Ohio | **Department of Higher Education**

OPERATING BUDGET REQUEST

Fiscal Year 2026-2027

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October 21, 2024

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

Dear Director Murnieks:

Ohio is engaged in a fierce campaign for talent. Our ability to compete and win as a state depends on deepening our talent pipeline to attract and retain jobs. And while we plan our budget, peer states recognize the same opportunity and are investing aggressively. Each is seeking a unique talent-based advantage to secure economic prosperity.

Success for our administration is clearly defined. Every Ohioan -— no matter where they were born – should have a chance to succeed, get a good-paying job, raise a family comfortably, and be secure in their future.

Raising median wages across Ohio is one of the most reliable ways to expand opportunities for all Ohioans, strengthen the economic fabric of our communities, and break the cycle of poverty where it persists.

To do so, we must measure and invest in workforce outcomes for all programs, whether they occur through a career college, Ohio technical center, two-year college, or four-year university. And we must do so regardless of whether the program is a short-term certificate, associate degree, or baccalaureate.

With this vision in mind, the budget I submit on behalf of the Ohio Department of Higher Education focuses on measuring economic mobility in higher education outcomes and fostering growth in high-demand, high-wage fields. These include, but are not limited to, disciplines that have been identified by the federal Bureau of Labor Statistics (BLS) as having disproportionately faster growth and higher wages.

Growth targets are often, but not always, in STEM disciplines such as veterinary medicine, computer science, healthcare, data science, advanced manufacturing, and related sectors. BLS projects these occupations will grow at three times the rate of non-STEM occupations over the next decade. Such jobs are not only more numerous, but they are also better compensated. In 2022, the median wage for STEM workers surpassed $100,000, compared to less than $50,000 for non-STEM professions.

Maximizing Ohio's talent pool requires not only the right fields of study, but also retention of raw talent. To ensure Ohio retains its brightest minds, the proposed budget supports continuation of the Governor's Merit Scholarship (GMS) – $5,000 scholarships for students ranking in the top 5% of their graduating class.

In its inaugural year, the Governor's Merit Scholarship vastly exceeded expectations, with 76% of those offered accepting the scholarship – beating the state's typical retention rate of 60-65% of high-performing students. As a result, more of Ohio's top high school graduates are choosing to stay in Ohio rather than enroll out of state.

Balancing merit aid with support for Ohio's most economically disadvantaged students is essential if we are to extend economic mobility across all 88 counties. Since Governor DeWine took office in 2019, the administration has doubled Ohio's signature need-based aid program, the Ohio College Opportunity Grant, to $200 million per year, effectively reversing most of the cuts from the Strickland administration.

Being a responsible steward of Ohio's higher education system requires regulatory oversight. As you are well aware, higher education is undergoing significant transformation and disruption. In response to volatility in enrollment and revenue, I am proposing a variety of enhanced institutional monitoring and oversight functions designed to anticipate and help prevent disruptions that hurt Ohio students.

Institutional monitoring and oversight serve this purpose by helping to prevent problems such as loss of transcripts, barred/lost student credit, institutional distress, and sudden closures. Support for demolition of blighted buildings and for transformational mergers or consolidations can assist institutions with making the right decisions before it is too late – both for the institutions and for their students.

Taken together, this budget aligns Ohio's higher education system with Ohio's new economy and holds postsecondary education accountable in unifying new ways. Examples of this focus include near-universal accountability through wage outcomes data and improving fundamentals through the science of reading – delivered to future teachers through Ohio's teacher colleges to improve literacy rates.

For every percentage increase in literacy rates, economists estimate the gross domestic product increases a percentage and a half. Additionally, adults who read at a sixth-grade level or higher earn an average of $63,000, nearly twice those at the lowest levels of literacy.

The American Dream requires planning and patience. We plant its seeds through education in the spring, knowing its promise of a bountiful harvest will not come until autumn.

As Governor DeWine eloquently stated in his 2019 inaugural address, "For much of what we do, we will not see the results in the life of this administration, nor in some people's cases, in our lifetimes. Yet we do these things nonetheless, grounded in the faith and grounded in hope that we can change the future."

Thank you for this opportunity.

Mike Duffey
Chancellor

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September 27, 2024

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

Dear Director Murnieks:

On behalf of Mr. Mike Duffey, Chancellor of the Ohio Department of Higher Education, and the Ohio Tuition Trust Authority (OTTA), I am pleased to present our fiscal years 2026 and 2027 Biennial Operating Budget Plan. This submission is in accordance with OTTA's statute and supports the OTTA's mission to partner with families nationwide to save for their loved one's future education and career training, by offering significant tax benefits, diverse investment choices, educational resources, and personalized services.

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	FY25 Current Appropriations	FY26 Requested Appropriations	FY27 Requested Appropriations
500-Personal Service-Payroll	$3,635,428	$3,659,113	$3,791,168
510-Purchased Personal Services & Other	$3,779,312	$3,652,329	$3,690,047
520-Supplies & Maintenance	$2,100,702	$2,300,723	$2,115,950
530-Equipment	$116,723	$20,000	$35,000
Total	**$9,632,165**	**$9,632,165**	**$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 FY26 and FY27.

Initiatives and Priorities for the 2026-2027 biennium

Advertising and marketing: Our goals for the FY26-27 biennium are to increase contributions and new accounts annually in both our Direct and our Advisor Plans and raise awareness of 529s in general and Ohio's 529 Plan. 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 and career readiness. Because it is critical to both grow Program assets and increase the number of new accounts, OTTA must dedicate a significant portion of the total Authority's budget to marketing our Plans. 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. 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.

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. We must continue to work to keep our customer-facing website current, concise, and easy-to-use by current and prospective customers. It is also important for OTTA to keep up with ever-evolving technological advancements in order to continue providing our customers with the online investment and account

management systems that they are accustomed to receiving from their other financial relationships. This includes offering best-in-industry recordkeeping systems, world-class investment funds and managers, superior customer service, and easy-to-use online account management. OTTA directly services all Direct Plan and GSP customers from our office in Columbus. It is critically important to provide the best customer experience through secure online account access, phone, email, and mail.

Information services/technology: OTTA needs to continue to service remaining accounts in the GSP, as well as protect the identities and confidential personal information of our customers. The IS/IT department continues to maintain and support the in-house recordkeeping system for the GSP 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 $17.6 billion in assets and over $9.6 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 Budget Considerations

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 and career readiness expenses.

Utilization of temporary staff: During the summer and fall of FY24, 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 FY26-27.

Staffing and shared services: OTTA continues to evaluate vacancies in staffing to assess if positions need to be backfilled. In FY24 our staffing was 29 FTE, 2 PTE and 5 other positions for an approved headcount of 36. Within the 5 other positions we utilize OH-Tech (Ohio Technology Consortium) for IT needs; they provide 1 FTE and 1 PTE individuals as part of the Memorandum of Understanding with OTTA. The other vacant positions at OTTA are being held pending future needs to fulfill the mission of the agency.

Conclusion

For over 35 years, Ohio's 529 Plan, has been a vibrant part of providing financial services solution to help Ohioans save for workforce development and higher educational expenses. Ohio's 529 Plan provides families with tax-advantaged ways to save for future education and career readiness, including tax-free growth on investments and tax-free withdrawals at the federal level when used for qualified higher education expenses (including certain expenses at colleges or universities, vocational schools, registered apprenticeship programs, qualified education loan payments, and K-12 expenses). Effective January 1, 2024, unused 529 funds may be rolled into a Roth IRA (IRC 529 limitations do apply).

