economic impact for our state.

In addition, recently, we have established a rapidly expanding online program of over 4,000 students. This new non-traditional population will also be integrated into these University programs in the very near future.

As stated previously, the supplement enables CSU to increase enrollment, course completion, and degree attainment by supporting key academic factors. These three measurements are our metrics of success, and they help point the University in the right direction.

ALI Q&A for 235515 Case Western Reserve University School of Medicine

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of the Case Western Reserve University (CWRU) School of Medicine Program is to both enhance the clinical education and community outreach activities of 940 medical students while addressing the health and wellness needs of Ohio residents. Our student population of 940 includes: 731 traditional medical students, 160 students in a 5-year physician investigator program, and 49 students in our combined MD/PhD Medical Scientist Training Program. Of the total, 163 or 17.3% are from the great state of Ohio and 167 or 17.7% identifying from underrepresented in medicine (URiM) groups.

Student activities have broadened to provide education and service opportunities in urban health, health education and advocacy, and public health including COVID vaccination education, sex health curriculum, antifragility programs for the elderly, youth outreach, harm reduction programs, substance use disorder awareness campaign, voter registration, women's health, food as medicine programs, gun violence, trauma recovery assistance, cardiovascular risk assessments, weight loss and exercise programs, supply drives for homeless, health literacy efforts, and partnering with intellectual/developmental disabled adults.

This program allows over almost 70% or 650 of CWRU medical students to gain valuable experience in health-related settings serving those in need across Northeast Ohio. Partnerships with 130 health and community organizations provide opportunities for impact in the health and wellness of thousands of men, women, and children and their families. With continuing support, this initiative stands to further strengthen services provided in the next biennium and will foster significant benefits for the education of students, the impact on community organizations and the health outcomes of Ohio residents. Examples of current activities include MetroHealth Outreach School Based Programs, Older Adult Programs, Student Run Health Clinic, Education Outreach Programs, and Health Screening Programs.

Notably, between August 2021 and June 2022, the Student Run Health Clinic supported a total of 135 medical students who worked with another 106 health professional students, representing 17 nurse practioner, 32 social work, and 57 dental students, who served patients and administered 1,171 COVID vaccinations and 561 sexually transmitted infection (STI) screenings.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ALI Q&A for 235515 Case Western Reserve University School of Medicine

While general inflation has increased costs for educational technologies to support the medical instruction, including simulation center support, the COVID-19 pandemic has created challenges for our labor-intensive “high touch” curriculum, particularly given the competing demands on our faculty physicians with their clinical loads and burnout. Alignment with community partners to implement important, relevant, and meaningful projects requires coordination, attention to detail, and ongoing efforts in building and maintaining those relationships.
As inflation rates reach 40-year highs, elevated price levels continue to contribute to the increasing costs of this program, specifically:
• The high cost of medical instruction, given the market value of faculty who are essential to the education of medical students
• Medical-related instructional technology and equipment including maintenance contracts and additional requirements of PPE for simulation center activities
• Alignment of medical education to the health delivery system to achieve best patient outcomes for local populations, addressing health disparities and social determinants of health
• Project-specific personnel required to leverage student contributions to community projects in a continually complex health care environment to achieve goals of community engagement across a wide spectrum of activities, organizations and programs
Additionally, in our efforts to increase diversity in our medical student cohorts, we have recognized the additional need for wrap around services to mitigate the gaps in support for students without means including tutoring services, support for digital tools, research support and travel to conferences. The cost-of-living expenses on and around the medical school campus are rising.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The cost of providing medical education and outreach continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

CWRU School of Medicine anticipates new opportunities to expand the Student Run Health Clinic and health screening efforts to other underserved locations within Cleveland. This will require new partnerships with support from multiple sources.
Additionally, CWRU School of Medicine is planning a pilot program this year to pair medical students with senior citizens in the community. This longitudinal program will provide the students with an authentic opportunity for professional identity formation while they serve as healthcare navigators to the senior citizens. We are hopeful that a successful pilot will provide valuable lessons on the model so we can then scale the program up to include our entire student population.

ALI Q&A for 235519 Family Practice

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item supports family practice physicians and instructional costs in the departments of family medicine within each medical college in Ohio. The purpose of the Family Practice line item is to raise the quality and number of primary care physicians in medical practice in Ohio.
Family Practice is an incentive-based subsidy that rewards medical schools for the number of medical school graduates who: a) go on to a family practice residency; b) establish a family-medicine practice in Ohio; and c) serve an underserved population and/or geographic region of Ohio.
The Family Practice Subsidy supports goals including recruitment of students entering family practice, efforts for students being trained in urban and rural underserved areas, incentives for students to engage in family practice in the underserved areas they grew up in (e.g., inner city, rural, health professional shortage areas), early exposure to family practice in the first years of medical school and incentives to stay in Ohio for residencies and to establish medical practices.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The cost to educate and train physicians in all specialty areas is rising. Although there are many reasons for rising costs, the major factors include an increasing focus on small group interactions between faculty and staff as opposed to lectures, the increased role of faculty supervision of medical students in the clinical setting, increased costs for technology, (e.g., computerized patient simulators, patient simulation laboratories, distance learning and the staff needed to operate this technology) and changing accreditation standards.
Family Practice teaches in virtually every aspect of the curriculum. In addition, Family Practice provides multiple workshops for partner residency programs, faculty development, and continued medical education.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The cost of providing medical education and outreach continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

The effectiveness of the family practice and primary care funds can be measured by the number of graduate medical students that remain in Ohio once their residency obligation is fulfilled.

ALI Q&A for 235520 Shawnee State Supplement

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Shawnee State Supplement enables the university to maintain low tuition rates and fund scholarships to increase access for targeted populations. Shawnee State serves at-risk student populations who are often low-income, non-traditional, and represent the first generation in their family to attend college. These populations have historically been underrepresented in higher education institutions and are vital to increasing the educational attainment rates in the state, particularly in Appalachian Ohio.

Shawnee State is a small institution, limiting its ability to leverage economies of scale to address rapidly escalating operating costs. The Supplement allows the university to maintain the second lowest tuition rates in the state, bolster institutional need-based aid, enhance academic programs, and improve student recruitment and retention initiatives. These funds support more than 3,000 students at Shawnee State; the primary beneficiaries are in-state, undergraduate students attending Shawnee State University.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Shawnee State University relies on the Supplement to improve access and success for underserved Ohio students. The state's investment is working. Shawnee State increased student retention by 21 percentage points between Fall 2011 and Fall 2020. Shawnee State is also graduating a larger percentage of its degree-seeking population. In 2012, Shawnee State's graduates represented only 13.9% of its total undergraduate degree-seeking population. From 2017 through 2021, the number of graduates has exceeded 20%. Shawnee State is advancing its service to the Appalachian region through this funding by making college possible for more students through low and free tuition, increased scholarships, and K-12 partnerships. SSU has ranked in US News & World Report for the fourth year in a row for Top Performers on Social Mobility based on its high percentage of economically disadvantaged students served and strong performance in affordability, graduate indebtedness, and alumni employment. Shawnee State continues to move up in this ranking, an indication of increased mobility among recent graduates.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase of 3% per year will partially offset the cost pressures in the current environment and provide similar growth to the SSU Supplement as the requested SSI increase.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Many of the programs above are also funded, in part, through student tuition and fees, grant revenue, and other university sources. These items are not fully funded by the Supplement. The Supplement allows us to continue to offer the second lowest tuition in the state of Ohio to an underrepresented student population.
Additionally, an overwhelming majority of SSU students complete degree programs in fields that are in-demand and serve essential services in southern Ohio, including health professions, K-12 teaching, and engineering technology. The Supplement helps us keep the cost of these programs low, or more recently, at no cost to regional students who are Pell-eligible. As a result, student debt is reduced or eliminated and the region is provided with an important workforce in critical fields.
More than 60 percent of Shawnee's Autumn 2022 incoming class is from Ohio's poorest counties: Scioto, Pike, Lawrence, Adams, Jackson, and Ross. More than 81 percent are from Ohio. The Shawnee State Supplement directly impacts Ohioans.

ALI Q&A for 235525 Geriatric Medicine

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item supports the offices of geriatric medicine within each public medical college in Ohio, the creation of which was a result of a state mandate enacted via Section 3333.111 of the Ohio Revised Code. This program is intended to ensure that all Ohio medical students receive specific education and training in the care of older adults. The ultimate goal is to improve healthcare and create a better quality of life for Ohio's senior population.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Geriatric care and education continue to be in high demand in the state of Ohio with an aging Ohio population. High caseloads and the need to obtain and maintain expert knowledge in the field continues to be a driver of increased costs. In addition, other factors for increased costs include the demand for small group interactions between faculty and students as opposed to lectures, increased costs for technology, and changing accreditation standards.

The geriatric medicine subsidy supports care for the vulnerable elderly in both rural and urban areas, including those dually-eligible for Medicare and Medicaid. Among the services provided are:
• House calls, multidimensional assessment, and improved care for frail elders.
• Certificate programs, fellowships, and continuous professional development to enhance care to elders. Coordination among medical colleges' students and faculty and the Area Agencies on Aging.
• Care management for elders with chronic disease and multiple medication use and complex disease.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The cost of providing medical education and outreach continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Section 3333.111 of the Ohio Revised Code requires each college of medicine, supported in whole or in part by the state, to maintain an office of geriatric medicine. These offices are responsible for incorporating subject matter relating to geriatric medicine into existing courses, arranging courses which relate to geriatric medicine in sequence, and establishing courses in geriatric medicine wherever appropriate. The percentage of Ohio's population over 65 has increased in recent years, making an emphasis on geriatric medicine more important.

ALI Q&A for 235526 Primary Care Residencies

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item supports primary care physicians and instructional costs in the departments of family medicine within each medical college in Ohio. The purpose of the Primary Care line item is to raise the quality and number of primary care physicians in medical practice in Ohio.
The Primary Care Residency is an incentive-based subsidy that rewards medical schools based on the number of medical school graduates who: a) go on to a primary care residency in pediatrics, internal medicine, pediatric internal medicine or osteopathic medicine; and b) establish a primary care practice in Ohio.
The Primary Care Subsidy supports goals including recruitment of students entering primary care medicine, efforts for students being trained in urban and rural underserved areas, incentives for students to practice primary care in the underserved areas they grew up in (e.g., inner city, rural, health professional shortage areas), early exposure to primary care in the first years of medical school and incentives to stay in Ohio for residencies and to establish medical practices.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The cost to educate and train physicians in all specialty areas is rising. Although there are many reasons for rising costs, the major factors include an increasing focus on small group interactions between faculty and staff as opposed to lectures, the increased role of faculty supervision of medical students in the clinical setting, increased costs for technology, (e.g., computerized patient simulators, patient simulation laboratories, distance learning and the staff needed to operate this technology), and changing accreditation standards.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The cost of providing medical education and outreach continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

The effectiveness of the family practice and primary care funds can be measured by the number of graduate medical students that remain in Ohio once their residency obligation is fulfilled.

ALI Q&A for 235530 ACADEMIC SCHOLARSHIPS

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The State Academic Scholarships program will provide merit-based aid to eligible students. The purpose of this program will be to encourage high-achieving high school graduates to stay in Ohio to pursue their post-secondary studies and contribute to Ohio's expanding economic opportunities.
Award decisions will take into account student qualifications, which may include grade point average, standardized test scores, class rank, or other measures as determined to be appropriate; geographic coverage, with the goal of ensuring that students from every region of Ohio are given an opportunity to benefit from the program; and the extent to which the amount of aid awarded is material to a student's choice to remain in Ohio to pursue their post-secondary studies, rather than attending out-of-state;
The program may also take into account the alignment of student academic interests with critical workforce needs, with priority given to students who are pursuing academic programs aligned to statewide workforce needs, as determined by the chancellor in consultation with the office of workforce transformation.
The Merit Scholarship shall be applicable to the published cost of attendance at any state institution of higher education, or private nonprofit institution of higher education that holds a certificate of authorization pursuant to Chapter 1713. of the Revised Code.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The factors driving the cost of this program wil be the number of students deemed eligible for a scholarship and the proposed value of such scholarships.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

This is a new initiative intended to enhance Ohio's competitive advantage by keeping our best students within Ohio. The program will be developed in FY 24 to formally create the criteria for making scholarship awards and selecting recipients entering college in the fall of 2024. Therefore, no funding is requested in FY 24, and $10 million is requested in FY 25 for the first class of scholarship awards.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235533 Higher Education Program Support

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funding for this line for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235535 Ohio Agricultural Research and Development Center

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This ALI supports Ohio State University's research arm of the College of Food, Agricultural and Environmental Sciences, including 11,400 acres and 875 specialty facilities supporting the breath of research, teaching, and extension activities. The funds help Ohio's agricultural industries improve practices and profitability. Additionally, funds assist in carrying out the land grant university mandate providing a match to federal research funding.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

State funding is used to support salaries of faculty, staff, and students at The Ohio State University who conduct research and development and to operate and maintain a major regional campus at Wooster, as well as ten outlying agricultural research stations around the state where site-specific research is conducted. OARDC oversees about 1,000 research projects at any point in time. State funding has allowed the university to respond rapidly to emerging issues such as water quality and shale energy development.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase in funding of 3% per year will partially offset cost pressures in the current environment. With the requested increase FY 24 funding would slightly exceed FY 17 funding; the FY 25 amount would be 5% above FY 17.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235536 The Ohio State University Clinical Teaching

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Clinical Teaching line item supports the laboratory and clinical components of medical and other healthcare professions education. Funding is intended to offset the cost of clinical education for Ohio's student health care professionals. Clinical instruction, in which future health care clinicians apply the knowledge they have received in the classroom to real people with real health care problems, is a critical component in the training of physicians and other health care professionals.

Generally, the activities supported by this program include:
a) faculty interaction with small groups of medical students;
b) faculty supervision of medical students in the clinical setting;
c) skills development of students;
d) multidisciplinary training among healthcare professions; and
e) clinical simulation programs and standardized patient training (including equipment, supplies, facilities and educators to run these programs).

Areas of training supported by the subsidy include medicine, nursing, pharmacy, physical and occupational therapy, and medical technologies.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Changes in demographics indicate an aging population disproportionately dependent upon skilled medical care. Additionally, the cost of acquiring the necessary technology, equipment, and supplies to operate effective clinical simulations and support clinical experiences is steadily increasing. Both factors suggest an increased need for program funding.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The cost of providing medical education continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Ohio faces a current physician workforce shortage that threatens to worsen due to physician burnout intensified by the COVID pandemic. The Ohio Department of Health identifies 41 of Ohio's 88 counties as being primary care workforce shortage areas for the entire county. Increased support for clinical teaching will help ensure that medical colleges can train the next generation of healthcare providers to meet the growing demand.

ALI Q&A for 235537 University of Cincinnati Clinical Teaching

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Funding is intended to offset the cost of clinical education for Ohio's student health professionals. Clinical instruction, in which future health care professionals must apply the knowledge they have received in the classroom to real people with real health care problems, is a critical component in the training of physicians and other health care professionals.