OTTA will continue to make educational savings objectives achievable by providing a low-cost, diversified savings options for families who choose to make educational and career readiness savings a priority for whatever comes after high school. 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,

Trisha A. Good
Executive Director

AGENCY STAFFING TABLE

Agency:	Department of Higher Education (DHE)

	Actual FY 2024	Estimate of Actual FY 2025	FY 2025 Ceiling	FY 2026 Request	FY 2027 Request	Count Change FY 2024-2027	% Change FY 2024-2027
Full-Time Permanent	78	86	84	95	95	17	21.8%
Part-Time Permanent	6	6	11	6	6	0	0.0%
Total	84	92	95	101	101	17	20.2%

Jobcode Description (for each position requested above the FY 2025 Ceiling)	Full-Time or Part-Time	Number of Positions Requested	Total FY 2026 Cost	Total FY 2027 Cost
Administrative Staff	FT	11	$ 1,241,783	$ 1,288,565

*Add rows as needed.

Notes:	The requested increase in funded positions is to address existing and ongoing core operational needs of the agency.

AGENCY STAFFING TABLE

Agency:	Ohio Tuition Trust Authority (TTA)

	Actual FY 2024	Estimate of Actual FY 2025	FY 2025 Ceiling	FY 2026 Request	FY 2027 Request	Count Change FY 2024-2027	% Change FY 2024-2027
Full-Time Permanent	29	29	29	29	29	0	0.0%
Part-Time Permanent	2	3	3	3	3	1	50.0%
All Other	5	4	4	4	4	-1	-20.0%
Total	36	36	36	36	36	0	0.0%

Jobcode Description (for each position requested above the FY 2025 Ceiling)	Full-Time or Part-Time	Number of Positions Requested	Total FY 2026 Cost	Total FY 2027 Cost

*Add rows as needed.

Notes:	All other are positions on hold, not currently recruiting, that may be filled in the future based on business needs. Total positions for FY26/27 does not exceed the FY25 Agency ceiling.

BY BUDGET FUND GROUP	Actual			Estimated	Requested			
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Variance FY 2026 - FY 2025	FY 2027	Variance FY 2027 - FY 2026
General Revenue	2,742,297,802	2,746,271,993	2,824,220,362	2,966,567,587	2,888,561,465	(78,006,122)	2,916,939,211	28,377,746
Bond Research and Development	7,930,491	7,782,065	7,925,641	8,000,000	8,000,000	0	8,000,000	0
Dedicated Purpose	16,860,705	17,302,240	101,720,756	34,174,354	32,335,529	(1,838,825)	32,376,683	41,154
Federal	31,530,102	41,822,244	27,149,228	26,434,000	26,852,738	418,738	26,869,324	16,586
TOTAL	**2,798,619,100**	**2,813,178,542**	**2,961,015,987**	**3,035,175,941**	**2,955,749,732**	**(79,426,209)**	**2,984,185,218**	**28,435,486**

BY EXPENSE CATEGORY	Actual			Estimated	Requested			
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Variance FY 2026 - FY 2025	FY 2027	Variance FY 2027 - FY 2026
500 Personal Services	11,272,748	11,224,937	12,255,608	14,121,384	16,681,147	2,559,763	17,299,174	618,027
510 Purchased Personal Services	7,578,135	8,320,015	9,521,603	11,272,892	10,428,217	(844,675)	10,457,964	29,747
520 Supplies and Maintenance	3,376,116	3,439,857	3,632,351	4,038,151	4,118,267	80,116	3,936,787	(181,480)
530 Equipment	80,144	100,433	157,869	174,993	78,270	(96,723)	93,270	15,000
550 Subsidies Shared Revenue	2,451,033,760	2,490,100,852	2,686,590,101	2,729,863,437	2,675,529,832	(54,333,605)	2,703,484,024	27,954,192
590 Judgments, Settlements & Bonds	0	0	0	150,000	150,000	0	150,000	0
595 Transfers and Non-Expense	325,278,198	299,992,448	248,858,455	275,555,084	248,763,999	(26,791,085)	248,763,999	0
TOTAL	**2,798,619,100**	**2,813,178,542**	**2,961,015,987**	**3,035,175,941**	**2,955,749,732**	**(79,426,209)**	**2,984,185,218**	**28,435,486**

Agency	Fund Group	Fund Code	ALI	Account	Actual			Estimate	Request	
					FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
DHE	BRD	7014	235639 Research Incentive Third Frontier	550 Subsidies Shared Revenue	7,930,491	7,782,065	7,925,641	8,000,000	8,000,000	8,000,000
				BRD Total	**7,930,491**	**7,782,065**	**7,925,641**	**8,000,000**	**8,000,000**	**8,000,000**
DHE	DPF	2200	235614 Program Approval and Reauthorization	500 Personal Services	380,837	414,684	444,370	493,576	599,126	619,679
DHE	DPF	2200	235614 Program Approval and Reauthorization	510 Purchased Personal Services	81,012	72,484	95,070	100,000	100,000	100,000
DHE	DPF	2200	235614 Program Approval and Reauthorization	520 Supplies and Maintenance	39,147	80,936	70,324	37,713	65,000	65,000
DHE	DPF	2200	235614 Program Approval and Reauthorization	595 Transfers and Non-Expense	32,000	2,029	6,000	4,400	5,000	5,000
DHE	DPF	4560	235603 Sales and Services	500 Personal Services	100,000	100,000	100,000	100,000	100,000	100,000
DHE	DPF	4560	235603 Sales and Services	510 Purchased Personal Services	500	0	20,000	0	0	0
DHE	DPF	4560	235603 Sales and Services	520 Supplies and Maintenance	387	817	0	36,750	29,725	33,017
DHE	DPF	4E80	235602 Higher Educational Facility Commission Administration	500 Personal Services	52,774	51,834	54,320	49,738	51,839	55,807
DHE	DPF	4E80	235602 Higher Educational Facility Commission Administration	510 Purchased Personal Services	1,221	1,294	7,634	14,519	15,000	15,000
DHE	DPF	4E80	235602 Higher Educational Facility Commission Administration	520 Supplies and Maintenance	2,007	2,122	2,224	3,343	3,000	3,000
DHE	DPF	5AH1	235688 Super RAPIDS	500 Personal Services	0	0	49,542	50,000	0	0
DHE	DPF	5AH1	235688 Super RAPIDS	520 Supplies and Maintenance	0	0	0	50,000	0	0
DHE	DPF	5AH1	235688 Super RAPIDS	550 Subsidies Shared Revenue	0	0	62,576,029	8,400,000	0	0
DHE	DPF	5AO1	235613 Northeast Ohio Medical University Dental School	550 Subsidies Shared Revenue	0	0	4,000,000	0	0	0
DHE	DPF	5D40	235675 Conference/Special Purposes	500 Personal Services	157,757	11,057	0	0	0	0
DHE	DPF	5D40	235675 Conference/Special Purposes	510 Purchased Personal Services	187,548	14,781	0	0	100,000	100,000
DHE	DPF	5D40	235675 Conference/Special Purposes	520 Supplies and Maintenance	123,002	15,343	22,119	0	25,000	25,000
DHE	DPF	5D40	235675 Conference/Special Purposes	595 Transfers and Non-Expense	325	750,100	0	0	0	0
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	500 Personal Services	68,172	65,842	64,261	84,300	88,094	94,820
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	510 Purchased Personal Services	97,745	75,542	70,777	347,700	347,700	347,700
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	520 Supplies and Maintenance	2,750	16,952	36,020	95,150	95,150	95,150
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	550 Subsidies Shared Revenue	289,019	135,981	0	875,000	875,000	875,000
DHE	DPF	5FR0	235650 State and Non-Federal Grants & Award	595 Transfers and Non-Expense	0	0	22,813	0	0	0
DHE	DPF	5HC8	659698 BOR Home and Community Based Services	550 Subsidies Shared Revenue	0	0	12,939,752	0	0	0
DHE	DPF	5JC0	235649 Co-Op Internship Program	550 Subsidies Shared Revenue	200,000	200,000	0	0	0	0
DHE	DPF	5NH0	235517 Talent Ready Grant Program	550 Subsidies Shared Revenue	3,500,000	3,313,000	9,892,026	10,000,000	10,000,000	10,000,000
DHE	DPF	5P30	235663 Variable Savings Plan	500 Personal Services	2,484,880	2,376,503	2,340,798	2,905,761	2,914,912	3,019,562
DHE	DPF	5P30	235663 Variable Savings Plan	510 Purchased Personal Services	2,877,874	2,733,226	3,481,379	3,490,264	3,413,403	3,447,592
DHE	DPF	5P30	235663 Variable Savings Plan	520 Supplies and Maintenance	1,944,200	1,945,766	1,848,812	2,017,886	2,175,719	2,023,380
DHE	DPF	5P30	235663 Variable Savings Plan	530 Equipment	38,306	48,918	93,737	108,123	18,000	31,500
DHE	DPF	5RA0	235616 Workforce and Higher Education Programs	550 Subsidies Shared Revenue	1,000,000	1,000,000	0	0	0	0
DHE	DPF	5UK0	235594 OhioCorps Pilot Program	500 Personal Services	50,000	0	0	0	0	0
DHE	DPF	5UK0	235594 OhioCorps Pilot Program	550 Subsidies Shared Revenue	100,000	0	0	0	0	0
DHE	DPF	5Y50	235618 State Need-based Financial Aid Reconciliation	550 Subsidies Shared Revenue	692,885	0	0	0	0	0
DHE	DPF	5YD0	235494 Second Chance Grant Program	550 Subsidies Shared Revenue	635,480	2,304,000	1,976,243	2,000,000	2,000,000	2,000,000
DHE	DPF	5ZY0	235592 Grow Your Own Teacher Program	500 Personal Services	0	0	30,975	81,483	85,098	87,960
DHE	DPF	5ZY0	235592 Grow Your Own Teacher Program	520 Supplies and Maintenance	0	0	0	5,056	5,056	5,056
DHE	DPF	5ZY0	235592 Grow Your Own Teacher Program	550 Subsidies Shared Revenue	0	0	0	513,461	6,909,846	6,906,984
DHE	DPF	6450	235664 Guaranteed Savings Plan	500 Personal Services	626,852	593,969	587,841	729,667	744,201	771,606
DHE	DPF	6450	235664 Guaranteed Savings Plan	510 Purchased Personal Services	124,274	137,873	139,697	289,048	238,926	242,455
DHE	DPF	6450	235664 Guaranteed Savings Plan	520 Supplies and Maintenance	139,466	80,002	65,945	82,816	125,004	92,571
DHE	DPF	6450	235664 Guaranteed Savings Plan	530 Equipment	3,588	11,298	4,359	8,600	2,000	3,500
DHE	DPF	6820	235606 Nursing Loan Program	500 Personal Services	67,284	73,066	79,108	82,890	87,383	90,656
DHE	DPF	6820	235606 Nursing Loan Program	510 Purchased Personal Services	2,288	1,354	1,317	1,831	1,831	1,831

Agency	Fund Group	Fund Code	ALI	Account	Actual			Estimate	Request	
					FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
DHE	DPF	6820	235606 Nursing Loan Program	520 Supplies and Maintenance	3,662	3,854	4,049	4,913	4,913	4,913
DHE	DPF	6820	235606 Nursing Loan Program	550 Subsidies Shared Revenue	753,464	667,613	593,216	1,110,366	1,109,603	1,112,944
				DPF Total	**16,860,705**	**17,302,240**	**101,720,756**	**34,174,354**	**32,335,529**	**32,376,683**
DHE	FED	3120	235577 Education, Research, Development and Dissemination	500 Personal Services	1,276	0	0	0	0	0
DHE	FED	3120	235611 Gear-up Grant	500 Personal Services	136,967	199,128	216,105	233,004	244,318	252,829
DHE	FED	3120	235611 Gear-up Grant	510 Purchased Personal Services	33,316	88,120	170,557	459,415	200,000	200,000
DHE	FED	3120	235611 Gear-up Grant	520 Supplies and Maintenance	8,495	26,768	56,240	137,169	75,000	75,000
DHE	FED	3120	235611 Gear-up Grant	550 Subsidies Shared Revenue	1,455,391	1,898,252	1,681,780	2,126,412	2,436,682	2,428,171
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	500 Personal Services	524,038	377,994	340,843	452,655	474,594	491,180
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	510 Purchased Personal Services	407,337	498,081	466,378	692,365	692,365	692,365
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	520 Supplies and Maintenance	35,896	44,978	39,459	54,980	54,980	54,980
DHE	FED	3120	235612 Carl D. Perkins Grant/Plan Administration	590 Judgments, Settlements & Bonds	0	0	0	150,000	150,000	150,000
DHE	FED	3120	235641 Aspire - Federal	500 Personal Services	440,542	408,201	493,356	586,354	913,164	945,432
DHE	FED	3120	235641 Aspire - Federal	510 Purchased Personal Services	188,700	175,185	177,795	47,695	50,000	50,000
DHE	FED	3120	235641 Aspire - Federal	520 Supplies and Maintenance	75,911	276,037	208,244	229,655	230,000	230,000
DHE	FED	3120	235641 Aspire - Federal	550 Subsidies Shared Revenue	15,122,010	17,348,591	17,095,445	17,736,296	17,803,635	17,771,367
DHE	FED	3120	235669 Articulation and Transfer	500 Personal Services	9,698	1,079	0	0	0	0
DHE	FED	3120	235669 Articulation and Transfer	510 Purchased Personal Services	140,000	81,690	49,700	150,000	150,000	150,000
DHE	FED	3120	235669 Articulation and Transfer	520 Supplies and Maintenance	0	648	82,311	150,000	150,000	150,000
DHE	FED	3BG0	235651 Gear Up Grant Scholarships	550 Subsidies Shared Revenue	1,429,188	1,391,831	1,179,363	3,100,000	3,100,000	3,100,000
DHE	FED	3HQ0	235509 GEER Higher Education Initiatives	510 Purchased Personal Services	281,270	648,008	0	0	0	0
DHE	FED	3HQ0	235509 GEER Higher Education Initiatives	520 Supplies and Maintenance	795	0	0	0	0	0
DHE	FED	3HQ0	235509 GEER Higher Education Initiatives	550 Subsidies Shared Revenue	7,255,499	14,806,216	4,768,101	0	0	0
DHE	FED	3HQ0	235512 Governor Emergency Education Relief - Higher Education Mental Health	550 Subsidies Shared Revenue	3,929,228	3,498,797	0	0	0	0
DHE	FED	3N60	235658 John R. Justice Student Loan Repayment Program	500 Personal Services	3,090	0	0	7,090	7,090	7,090
DHE	FED	3N60	235658 John R. Justice Student Loan Repayment Program	550 Subsidies Shared Revenue	51,456	52,640	123,550	120,910	120,910	120,910
				FED Total	**31,530,102**	**41,822,244**	**27,149,228**	**26,434,000**	**26,852,738**	**26,869,324**
DHE	GRF	GRF	235321 Operating Expenses	500 Personal Services	4,320,103	4,562,926	5,180,550	5,762,009	6,616,530	6,844,121
DHE	GRF	GRF	235321 Operating Expenses	510 Purchased Personal Services	385,311	449,849	1,716,860	1,850,727	1,850,727	1,850,727
DHE	GRF	GRF	235321 Operating Expenses	520 Supplies and Maintenance	867,348	753,546	982,169	772,994	772,994	772,994
DHE	GRF	GRF	235321 Operating Expenses	530 Equipment	38,250	40,217	59,773	58,270	58,270	58,270
DHE	GRF	GRF	235402 Sea Grants	550 Subsidies Shared Revenue	299,250	299,250	308,000	317,000	308,000	308,000
DHE	GRF	GRF	235406 Articulation and Transfer	500 Personal Services	337,108	332,214	302,559	308,772	389,111	401,572
DHE	GRF	GRF	235406 Articulation and Transfer	510 Purchased Personal Services	338,718	348,342	361,761	407,541	407,541	407,541
DHE	GRF	GRF	235406 Articulation and Transfer	520 Supplies and Maintenance	46,026	57,039	47,861	98,733	98,733	98,733
DHE	GRF	GRF	235406 Articulation and Transfer	550 Subsidies Shared Revenue	1,103,678	1,146,066	1,354,711	1,409,954	1,374,115	1,407,044
DHE	GRF	GRF	235408 Midwest Higher Education Compact	510 Purchased Personal Services	115,000	115,000	115,000	118,000	115,000	115,000
DHE	GRF	GRF	235413 Computer Science	500 Personal Services	0	0	50,000	0	0	0
DHE	GRF	GRF	235413 Computer Science	550 Subsidies Shared Revenue	0	0	3,950,000	4,000,000	4,004,863	4,006,508
DHE	GRF	GRF	235414 Grants and Scholarship Administration	500 Personal Services	568,048	611,581	822,829	839,377	877,149	944,120
DHE	GRF	GRF	235414 Grants and Scholarship Administration	510 Purchased Personal Services	256,783	241,741	118,097	109,007	109,007	109,007
DHE	GRF	GRF	235414 Grants and Scholarship Administration	520 Supplies and Maintenance	32,724	37,491	42,955	45,616	45,616	45,616
DHE	GRF	GRF	235414 Grants and Scholarship Administration	595 Transfers and Non-Expense	103	0	0	0	0	0
DHE	GRF	GRF	235417 Technology Maintenance and Operations	500 Personal Services	205,659	213,938	243,049	217,972	1,044,852	1,080,774
DHE	GRF	GRF	235417 Technology Maintenance and Operations	510 Purchased Personal Services	1,663,679	2,041,616	1,945,632	2,560,114	2,060,114	2,060,114
DHE	GRF	GRF	235417 Technology Maintenance and Operations	520 Supplies and Maintenance	25,413	37,002	54,075	113,862	58,862	58,862
DHE	GRF	GRF	235417 Technology Maintenance and Operations	550 Subsidies Shared Revenue	1,413,725	1,433,052	2,155,052	2,816,104	1,356,568	1,328,647