The CTS funding at the University of Cincinnati supports partial effort of 47 faculty to provide education to about 716 medical students. The funds are also utilized to support staff in various offices, including Student Affairs, Admissions, Diversity/Inclusion, and the Simulation Center.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Demographics changes including an aging population, create a rising need of skilled medical care. Although there are many reasons for rising costs of physician training, the major factors include an increasing focus on:

1. the increased need of faculty supervision of medical students in multiple clinical settings;
2. increased competitiveness for hiring faculty, driving up the cost of educational salaries;
3. increased competitiveness for students, driving up the costs of student recruitment;
4. increased costs for technology used in medical student training, (e.g., computerized patient simulators, patient simulation laboratories);
5. increasing need of student services, including wellness and mental health services;
6. distance learning and the staff needed to operate this technology; and
7. changing and more complex accreditation standards with unfunded mandates by accrediting bodies.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

The cost of providing medical education continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Request a 3% increase to accommodate increases in personnel and benefits costs, as well as general inflationary increases.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235538 University of Toledo Clinical Teaching

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of the Clinical Teaching line item is to offset the cost of clinical education for Ohio's student health professionals. Clinical instruction, in which future health care professionals must apply the knowledge they have received in the classroom to real people with real health care problems, is a critical component in the training of physicians and other health care professionals.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The cost to educate and train physicians in all specialty areas is rising. Although there are many reasons for rising costs, the major factors include an increasing focus on small group interactions between faculty and staff as opposed to lectures, the increased role of faculty supervision of medical students in the clinical setting, increased costs for technology, (e.g., computerized patient simulators, patient simulation laboratories, distance learning and the staff needed to operate this technology) and changing accreditation standards.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

The cost of providing medical education continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

This clinical subsidy is vitally important because of the need to train health professions students including physicians in the clinical environment. The subsidies have steadily decreased to less than 60% of their highest levels. The availability of clinical training sites has substantially reduced across the State. A reduction in this funding will jeopardize UT’s ability to educate the next generation of healthcare providers for the State of Ohio, as we would not be able to train learners in the clinical environment. Educating learners outside of the clinical environment will negatively impact enrollment rates and will increase the time to graduation. This will have a significant negative impact on the number of healthcare providers entering the workforce in Ohio.

ALI Q&A for 235539 Wright State University Clinical Teaching

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Clinical Teaching line items are distributed for the primary purpose of supporting the laboratory and clinical components of medical and other healthcare professions education. Generally, the activities supported by this program include: a) faculty interaction with small groups of medical students; b) faculty supervision of medical students in the clinical setting; c) skills development of faculty; and d) clinical simulation programs (including equipment, supplies, facilities and educators to run these programs). Areas of training supported by the subsidy include medicine, nursing, pharmacy, physical and occupational therapy, and medical technologies.

The Boonshoft School of Medicine/Wright State University, exists to educate future physicians to serve the Miami Valley region of Ohio and the state of Ohio beyond our region. Our graduates predominantly are Ohio residents – this year 88% of our entering class are Ohioans. Overall (summing up all four years) our student body is approximately 75% Ohioans. Beyond our MD program, we sponsor residency and fellowship programs in 23 specialties and subspecialties.
We also offer undergraduate and graduate degrees in Public Health, as well as combined degrees (MD/PhD, MD/MPH, MD/MBA) and a MS degree in Pharmacology. These are all important to the healthcare workforce in Ohio and the region.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The cost to train physicians in all areas is rising. Federal accreditation requirements (LCME) have mandated small group, faculty team instruction and new areas of curriculum. Technology in medical education is extremely important, and we have constant expenses in medical simulation and clinical skills (maintaining simulation mannequins, for example). Other new areas of instruction such as ultrasound training requires additional equipment purchases. In addition, our increased class size has required facility enhancements in our medical education building. Additional faculty and staff hires have been needed to support these new technological and curricular requirements.
In addition, BSOM has had to provide additional housing for students to travel to rural areas for clinical rotations to support our vision to provide enhanced numbers of rural physicians.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

The cost of providing medical education continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Personnel costs, inflationary pressures and competition for workers as a result of the pandemic (‘the great resignation’) have contributed to rising costs.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

ALI Q&A for 235539 Wright State University Clinical Teaching

WSU's medical college is very successful in retaining students in the region and state in all specialties and particularly in primary care specialties. Over 35% of our MD graduates remain in Ohio for their residency and fellowship training. Beyond that, 33.8% of our graduates remain practicing in the state of Ohio, with 22.4% practicing in primary care specialties and 5.7% practicing in rural areas. This puts our institution at the 65th percentile nationally for all medical schools for graduates remaining in state, and at the 75th percentile nationally for graduates practicing in primary care.

In FY23 we are starting rural Family Medicine residency that will further add to the physician workforce in rural Ohio in the area adjacent to WSU's Lake campus. We are also expanding the size of our medical school class and our public health programs to meet the challenges brought by the pandemic.

ALI Q&A for 235540 Ohio University Clinical Teaching

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Clinical Teaching Subsidy fosters our strong focus for OU's Heritage College of Osteopathic Medicine's mission: training osteopathic primary care physicians to serve Ohio with an emphasis on rural and underserved areas.
Our medical school educates physicians committed to practice in Ohio, emphasizes primary care, engages in focused research, and embraces both Appalachian and urban communities. Integral to this mission, our college community commits itself to provide a clinically integrated, learning-centered, osteopathic medical education continuum for students, interns, residents, and primary care associates; embrace diversity and public service; and improve the health and well-being of underserved populations.
a. Training students in inter-professional medical teams (physicians training with nurses, physician assistants, pharmacists, allied health professionals).
b. Offsetting costs for physicians that train students in hospital settings. Physicians lose income and opportunity for income when they provide training in hospital settings.
c. Incorporating core concepts of healthcare improvement and quality through educational experiences.
d. Enhancing care to diverse communities including improved communication skills, use of simulation with patients of diverse backgrounds and culturally competent care.
Due to managing clinical education for nearly 500 students across the state of Ohio in rural and urban settings, both in teaching hospitals and affiliated locations, the program provides administration to support the Ohio University Heritage College of Osteopathic Medicine's educational mission. This is vital to the overall success of the Heritage College in filling Ohio's increasing need for healthcare professionals in rural and underserved populations.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Rising costs of living, inflationary pressures, and supply chain constraints are factors influencing affordability of medical education. Ohio's larger aging population and a general focus on wellness as the state emerges from the pandemic will seriously impact the short and long term future of medical education in the state.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

The cost of providing medical education continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Ideally this line will be restored to levels previously set sometime after FY 2012, primarily due to factors influencing costs of medical education including rising costs of inflation, increase costs of living.
The steady decrease in this line has had a negative impact on current and prospective medical students and Ohio's healthcare shortage crisis in the following ways:

a) Funding reductions incur a greater burden on our students since they will have to contend with increased tuition to counter the lost revenues.
b) Secondary to increased tuition burden, there likely would be some attrition of students who cannot afford the increases.
c) For many students the only option to remain in medical school would be to run up enormous student loan debt.
d) There would also be a real threat of declining and lost healthcare to underserved populations around Ohio because of reduced supply of primary care physicians.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Along with 982 medical students enrolled at the Ohio University College of Osteopathic Medicine (nearly 500 Year 3 & Year 4 medical students in clinical rotations), the outreach to underserved communities both in Ohio's urban areas, as well as rural Appalachia, impacts hundreds of Ohioans receiving medical care at our affiliated clinics and locations around the state. The effect of the program's impact on future healthcare of Ohio's population increases exponentially when considering Ohio University Heritage College of Osteopathic Medicine is the number one producer of primary care physicians in the United States with the majority focused on family practice. 58% of our graduates stay in state and practice medicine in Ohio.

ALI Q&A for 235541 Northeast Ohio Medical University Clinical Teaching

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Clinical Teaching funds support the residencies within NEOMED's consortium of clinical sites who provide instruction to our medical students during required clinical rotations in the third and fourth years of the curriculum. Funds are also used to support faculty leadership at the clinical sites. NEOMED students rotate at a variety of clinical sites including Summa Health, Akron Children's Hospital, Mercy Bon Secours Youngstown and Boardman, Metro Health Cleveland, University Hospital Cleveland, Aultman Hospital Canton, Mercy Hospital Canton and Riverside Hospital Columbus.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Clinical placements for medical students are increasingly difficult to find given the financial pressures on physicians and hospital systems to see increased number of patients and the number of competing programs in the health care field (advance providers, physician and other provider assistants etc.). There are also demands on our affiliated hospital systems to host students from other medical schools out of the state of Ohio or offshore. Clinical teaching funds allow us to defray the cost of educating our students for the clinical sites.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

The cost of providing medical education continues to rise. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Loss or reduction of these funds would severely hamper NEOMED's ability to obtain competitive placements for students for the clinical education. NEOMED would be unable to grow enrollment to meet the increasing demand for physicians within the state and may even need to reduce enrollment below the current level. NEOMED is a community based medical college which does not own a healthcare system with a mission to educate physicians and leaders for and from Ohio, the long-term impact of reductions in this line item would be felt statewide. Current data indicates of the NEOMED COM graduating class from 2021, 61% remain in Ohio for residency and 8%, or one out of every 12 licensed physicians in Ohio, could be attributed to NEOMED.

ALI Q&A for 235543 OCPM Clinical Subsidy

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This funding supports the Cleveland Foot and Ankle Clinics, which provide podiatric care to over 9,000 patients annually at 3 locations throughout Northeast Ohio. The continued operation of the Cleveland Foot and Ankle Clinics not only provides real world clinical learning experiences for Kent State University's College of Podiatric Medicine students but saves the state future Medicaid dollars through cost avoidance due to prediabetic and diabetic care.
According to the American Diabetes Association, approximately 13.5% of Ohioans have diabetes, with an additional 35.3% with prediabetes. Knowing that people with diabetes have medical expenses at approximately 2.3 times those without, it is estimated that diabetes and prediabetes cost $12 billion in Ohio annually. In fact, in a 2011 study of over 150,000 Medicare patients who developed a foot ulcer—a primary podiatric ailment of diabetics—those who saw a podiatrist at least once before developing a foot ulcer saved an average of $4,271 in costs incurred.
The operations at our Foot and Ankle Clinics are not only the most effective way to train tomorrow's podiatrists, but also provide a vital role in Ohio's public health.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The Cleveland Foot and Ankle Clinic operates at an annual deficit of $400,000-$500,000. However, as a teaching facility, its importance to the students attending Kent State University's College of Podiatric Medicine and its immeasurable value to the citizens of the Cleveland area and the state of Ohio require that the facilities remain open and in operation. The podiatric profession is truly an in-demand job, as the Bureau of Labor Statistics projects a 14% increase in podiatric employment by 2024. KSUCPM is vitally important to filling these important positions.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The cost of providing medical education continues to rise. The requested increase in funding of 3% per year will partially offset the cost pressures of the current environment.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Kent State University College of Podiatric Medicine in-state students are currently the only in-state students to receive zero tax-payer dollars for their education. Continued funding for the operation of our Foot and Ankle Clinics, while not directly funding students, will continue to have a tremendous positive impact on their education.

ALI Q&A for 235544 STEM Public-Private Partnership Pilot Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funding for this line for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235546 Central State Agricultural Research and Development

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This Land Grant state support is provided to Central State to match federal funds received as a federally designated 1890 Land Grant institution. As an 1890 Land Grant Institution Central State serves at-risk, and minority student populations that are often low-income. Many represent the first generation in their family to attend college. These targeted populations have historically been underrepresented in higher education institutions and are vital to increasing the educational attainment rates in Ohio and the overall economic impact for our state. The Land Grant program is represented in 88 counties in Ohio and through the funding we impact families and communities through our many services.

These state funds are used by the University specifically for agriculture research and service projects in accordance with the allowable guidelines as published by the National Institute of Food and Agriculture (NIFA). The Land Grant program introduces our student population to the teaching, learning and research opportunities in agriculture. These careers and services we provide to our students are also made available to the local community.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The University supports a diverse and low-income population. This population requires a tremendous amount of financial assistance, student support and academic support services.

In addition, these funds provide a required state match of federal funds from the USDA Evans-Allen Research Program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

This line item provides the state match for from the USDA Evans-Allen Research Program.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding level in FY 24 reflects the most recent federal award amount anticipated by Central State University. This line item provides the state match of the Evans-Allen Research Program funded by the US Department of Agriculture.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

CSU continues to be the most affordable 4-year institution in Ohio. This is possible due to the state financial support and investment provided to CSU. The Land Grant funding is a crucial component of the University's annual financial budget and the building of our capacity and services we provide. The requested increase will meet the match requirements of the federal funding anticipated to be received over the next biennium from the USDA. The integration of Land Grant funding is the investment that builds our research capacity and strengthens our overall financial health and recruitment of students for the future.

ALI Q&A for 235548 Central State Cooperative Extension Services

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This Land Grant state support is provided to Central State to match federal funds received as a federally designated 1890 Land Grant institution. As an 1890 Land Grant Institution Central State serves at-risk, and minority student populations that are often low-income. Many represent the first generation in their family to attend college. These targeted populations have historically been underrepresented in higher education institutions and are vital to increasing the educational attainment rates in Ohio and the overall economic impact for our state. The Land Grant program is represented in 88 counties in Ohio and through the funding we impact families and communities through our many services.

These state funds are used by the University specifically for agriculture research and service projects in accordance with the allowable guidelines as published by the National Institute of Food and Agriculture (NIFA). The Land Grant program introduces our student population to the teaching, learning and research opportunities in agriculture. These careers and services we provide to our students are also made available to the local community.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The University supports a diverse and low-income population. This population requires a tremendous amount of financial assistance, student support and academic support services.

In addition, these funds provide a required state match of federal funds from the USDA 1890 Extension Services Program.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

This line item provides the state match for from the USDA Extension Services Program.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding level in FY 24 reflects the most recent federal award amount anticipated by Central State University. This line item provides the state match of the 1890 Extension Services program funded by the US Department of Agriculture.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

CSU continues to be the most affordable 4-year institution in Ohio. This is possible due to the state financial support and investment provided to CSU. The Land Grant funding is a crucial component of the University's annual financial budget and the building of our capacity and services we provide. The requested increase will meet the match requirements of the federal funding anticipated to be received over the next biennium from the USDA. The integration of Land Grant funding is the investment that builds our research capacity and strengthens our overall financial health and recruitment of students for the future.

ALI Q&A for 235552 Capital Component

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Capital Component, 235552, provides funding to colleges and universities that chose to forgo major capital projects in the Capital bills between the FY97-98 to FY09-10 capital biennia.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Per Section 381.320 of Am. Sub. H.B. 110 of the 134th GA, the appropriation is disbursed to public institutions of higher education pursuant to the state's former capital funding policy that was originally established in Am. Sub. H.B. 748 of the 121st GA. This line item fulfills prior commitments made to institutions of higher education that requested less than their capital allocations and in turn reduced state debt service. The program will expire after FY 29.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235555 Library Depositories

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Ohio Regional Library Depositories (RLD) are five high-density book storage facilities that house parts of the print collections of Ohio's public universities and serve as distribution nodes within the OhioLINK network.

At the end of FY 2020, the five regional library depositories held nearly 7.5 million items available to Ohio's 800,000 higher education students and 48,000 faculty and researchers through OhioLINK's 117 member libraries. These depository materials are also available to millions of Ohio citizens through public libraries that participate in SearchOhio, or via standard interlibrary loan arrangements throughout Ohio and the nation.

Depository services include the delivery of print materials, on-demand digitization and digital delivery of journal articles, and de-duplication activities to recover space. The RLD operating budget supports these main services:
• Ingestion and processing of transferred books and other materials from depositing libraries.
• Storage and maintenance of materials in a controlled environment
• Discoverability and inventory management via the Shared Depository Catalog and the OhioLINK central catalog

Statewide library print holdings continue to grow in support of the teaching, learning, and research needs of Ohio students, faculty, and citizens. The ability to efficiently store and rapidly access these materials remains fundamental to students and researchers across the state.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Staffing and Services: Depository staff and student workers manage the building and services provided, such as document delivery, retrieval, collection management, and conservation of materials.
• Curates and manages access to a total collection of 7.5 million items
• Facilitates digital delivery of on demand items
• Coordinate program wide efficiency efforts (such as space reclamation)
• Maintains and manages software (document management software and library system software).

Building Maintenance and Operations: Aside from costs for regular building maintenance, utilities play a large role in a location's budget. Depository buildings hold materials that require a climate-controlled environment (temperature less than 65 F, and humidity less than 50%).

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

N/A

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

While personnel and facility costs have risen substantially, the base subsidy for the depositories has decreased more than 11% in the last decade. Additional investment would help depositories mitigate some of the impacts of these rising operating costs.
Staffing (Permanent and Student Workers): The regional depositories have experienced staff salary and benefit increases in the range of 11-15% over the past five years. Further, student wages at depositories have increased, in some cases up to 14%, over this same period. Several depositories have also experienced: difficulty hiring student employees due to impacts from Covid; inability to compete with other, higher-paying student jobs; and, in the case of facilities that are not close to campuses, rising fuel costs.

Utility Costs: Depositories hold items that require a climate-controlled environment (temperature less than 65 F and humidity below 50%). With the cost of both electricity and gas increasing over the last five years (and more precipitously over the last year), the cost to maintain the appropriate environment has increased substantially. For example, from July 2017 – June 2022, the cost of electricity has increased by 12%, with gas (as a utility) increasing by 58%. This results in the depositories experiencing an 15-17% increase in utility costs over the past five years.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235556 Ohio Academic Resources Network

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Ohio Academic Resources Network (OARnet) is the facilities-based fiber-optic backbone providing high-speed networking services to the State of Ohio. Today, with more than 5,500 miles of fiber-optic backbone, OARnet provides the most reliable, resilient, and protected Internet service, unrivaled intrastate connectivity, access to regional, national, and international networks, and collaborative IT initiatives, such as virtualization resources, co-location, and 24/7/365 network support. OARnet currently operates at up to 400 Gigabits per second, which enables OARnet to provide the increased capacity needed by its customers.

To date, this funding (which serves as a critical base funding mechanism) has enabled OARnet to be the digital backbone of Ohio and provide essential infrastructure for its members and partners. This centralization of the network also provides a resilient network – capable of providing reliable and secure bandwidth which enables Ohio to:

• Compete for economic and workforce development opportunities with other states
• Support critical emergency services and broadcasting.
• High-capacity bandwidth to education and government to promote digital transformation

Achievement of these objectives is dependent upon having a broadband network capable of supporting the latest technology and innovation requirements of the communities served.

The following is a brief overview of the communities served by the OARnet network:

• Ohio’s public and private colleges and universities (469 sites)
• K-12 school districts (625+ sites)
• State and local governments (2,977 sites)
• Public broadcasting stations (27 sites)
• Next Generation 911 (NG-911)
• Department of Public Safety Police Radio
• Health care facilities (102 sites)
• State, federal and private partnering research organizations (13 Sites)
• National Research and Education Network (NREN) – Internet2

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ALI Q&A for 235556 Ohio Academic Resources Network

The factors driving the OARnet cost supported by this ALI are:

• OARnet is realizing an ever-increasing demand for additional bandwidth by our communities to meet the tactical technological demands because of mass shift to tele-work, tele-education, and tele-health. OARnet realized an increase of 141% in bandwidth subscription growth over last 5 years.
• Network services are now considered essential and require 24/7 technical support to ensure availability. As the network expands and bandwidth increases, this requires increases in staff, equipment, maintenance, space, and power.
• New federal and state regulations are requiring expansion of affordable broadband Internet service and be available to all Ohioans to support their participation in the new technology economy. In partnership with the Broadband Ohio and Innovate Ohio, OARnet's network is expanding its bandwidth and access in the communities served to support these efforts
• Reliability demand is driving network costs today. If a network goes down offices have to be shut down, schools have to be closed, and public safety service may be disrupted, therefore it is critical to ensure network survivability through a resilient network which actively and automatically mitigates any single failure in the network
This necessary expansion results in an increase in staffing, maintenance (equipment and fiber), power (electricity), and space costs at our network PoPs (Points of Presence), which we lease from telecom and datacenter providers.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

State agencies to be impacted as a result of any changes to this ALI would be Department of Administrative Service Officer Information Technology, Ohio Department of Education and its affiliate Management Council Ohio Education Computer Network (MCOECN) and the Ohio Department of Higher Education. OARnet provides its services to all these agencies, any decrease in the OARnet budget or lack of an increase to meet the new demand will result in an increase in the cost of OARnet services to these agencies and their constituents. For example, Ohio Department of Higher Education would see an increase in cost for all their schools.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235556 Ohio Academic Resources Network

Due to the exponential increase in bandwidth and service demand, OARnet is realizing increases, across the board in its expenses, including:

• Personnel and benefits make up 44% of all expenses. Due to cost of living and medical benefit increases, OARnet is realizing a 3-5% increase, annually.
• Core network services (including colocation, fiber maintenance, and circuits) increases with the expansion and growth of bandwidth as well as contractual increases tied to federal inflation indexes, like the consumer price index.
• Equipment Maintenance also increases as network footprint grows.

In addition to the increases mentioned above, OARnet is also expanding services in 2 key areas:

State of Ohio Broadband Initiatives: In partnership with the State of Ohio, Broadband Ohio, and Innovate Ohio, OARnet is playing a key role in the adaption, adoption, and creation of broadband in rural areas across the State.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Through the pandemic, OARnet, through its public-private partnerships, has partnered with BroadbandOhio and InnovateOhio. Projects have been undertaken to help close digital divide in the state, especially in broadband unserved and underserved areas. Plans have been established to continue to work on such projects over the next 5-years in conjunction with the various Federal funds and grants.

OARnet is part of the Ohio Technology Consortium (OH-TECH), a division of the Ohio Department of Higher Education. OH-TECH is comprised of 3 partner organizations: OARnet, OhioLINK (235507), and Ohio Supercomputer Center (OSC) (235510). The consortium services are leveraged at OARnet for efficiencies in service delivery, while OARnet provides the statewide network to consortium members to enable their services. The consortium has already realized efficiencies over the past four years related to sharing administrative and business functions, facilities, outreach, and IT support functions.

ALI Q&A for 235558 Long-term Care Research

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

As a state with the sixth largest older population in the nation, Ohio faces continued growth in its over 65 population. Today 175,000 older Ohioans experience a severe long-term disability, and that number is projected to increase to 270,000 by 2040. Because less than 5% of adults aged 45 and older have private long-term care insurance, for the majority of individuals with long-term services needs the Medicaid program is the primary payer, placing considerable pressure on Ohio's budget. Since 1989, the Ohio Long-Term Care Research Project (OLTCRP) has conducted research on long-term services and support (LTSS) to enhance the quality of the system and the services provided, improve the efficiency and effectiveness of long-term services, and to help Ohio to provide high quality long-term care today and in the future. Over the last 25 years Ohio's long-term care system has gone from a national quality ranking of 47th to 19th in 2020. Our work with major state administration agencies, including the Ohio Departments of Aging, Medicaid, and Health, and our work with members of the General Assembly is designed to provide good data to make sound policy decisions. The Scripps work was identified by a Pew/McArthur Foundation Profile Report on States, as the Ohio example of how states use data to make good policy decisions. Research dissemination efforts of the OLTCRP include; the production of written materials for policy makers, professionals and consumers; brief and in-depth reports both printed and electronic distributed across the state; the Scripps website also includes all report publications; researchers provide testimony and conduct meetings with legislators and state officials, present at state and national scholarly and provider conferences, provide education through social media dissemination of research highlights targeted to providers, policy makers and consumers; and appearances in newspapers, TV and radio outlets to highlight research findings.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

As a nation we celebrate the major advances in life expectancy that have been achieved. This progress is however, accompanied with growing challenges, as the number of older Ohioans experiencing disability continues to increase. Ohio has doubled its older population in the last three decades and faces continued growth in its older population between now and 2040. Over the next 20 years, the states' overall population will remain virtually flat at 11.7 million (-.01% decrease). The population age 65 and older will record a moderate increase from 2.1 million in 2020, to 2.38 million in 2030 (13.5% increase), to 2.32 million in 2040 (10.8% increase). It is the group of older individuals aged 80 and older that will grow by more than 50% over the next 20 years. Ohioans aged 80 and older will increase from 501,000 in 2020, to 754,000 in 2040. Individuals aged 80 and older have the highest need for long-term services and supports. With Medicaid representing the largest proportion of the state budget, efforts to spend these dollars efficiently and effectively will be paramount in the future.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

ALI Q&A for 235558 Long-term Care Research

The Ohio Long-Term Care Research Project (OLTCRP) is designed to generate data about how Ohio delivers, finances and ensures the quality of long-term services across the state. On any given day about 90,000 individuals receive long-term services supported by the Medicaid program and our work tracks the outcomes of these efforts. The OLTCRP covers an array of topics from projections about the size of the older population likely to need long-term services, to the shortage of direct care workers in home care, assisted living and nursing homes, to the impacts of COVID-19 on Ohio nursing homes. Results of these studies are provided to state agency staff and members of the General Assembly through brief reports, public testimony and in- person meetings.

We identify research topics of importance, using a state level advisory board comprised of policy makers, advocates and providers. Our work involves both direct funding of specific projects and using funds to match externally funded studies in long-term care. OLTCRP funds have been used to draw down additional federal dollars through collaborative projects with the Ohio Departments of Aging and Medicaid, and through direct federal grants.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

As a result of additional federal and state funds available through COVID relief we have been able to draw upon state and federal resources to support long-term services research. This was critical as we did not receive this year’s state allocation until January of 2022. As such, we have shifted the majority of OLTCRP expenditures to the second year of the biennium. Over the next 3-5 years the state will face critical decisions on how to finance and ensure the quality of long-term services. The data provided by the OLTCRP will be critical in efforts to ensure that Ohio is well prepared for the future demographic challenges. Support for multi-year ongoing research efforts will be a critical element of the state’s response to efforts to ensure that Ohio remains a good place to grow old.

ALI Q&A for 235563 Ohio College Opportunity Grant

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Ohio College Opportunity Grants, 235563, provide need based financial aid toward tuition and general fees charges. The Ohio Department of Higher Education establishes an award table each year based upon appropriations available and projected number of recipients. In FY23, it is projected that roughly 52,314 students will benefit from OCOG grants.

OCOG awards are based on the federal funding methodology and tied to a student's Expected Family Contribution (EFC) as calculated from the filing of the Free Application for Federal Student Aid (FAFSA). The need-based financial aid grants are restricted to students with an EFC at $2,190 and below. OCOG is disbursed using a Pell grant first policy.

Additionally, small amounts of funding are provided for eligible foster youth and veterans attending Ohio's community colleges and Ohio residents attending qualified institutions of higher education in Pennsylvania (via a reciprocity agreement with that state).

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Overall changes in enrollment have affected the award amount. More importantly, however, this program has historically been affected by the state and national economic climate. Normally, in positive economic times, scholarship utilization declines as more students choose to enter the workforce rather than attend an institution of higher education. In challenging economic times, the inverse is true.

In addition, the eligibility factor has not changed in many years. To be eligible for OCOG a student must have an Expected Family Contribution of $2,190, as determined by their FAFSA application. Over the years, due to inflation and economic growth fewer students meet the stagnant OCOG eligibility measure. In fact, Pell is much more generous than OCOG in this regard, students with an EFC of $5,850 or less are eligible for a Pell award.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

ALI Q&A for 235563 Ohio College Opportunity Grant

The OCOG program is one of DHE's highest priorities within the FY's 24-25 budget request. The requested amounts are a significant increase over current funding levels – nearly 52% in FY 24 and an additional 43% in FY 25. The additional funding will achieve two major enhancements of OCOG. First, it will dramatically increase the award amounts of entering freshmen beginning fall 23. In addition, eligibility will be expanded for the incoming class so that any Pell-eligible student would also be OCOG eligible. Along with the expansion of eligibility, a tiered awards structure will be introduced so that students with relatively higher EFC's, and presumably less need, get lower award amounts than the maximum provided to students with the lowest EFC.

Again, OCOG eligibility has not been adjusted in many years. Although awards have been increased over the last two biennia, fewer and fewer students have been eligible. The proposed changes will address that. As a result, access to higher education will be dramatically improved for the financially neediest population. DHE anticipates that these two changes will increase college enrollment as they are fully implemented.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Ohio College Opportunity Grants are intended to expand access to higher education by bringing the cost of college within reach of more Ohio families. OCOG is currently the sole need-based, state financial aid program. The beneficiaries of the need-based student financial aid program are full-time and part-time undergraduate students from low income families attending public and private institutions of higher education in Ohio.

ALI Q&A for 235569 The Ohio State University College of Veterinary Medicine Supplement

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Ohio State University College of Veterinary Medicine Funding
This ALI provided $4.0 million in FY 22 and $5.0 million in FY 23 and is used to support education, research, and programs and outreach of the OSU College of Veterinary Medicine. The state recognizes the unique challenges and expenses of running a top-tier veterinary medicine program that is vital to agribusiness and companion animal wellness. Keeping Ohio's only veterinary college competitive and prepared is essential to Ohio's economy, food safety and prevention of infectious disease outbreaks. The funds help protect Ohio's agriculture industry by preventing disease outbreaks, support a statewide veterinary antimicrobial stewardship program, allow surveillance of infectious diseases, and enable groundbreaking research in diseases like cancer that impact people and animals.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

A shortage of veterinarians in both rural and urban areas exists and will grow. Class size growth, especially for Ohio-based students, is ongoing.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

Continued growth in state support is needed to maintain the OSU College of Veterinary Medicine as a state and national leader. Funding will enhance programs and enable recruitment of top talent to support the needs of Ohio's economy and its citizens, consistent with OSU's land-grant mission. Funding has been used to recruit key faculty, helping to reduce class sizes, and serve Ohioans veterinary needs, but more work is needed. The OSU College of Veterinary Medicine serves students from 68 Ohio counties now, and state funding helps support scholarships for Ohio students. Additional funding will make becoming a veterinarian more accessible and affordable for all Ohio students, leading to enhanced services and support for rural and other underserved communities.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235572 The Ohio State University Clinic Support

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This program supports the clinical aspects of The Ohio State University's dentistry and veterinary medicine programs and the clinical training of the programs' students. The program addresses the need for quality dental and veterinary care in Ohio. The financial support provides clinical supplies and services used by OSU's dentistry and veterinary students in the instructional patient-care clinics of both schools that are necessary for required elements of the students' education. The funds directly impact the clinical readiness of the students; both dentistry and veterinary students must leave school prepared for immediate practice. The clinical readiness of the students directly impacts the quality of care provided to the citizens of Ohio.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Funds are disbursed to The Ohio State University to support the clinical aspects of their dentistry and veterinary medicine programs.

Similar to many other sectors, technology continues to impact both dental and veterinary education. The costs associated with providing a modern educational experience continue to be a challenge from a funding perspective. These programs must continually acquire new clinical equipment, related supplies and services that are necessary to provide students the modern tools to effectively deliver patient treatments and meet the competency requirements of the programs.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The cost of medical education, including veterinary and dental, continue to increase. The requested increase in funding of 3% per year will essentially restore this line item to the FY 17 funding level.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235578 Federal Research Network

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Federal Research Network enhances collaboration between Wright Patterson Air Force Base, NASA Glenn Research Center, Ohio's research universities, and the private sector to align the state's research assets with emerging missions and job growth opportunities.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Federal Research Network funds are allocated to The Ohio State University with the expectation that they will ensure collaboration between Wright Patterson Air Force Base, NASA Glenn Research Center, Ohio's research universities, and the private sector to align the state's research assets with emerging missions and job growth opportunities.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested increase of 3% per year will be the first increase in funding for this initiative since FY 21. The marginal increase in funding will improve FRN’s ability to compete for external research grants and expand their research portfolio.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235591 Co-Op Internship Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Voinovich Academy for Excellence in Public Service offers professional and executive workshops to support current and future leaders serving in public and nonprofit organizations. Over the last five years, the Academy has worked with more than 50 government agencies, municipalities, and nonprofits, providing their workers with customized professional development programs to meet the needs of their employees, from the frontline workers to the C Suite. Workshops cover a range of topics designed to develop individuals, build teams, and meet organizational strategic objectives, including crisis management, media relations, strategic planning, workplace inclusion, quality improvement (Six Sigma), critical thinking, and many others. Examples of state agencies that have benefited from the Academy's work include the Ohio Departments of Public Safety, Mental Health and Addiction Services, Rehabilitation and Corrections, Environmental Protection, and Administrative Services. This line item covers the costs of providing these services to organizations and communities that might not otherwise be able to participate, including those in the 32 counties of Appalachia Ohio.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

COVID has had a significant impact on the Academy's costs. We were forced to modify our curriculum to adapt to online instruction and lost some rural participants due to lack of consistent internet access. In addition, based on requests from our partner organizations, we developed additional workshops focused on emerging concerns, such as remote management and building effective online teams.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding for FY's 24-25 reflects a significant decrease from FY 23 of over 80%. The line item currently includes 12 earmarks. DHE is only requesting continuation funding for Ohio University's Voinovich School in the next biennium.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Given the tight labor market, it is increasingly important to retain and develop existing workers. The Academy provides the public and nonprofit sector with a high-quality and affordable source of customized leadership development.