Agency	Fund Group	Fund Code	ALI	Account	Actual FY 2022	Actual FY 2023	Actual FY 2024	Estimate FY 2025	Request FY 2026	Request FY 2027
DHE	GRF	GRF	235419 Mental Health Support	510 Purchased Personal Services	0	0	26,250	0	0	0
DHE	GRF	GRF	235419 Mental Health Support	550 Subsidies Shared Revenue	0	0	9,930,655	10,000,000	10,000,000	10,000,000
DHE	GRF	GRF	235425 Ohio Work Ready Grant	550 Subsidies Shared Revenue	0	0	9,635,147	10,000,000	9,635,147	9,635,147
DHE	GRF	GRF	235428 Appalachian New Economy Partnership	550 Subsidies Shared Revenue	4,041,600	4,041,600	4,243,000	4,455,000	4,455,000	4,455,000
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	500 Personal Services	581,163	669,663	684,658	713,565	745,674	768,044
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	510 Purchased Personal Services	188,321	201,421	239,714	283,988	283,988	283,988
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	520 Supplies and Maintenance	22,576	49,556	57,181	76,734	76,734	76,734
DHE	GRF	GRF	235438 Choose Ohio First Scholarship	550 Subsidies Shared Revenue	16,240,573	16,082,553	19,815,516	30,925,713	28,941,193	28,941,360
DHE	GRF	GRF	235443 Aspire - State	550 Subsidies Shared Revenue	7,083,344	7,083,344	7,083,000	7,083,000	7,083,000	7,083,000
DHE	GRF	GRF	235444 Ohio Technical Centers	550 Subsidies Shared Revenue	20,802,939	21,291,040	21,929,357	22,587,316	22,000,000	22,000,000
DHE	GRF	GRF	235444 Ohio Technical Centers	595 Transfers and Non-Expense	507,181	519,080	534,643	550,684	464,000	464,000
DHE	GRF	GRF	235474 Area Health Education Centers Program Support	550 Subsidies Shared Revenue	873,000	873,000	899,000	900,000	899,000	899,000
DHE	GRF	GRF	235475 Campus Security Support Program	500 Personal Services	0	0	0	75,000	75,000	75,000
DHE	GRF	GRF	235475 Campus Security Support Program	550 Subsidies Shared Revenue	0	0	0	1,925,000	1,925,000	1,925,000
DHE	GRF	GRF	235476 Campus Student Safety Grant Program	500 Personal Services	0	0	0	25,000	25,000	25,000
DHE	GRF	GRF	235476 Campus Student Safety Grant Program	520 Supplies and Maintenance	0	0	0	5,000	5,000	5,000
DHE	GRF	GRF	235476 Campus Student Safety Grant Program	550 Subsidies Shared Revenue	0	0	0	970,000	970,000	970,000
DHE	GRF	GRF	235492 Campus Safety and Training	500 Personal Services	152,080	156,257	165,442	168,171	175,738	189,010
DHE	GRF	GRF	235492 Campus Safety and Training	510 Purchased Personal Services	207,240	394,408	247,985	350,678	292,615	284,644
DHE	GRF	GRF	235492 Campus Safety and Training	520 Supplies and Maintenance	6,310	11,000	12,363	10,781	12,781	12,781
DHE	GRF	GRF	235492 Campus Safety and Training	550 Subsidies Shared Revenue	26,600	59,183	171,850	170,370	175,370	175,515
DHE	GRF	GRF	235495 Northeast Ohio Medical University Dental School	550 Subsidies Shared Revenue	0	1,000,000	0	0	0	0
DHE	GRF	GRF	235501 State Share of Instruction	550 Subsidies Shared Revenue	2,054,632,520	2,073,715,806	2,094,658,776	2,121,751,939	2,098,704,372	2,098,704,372
DHE	GRF	GRF	235504 War Orphans and Severely Disabled Veterans' Children Scholarships	550 Subsidies Shared Revenue	14,239,330	14,930,779	17,486,342	20,600,000	25,000,000	30,000,000
DHE	GRF	GRF	235505 State Share of Instruction Reconciliation	550 Subsidies Shared Revenue	0	0	2,441,115	0	0	0
DHE	GRF	GRF	235507 OhioLINK	550 Subsidies Shared Revenue	5,654,164	5,752,427	6,140,000	6,447,000	6,447,000	6,447,000
DHE	GRF	GRF	235508 Air Force Institute of Technology	550 Subsidies Shared Revenue	1,824,219	1,863,387	2,000,000	2,000,000	2,000,000	2,000,000
DHE	GRF	GRF	235510 Ohio Supercomputer Center	550 Subsidies Shared Revenue	4,294,160	4,422,984	4,844,000	5,086,000	5,086,000	5,086,000
DHE	GRF	GRF	235511 The Ohio State University Extension Service	550 Subsidies Shared Revenue	24,563,453	24,761,619	25,504,000	26,269,000	25,504,000	25,504,000
DHE	GRF	GRF	235514 Central State Supplement	550 Subsidies Shared Revenue	11,551,202	11,685,515	12,036,000	12,397,000	12,036,000	12,036,000
DHE	GRF	GRF	235515 Case Western Reserve University School of Medicine	550 Subsidies Shared Revenue	2,038,940	2,038,940	2,100,000	2,163,000	2,100,000	2,100,000
DHE	GRF	GRF	235519 Family Practice	550 Subsidies Shared Revenue	3,007,876	3,007,876	3,098,000	3,191,000	3,098,000	3,098,000
DHE	GRF	GRF	235520 Shawnee State Supplement	550 Subsidies Shared Revenue	4,636,500	5,409,250	9,000,000	9,000,000	9,000,000	9,000,000
DHE	GRF	GRF	235525 Geriatric Medicine	550 Subsidies Shared Revenue	496,043	496,043	511,000	526,000	511,000	511,000
DHE	GRF	GRF	235526 Primary Care Residencies	550 Subsidies Shared Revenue	1,425,000	1,425,000	1,468,000	1,512,000	1,468,000	1,468,000
DHE	GRF	GRF	235530 Governor's Merit Scholarship	550 Subsidies Shared Revenue	0	0	0	22,700,000	47,000,000	70,000,000
DHE	GRF	GRF	235533 Higher Education Program Support	550 Subsidies Shared Revenue	1,540,925	853,000	17,000,000	15,000,000	750,000	750,000
DHE	GRF	GRF	235535 Ohio Agricultural Research and Development Center	550 Subsidies Shared Revenue	35,785,072	36,086,454	37,169,000	38,284,000	37,169,000	37,169,000
DHE	GRF	GRF	235536 The Ohio State University Clinical Teaching	550 Subsidies Shared Revenue	9,185,494	9,185,494	9,461,000	9,745,000	9,461,000	9,461,000
DHE	GRF	GRF	235537 University of Cincinnati Clinical Teaching	550 Subsidies Shared Revenue	8,334,944	8,334,944	8,085,000	8,343,000	8,085,000	8,085,000
DHE	GRF	GRF	235538 University of Toledo Clinical Teaching	550 Subsidies Shared Revenue	5,888,670	5,888,670	6,065,000	6,247,000	6,065,000	6,065,000
DHE	GRF	GRF	235539 Wright State University Clinical Teaching	550 Subsidies Shared Revenue	2,860,830	2,860,830	4,447,000	4,535,000	4,447,000	4,447,000
DHE	GRF	GRF	235540 Ohio University Clinical Teaching	550 Subsidies Shared Revenue	2,765,651	2,765,651	2,849,000	2,934,000	2,849,000	2,849,000
DHE	GRF	GRF	235541 Northeast Ohio Medical University Clinical Teaching	550 Subsidies Shared Revenue	2,844,469	2,844,469	2,930,000	3,018,000	2,930,000	2,930,000
DHE	GRF	GRF	235543 Kent State University College of Podiatric Medicine Clinic Subsidy	550 Subsidies Shared Revenue	450,000	500,000	500,000	500,000	500,000	500,000
DHE	GRF	GRF	235546 Central State Agricultural Research and Development	550 Subsidies Shared Revenue	4,883,340	4,883,340	5,828,000	5,828,000	8,165,247	8,165,247
DHE	GRF	GRF	235548 Central State Cooperative Extension Services	550 Subsidies Shared Revenue	5,084,568	5,084,568	5,168,000	5,168,000	6,931,874	6,931,874