ALI Q&A for 235595 Commercial Truck Driver Student Aid Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Commercial Truck Driver's Student Aid Program will promote and encourage Ohio's commercial driver's job growth through educational training in programs related to employment opportunities in Ohio. The funds awarded to eligible institutions will be disbursed in the form of half grant and half loan to students enrolled in approved CDL training programs at participating eligible institutions. The loan portion will be forgiven if a student works as a truck driver in Ohio for one-year after program completion. Institutions must qualify as eligible institutions along with their identified CDL program(s) in order for students enrolled in these programs to be eligible for grants and loans under the Program.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

This appropriation is provided to disburse grants to higher education institutions and technical centers that accept eligible students in qualifying CDL training programs. The grants will offset at least part of the cost of tuition. The amount expended depends on the number of eligible students that apply for the grants.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding level would continue the current activity level of the program and allow for administrative support equal to one-half of a full-time position to process applications and grant awards.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235597 High School STEM Innovation and Ohio College Scholarship and Retention Pr

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funding for this line for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235598 Rural University Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item provides support to four universities to provide rural communities with economic development, public administration and public health services. During the COVID-19 pandemic demand for the services provided through the RUP increased significantly. For example, meeting the demand for the increased need for direct assistance and work with the state and federal level while leaders navigated the pandemic and multiple stimulus bills.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Per Section 381.376 of Am. Sub. H.B. 110 of the 134th GA, funds are disbursed to Bowling Green State University, Kent State University, Miami University and Ohio University. These identified universities leverage their expertise to provide services to their rural communities that would not otherwise be available.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding reflects a 3% increase per year above the FY 23 appropriation level. The appropriation level was $100,000 per year higher in the FY's 20-21 biennium than the current biennium.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235599 National Guard Scholarship Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of the program is to assist the Adjutant General's Department in the recruitment and retention on Soldiers and Airmen in the Ohio National Guard to meet end strength and readiness goals. On average, about 2,600 Ohio National Guardsmen use the program each year. The scholarship program provides a significant incentive for recruitment (and retention) into the Ohio National Guard over other components of the Army and Air Force. The Ohio National Guard accesses more than 1,500 non-prior service Soldiers and Airmen each year (primary users of the scholarship program). Meeting end strength goals is critical to retention of the 14,600 (5-year average) force structure authorizations assigned to the Ohio National Guard. Force structure allowance decisions are, in large part, influenced by a state's ability to meet end strength goals. The Ohio National Guard end strength five-year average is 16,559 Soldiers and Airmen (113% of authorized). State National Guards that consistently meet or exceed end strength goals are considered more favorably when determining where the Army and Air Force (through National Guard Bureau) will place new units or retain existing units. A robust, diverse force structure provides the governor maximum capability to respond to local and state emergencies.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Costs for the Ohio National Guard Scholarship Program are influenced primarily by the public-school tuition rates (increased an average of 4% over the past 5 years), the number of new accessions into the Ohio Army and Air National Guard each year (1,500 non-prior service accessions (5-year average)), and the number of Ohio and Air National Guardsmen not deployed/mobilized. Additional factors most likely include the employment rate and the state of the economy; and, in state FY21 and FY22, while there is no quantitative data available on the subject, COVID likely impacted overall enrollment rates and subsequent scholarship applications (and ultimately dollars paid).

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

In 2019, Ohio Revised Code 5919.34 was revised to allow the Adjutant General to implement policy that would require scholarship participants who are eligible for Federal Tuition Assistance to exhaust the maximum benefit each federal fiscal year before use of the Ohio National Guard Scholarship. In State fiscal year 2022, it is estimated that Federal Tuition Assistance dollars offset Ohio National Guard Scholarship program expenditures by approximately $1M.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding amounts for the FY's 24-25 biennium reflect DHE's best estimates of utilization over the next two years. The FY 24 requested amount is a reduction of 3% from the FY 23 appropriation. Federal tuition assistance dollars have offset the expenditure of state scholarship program dollars by an estimated $1M in 2022; similar savings are anticipated in FY 23. Therefore, this ALI can be reduced in FY 24 without limiting the State's ability to fully fund the program. Taking into account tuition increases over the next couple of years will require a minimal increase in funding in FY 25. The increase in FY 25 relative to FY 23 is less than 1.5%.

ALI Q&A for 235599 National Guard Scholarship Program

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

Establishing an accurate budget for this ALI is problematic because of the unpredictability related to state and federal mobilizations and deployments, both planned and no-notice. Historical data has proven ineffective in predicting future mobilizations/deployments.

ALI Q&A for 235909 Higher Education General Obligation Bond Debt Service

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Higher Education General Obligation Bond Debt Service, 235909, pays the principal and interest on general obligation debt payments that have been issued to build and renovate facilities at state-supported colleges and universities throughout Ohio.

It is a critical resource to maintain the state's investment in facilities and to provide a safe and accommodating environment for college students.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The debt service payments are a legal requirement to repay bonds and notes. Debt service payments support investments already made in higher education facilities through prior capital appropriations.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 7011 Third Frontier Research & Development

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 184.19 of the Ohio Revised Code and Section 381.520 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Third Frontier bonds provide the revenue to this fund.
Historical revenues to this fund appear to be closely tied to large transfers that occur every other year, likely coinciding with Third Frontier bond sales.
OBM is best positioned to identify specific assumptions used to develop revenue estimates.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Patterns in revenue flow appear to be closely tied to large transfers that occur likely coinciding with Third Frontier bond sales.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

OBM is best positioned to identify the target ending cash balance for this fund.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

Transfers in appear to be closely tied to large transfers that occur likely coinciding with Third Frontier bond sales.

ALI Q&A for 235634 Research Incentive Third Frontier

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting any funding on this line. Requesting all Research Incentive Third Frontier funding on the taxable line.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 7014 Third Frontier R&D Tax Bond

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 184.19 of the Ohio Revised Code and Section 381.520 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Taxable Third Frontier bonds provide the revenue to this fund.
Historical revenues to this fund appear to be closely tied to large transfers that occur every other year, likely coinciding with Third Frontier bond sales. OBM is best positioned to identify specific assumptions used to develop revenue estimates.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Patterns in revenue flow appear to be closely tied to large transfers that occur likely coinciding with Third Frontier bond sales.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

OBM is best positioned to identify the target ending cash balance for this fund.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

Transfers in appear to be closely tied to large transfers that occur likely coinciding with Third Frontier bond sales.

ALI Q&A for 235639 Research Incentive Third Frontier

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Third Frontier funding enhances research and development at Ohio's universities and supports research efforts leading to commercialization, job creation, and the development of strategies to address emerging issues facing Ohio. In the current biennium funds have been allocated toward research regarding the improvement of water quality, opiate addiction issues in Ohio, cyber security initiatives and spinal cord research. In addition, funding has supported the I-Corps@Ohio and Ohio Innovation Exchange programs.

Previous support in this program in other research areas has led to new statewide polices in water treatment, and the creation of predictive modeling tools in the areas of infant mortality and opiate addiction which are now being distributed for use in the state by physicians and other frontline workers.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

General inflationary increases along with notable increases in the cost of technology influence the costs of this program. At the current funding level, the Third Frontier line items can continue to support existing projects that show positive evidence of addressing critical issues important to the state and fund similar research projects to address other identified issues up to the appropriated funding amount.

Third Frontier Research funds are allocated among Ohio's public research universities as dictated by the potential opportunity for such universities to engage in research and development activities leading to commercialization, job creation, and the development of strategies to address emerging issues facing Ohio.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

This line item is closely related to 235634, Research Incentive Third Frontier. Research projects that cannot be funded by tax exempt debt are supported by 235639.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 2200 Program Approval/Reauthorization

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

ORC 1713.03

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Revenue from charges to private, non-profit and out-of-state institutions is deposited into this fund. Charges are for review of degree programs offered by these institutions. Revenue for the Program Approval and Reauthorization fund is affected by administrative costs associated with performing degree program authorization, institutional reauthorization reviews for private, proprietary, and out-of-state institutions, and performing institutional oversight reviews pursuant to Chapter 1713 of the Ohio Revised Code. The revenue estimates are based on the assumption that our agency will maintain relative consistency in the number of institutional and institutional oversight reviews. Specifically, the revenue estimates are based on the continued need for approximately 80-100 reviews per year with the possibility that additional reviews may be completed, as applicable.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Revenues for the fund are generated throughout the year, coinciding with each institutional authorization process. Specifically, each proposing institution is responsible for the costs associated with the authorization process. The agency contracts external consultants to review institutional requests and invoices the same institutions for the consultant's fee and expenses incurred during the review

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

A sufficient cash balance (approximately 60% of revenue) is needed to ensure that funds are available to cover the administrative costs associated with performing degree program and institutional reauthorization reviews. There may be a lag between when payments are made and revenue received by institutions. The revenue estimates are very conservative relative to projected expenditures for the biennium.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

ALI Q&A for 235614 Program Approval and Reauthorization

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The purpose of program and institutional authorization is to ensure that institutions providing higher education in Ohio and the programs that they provide are of high quality. New colleges and universities and institutions that were previously for-profit authorized under the State Board of Career Colleges and Schools are reviewed for the Chancellor's authorization (as outlined in 1713.02(C), Ohio Revised Code). Degree programs are measured against the Ohio Department of Higher Education standards (as outlined in 3333-1-08 under Section 1713.03, Ohio Revised Code) using objective, external content experts. Online programs from out-of-state colleges and universities are required to meet the State Authorization of Reciprocal Agreements standards (as outlined in 3333.171, Ohio Revised Code).

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The volume of programs submitted for approval has the largest impact as it entails hiring external consultants for program reviews. Legislation increasing the availability of bachelor degree programs in community colleges and growth in the certificate offerings have significantly added to the resources required for program review. Similarly, the volume of complaints/inquiries submitted from the public impacts staff time and cost.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

DHE is requesting an increase in funding of 5% over the biennium to accommodate increasing personnel and other administrative costs. The level of program reviews is anticipated to be similar to the current level of activity.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 4560 Publications

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 381.10 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Revenue sources are dependent on the activity and the entity for which the service is provided.

The revenues for this fund vary greatly depending on the number of ongoing projects and the complexity of those projects.

The agency expects to receive funds from several different sources over the next biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

There is no regular pattern to the receipt of revenue funds in the Sales and Service line. Revenue from each respective project is received throughout the year as the project concludes. It should be noted that projects are begun at various times throughout the year and therefore the revenues are not easy to predict.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

A minimal cash balance is preferred. This amount represents funds that have been collected but have not yet been invoiced.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

ALI Q&A for 235603 Sales and Services

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Sales and Services, 235603, assists the agency with costs for services provided to entities that will be charged back to the entity. By allocating costs to the Sales and Services ALI, it does not take away GRF appropriations to carry out DHE functions.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

This is a self-supporting fund which generates revenue to cover the cost of specific services provided to requesting entities.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 4E80 HEFC Administration

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Ohio Revised Code 3377 and temporary law through the biennial operating budget; specific to FY 2022-23 the transfer authority is detailed in Section 381.420 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

The only source of revenue deposited into this fund is a cash transfer from Fund 4610, as authorized by temporary law in the biennial operating budget.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Revenues are affected by administrative costs associated with the number of Higher Educational Facility Commission meetings, and the extent to which the Commission receives, reviews, and recommends bond issuances for private colleges, universities and not-for-profit hospitals.

Revenues are provided through an OBM cash transfer from the HEF Program Management Fund (4610) to DHE's 4E80 HEFC Administration fund, on an annual basis.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

The target ending cash balance should be limited because cash transferred in is expended on administrative support as provided to the Commission.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

Per HB 110 Section 381.420, the Chancellor may request a cash transfer up to the amount appropriated in 235602 during each fiscal year from the HEFC Operating Expenses Fund (4610) to the HEFC Administration Fund (4E80).

ALI Q&A for 235602 Higher Educational Facility Commission Administration

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Higher Educational Facility Commission Administration, 235602, allows the Department of Higher Education to provide a range of services to the Ohio Higher Educational Facilities Commission (OHEFC), which include accounting, record-keeping, scheduling and coordinating Commission meetings and project applications. This allows the OHEFC to operate efficiently, thereby mitigating the need to charge higher fees to participating institutions.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Ohio's not-for profit colleges and universities, as well the students who attend those institutions, are the primary beneficiaries of the OHEFC. This program provides those nonprofit institutions with the ability to issue lower interest rate bonds for facilities.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

HEF ALI 372601 receives fees, and a portion of those funds are transferred annually to fund 4E80 to support the HEF operating expenses in this ALI.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

DHE is requesting a minimal increase in funding of 1% to absorb a share of increasing administrative costs for this program.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5CV1 Coronavirus Relief Fund

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Federal funding. Grant period has ended.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

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3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

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4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

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5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

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ALI Q&A for 235557 COVID Response - Higher Education Mental Health

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal funding. Grant period has ended.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235677 Coronavirus Relief - Public Higher Education Resident

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal funding. Grant period has ended.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235678 Coronavirus Relief - Independent Higher Education

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal funding. Grant period has ended.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235679 Coronavirus Relief - Public Higher Education

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal funding. Grant period has ended.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5D40 Conference Administration Fund

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 381.10 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Revenue in the fund is derived from registration fees paid by those persons participating in conferences and training.
Factors influencing historical revenues to the fund include the extent to which conferences and training were hosted by our agency and the level of participation by those who were invited to attend.
Revenue estimates were established using historical trend data combined with the subject matter expertise of agency staff who are responsible for managing the conferences and trainings that are currently anticipated for the operating biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Patterns in revenue flow are correlated to registration windows for conferences and trainings. As events draw nearer, revenue spikes as attendees complete the registration process. Following the event, revenue slowly declines as expenditures exceed revenues until the next event is held.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

The target ending cash balance is equivalent to at least one half of anticipated annual expenses.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

ALI Q&A for 235675 Conference/Special Purposes

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Conference/Special Purposes, 235675, provides resources for DHE staff to facilitate and manage a variety of statewide conferences and meetings; in the past this has included the annual Educational Technology Conference.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Increases in costs for space necessary for hosting conferences and other related services impact the funding level.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

DHE is requesting a reduction in funding of roughly 75% in FY 24. This reflects the fact that responsibility for a major annual conference related to education technology is moving from DHE to the Ohio Department of Education.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5FR0 State and Non-Federal Grants and Awards

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 381.10 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Revenue is received from various state and non-federal grants and awards. ODHE regularly applies for non-federal grants and may or may not be awarded the funds.
Historical revenues are impacted by the number and complexity of state and non-federal grants and awards that the agency is involved in. Revenue estimates are based on agency expectations of the number and complexity of state and non-federal grants that will be available in the operating biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

There is no regular pattern in revenue flow.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

The agency expects to maintain a cash balance in this fund until such time as all program expenditures are distributed.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

GRANTS TABLE

Fund Name: 5FR0 - State and Non-Federal Grants and Awards

Grant Name	Assistance Listing Number (if applicable)	In this fund, which line items are associated with the grant?	ALI(s) providing match or maintenance of effort	Match Rate or Maintenance of Effort (MOE) Amount	How is funding allocated to the agency and then granted to the sub-recipients?	Is funding continuous or one-time?	For each grant (only grants over $1 M for cabinet agencies), does the agency expect the grant award to decrease, stay the same, or increase in the future? Please explain.
Lumina ITAG	N/A	235650	N/A	N/A	Lumina Foundation sent one lump sum payment to ODHE.	One time, grant ends 12/15/22	N/A
Ohio Excels - New Skills	N/A	235650	N/A	N/A	Ohio Excels will distribute 4 payments annually of $35,000 to ODHE beginning in 2021.	One time, grant ends 4/30/25	N/A
Exploring Success	N/A	235650	N/A	N/A	Gates Foundation sent one lump sum payment to ODHE.	One time, grant ends 6/30/23	N/A

ALI Q&A for 235650 State and Non-Federal Grants & Award

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

State and Non-Federal Grants & Award, 235650, provides DHE with appropriation authority to administer various grants and awards that are received. In an attempt to lessen the agency's reliance on GRF resources to accomplish new initiatives, DHE has taken a proactive approach to seeking external funding.

This line item allows DHE to engage in this advocacy without needing to approach the Controlling Board for an appropriation adjustment each time a new award is received.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Ohio higher education has developed a very strong reputation as a laboratory for innovation among numerous external grantors, including philanthropic organizations, foundations, and trusts. As a result, the opportunity to seek external funding has increased, thus contributing to the potentially rising cost of the State and Non-Federal Grants and Awards line item.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5JC0 Economic Development Projects

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 3772.17 of the Ohio Revised Code and 513.10 of Am. Sub. HB 166 of the 133rd GA regarding transfers into 5JC0.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

The original source of revenue deposited into this fund was a one-time licensing fee paid by each of Ohio's 4 casino operators as authorized by Article 15, Section 6 of the Ohio Constitution. Funds were transferred from GRF at the end of FY 19 to 5JCO to support the 21-22 biennial appropriations.
Historical revenues to this fund were impacted by the timing of when the casinos opened.
Revenue estimates assume the continuation of transfers from GRF to support the requested appropriations in the next biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

The original revenue deposited into this fund was of a one-time nature. Transfers from GRF have since been authorized. In addition, expenses and transfers out occur as authorized by the General Assembly.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

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5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

Transfers in and out have been authorized by HB 64 of the 131st GA, HB 49 of the 132nd GA and HB 166 of the 133rd GA.

ALI Q&A for 235649 Co-Op Internship Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting any funding for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235654 Federal Research Network

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting any funding for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5NH0 OMJ Workforce Dvpt Rev Loan Fund

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

ORC 6301.14 and Section 381.10 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Funds are transferred from GRF to support the biennial appropriations. Revenue estimates assume the continuation of transfers from GRF to support the requested appropriations in the next biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

The original revenue deposited into this fund was of a one-time nature. Transfers from GRF have since been authorized. In addition, expenses and transfers out occur as authorized by the General Assembly.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

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5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

Transfers in and out have been authorized by HB 166 of the 133rd GA and Section 512.120 of Amended Substitute House Bill 110 of the 134th General Assembly.

ALI Q&A for 235517 Short-Term Certificates

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The short-term certificate grant program will provide award funding for need-based financial aid students who are enrolled in a state-supported community college, university regional campus, or an Ohio Technical Center in a credit or noncredit program that may be completed in less than one year and for which a certificate or industry-recognized credential is awarded in an in-demand job as determined by a local or regional needs assessment.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

This appropriation is provided to disburse grants to higher education institutions and technical centers that accept eligible students in qualifying short-term certificate programs. The grants will offset at least part of the cost of tuition. The amount expended to each institution will depend on the number of institutions that apply for the grants.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding level would double the current appropriation. FY24-FY25 will include the addition of 24 public regional campuses as eligible institutions.

The short-term credentials, many of which are in healthcare and technology-focused areas, take a year or less to complete and prepare future and current employees for in-demand local or regional jobs Ohio employers need. Institutions can award students up to $2000 per short-term certificate. A student may receive up to 3 awards for different short-term certificates. The investments will support the ability of the state of Ohio to retain and expand existing businesses, attract new investments and talent, and further entrepreneurship.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

The current award amount in FY22-23 budget of $7 million allowed institutions to provide a minimum of 3,500 awards to need-based financial aid students providing an immediate workforce impact to local and regional employers.

ALI Q&A for 235684 OhioMeansJobs Workforce Development Revolving Loan Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting any funding for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5P30 Variable Savings

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

ORC 3334.08 (A)(9); ORC 3334.08 (A)(23)

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

The Variable Savings Plan (VSP) is offered and administered through Ohio Tuition Trust Authority (OTTA), a non-GRF agency. Funding for this Plan comes from an administrative fee assessed to the participants as a percentage of assets paid for by the participants of the Plan. OTTA also receives a small fee from Fifth Third Bank that is paid from the profits of their organization. The VSP is a self-supporting program. Our goal is to always find ways to lower costs to our customers while providing the high-quality service they have come to expect.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

There is very little seasonality to the receipt of revenue from any of the investment managers. The revenue received is based on total assets under management, which will fluctuate with the investment performance in the financial markets as well as net cash flows into the plans. OTTA does experience increased outflows in distributions in July-August and November-December when tuition payments are due. In addition, there is usually a spike in inflows in December, due to customers making contributions by the end-of-the-calendar year in order to take advantage of the state tax deduction, as well as receiving end-of-year gift contributions.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

OTTA considers a reasonable cash balance to be a small cash balance, which generally is sufficient to cover four to six weeks of Authority expenses. All expenditures for this program as paid from the revenue received from the participants in the Direct and Advisor Plans.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

No.

ALI Q&A for 235663 Variable Savings Plan

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Ohio Tuition Trust Authority (OTTA) serves as the sponsor and administrator of Ohio's 529 College Savings Program, CollegeAdvantage. It is made up of three components:
1) CollegeAdvantage Direct 529 Savings Plan,
2) CollegeAdvantage Advisor 529 Savings Plan, and
3) CollegeAdvantage Guaranteed Savings Plan; ALI 235664.
Collectively the Direct and the Advisor Plans are included in the Variable Savings Plan (VSP); ALI 235663. All three of the Ohio 529 Plans are unique to the OTTA.
These Plans are known as 529 plans in reference to the Internal Revenue Service Code Section 529 which governs college savings plans nationwide. Ohio ranks 7th largest in terms of Assets under Management when compared to the other 49 states that operate 529 Plans (Direct, Advisor or both).
CollegeAdvantage Program provides families across the nation flexible options and educational resources to invest in our trusted tax-advantaged 529 plans for qualified educational expenses. Saving in advance for higher education helps families avoid or reduce future student loan debt and supports the Governor's plan to make college more affordable for Ohioans.
As of June 30, 2022 the Direct Plan services 378,192 accounts and has $8.46 billion in Assets under Management (AUM). Customers and prospective customers can select from 22 investment options in the Direct Plan. Mutual fund investments options are provided by The Vanguard Group, Dimensional Fund Advisors and Wilshire while Fifth Third Bank provides FDIC-insured Savings and Certificate of Deposit options.
As of June 30, 2022 the Advisor Plan services 296,361 accounts and has $5.84 billion in AUM. Customers and prospective customers can work with their investment advisors to select from 21 investment options in the Advisor Plan. Mutual fund investments are provided by BlackRock.
The Variable Savings Plan, aka Fund 5P30, services existing customers and attracts new customers to save for their educational goals. Infrastructure enhancements, targeted and successful marketing efforts, and ongoing servicing with increased plan participation are necessary to maintain and grow this successful program. OTTA offers continued enhancement to the CollegeAdvantage website and ReadySave529 App to provide customers as much online account management as possible. OTTA continues to automate many internal functions in order to help employees be more efficient, with an emphasis on process enhancements and protection of Confidential Personal Information we collect from individuals to properly service accounts.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ALI Q&A for 235663 Variable Savings Plan

Both the Variable Saving Plan (ALI 235663) and the Guaranteed Savings Plan (ALI 235664) are non-GRF line items.
The Variable Savings Plan is a self-supporting program and is funded by the participants of the Direct and Advisor Plans. Those individuals selecting to investment with one of Ohio's 529 Plans pay a small fee (based on AUM) to OTTA that covers the offering and
administrating the Plans. Our goal is to always find ways to lower costs to our customers while providing the quality services that they have come to expect from a financial services organization. We can potentially waive fees as AUM increases (due to increased net cash flows from customers and increased market values). One way to increase net cash flows from
customers is to broaden our marketing efforts by increasing brand awareness and providing education to customers and potential customers to motivate individuals to save in advance for their educational goals for themselves or their loved ones.
Funding at our requested levels for FY24 and FY25 will allow OTTA to continue to promote savings in advance for educational expenses, maintain brand awareness, and improve
services levels to customers and prospects while protecting sensitive customer information.
IRS Internal Revenue Code Section 529 specifies 529 fees can only be used to support 529 Plans.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

FY24: There is an increase of 2.51% in FY24 over FY23 that is due to a 3.0% increase in salaries and anticipated inflationary increases in some services provided to OTTA.
FY25: There is an increase of 1.78% in FY25 over FY24 due to anticipated inflationary increases in some services provided to OTTA.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5RA0 Workforce Grant Program Fund

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Not requesting funds for this line for fiscal year 2024-2025.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

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3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

-

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

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5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

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ALI Q&A for 235616 Workforce and Higher Education Programs

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funding for this line for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5UK0 Ohiocorps Fund

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Not requesting funds for fiscal year 2024-2025.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

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3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

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4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

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5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

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ALI Q&A for 235594 OhioCorps Pilot Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funding for this line in fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5Y50 OIG Reconciliation

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 3333.121 of the ORC.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Revenue is limited to refunds from prior-year disbursements in state need-based financial aid programs.
The amount of revenue is dependent on the amount of refunds determined through financial aid audits.
With our current staffing level, we anticipate continued revenue collection generally consistent with past years.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Revenue is received as we seek reimbursements from audit findings. Colleges and universities reimburse when they receive notice from our agency of the amount of findings that must be returned to the fund.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

Per ORC 3333.121, any amount in the fund that is in excess of the amount certified to the director of budget and management by the chancellor of higher education as necessary to reconcile prior year payments under the program shall be transferred to the general revenue fund. Therefore, this statutory authority dictates the target ending cash balance in each fiscal year.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

Per ORC 3333.121, any amount in the fund that is in excess of the amount certified to the director of budget and management by the chancellor of higher education as necessary to reconcile prior year payments under the program shall be transferred to the general revenue fund.

ALI Q&A for 235618 State Need-based Financial Aid Reconciliation

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Not requesting funding at this point for fiscal year 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 5YD0 Second Chance Grant Pilot Program

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 512.140 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Funds are transferred from GRF to support the biennial appropriations. Revenue estimates assume the continuation of transfers from GRF to support the requested appropriations in the next biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Funds are transferred from GRF to support the biennial appropriations.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

Sufficient balance to pay obligations made during biennium.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

Transfer in authorized by Section 512.140 of Amended Substitute House Bill 110 of the 134th General Assembly.

ALI Q&A for 235494 Second Chance Grant Pilot Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Second Chance Grants program was created by Sub. SB 135 of the 134th General Assembly. This program provides grants to eligible students that attended college but have not attained a bachelor's degree and disenrolled within the past five years from a qualifying institution while in good standing. Grant amounts of up to $2,000 may be provided to qualifying students. The applicant must be enrolled in a qualifying institution and have a cost of attendance remaining after all other financial aid for which that applicant qualifies has been applied to their account at the institution.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

This appropriation is provided to disburse grants to higher education institutions and technical centers that accept eligible students. The amount expended depends on the number of eligible students that apply for the grants.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested annual funding level continues the program initially funded in FY 22 within Sub. SB 135. The requested amount would provide $2 million per year to continue the progress made this biennium and allow increases in the award amount to $3,000 and the number of grants provided as the program becomes more popular as an incentive for students with some college to re-enroll and eventually earn a degree.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 6450 Ohio Tuition Trust

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

ORC 3334.08 (A)(9); ORC 3334.08 (A)(23)

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

The Guaranteed Savings Plan is administered through the Ohio Tuition Trust Authority (OTTA), a non-GRF agency. The Guaranteed Savings Fund is a self-supporting program. While sales were discontinued December 31, 2003, OTTA still provides recordkeeping services, customer service, issues quarterly and annual statements, disburses funds upon request, issues annual tax documents for accounts in dispersal, and manages the investment pool supporting the obligations of the Guaranteed Savings Plan.
Funding for this Plan came from a portion of the sale of credits and units (approximately $5 per every whole credit or unit sold) when the Plan was open to purchases. A Reserve Fund is maintained within the Guaranteed Savings Plan investments to pay for all operating expenses of this Plan, per statute 3334.11.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

With sales suspended in the GSP, there will be no revenue stream; however, there are funds in the Reserve Fund that pays for all operational expenses of the GSP. This money was received when contributions were active prior to the suspension. At that time, a percentage of each account went into the Reserve Fund to pay operating expenses – approximately $5 per every whole credit/unit sold. (ORC 3334.11).

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

OTTA considers a reasonable cash balance to be a small cash balance, which generally is sufficient to cover four to six weeks of Authority expenses. All expenditures for this Plan are paid from a percentage of the contributions collected prior to the program being suspended. Any funds in the Reserve Fund not currently being used to pay expenses remains invested through the investment policy approved by the OTTA Investment Board to meet future operating and administrative expenditures of the program.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

No.

ALI Q&A for 235664 Guaranteed Savings Plan

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Ohio Tuition Trust Authority (OTTA) serves as the sponsor and administrator of Ohio's 529 College Savings Program, CollegeAdvantage. It is made up of three components:
1) CollegeAdvantage Direct 529 Savings Plan,
2) CollegeAdvantage Advisor 529 Savings Plan, and
3) CollegeAdvantage Guaranteed Savings Plan; ALI 235664.
Collectively the Direct and the Advisor Plans are included in the Variable Savings Plan (VSP); ALI 235663. All three of the Ohio 529 Plans are unique to OTTA.
These Plans are known as 529 plans in reference to the Internal Revenue Service Code Section 529, which governs college savings plans nationwide. Ohio ranks 7th largest in terms of Assets under Management (AUM) when compared to the other 49 states that operate 529 Plans (Direct, Advisor or both).
CollegeAdvantage provides families across the nation flexible options and educational resources to invest in our trusted tax-advantaged 529 plans for qualified educational expenses. Saving in advance for higher education helps families avoid or reduce future student loan debt and supports the Governor's plan to make college more affordable for Ohioans.
OTTA administers and services clients of the Guaranteed Savings Plan (GSP); ALI 235664. This original prepaid credits/units option was established in 1989 and is secured by the full faith and credit of the State of Ohio. All sales of credits and units and new enrollments were suspended December 31, 2003, and remain suspended. Ohio has been helping Ohio families save for higher education expenses since 1989 and as of June 30, 2022, the remaining 9,199 accounts in the GSP have a cash value of $79.3 million supported by investable assets of $157.6 million in the GSP to meet this obligation.
Administrating the GSP requires several services and activities. OTTA provides recordkeeping services and customer service to account holders, which includes supporting the system to track customer accounts, servicing the accounts, providing quarterly statements, and enabling web access for account owners. The investment management and administration responsibilities include asset allocation, investment monitoring, implementing portfolio manager changes as needed, as well as overseeing the annual actuarial valuation, which reports on the solvency of the fund and the annual financial audit.
Also imperative to the GSP is the effective management of the investments in this program to maximize the investment return (minimize the future potential actuarial deficit) and to minimize risk to the State of Ohio and its "full faith and credit" obligation.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

ALI Q&A for 235664 Guaranteed Savings Plan

Both the Guaranteed Savings Plan (ALI 235664) and the Variable Saving Plan (ALI 235663) are non-GRF line items.
GSP, aka Fund 6450, was initially funded by the participants of the Guaranteed Savings Plan when it was open (1990-2003) for sales of credits and units. A small portion of each sale was placed in a Reserve Fund to provide dollars for OTTA to provide services to the account through the final distribution was made on each account. The most recent Actuarial Valuation completed for the fiscal year that ended on June 30, 2022 projects the final account distribution will be in 2050 (due to rolldowns to younger beneficiaries which are permitted by OAC 3334.)
Funding at our requested levels for FY24 and FY25 will allow OTTA to continue to service the remaining customers in the plan while protecting sensitive customer information.
IRS Internal Revenue Code Section 529 specifies 529 fees can only be used to support 529 Plans.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

FY24: There is an increase of 4.96% in FY24 over FY23 that is mainly a change in the cost allocation of the Annual Financial Audit between the two agency funds (6450 & 5P30) as well as anticipated inflationary increases in some services provided to OTTA.
FY25: There is an increase of 0.90% in FY25 over FY24 due anticipated inflationary increases in some services provided to OTTA.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 6820 Nurse Education Assistance

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

ORC 3333.28; Section 381.480 of Am. Sub. H.B. 110 of the 134th General Assembly provides legal authority for use of Nursing Fund.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

The Nurse Education Assistance Loan program is funded through a surcharge on the license renewal fee paid by nurses. This fund is limited to the revenues from nursing licenses transferred in from the Nursing Board to support Nursing Education.
The Nurse Education Assistance Loan program is funded through a surcharge on the license renewal fee paid by nurses. Revenue fluctuations are based on the RN or LPN cycle for renewing licenses. The agency estimates assume no significant change in annual revenues for this fund – adjusted for the license renewal cycle - which come from fees collected by the Ohio Board of Nursing.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Revenue patterns are based on the RN or LPN cycle for renewing licenses.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

The target ending cash balance should be at least 20% of average annual revenues. Under-spending occurs when the number of students taking advantage of the program is below the number identified is eligible.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

The nursing license fee that supports the loan repayment program is received as a transfer from the Ohio Board of Nursing to Fund 6820 to support the Nurse Education Assistance Loan Repayment Program.