Agency	Fund Group	Fund Code	ALI	Account	Actual FY 2022	Actual FY 2023	Actual FY 2024	Estimate FY 2025	Request FY 2026	Request FY 2027
DHE	GRF	GRF	235552 Capital Component	550 Subsidies Shared Revenue	3,630,087	3,630,087	3,629,566	3,629,596	3,629,566	3,629,566
DHE	GRF	GRF	235555 Library Depositories	550 Subsidies Shared Revenue	1,310,702	1,326,762	1,100,000	900,000	1,100,000	1,100,000
DHE	GRF	GRF	235556 Ohio Academic Resources Network	550 Subsidies Shared Revenue	2,915,605	2,978,512	3,262,000	3,568,000	3,568,000	3,568,000
DHE	GRF	GRF	235558 Long-term Care Research	550 Subsidies Shared Revenue	309,035	309,035	318,000	327,000	318,000	318,000
DHE	GRF	GRF	235563 Ohio College Opportunity Grant	550 Subsidies Shared Revenue	104,983,742	112,392,548	157,772,084	197,300,000	159,528,879	159,528,879
DHE	GRF	GRF	235569 The Ohio State University College of Veterinary Medicine Supplement	550 Subsidies Shared Revenue	4,000,000	5,000,000	5,150,000	5,304,000	5,150,000	5,150,000
DHE	GRF	GRF	235572 The Ohio State University Clinic Support	550 Subsidies Shared Revenue	728,206	728,206	750,000	772,000	750,000	750,000
DHE	GRF	GRF	235578 Federal Research Network	550 Subsidies Shared Revenue	4,950,000	4,950,000	5,099,000	5,251,000	5,099,000	5,099,000
DHE	GRF	GRF	235585 Educator Preparation Programs	500 Personal Services	0	0	0	95,000	362,274	374,912
DHE	GRF	GRF	235585 Educator Preparation Programs	510 Purchased Personal Services	0	0	70,000	0	0	0
DHE	GRF	GRF	235585 Educator Preparation Programs	520 Supplies and Maintenance	0	0	0	5,000	5,000	5,000
DHE	GRF	GRF	235585 Educator Preparation Programs	550 Subsidies Shared Revenue	0	0	265,316	2,550,000	2,132,726	2,120,088
DHE	GRF	GRF	235591 Co-Op Internship Program	550 Subsidies Shared Revenue	788,300	872,700	1,135,000	1,215,000	165,000	165,000
DHE	GRF	GRF	235595 Commercial Truck Driver Student Aid Program	500 Personal Services	4,420	5,000	5,000	0	0	0
DHE	GRF	GRF	235595 Commercial Truck Driver Student Aid Program	550 Subsidies Shared Revenue	0	2,378,503	3,658,846	2,550,000	2,550,486	2,550,651
DHE	GRF	GRF	235598 Rural University Program	550 Subsidies Shared Revenue	400,000	400,000	412,000	424,000	412,000	412,000
DHE	GRF	GRF	235599 National Guard Scholarship Program	550 Subsidies Shared Revenue	22,801,894	18,629,379	17,022,622	19,250,000	18,399,750	18,399,750
DHE	GRF	GRF	2355A1 FAFSA Support Teams	550 Subsidies Shared Revenue	0	0	0	1,000,000	1,000,000	1,000,000
DHE	GRF	GRF	2355A3 Campus Community Grant Program	500 Personal Services	0	0	0	60,000	60,000	60,000
DHE	GRF	GRF	2355A3 Campus Community Grant Program	520 Supplies and Maintenance	0	0	0	4,000	4,000	4,000
DHE	GRF	GRF	2355A3 Campus Community Grant Program	550 Subsidies Shared Revenue	0	0	0	936,000	936,000	936,000
DHE	GRF	GRF	235909 Higher Education General Obligation Bond Debt Service	595 Transfers and Non-Expense	324,738,589	298,721,240	248,294,999	275,000,000	248,294,999	248,294,999
				GRF Total	**2,742,297,802**	**2,746,271,993**	**2,824,220,362**	**2,966,567,587**	**2,888,561,465**	**2,916,939,211**
				BOR Total	**2,798,619,100**	**2,813,178,542**	**2,961,015,987**	**3,035,175,941**	**2,955,749,732**	**2,984,185,218**

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 staffing levels to serve Ohio's colleges and universities. This ALI serves as the main operating support 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Payroll increases account for the primary increase of this ALI, in both years of the biennium. There is a desire to increase staffing, as the work done by ODHE staff has grown, but staffing levels have not kept pace over the last three biennia. This request reflects increased staffing to support work that is already on-going.