ALI Q&A for 235606 Nursing Loan Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Nursing Loan Program, 235606, provides financial assistance to Ohio students enrolled in at least half-time study in approved nursing or nurse education programs. For students studying to practice nursing or teach nursing, awards are a per student lifetime aggregated limit of $12,000 (for up to 8 semesters or the equivalent). Those students that fulfill their service requirements in the nursing field will eventually receive deferment/loan forgiveness.

The purpose of Nursing Education Assistance Loan Program (NEALP) is to encourage students to enter the Registered Nursing (RN) or nursing instructor professions (MNE's), two areas where Ohio continues to experience a critical shortage of students. The program helps to provide more affordable college access to nursing and nursing instructor students.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The number of students applying for loans drives the cost of this line item. Loans are awarded by institutions of higher education based on guidance provided by ODHE (in line with all relevant statute and administrative code).

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

The program was originally developed to focus on students planning to go into the field of nursing only. FY07 marked the first year that funding was also used to provide incentives for students going into the field of nursing instruction. Due to an increasing number of applications each year, the maximum annual award made to nursing students is currently set at $1,620 rather than $3,000 in order to provide funding for more nursing students in any given academic year.

Fund Question and Answer for 3120 Federal Programs

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 381.10 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

This fund is established to account for federal grant programs. Federal revenue is the sole source of revenue deposited into the fund. Historically, this fund has consisted of several programs for which federal dollars are received according to the number of students served, administrative costs, programmatic costs, pilot project and/or start-up costs, and advising, mentoring and tutoring costs. Revenue estimates are developed based on the federal grant dollars expected to be received in each fiscal year.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

This fund supports a variety of federal programs, some of which have different revenue patterns. Revenues include pass-through dollars, direct program support, and funds received by other state agencies for programs jointly supported with the Department of Higher Education. Revenue is typically highest in Q3 and Q4, mostly due to ABLE/Aspire Federal spending after state match is met.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

This is a federal fund, so there isn’t a target ending cash balance. Funds are drawn down as needed to cover expenditures throughout the year in accordance with cash management rules.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

GRANTS TABLE

Fund Name: 3120 - Federal Programs

Grant Name	Assistance Listing Number (if applicable)	In this fund, which line items are associated with the grant?	ALI(s) providing match or maintenance of effort	Match Rate or Maintenance of Effort (MOE) Amount	How is funding allocated to the agency and then granted to the sub-recipients?	Is funding continuous or one-time?	For each grant (only grants over $1 M for cabinet agencies), does the agency expect the grant award to decrease, stay the same, or increase in the future? Please explain.
Adult Education - Basic Grant to States, Aspire	84.002	235641	MOE - 235443	$7,083,344	Annual federal grant award from USDE. DHE awards Aspire funds to local grantees through a competitive grant process	Continuous, contingent on federal funding.	Increase
Career and Technical Education- Basic Grants to States, Perkins	84.048	235612	Match - 235444 and 235406	$449,000	Annual grant agreement with ODE. DHE is a sub-recipient and receives the funds from ODE. DHE does not subgrant Perkins funds.	Continuous, contingent on federal funding.	Stay the same

Gaining Early Awareness and Readiness for Undergraduate Programs, GEAR UP	84.334	235611	Match - 235563 and 235501	The match rate is 1 to 1. The GEAR UP sites are required to provide match.	Annual federal project award from USDE (7-year grant). DHE selected 4 college access partners/subrecipients at the beginning of the grant award period based on access to serving students in the target population	We just started the second year of a seven year grant award. We will apply for another award when this one ends.	Stay the same
WIOA Adult Program, ITAGS Initiative	17.258	235669	N/A	N/A	Grant agreement with JFS.	Continuous, contingent on federal funding and JFS agreeing to continue funding.	Stay the same

ALI Q&A for 235577 Education, Research, Development and Dissemination

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal Funding. Grant period has ended.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

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3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

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4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

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5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235611 Gear-up Grant

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal grant. GEAR UP Ohio's consortia sites (6), each comprised of educational and college access partners, provide direct services to low-income, first generation, and otherwise disconnected students that include research-based academic interventions and professional development, as well as proven college access practices. These consortia, under the direction of and in partnership with the Ohio Department of Higher Education (DHE) and College Now Greater Cleveland, help outside partners replicate their efforts statewide.

GEAR UP Ohio serves approximately 6,000 students annually with goals to increase: 1) the academic performance and preparation for postsecondary education for GEAR UP Ohio students; 2) the rates of high school graduation and enrollment in postsecondary education for GEAR UP Ohio students; and 3) GEAR UP Ohio students' and their families' knowledge of postsecondary options, preparation and financing. The program is also structured to ensure that the GEAR UP Ohio consortia will become self-sustaining, develop civic participation in their programs, and spread awareness/replication in other schools and communities.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Student class size varies from academic year to academic year impacting amounts spent on student services, caseloads, and staffing needs. District-level budgets adjust from year to year influencing the types of services they offer to students which impacts the type of services GEAR UP Ohio offers.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

This line item is complemented by 235651 GEAR-UP Scholarships. The students who participate in the GEAR-UP program are eligible for GEAR-UP Scholarships after they graduate from high school.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

GEAR- UP sub-awards are distributed to four college access partners (College Now Greater Cleveland, I Know I Can, Cincinnati Youth Collaborative, and Access Ashtabula) for the purposes of staff, programming and materials directly serving students in the target population. Award amounts are based on student populations.

ALI Q&A for 235612 Carl D. Perkins Grant/Plan Administration

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The Perkins federal funding is for grant administration and leadership purposes that help guide and direct program requirements, as well as support credit transfer opportunities for students to transition from secondary career and technical education to postsecondary career and technical education. Postsecondary Career and Technical Education in Ohio is also an important piece of Ohio's workforce strategy and is highlighted throughout the state's Workforce Investment and Opportunity Act's (WIOA) Combined State Plan.

The Perkins administrative and leadership funds help ODHE with providing technical assistance and federal grant compliance support to participating institutions that offer career and technical education programs to high school, adult career center, and community college students.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Carl D. Perkins focus on eliminating equity gaps and the state's goal of increasing the number of citizens with industry recognized credentials will require the necessary data strategy and data base development to meet the goals of the grant. Also, Tech Prep which was once a federal mandate with funding support was eliminated in this new Perkins legislation. However, the spirit of Tech Prep with its focus on creating seamless transitions between secondary and postsecondary education through articulated credit continues to grow under the state support of Tech Prep. The focus is still on making career pathway connections through articulation but has broadened to include businesses, industries, and workforce development boards supporting the various technical credential options for Ohioans. Moreover, the goals of creating postsecondary transfer pathways are being extended to include secondary CTE programs to articulate without the duplication of course work into non-credit OTC programs. The increase in public demand to reduce college cost through articulation and transfer programs has resulted in a larger number of students to serve. This undoubtedly places a burden on the already limited funds provided by the Perkins program.

Perkins funds under this line are for program administration and state leadership. The Ohio Department of Education (ODE) serves as the primary recipient and is responsible for the Maintenance of Effort (MOE). The funds supporting postsecondary adult and college students are distributed to institutions from ODE based on a formula developed by the state and approved by the federal government. The formula is based on student need via Pell Grant and concentration in a career technical program as defined by Perkins legislation

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

NA

ALI Q&A for 235612 Carl D. Perkins Grant/Plan Administration

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235641 Adult Basic and Literacy Education - Federal

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Funding for Aspire supports eligible providers including school districts, community-based organizations, career centers, and postsecondary institutions. The local agencies provide basic literacy instruction (math, reading, writing, speaking, comprehension, digital literacy, and employability skill development), high school equivalency preparation, English language acquisition, transition services to students preparing for postsecondary education and/or employment, and offer Integrated Education and Training programs which expand student career pathways and allow for students to earn a credential and/or enter the workforce. Students can attend in-person classes or participate in virtual classes and have an option to participate in distance education offerings outside of class.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

DHE awards Aspire funds to local grantees through a competitive grant process typically every 3 years. The current grant award for 52 Aspire providers will continue through FY24. Federal State Leadership funds are awarded to one organization to coordinate professional development for local providers.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

This Federal Funds line item 235641 provides the majority of support for the Aspire program, GRF 235443 provides the State's Maintenance of Effort. Although this program was originally known as ABLE - Adult Basic and Literacy Education, its name has changed as it has evolved. DHE requests that the name of this ALI be changed to "Aspire - Federal" to reflect the newer program.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The new amount of federal funding is $18,600,000 per year. Of that amount, $1,300,471 is specifically designated for Integrated English Language and Civics Activities (IELCE) which provides our 243 IELCE grant in combination with Integrated Education and Training programs.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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ALI Q&A for 235669 Articulation and Transfer

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

The ITAGS Initiative is an innovative initiative to systematically award credit for industry credentials across the state's public postsecondary institutions. The state has established a framework of articulation agreements that will dictate how credit should be awarded for industry certifications and state licenses, referred to as Industry Credential Transfer Assurance Guides (ITAGs). This initiative provides new onramps into credit-bearing postsecondary certificate and degree programs in applied science, engineering and technology and will allow students to more seamlessly "stack" non-credit and credit-bearing credentials. This initiative also helps to create greater coherence between previously siloed education and training systems and will allow the state to develop more flexible and robust pathways for workforce development.

The ITAG project goals and activities are:
• Development and deployment of statewide articulation agreements:
• Development of Technology to Support ITAGS:
• Inform and Market ITAGs:
• Evaluation of implementation and outcomes.

If fully funded, DHE anticipates that this project will support the review and approval of at least 20 industry certifications annually for credit in areas such as information technology, engineering technology, health care, and other fields identified as occupations in high demand in Ohio. We estimate that this could provide opportunities for college credit for many individuals in Ohio who currently hold these certifications.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The cost of this initiative is driven by personnel costs at DHE as well as the costs of coordinating and facilitating the work of developing assurance guides. Such projects are consultative with multiple institutions and faculty involved in developing transfer assurance guides for specific programs.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The source of funding for this initiative in the current biennium was a subgrant of federal funds through the Ohio Department of Job and Family Services. To the degree subgrants are provided in the next biennium work can continue on adding to the inventory pf approved ITAG's.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

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Fund Question and Answer for 3BG0 Gear-Up Grant Scholarships

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 381.10 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

Federal grant revenue is the only source of revenue deposited into this fund. Revenues are drawn down and expended in accordance with the programmatic responsibilities of the GEAR UP program. Revenue estimates are based on the insight and expertise of the GEAR UP State Director and associated estimates of the programmatic responsibilities that will occur during the operating biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Funds are drawn down from the US Department of Education annually in September.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

This is a federal fund, so there isn't a target cash balance. Funds are drawn down according to the grant award and expended for student scholarships throughout the year as college/university financial aid offices submit the students for reimbursement.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

GRANTS TABLE

Fund Name: 3BG0 - GEAR UP Grant Scholarship

Grant Name	Assistance Listing Number (if applicable)	In this fund, which line items are associated with the grant?	ALI(s) providing match or maintenance of effort	Match Rate or Maintenance of Effort (MOE) Amount	How is funding allocated to the agency and then granted to the sub-recipients?	Is funding continuous or one-time?	For each grant (only grants over $1 M for cabinet agencies), does the agency expect the grant award to decrease, stay the same, or increase in the future? Please explain.
Gaining Early Awareness and Readiness for Undergraduate Programs, GEAR UP Scholarship	84.334	235651	Match - 235563 and 235501	Match rate is 1 to 1.	This fund is the scholarship portion of the GEAR UP grant. Funds are drawn down by the agency in a lump sum in September and sent out to institutions of higher education by request each academic term.	Continuous. The GEAR-UP grant is awarded for seven years, the current award runs 10/1/2021 - 09/30/2028.	Stay the same
Grant 2							
Grant 3							

ALI Q&A for 235651 Gear Up Grant Scholarships

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal grant. GEAR UP Ohio's consortia sites (6), each comprised of educational and college access partners, provide direct services to low-income, first generation, and otherwise disconnected students, in grades 7-12, that include research-based academic interventions and professional development, as well as proven college access practices. These consortia, under the direction of and in partnership with the Ohio Department of Higher Education (DHE) and College Now Greater Cleveland, help outside partners replicate their efforts statewide.

This line item provides scholarships to eligible GEAR-UP participants from one of the ten consortia programs – 3.0 sites - Norwood, Marion, Crooksville, and Parma, 4.0 sites – Mt. Healthy, North College Hill, Reynoldsburg, Mansfield, Bedford, and Ashtabula. Scholarships provide an incentive for under-represented students to participate in GEAR-UP. The scholarships reduce the cost of attendance and increase access.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

Student class size varies from academic year to academic year impacting amounts spent on student services, caseloads, and staffing needs. District-level budgets adjust from year to year influencing the types of services they offer to students which impacts the type of services GEAR UP Ohio offers.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

This line item is complemented by 235611 GEAR-UP Grant. The students who participate in the GEAR-UP program are eligible for GEAR-UP Scholarships after they graduate from high school.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding level will support up to 2,300 scholarships per year. As the GEAR UP program continues the number of eligible students is increasing.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

This work will increase the number of low-income, first generation, and otherwise disconnected students who are prepared to enter and succeed in postsecondary education. The long-term success of the students and the economic health of their communities and the state will increase through their postsecondary attainment.

Fund Question and Answer for 3HQ0 Governors Emergency Education Relief Fund

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

OBM fund

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

US Department of Education, Governor's Emergency Education Relief.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Funds are drawn by OBM on a reimbursement basis as needed.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

This is a federal fund, so there isn’t a target ending cash balance. Funds are drawn down as needed to cover expenditures throughout the year in accordance with cash management rules.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

ALI Q&A for 235509 GEER Higher Education Initiatives

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal funding. Not requesting additional funding for fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

-

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

-

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

-

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

-

ALI Q&A for 235512 Governor Emergency Education Relief - Higher Education Mental Health

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

Federal funding. Not requesting funding in fiscal years 2024-2025.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

-

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

-

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

-

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

-

Fund Question and Answer for 3N60 John R. Justice Student loan Repayment

1. Explain the legal authority of this fund, including the Ohio Revised Code chapter, the section of temporary (uncodified) law, and/or the Controlling Board action number and approval date.

Section 381.10 of Am. Sub. H.B. 110 of the 134th GA.

2. Explain all major sources of revenue deposited into this fund and the assumptions used in developing revenue estimates. If this fund receives grants, please fill out the grants table in Appendix F.

The sole source of revenue deposited into this fund is federal revenue from the US Department of Justice.

Historical revenues to this fund are influenced by the aggregate program award amount as dictated by the federal government. Once award amounts are known, Ohio draws down the federal revenue and then disburses the cash as grants to those who are selected in accordance with the program's eligibility criteria. Revenue estimates were developed based on input from agency subject-matter experts who are responsible for administering the program. Their assumptions are representative of information they have received from their federal counterparts regarding the likely funding levels of the program in the upcoming operating biennium.

3. Identify and explain patterns in revenue flow in this fund (e.g., all revenue received in May and June due to seasonal nature of renewals; revenues received evenly throughout the fiscal year, etc.).

Patterns in revenue flow correspond to the timing of the award process. Once award amounts are known, Ohio draws down the federal revenue and then disburses the cash as grants to those who are selected in accordance with the program's eligibility criteria.

4. What is the target ending cash balance for this fund, as either a percentage of revenue or months of expenditures? What is the rationale for this target?

The target ending cash balance should be minimal, due to the nature of cash draw restrictions associated with federal revenue.

5. If there are any "transfers-in" or "transfers-out" shown on the Fund Activity Summary for this fund, explain the source or recipient and the legal authority for each transfer.

NA.

GRANTS TABLE

Fund Name: 3N60 - John R Justice Student Loan Repayment

Grant Name	Assistance Listing Number (if applicable)	In this fund, which line items are associated with the grant?	ALI(s) providing match or maintenance of effort	Match Rate or Maintenance of Effort (MOE) Amount	How is funding allocated to the agency and then granted to the sub-recipients?	Is funding continuous or one-time?	For each grant (only grants over $1 M for cabinet agencies), does the agency expect the grant award to decrease, stay the same, or increase in the future? Please explain.
John R Justice Student Loan Repayment	16.816	235658	N/A	N/A	DHE draws the full award amount at one time for the awardees and sends out the payments once per year.	We apply for the grant each year	
Grant 2							
Grant 3							

ALI Q&A for 235658 John R. Justice Student Loan Repayment Program

1. Provide a brief overview of the ALI, including the purpose, populations served and/or regulated, and services and/or activities that are provided.

This line item disburses funds to public defenders and state prosecutors who agree to remain employed in hard to staff locations for at least three years. The funds are required to be used for the sole purpose of paying outstanding student loan balances. Funds are allocated annually from the Bureau of Justice Assistance and awarded and administered by designated state agencies. Repayment and awarded benefits cannot exceed $10,000 in any calendar year or an aggregate total of $60,000 per attorney.

The population served by this program are public defenders and state prosecutors who agree to remain employed in hard to staff locations for at least three years, as well as the entire community who benefit from appropriate legal representation.

2. What drives the cost supported by this ALI (e.g., trends in demographics, caseloads, changes in federal/state regulations)? If this ALI serves as a passthrough to other state or local entities, not including central service charges, also describe the distribution methodology.

The funding level for this program is entirely dependent upon the size of the annual allocation as provided to Ohio by the Bureau of Justice Assistance. If the appropriation is inadequate to the level of award, Ohio will not be able to provide loan assistance to the number of potential recipients funded by the grant.

3. Do changes to this ALI impact spending in other areas of this agency or another agency excluding lines related to Medicaid (65xxxx)? If yes, identify the ALI(s) and describe the relationship (e.g., federal/state matches, MOUs or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2023 levels, please explain what is driving the difference (e.g., payroll, inflation, etc.). If the requested appropriation level for this ALI exceeds 105.0 percent of FY 2023 appropriation, please explain the reason for the new or expanded services.

The requested funding level is based on the anticipate support that Ohio will receive from the Bureau of Justice Assistance. This increased funding will allow more public defenders and state prosecutors to participate in the program.

5. Provide any additional information concerning this ALI not included above that will serve to assist OBM in the analysis of this request.

-

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

2200 Program Approval/Reauthorization
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	321,678	427,328	592,332	661,892	488,535	263,535
4200 BUSINESS LICENSES & FEES	648,801	564,257	590,555	650,000	650,000	655,000
4500 RECOVERIES AND REIMBURSEMENTS	24,700	0	12,000	0	0	0
Total Receipts Net of Accounts Receivable	**673,501**	**564,257**	**602,555**	**650,000**	**650,000**	**655,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	673,501	564,257	602,555	650,000	650,000	655,000
Total Resources Available	**995,179**	**991,586**	**1,194,887**	**1,311,892**	**1,138,535**	**918,535**
500 Personal Services	351,871	302,038	380,837	413,828	429,967	422,659
510 Purchased Personal Services	119,629	65,846	81,012	360,000	390,521	402,104
520 Supplies and Maintenance	90,352	31,369	39,147	49,500	54,512	57,237
595 Transfers and Non-Expense	6,000	0	32,000	29	0	0
Total Disbursements	**567,851**	**399,253**	**532,996**	**823,357**	**875,000**	**882,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**567,851**	**399,253**	**532,996**	**823,357**	**875,000**	**882,000**
Net Cash Balance	**427,328**	**592,332**	**661,892**	**488,535**	**263,535**	**36,535**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

2200 Program Approval/Reauthorization
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

4560 Publications
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	128,733	288,067	233,733	232,845	173,595	114,345
4200 BUSINESS LICENSES & FEES	35,000	0	0	0	0	0
4500 RECOVERIES AND REIMBURSEMENTS	2,436	1,666	0	40,000	40,000	40,000
4700 ISTVS	190,000	100,000	100,000	100,000	100,000	100,000
1027 102700 INTERFUND RECEIVABLE	0	0	0	0	0	0
Total Receipts Net of Accounts Receivable	**227,436**	**101,666**	**100,000**	**140,000**	**140,000**	**140,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	227,436	101,666	100,000	140,000	140,000	140,000
Total Resources Available	**356,168**	**389,733**	**333,733**	**372,845**	**313,595**	**254,345**
500 Personal Services	0	100,000	100,000	100,000	100,000	100,000
510 Purchased Personal Services	67,198	56,000	500	62,500	62,362	62,680
520 Supplies and Maintenance	904	0	387	36,750	36,888	36,570
Total Disbursements	**68,102**	**156,000**	**100,887**	**199,250**	**199,250**	**199,250**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**68,102**	**156,000**	**100,887**	**199,250**	**199,250**	**199,250**
Net Cash Balance	**288,067**	**233,733**	**232,845**	**173,595**	**114,345**	**55,095**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

4560 Publications
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Total Disbursements	Sum of Expenses					
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

4E80 HEFC Administration
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	38,493	43,741	54,610	61,609	59,749	59,749
Total Receipts Net of Accounts Receivable	**0**	**0**	**0**	**0**	**0**	**0**
885500 OPER TRANSFER IN-OTHER	53,239	60,000	63,000	65,000	67,600	67,600
Total Transfers In	**53,239**	**60,000**	**63,000**	**65,000**	**67,600**	**67,600**
Net Receipts	53,239	60,000	63,000	65,000	67,600	67,600
Total Resources Available	**91,732**	**103,741**	**117,610**	**126,609**	**127,349**	**127,349**
500 Personal Services	45,113	46,024	52,774	53,595	53,672	52,976
510 Purchased Personal Services	1,170	1,043	1,221	1,299	1,364	1,432
520 Supplies and Maintenance	1,709	2,064	2,007	11,966	12,564	13,192
Total Disbursements	**47,992**	**49,131**	**56,001**	**66,860**	**67,600**	**67,600**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**47,992**	**49,131**	**56,001**	**66,860**	**67,600**	**67,600**
Net Cash Balance	**43,741**	**54,610**	**61,609**	**59,749**	**59,749**	**59,749**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5D40 Conference Administration Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	2,210,656	2,146,278	1,851,053	1,449,148	692,757	692,757
4500 RECOVERIES AND REIMBURSEMENTS	772,477	38,790	66,726	250,000	250,000	250,000
Total Receipts Net of Accounts Receivable	**772,477**	**38,790**	**66,726**	**250,000**	**250,000**	**250,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	772,477	38,790	66,726	250,000	250,000	250,000
Total Resources Available	**2,983,132**	**2,185,068**	**1,917,779**	**1,699,148**	**942,757**	**942,757**
500 Personal Services	156,817	142,297	157,757	156,171	0	0
510 Purchased Personal Services	255,988	155,049	187,548	261,828	144,919	140,165
520 Supplies and Maintenance	417,819	31,634	123,002	578,392	105,081	109,835
595 Transfers and Non-Expense	6,231	5,035	325	10,000	0	0
Total Disbursements	**836,854**	**334,015**	**468,632**	**1,006,391**	**250,000**	**250,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**836,854**	**334,015**	**468,632**	**1,006,391**	**250,000**	**250,000**
Net Cash Balance	**2,146,278**	**1,851,053**	**1,449,148**	**692,757**	**692,757**	**692,757**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out

Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5D40 Conference Administration Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Net Cash Balance	Total Resources Available - Total Use of Funds					

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5FR0 State and Non-Federal Grants and Awards
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	1,169,266	829,228	470,574	541,967	572,217	420,067
4430 OTHER GRANTS AND CONTRIBUTIONS	550,027	353,200	455,300	1,200,000	1,250,000	1,250,000
4500 RECOVERIES AND REIMBURSEMENTS	0	57,800	73,780	1,250	0	0
Total Receipts Net of Accounts Receivable	**550,027**	**411,000**	**529,080**	**1,201,250**	**1,250,000**	**1,250,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	550,027	411,000	529,080	1,201,250	1,250,000	1,250,000
Total Resources Available	**1,719,293**	**1,240,228**	**999,653**	**1,743,217**	**1,822,217**	**1,670,067**
500 Personal Services	0	25,000	68,172	60,000	62,340	61,280
510 Purchased Personal Services	246,279	427,757	97,745	444,000	457,975	445,873
520 Supplies and Maintenance	20,833	0	2,750	267,000	383,085	371,309
550 Subsidies Shared Revenue	622,953	316,897	289,019	400,000	498,750	523,688
Total Disbursements	**890,065**	**769,655**	**457,686**	**1,171,000**	**1,402,150**	**1,402,150**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**890,065**	**769,655**	**457,686**	**1,171,000**	**1,402,150**	**1,402,150**
Net Cash Balance	**829,228**	**470,574**	**541,967**	**572,217**	**420,067**	**267,917**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5FR0 State and Non-Federal Grants and Awards
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5JC0 Economic Development Projects
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	1,741,293	5,998,569	1,074,921	880,378	1,062,378	1,062,378
4500 RECOVERIES AND REIMBURSEMENTS	0	0	0	382,000	0	0
4700 ISTVS	163,005	26,352	5,457	0	0	0
Total Receipts Net of Accounts Receivable	**163,005**	**26,352**	**5,457**	**382,000**	**0**	**0**
885500 OPER TRANSFER IN-OTHER	8,796,771	0	0	0	0	0
Total Transfers In	**8,796,771**	**0**	**0**	**0**	**0**	**0**
Net Receipts	8,959,776	26,352	5,457	382,000	0	0
Total Resources Available	**10,701,069**	**6,024,921**	**1,080,378**	**1,262,378**	**1,062,378**	**1,062,378**
550 Subsidies Shared Revenue	4,702,500	4,950,000	200,000	200,000	0	0
Total Disbursements	**4,702,500**	**4,950,000**	**200,000**	**200,000**	**0**	**0**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**4,702,500**	**4,950,000**	**200,000**	**200,000**	**0**	**0**
Net Cash Balance	**5,998,569**	**1,074,921**	**880,378**	**1,062,378**	**1,062,378**	**1,062,378**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5NH0 OMJ Workforce Dvpt Rev Loan Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	11,795,848	5,349,611	870,060	4,572,050	1,706,623	2,587,223
4200 BUSINESS LICENSES & FEES	41,768	19,517	16,531	25,000	25,000	25,000
4500 RECOVERIES AND REIMBURSEMENTS	21,776	0	0	35,000	30,000	30,000
4600 OTHER SOURCES OF FINANCING	588,762	514,186	407,365	834,000	825,600	791,040
4700 ISTVS	129,830	23,249	30,202	0	0	0
Total Receipts Net of Accounts Receivable	**782,136**	**556,952**	**454,098**	**894,000**	**880,600**	**846,040**
885500 OPER TRANSFER IN-OTHER	0	0	7,000,000	0	7,000,000	7,000,000
Total Transfers In	**0**	**0**	**7,000,000**	**0**	**7,000,000**	**7,000,000**
Net Receipts	782,136	556,952	7,454,098	894,000	7,880,600	7,846,040
Total Resources Available	**12,577,985**	**5,906,563**	**8,324,158**	**5,466,050**	**9,587,223**	**10,433,263**
500 Personal Services	250,204	223,977	251,219	259,427	0	0
510 Purchased Personal Services	27,268	0	0	0	0	0
520 Supplies and Maintenance	494	137	107	0	0	0
550 Subsidies Shared Revenue	1,350,382	0	3,500,000	3,500,000	7,000,000	7,000,000
595 Transfers and Non-Expense	25	200	782	0	0	0
Total Disbursements	**1,628,373**	**224,315**	**3,752,108**	**3,759,427**	**7,000,000**	**7,000,000**
887500 OPER TRANSFER OUT-OTHER	5,600,000	4,812,188	0	0	0	0
Total Transfers Out	**5,600,000**	**4,812,188**	**0**	**0**	**0**	**0**
Total Use of Funds	**7,228,373**	**5,036,503**	**3,752,108**	**3,759,427**	**7,000,000**	**7,000,000**
Net Cash Balance	**5,349,611**	**870,060**	**4,572,050**	**1,706,623**	**2,587,223**	**3,433,263**

Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5NH0 OMJ Workforce Dvpt Rev Loan Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5P30 Variable Savings
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	1,503,344	910,213	843,027	675,117	675,117	675,117
4500 RECOVERIES AND REIMBURSEMENTS	6,150,294	7,125,034	7,177,350	8,159,165	8,363,600	8,522,034
Total Receipts Net of Accounts Receivable	**6,150,294**	**7,125,034**	**7,177,350**	**8,159,165**	**8,363,600**	**8,522,034**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	6,150,294	7,125,034	7,177,350	8,159,165	8,363,600	8,522,034
Total Resources Available	**7,653,638**	**8,035,247**	**8,020,377**	**8,834,282**	**9,038,717**	**9,197,151**
500 Personal Services	2,169,996	2,192,194	2,484,880	2,728,538	2,862,273	2,905,761
510 Purchased Personal Services	3,048,996	3,140,980	2,877,874	3,492,448	3,443,942	3,487,114
520 Supplies and Maintenance	1,514,681	1,812,358	1,944,200	1,845,679	1,950,685	2,021,036
530 Equipment	9,752	46,687	38,306	92,500	106,700	108,123
Total Disbursements	**6,743,425**	**7,192,219**	**7,345,260**	**8,159,165**	**8,363,600**	**8,522,034**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**6,743,425**	**7,192,219**	**7,345,260**	**8,159,165**	**8,363,600**	**8,522,034**
Net Cash Balance	**910,213**	**843,027**	**675,117**	**675,117**	**675,117**	**675,117**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5P30 Variable Savings
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Net Cash Balance	Total Resources Available - Total Use of Funds					