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.

This ALI includes a $1.2 million earmark for the on-going work of OH-Tech, which is critical to cybersecurity for ODHE, Ohio Tuition Trust Authority (OTTA), and the Ohio Articulation & Transfer Network.

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 (OSU) Ohio Sea Grant program, a statewide program located (1) in numerous counties within the Lake Erie Watershed, (2) on OSU's Columbus Campus, and (3) with a large component at Stone Lab on Gibraltar Island (OSU's Island Campus). The Sea Grant program and Stone Lab report up through OSU's College of Food, Agricultural and Environmental Sciences (CFAES) to leverage Extension and research resources to address issues impacting Lake Erie, the Lake Erie watershed and occasionally the Ohio River. CFAES, and this ALI support from the legislature, contribute the required federal match to host the Ohio Sea Grant Program in Ohio. Ohio Sea Grant is one of 34 state-based programs located across the United States's in coastal communities; i.e., Great Lakes, Atlantic, Pacific, and Gulf Coast States. The program also works closely with other public and private academic institutions within the state to implement a vast array of research and outreach programs that address Great Lakes water quality, coastal health, and coastal economies.

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 ALI funds leverage a significantly greater amount of federal funds ($1 of federal funds award for $0.50 of state match). Approximately 40% of our federal Sea Grant 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, e.g., chemical pollutants, invasive species, excess nutrients, harmful algal blooms (HAB), dredging, etc. This line item supports the communication efforts, products, and resources to communicate these research efforts. This ensures that research results can be broadly communicated to individuals living in Lake Erie's watershed, state agencies, and state decision makers helping to manage Ohio's resources. Occasionally, these funds also support (1) programming of Sea Grant extension educators located across the coastline, (2) communication to highlight lake-based field trips for young students and (3) conferences for various 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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 235402 Sea Grants

One of the main goals of this program is to improve water quality and the livelihoods of coastal residents throughout the state of Ohio by (1) educating elected officials, the public, and other constituents and (2) holding outreach events for the public. These activities are all in line with the Governor's priorities and our state agency's mission to improve water quality throughout Ohio's water bodies. Our communication work is even more important today given the efforts of Governor DeWine's and the legislature's H2Ohio Initiative and the states continued investment in the Ohio Department of Higher Education's Harmful Algal Bloom Research Initiative. This state funded HAB research is in addition to our federal NOAA/Sea Grant support, and therefore requires a state investment in elevated communication efforts to ensure research efforts and resolutions are conveyed broadly.

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 Assurance Guides (CTAGs); pathways to technical associate degrees for Registered Apprenticeship programs; the awarding of college credit for college-level learning through prior learning assessments (PLA); Advanced Placement (AP); College-Level Examination Program (CLEP) exams; Ohio Guaranteed Transfer Pathways (OGTP); improved curricular pathways through Transfer Assurance Guides (TAGs), creation of additional curricular pathways for Mathematics through the Ohio Mathematics Initiative (OMI); revisions to the Ohio Transfer 36 / General Education (GE) that incorporates a 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 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 constantly changing and progressing to make credits increasingly transferable between 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.

Programmatic planning, personnel, software purchases, development and maintenance, technology upgrades, 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Increase is due to cost of living adjustments to payroll.

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

Our work facilitates the development of statewide curricula for workforce needs. It plays a vital role in workforce development for the state.

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 FY26 and FY27.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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 235413 Computer Science

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

Computer Science, ALI 235413 supports the Teach CS program established in Ohio Revised Code Section 3333.129. This program provides funding for coursework, materials, and examinations to support an increasing number of existing teachers who are qualified to teach computer science through one of the following:

• a supplemental license with a mentorship-based pathway for existing teachers,
• a university endorsement program with a coursework pathway for existing teachers,
• an alternative resident educator licensure pathway for industry experts and non-teachers, and
• a continuing education program with professional development for existing generalist teachers in PK-12 who are seeking advanced content knowledge.

A request for an applications process was created for colleges and universities and educational service centers (ESCs) who desired to partner with ODHE to provide funding for the activities of Teach CS. After two RFAs were issued, all $8 million was encumbered and awards were made to 11 institutions of higher education and six ESCs.

Currently, hundreds of teachers are enrolled in the programs listed above. Enrollment is expected to increase in the 2025 Spring term.

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 costs supported by this ALI are driven by the cost of the activities supported by the Teach CS program. ODHE does not directly control the costs for these activities. For example, the cost of an endorsement program depends on the cost per credit hour at the college or university offering the endorsement. The grant can also be used to cover materials that a teacher would need to obtain licensure or complete the activity. This can include textbooks, technology, and software codes. Finally, Teach CS funding can be used to pay for the cost of the exam. Currently the Ohio Assessment for Educators Computer Science exam costs $109. The grants awarded to institutions of higher education set forth the allowable expenditures within a grant agreement.

The distribution methodology is that ODHE provides grants to institutions of higher education ESC's and those grantees select the participants in the program and use the funding provided by our agency to support the activities of 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

ALI Q&A for 235413 Computer Science

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

The State Committee on Computer Science was co-chaired by Chancellor Mike Duffey and John Wiseman from the Ohio Department of Education and Workforce. The report of that committee had several recommendations to elevate computer science education in Ohio. The Teach CS program is a recommendation of the committee. We know that to increase the access and quality of computer science education in Ohio, we need to increase the number of teachers qualified to teach this important subject. This program is instrumental in reaching that goal.

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.

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 College Adoption Grant, Governor's Merit Scholarship, John R. Justice Student Loan Repayment Program (JRJ), the Nurse Education Assistance Loan Program (NEALP), Ohio College Opportunity Grant (OCOG), Ohio National Guard Program, Ohio Work Ready Grant, Rural Practice Incentive Program, Safety Officers Memorial, Second Chance Grant, War Orphans Scholarship, and a portion of the Commercial Truck Driver's Student Aid Program and Grow Your Own Teacher 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is slightly below the OBM cap for FY26 and slightly above for FY27. Fluctuations are due to cost-of-living-adjusted payroll projections.

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

N/A

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.

Shared Infrastructure

The purpose of this program is to support operations and provide shared resources and services to the Ohio Department of Higher Education (ODHE), 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 130 business services and initiatives as well as 300 staff, 90 public institutions and technical centers, and 12,000 STEM research faculty in the following ways:
• 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. Newly developed services must be supported through PaaS
• Infrastructure as a Service (IaaS) is a form of computing, along with limited networking and storage, which is owned and hosted by SI
• 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

Specific services provided/included in HEI Critical Maintenance are:
• Data Integration Platform (data submission from Ohio colleges and universities) which supports student enrollment, course, financial aid, personnel, facilities, and finance
• Query and Report Consolidation (used by institutional data reporters and ODHE data analysts to validate data submissions)
• Data Warehouse (ODHE data analyst ability to analyze the data and create required reporting/ad-hoc capabilities)
• Data Transformation (data sharing with state agencies, external organizations, and Innovate Ohio Platform)
• Research data used for a variety of purposes that include higher education outcomes, funding formula (SSI), financial aid program support, policy analysis, and strategic planning.
• Tableau Business Intelligence Data Visualization service – Site administration, development, and workbook deployment is the responsibility of the team working with each Tableau site.

eTutoring
• The eTutoring program offers online tutoring and paper review for students at 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. This service is available to all Ohio public and private institutions of higher education.

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 137 business services are served through Shared Infrastructure with 34% 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

N/A

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

Other Information
• The number of business services supporting data has increased each year. Data management portfolio requires additional supplemental services; data classification, protection (encryption / DLP), documentation, catalog, and lineage. Security continues to layer into data services with the objective to utilize the classification and catalog during an incident response.
• 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). 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 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 is 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 service and programmatic options, expansion of wellbeing 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 the 2022-2023 academic year Ohio's public colleges and universities reported the top three services sought by students were counseling services, mental health education programs, and crisis intervention services with a median number of 325 students seeking mental health support. In addition, a national survey conducted by TimelyCare in 2022 found that 44% of college students report symptoms of depression, 37% report symptoms of anxiety, and 15% consider suicide. The increased need for services has left our campus counseling and wellness centers stretched thin. Through the mental health support funding provided by HB33, our public and private nonprofit institutions have been better equipped to increase access and reduce barriers to the needed mental health and wellness programs and services. On average our institutions were able to provide access to an additional 5 services or programs related to behavioral health and an additional 3 wellness programs and services. The funds have also allowed many institutions to create multiple avenues to assist students in getting the support they need when they are ready to take the step. Our institutions continue to identify needs and supportive mechanisms to better equip students to work towards their academic goals and enter the workforce. The mental health support funds provide resources to provide these opportunities where they are needed most.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

ALI Q&A for 235425 Ohio Work Ready 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.

The Ohio Work Ready Grant (OWRG), ALI 235425, provides financial assistance to students who demonstrate the highest levels of financial need. This fund provides grants to students who attend institutions of higher education that are generally not eligible for the Ohio College Opportunity Grant (OCOG) due to the lower cost associated with tuition and general fees.
OWRG is applicable to a student's total cost of attendance and award amounts are based on their level and program of enrollment. Students eligible for this grant are enrolled in programs that have been identified as "in-demand" or "critical" as determined by the Office of Workforce Transformation. Eligibility for OWRG is based on the federal funding methodology and tied to the Student Aid Index (SAI) as calculated from completing the Free Application for Federal Student Aid (FAFSA). These grants are restricted to students with an SAI of 3750 and below.

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.

Historically, Ohio students who have financial need have been eligible for the Ohio College Opportunity Grant (OCOG), but because that grant is limited to the cost of tuition and general fees, some students who attend institutions of higher education with lower direct costs have been left out of this benefit. The Ohio Work Ready Grant provides this needed funding to students who choose to attend lower-cost schools but still have high levels of financial need.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

One goal of the Ohio Work Ready Grant program is to expand access to higher education by bringing the cost of this education within reach of more Ohio students. The beneficiaries of this grant seek to obtain the most critical and in-demand certifications needed within the Ohio workforce while also being from families with the highest amounts of financial need.

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.

The Appalachian New Economy Workforce Partnership (ANEP) funds projects in all 88 counties, but the majority of work is concentrated in the 32 counties of Appalachian Ohio. The Voinovich School focuses our efforts on building regional economic opportunity through entrepreneurship and community revitalization activities. This includes:
• Economic and Business Development Services: The majority of ANEP funds directly support economic and business development activities, including the work of three Small Business Development Centers, nine APEX Accelerator offices, the EDA University Center, and targeted programs serving the needs of communities negatively impacted by declines in the coal industry, student entrepreneurs, social enterprises, and economic development professionals.

Smaller ANEP investments are made to support future economic growth by ensuring Ohio workers are healthy and have access to the education and infrastructure necessary to succeed:
• Improving Health: ANEP supports work to identify and eliminate barriers to health access and promote mental health, as well as prevent behavioral health problems such as teen drinking, drug addiction, overdose, suicide, and problem gambling.
• Expanding science, technology, engineering, math, and medical (STEMM) workforce education and training: ANEP-funded programs encourage Appalachian teens to pursue the careers of the future by organizing workshops, science fairs, internships, workforce training programs and online resources for teachers and their students.
• Building Regional Infrastructure: With support from ANEP, we bring together diverse stakeholders to plan for and build the infrastructure required to attract business investment, including up-to-date public water systems, broadband access, affordable housing, and energy.

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 significant portion of this appropriation is used as match to leverage federal awards that build capacity in the region. We use ANEP to pay a portion of staff time that co-funds projects sponsored by the Appalachian Regional Commission, U.S. Economic Development Agency, U.S. Small Business Administration, the U.S. Department of Energy, etc. Like every other sector of the economy, the work done with ANEP resources has been impacted by inflation and worker shortages. Further, as remote work has become more accepted, we are increasingly forced to offer nationally competitive wages to retain talent, staff and faculty research time to conduct economic development analyses for local communities, GIS mapping for drinking water access in the region, etc.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

During FY 2023 and FY 2024, Ohio University's Voinovich School leveraged more than $2 of private and federal funding for every $1 of ANEP money spent. This extends our ability to work with communities, agencies, and businesses to increase capacity, develop leaders, and improve the quality of life for all Ohioans. Selected impacts of this funding over the two years include:
• 8,646 government contracts worth $1.6 billion were awarded to clients of Ohio University's Procurement Technical Assistance Center (APEX Accelerator) which supports companies trying to obtain government contracts.
• Our Region 11 Small Business Development Center assisted with the start-up of 89 new businesses, creation / retention of 768 jobs, and capital infusion of more than $13 million during CY 2023.
• Development of two cutting-edge virtual reality training modules that allow safety force officers to safely practice responding to potentially dangerous situations. Winner of the 2023 national FBI innovation award, these modules are currently being used by the State to train 30,000+ Ohio law enforcement officers.
• 5,000+ high school and college students participating in tech camps, field trips, school visits, and other career exploration opportunities in fields ranging from computer coding and medicine to entrepreneurship and engineering.
• Coordination of a strategic planning process with 12 Appalachian school districts, Nationwide Children's Hospital, and others to explore strategies for meeting the health needs of local children. Results include the establishment of a school-based clinic servicing students at Logan Hocking Schools and the surrounding community.
• Development of a new Community Healthcare Worker (CHW) program qualifying participants for jobs that pay >$15 per hour after just 100 hours of training and an internship. CHWs help address the healthcare worker shortage by taking health histories, providing patient education, and otherwise freeing up nurses for higher level tasks.
• Establishing the first Recovery Community Organization (RCO) in Southeast Ohio, providing a hub for the development of volunteer-run sobriety programs. Successes so far include:
o establishing the first Narcotics Anonymous groups in Nelsonville and Glouster;
o assisting with the start-up of RCOs in Franklin, Delaware, and Meigs Counties; and
o becoming the leading local distributor of Narcan and drug test strips, key tools in the prevention of accidental overdose.
As in previous years, investment in ANEP will result in measurable impact on economic development, workforce training, infrastructure expansion, leadership capacity, and statewide health and wellbeing.

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 4,400 students each year who are attending one of COFSP's 64 participating institutions. Students receive multi-year scholarships which average $4,300 per year at four-year institutions and $2,300 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 4,361 STEM students in AY23. This includes 1,988 students who were first-time Choose Ohio First scholarship recipients; 47.4% of those first-time COF scholarship recipients were students who had previously participated in the College Credit Plus program.

In FY23, more than 155 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 Creer Resource Navigator (formerly Workforce Success Measures) reported that 78% of Choose Ohio First's public college and university completers, from AY19 were working in Ohio and/or enrolled in a U.S. higher education institution 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 64 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

ALI Q&A for 235438 Choose Ohio First Scholarship

Request is flat to OBM caps.

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 AY23, $17.2 million was awarded and disbursed to 4,361 Choose Ohio First Scholars attending an Ohio college or university. Participating institutions reported matching contributions totaling $50.9 million to support Choose Ohio First Scholars.