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5RA0 Workforce Grant Program Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	1	1	1	1,000,077	77	77
4500 RECOVERIES AND REIMBURSEMENTS	0	0	76	0	0	0
Total Receipts Net of Accounts Receivable	**0**	**0**	**76**	**0**	**0**	**0**
885500 OPER TRANSFER IN-OTHER	0	0	2,000,000	0	0	0
Total Transfers In	**0**	**0**	**2,000,000**	**0**	**0**	**0**
Net Receipts	0	0	2,000,076	0	0	0
Total Resources Available	**1**	**1**	**2,000,077**	**1,000,077**	**77**	**77**
550 Subsidies Shared Revenue	0	0	1,000,000	1,000,000	0	0
Total Disbursements	**0**	**0**	**1,000,000**	**1,000,000**	**0**	**0**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**0**	**0**	**1,000,000**	**1,000,000**	**0**	**0**
Net Cash Balance	**1**	**1**	**1,000,077**	**77**	**77**	**77**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5UK0 Ohiocorps Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	68,334	68,334	50,334	50,334	50,334	50,334
Total Receipts Net of Accounts Receivable	**0**	**0**	**0**	**0**	**0**	**0**
885500 OPER TRANSFER IN-OTHER	0	0	150,000	0	0	0
Total Transfers In	**0**	**0**	**150,000**	**0**	**0**	**0**
Net Receipts	0	0	150,000	0	0	0
Total Resources Available	**68,334**	**68,334**	**200,334**	**50,334**	**50,334**	**50,334**
500 Personal Services	0	0	50,000	0	0	0
550 Subsidies Shared Revenue	0	18,000	100,000	0	0	0
Total Disbursements	**0**	**18,000**	**150,000**	**0**	**0**	**0**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**0**	**18,000**	**150,000**	**0**	**0**	**0**
Net Cash Balance	**68,334**	**50,334**	**50,334**	**50,334**	**50,334**	**50,334**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5Y50 OIG Reconciliation
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	611,914	984,678	749,727	693,094	693,094	693,094
4500 RECOVERIES AND REIMBURSEMENTS	686,416	494,747	636,253	0	0	0
Total Receipts Net of Accounts Receivable	**686,416**	**494,747**	**636,253**	**0**	**0**	**0**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	686,416	494,747	636,253	0	0	0
Total Resources Available	**1,298,330**	**1,479,425**	**1,385,979**	**693,094**	**693,094**	**693,094**
550 Subsidies Shared Revenue	313,653	729,698	692,885	0	0	0
Total Disbursements	**313,653**	**729,698**	**692,885**	**0**	**0**	**0**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**313,653**	**729,698**	**692,885**	**0**	**0**	**0**
Net Cash Balance	**984,678**	**749,727**	**693,094**	**693,094**	**693,094**	**693,094**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

5YD0 Second Chance Grant Pilot Program
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	0	0	0	2,377,461	2,413,461	2,449,461
4500 RECOVERIES AND REIMBURSEMENTS	0	0	0	36,000	36,000	36,000
4700 ISTVS	0	0	12,941	0	0	0
Total Receipts Net of Accounts Receivable	**0**	**0**	**12,941**	**36,000**	**36,000**	**36,000**
885500 OPER TRANSFER IN-OTHER	0	0	3,000,000	0	2,000,000	2,000,000
Total Transfers In	**0**	**0**	**3,000,000**	**0**	**2,000,000**	**2,000,000**
Net Receipts	0	0	3,012,941	36,000	2,036,000	2,036,000
Total Resources Available	**0**	**0**	**3,012,941**	**2,413,461**	**4,449,461**	**4,485,461**
550 Subsidies Shared Revenue	0	0	635,480	0	2,000,000	2,000,000
Total Disbursements	**0**	**0**	**635,480**	**0**	**2,000,000**	**2,000,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**0**	**0**	**635,480**	**0**	**2,000,000**	**2,000,000**
Net Cash Balance	**0**	**0**	**2,377,461**	**2,413,461**	**2,449,461**	**2,485,461**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

6450 Ohio Tuition Trust
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	166,271	104,828	129,440	85,260	85,260	85,260
4500 RECOVERIES AND REIMBURSEMENTS	680,033	775,011	850,000	1,047,209	1,099,122	1,110,131
Total Receipts Net of Accounts Receivable	**680,033**	**775,011**	**850,000**	**1,047,209**	**1,099,122**	**1,110,131**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	680,033	775,011	850,000	1,047,209	1,099,122	1,110,131
Total Resources Available	**846,303**	**879,839**	**979,440**	**1,132,469**	**1,184,382**	**1,195,391**
500 Personal Services	541,997	548,889	626,852	698,839	724,210	729,667
510 Purchased Personal Services	137,556	136,959	124,274	214,545	285,485	288,698
520 Supplies and Maintenance	58,672	61,229	139,466	112,325	80,827	83,166
530 Equipment	3,251	3,321	3,588	21,500	8,600	8,600
Total Disbursements	**741,476**	**750,399**	**894,180**	**1,047,209**	**1,099,122**	**1,110,131**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**741,476**	**750,399**	**894,180**	**1,047,209**	**1,099,122**	**1,110,131**
Net Cash Balance	**104,828**	**129,440**	**85,260**	**85,260**	**85,260**	**85,260**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out

Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

6450 Ohio Tuition Trust
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Net Cash Balance	Total Resources Available - Total Use of Funds					

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

6820 Nurse Education Assistance
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	1,499,650	1,854,609	1,308,816	1,841,299	1,102,792	1,402,792
4500 RECOVERIES AND REIMBURSEMENTS	95,327	104,522	179,546	130,000	150,000	170,000
Total Receipts Net of Accounts Receivable	**95,327**	**104,522**	**179,546**	**130,000**	**150,000**	**170,000**
885500 OPER TRANSFER IN-OTHER	1,121,565	238,960	1,179,635	250,000	1,300,000	250,000
Total Transfers In	**1,121,565**	**238,960**	**1,179,635**	**250,000**	**1,300,000**	**250,000**
Net Receipts	1,216,892	343,482	1,359,181	380,000	1,450,000	420,000
Total Resources Available	**2,716,542**	**2,198,091**	**2,667,998**	**2,221,299**	**2,552,792**	**1,822,792**
500 Personal Services	59,884	61,584	67,284	72,218	75,035	73,759
510 Purchased Personal Services	1,974	1,943	2,288	2,266	2,379	2,498
520 Supplies and Maintenance	2,814	3,797	3,662	6,453	6,776	7,114
550 Subsidies Shared Revenue	797,260	821,952	753,464	1,037,570	1,065,810	1,116,629
Total Disbursements	**861,933**	**889,275**	**826,698**	**1,118,507**	**1,150,000**	**1,200,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**861,933**	**889,275**	**826,698**	**1,118,507**	**1,150,000**	**1,200,000**
Net Cash Balance	**1,854,609**	**1,308,816**	**1,841,299**	**1,102,792**	**1,402,792**	**622,792**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses

Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

6820 Nurse Education Assistance
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

3120 Federal Programs
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	606,494	595,354	630,785	545,791	1,289,762	799,762
4400 FEDERAL GRANTS	16,524,395	16,448,545	17,354,045	20,000,000	20,500,000	20,500,000
4500 RECOVERIES AND REIMBURSEMENTS	106,390	0	1,005	10,000	10,000	10,000
4700 ISTVS	1,119,143	951,361	1,073,845	1,295,000	1,650,000	1,650,000
1027 102700 INTERFUND RECEIVABLE	(48,111)	52,043	(52,043)	0	0	0
Total Receipts Net of Accounts Receivable	**17,798,039**	**17,347,863**	**18,480,938**	**21,305,000**	**22,160,000**	**22,160,000**
885500 OPER TRANSFER IN-OTHER	0	11,329	13,645	0	0	0
Total Transfers In	**0**	**11,329**	**13,645**	**0**	**0**	**0**
Net Receipts	17,798,039	17,359,192	18,494,583	21,305,000	22,160,000	22,160,000
Total Resources Available	**18,404,534**	**17,954,546**	**19,125,368**	**21,850,791**	**23,449,762**	**22,959,762**
500 Personal Services	1,018,814	1,019,086	1,112,521	1,184,048	1,213,339	1,192,967
510 Purchased Personal Services	857,961	554,811	769,353	1,059,862	1,252,527	1,280,904
520 Supplies and Maintenance	100,055	189,887	120,302	382,988	203,079	208,232
550 Subsidies Shared Revenue	15,805,610	15,559,977	16,577,401	17,934,131	19,885,196	19,872,665
590 Judgments, Settlements & Bonds	0	0	0	0	95,859	95,232
595 Transfers and Non-Expense	26,739	0	0	0	0	0
Total Disbursements	**17,809,180**	**17,323,761**	**18,579,577**	**20,561,029**	**22,650,000**	**22,650,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**17,809,180**	**17,323,761**	**18,579,577**	**20,561,029**	**22,650,000**	**22,650,000**
Net Cash Balance	**595,354**	**630,785**	**545,791**	**1,289,762**	**799,762**	**309,762**

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

3120 Federal Programs
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

3BG0 Gear-Up Grant Scholarships
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	3,131,636	3,191,854	3,438,625	3,765,338	3,370,338	1,875,338
4400 FEDERAL GRANTS	1,750,000	1,750,000	1,750,000	1,600,000	1,600,000	1,600,000
4500 RECOVERIES AND REIMBURSEMENTS	8,306	2,613	5,900	5,000	5,000	5,000
Total Receipts Net of Accounts Receivable	**1,758,306**	**1,752,613**	**1,755,900**	**1,605,000**	**1,605,000**	**1,605,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	1,758,306	1,752,613	1,755,900	1,605,000	1,605,000	1,605,000
Total Resources Available	**4,889,942**	**4,944,467**	**5,194,525**	**5,370,338**	**4,975,338**	**3,480,338**
550 Subsidies Shared Revenue	1,698,088	1,505,842	1,429,188	2,000,000	3,100,000	3,100,000
Total Disbursements	**1,698,088**	**1,505,842**	**1,429,188**	**2,000,000**	**3,100,000**	**3,100,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**1,698,088**	**1,505,842**	**1,429,188**	**2,000,000**	**3,100,000**	**3,100,000**
Net Cash Balance	**3,191,854**	**3,438,625**	**3,765,338**	**3,370,338**	**1,875,338**	**380,338**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Ohio
Office of Budget and Management

BEA-0003 Fund Activity Summary for Operating Budget Request

3N60 John R. Justice Student loan Repayment
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Cash Balance	0	0	0	0	0	0
4400 FEDERAL GRANTS	53,877	0	54,546	52,640	128,000	128,000
Total Receipts Net of Accounts Receivable	**53,877**	**0**	**54,546**	**52,640**	**128,000**	**128,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	53,877	0	54,546	52,640	128,000	128,000
Total Resources Available	**53,877**	**0**	**54,546**	**52,640**	**128,000**	**128,000**
500 Personal Services	2,693	0	3,090	7,090	6,400	6,400
550 Subsidies Shared Revenue	51,184	0	51,456	45,550	121,600	121,600
Total Disbursements	**53,877**	**0**	**54,546**	**52,640**	**128,000**	**128,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**53,877**	**0**	**54,546**	**52,640**	**128,000**	**128,000**
Net Cash Balance	**0**	**0**	**0**	**0**	**0**	**0**

Calculated Data Item	Item Calculation
Total Receipts Net of Accounts Receivable	Actuals Revenue less change in Accounts Receivable
Total Resources Available	Beginning Cash Balance + Total Receipts + Transfers In
Total Disbursements	Sum of Expenses
Total Use of Funds	Total Disbursements + Transfers Out
Net Cash Balance	Total Resources Available - Total Use of Funds

Customer Standards Survey for Department of Higher Education

1. Has your agency developed and adopted customer service standards? Please write "Yes" or "No."

Yes.

2. If the response to question 1 is "Yes," please (a) Identify the standards below or attach a list; (b) State when these standards were adopted; and (c) Describe how success of implementation of the standards is monitored.

Ohio Tuition Trust Authority (OTTA) strives to provide a high level of service to all of our Account Owners and to other members of the public that may contact OTTA. There are a number of tools and measurements utilized by the management team to monitor the level of customer service that is being provided.

a) OTTA records inbound phone calls on our customer service hotline (800-AFFORDIT) as a normal course of business. The management team reviews phone calls on a periodic basis in order to help provide training and coaching to the staff, and to monitor the overall customer service being provided. Employees who answer phone calls or otherwise have a significant level of contact with members of the public are expected to meet the needs of the public and OTTA's customers in a timely and courteous manner. Those employees are expected to respond appropriately to customer inquiries, anticipate and provide solutions to customer needs, and seek ways to improve customer satisfaction. They are also expected to bring issues to the attention of the management team as appropriate, and to maintain appropriate confidentiality of information.
b) The Authority has been monitoring customer calls for years and employee expectations are outlined in the employee handbook, which is updated on a periodic basis. The customer service standards were incorporated in employee job descriptions in May 2014 and posted to the OTTA website at the beginning of FY15.
c) To ensure service effectiveness, OTTA's management team monitors inbound volume (phones and email) for areas such as average wait time (phone), average speed of answer (phone), average response time (email), and on phone availability of the representatives. This information is reviewed by OTTA's management team on a regular basis to monitor overall customer service and provide direction for changes or adjustments needed to maintain a high level of service.

3. If the response to question 1 is "No," please use the space below to detail why no standards have been adopted and any plans that the agency may have with respect to developing standards in the future.

-

Fee Change Schedule
FY 2024 - FY 2025
Department of Higher Education

	Fee Proposal 01
Fee Name	N/A

MAJOR INFORMATION TECHNOLOGY PROJECTS - AGENCY DATA WORKSHEET

Agency Name:	Department of Higher Education
Biennium for Request:	2024-25
CFO:	Frederick Church
CIO:	Charles See
Prepared By:	David Cummins

SUMMARY OF IT OPERATIONS, SERVICES, AND BUSINESS SUPORT

Describe the agency's IT operations, major service areas, and core business support functions:

Funded by the Ohio General Assembly through the Ohio Department of Higher Education (DHE), the Ohio Technology Consortium (OH-TECH) reports to the Chancellor. OH-TECH provides shared resources and services to DHE and the Ohio Tuition Trust Authority (OTTA). OH-TECH functions as an umbrella organization for Ohio's statewide technology infrastructure organizations: the Ohio Academic Resources Network (OARnet) (Networking), the Ohio Supercomputer Center (OSC) (High Performance Supercomputing and Storage), and the Ohio Library and Information Network (OhioLINK) (IT Infrastructure and Library Acquisition Aggregation). The services are managed by the Shared Infrastructure (SI) group of OH-TECH.

MAJOR PROJECTS LIST

Major Information Technology Project Name	Project Description & Justification	Fund	ALI	Actual FY 2022 Cost	Estimated FY 2023 Cost	Requested FY 2024 Cost	Requested FY 2025 Cost
None							

INDIRECT COST

Describe the agency's indirect cost allocation method (Answer if data includes indirect costs):

MAJOR INFORMATION TECHNOLOGY PROJECTS - AGENCY DATA WORKSHEET

Agency Name:	Ohio Tuition Trust Authority (TTA)
Biennium for Request:	2024-25
CFO:	Trisha Good
CIO:	Shreekanth Chutkay
Prepared By:	Trisha Good & Shreekanth Chutkay

SUMMARY OF IT OPERATIONS, SERVICES, AND BUSINESS SUPORT

Describe the agency's IT operations, major service areas, and core business support functions:

The OTTA IT department consists of 4 FTEs (Director, Database Administrator, 2 Application Developer/Data Analyst). It is also supported by Ohio Technology Consorium (OH Tech) which provides 1 dedicated FT individual for desktop support and 1 PT individual for server support. The services provided include recordkeeping of the Guaranteed Savings Plan, data warehouse (tracks data for all three plans offered by CollegeAdvantage), build and support internal applications, support for data requests (from within and outside of OTTA), support for the public facing website, www.collegeadvantage.com, and keeping our systems/data/CPI safe and cybersecurity.

MAJOR PROJECTS LIST

Major Information Technology Project Name	Project Description & Justification	Fund	ALI	Actual FY 2022 Cost	Estimated FY 2023 Cost	Requested FY 2024 Cost	Requested FY 2025 Cost

INDIRECT COST

Describe the agency's indirect cost allocation method (Answer if data includes indirect costs):

We currently do not have any major IT projects.