ALI Q&A for 235443 Aspire - 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 Aspire-State line-item 235443 supports some funding for the Title II Adult Education program referred to as Aspire in Ohio. It supports eligible local providers which include K-12 School Districts, career and technical centers, community-based organizations, community colleges, 4-year colleges and universities, 1 public library system, and 1 local JFS center. The local providers offering programming at no-cost to students which includes upskilling and basic skills remediation, covering areas such as math, reading, writing, speaking, comprehension, digital literacy, and workforce preparation skill development. In addition, other services offered include English language acquisition for English Language Learners and career navigation services to help students prepare for postsecondary education and/or employment. Many of our local providers offer Integrated Education and Training programming which may expand student career pathways and allow for participants to earn a credential and/or enter the workforce. Eligible students (typically 19+) can attend in-person classes or participate in virtual synchronous courses where available. Students also may participate in Distance Education offerings outside of their traditional 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 line-item 235641 (Aspire-Federal). DHE awarded Aspire federal and state funds to 55 local grantees on July 1st of 2024 after going through a robust competitive grant process. The 3-year grant will cover SFY2025-2027. USDOE uses a statistical adjustment model and other factors to allocate grants to states and territories. Ohio saw a small increase in federal funding on July 1st. Federal State Leadership funds are also awarded for a data management system and for one organization to coordinate professional development activities 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

GRF 235443 provides the State's Maintenance of Effort. Although this program, originally known as ABLE – Adult Basic and Literacy Education, its name has changed to Aspire in 2017. DHE has requested 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 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

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 49 Ohio Technical Centers (OTC) annually serve thousands of students, 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.

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. The focus for institutions to provide cutting edge learning opportunities for students as well as new innovative programming needed to support the ever-growing industry and other business developments 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

N/A

ALI Q&A for 235444 Ohio Technical Centers

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, Memorandum(s) of Understanding, 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 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

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

N/A

ALI Q&A for 235475 Campus Security Support 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 program was created in SB 94 passed earlier this year and requires ongoing funding to continue. The line item is used to carry out a grant program awarding funds to institutionally sanctioned student organizations affiliated with communities that are at risk for increased threats of violent crime, terror attacks, hate crimes, or harassment. It aims to help them enhance security measures and increase student safety. It is also used by ODHE to administer 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.

Because this is a new program, SB 94 only provided funding for FY 25 in the amount of $2 million. To continue the program, additional funds are necessary for future years. Once the program is more fully underway, ODHE will have a better sense of the need and number of programs applying for funds and how this could drive future funding requests.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

ALI Q&A for 235476 Campus Student Safety Grant 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 was created in SB 94 passed earlier this year as part of the CAMPUS Act designed to protect students from minority religious and ethnic backgrounds. It provides grants to institutions to enhance security measures and ensure student safety at on- and off-campus locations.

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.

Because this is a new program, SB 94 only provided funding for FY 25 in the amount of $1 million. To continue the program, additional funds are necessary for future years. Once the program is more fully underway, ODHE will have a better sense of the need and number of programs applying for funds and how this could drive future funding requests.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

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 training, education, evaluation and coaching, Title IX specific trainings for Coordinators, decision-makers, and investigators, data collection and reporting, toolkit resource development and resources to engage internal and external stakeholders. Ohio's efforts over the past 9 years are leading the way to make campuses safe for all members of the campus 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.

ALI Q&A for 235492 Campus Safety and Training

There are several factors that drive the costs associated with this ALI including, but not limited to, uncertainty surrounding the current federal Title IX regulations. Ohio institutions of higher education remain in a holding pattern while the current injunction against the current regulations works its way through the federal courts. Regardless of the outcome, once a determination has been made as to how to move forward with regards to the federal regulations, updated training and support for new and continuing employees will be needed. This will require a significant amount of support in the form of qualified subject matter experts to provide training and resources to make sure Title IX Coordinators, investigators, and decision-makers are appropriately implementing the regulations in accordance with federal and state laws.

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 20.24% of students at 4-year public universities experience sexual harassment and 15.88% of students at the same institutions reporting they have experienced sexual assault in the 2022-2023 academic year. Our institutions (public and private) continue to respond to the prevention and response training needs for students, faculty, staff, and campus law enforcement through a community-level approach. The community-level approach seeks to assist our institutions in their efforts to address shared risk and protective factors across multiple areas including sexual violence, alcohol and substance use, hazing, and wellness. By providing our institutions with the training and resources to address these shared factors we are empowering them to move beyond traditional training and education efforts to expand their reach. This approach aims to support our institutions to work collaboratively in order to reduce harm and promote safer campus communities.

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 specific to sexual violence:

• 99% are implementing prevention programs
• 99% are implementing response programs
• 88% are communicating a culture of shared respect and responsibility through awareness campaigns
• 87% are meeting regularly with campus and community partners, including law enforcement, to address coordinated response protocols and efforts

On-going support from the state budget will help us identify ways in which to strengthen and expand partnerships with internal and external stakeholders and will support our efforts to effect community-level change to harmful cultures, behaviors and attitudes which lead to violent behaviors.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

ALI Q&A for 235492 Campus Safety and Training

Request is flat to OBM cap.

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

N/A

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, which still includes Eastern Gateway since they are still receiving SSI funding.

SSI funding provides operating support to public colleges and universities that allows in-state students to these institutions to pay a reduced tuition rate, and thus providing them easier access to higher education. 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

Also included in this line item is funding earmarked for the Opportunities for Ohioans with Disabilities Agency for the Colelge2Careers Program. The amount funded in FY25 is $2M.

ALI Q&A for 235504 War Orphans and Severely Disabled Veterans' Children 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 79% 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 825 in FY14 to 2,221 in FY24. 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

FY25 scholarships cover 79% of the instructional and general fees at public colleges and universities. The requested increase in funding will accommodate the anticipated growth in scholarships and modest tuition increases over the next biennium. However, this amount may not provide for full scholarships as there continues to be an incline in eligible families. Even with this significant increase in funding, the scholarship amount may remain 79% 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.

N/A

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 advances teaching, learning, research, and the growth of Ohio's knowledge-based economy through cost-effective, equitable access to higher education scholarly resources. OhioLINK is Ohio's academic library consortium, comprised of 115 libraries at 87 institutions, serving over 800,000 students, faculty, researchers, and 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 of individual libraries. OhioLINK also facilitates statewide book borrowing among member libraries and manages collaborative efforts aimed at reducing the cost of higher education.

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: OhioLINK leverages its consortial power in negotiating on behalf of Ohio's academic libraries for greatly reduced pricing. In 2023, OhioLINK negotiated an annual savings of $1.3 billion dollars in electronic content— a 97% discount. The OhioLINK Digital Library Collection includes:
Research databases: This collection covers a wide variety of academic disciplines that are heavily used by undergraduates and College Credit Plus (CCP) students. In 2023, users downloaded more than 4.2 million items.
The OhioLINK Electronic Journal Center (EJC): This platform offers users online access to millions of the latest research articles from top journals covering a wide range of subject areas. Members downloaded more than 16.6 million articles in 2023.
• The OhioLINK Electronic Book Center (EBC): The e-book collection contains over 200,000 academic titles. Members downloaded 16.8 million books or chapters in 2023. This content is used for student/faculty research and as course material. It also allows institutions to meet accreditation requirements.
• OhioLINK Central Catalog: OhioLINK manages the software for a shared catalog of 38 million items among its member libraries and has delivered more than 600,000 items through its print lending program from FY20-FY24.
• Statewide delivery of shared catalog print materials: OhioLINK faculty and students borrow more than 150,000 books each year across member libraries.
• 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. Ohio students have avoided paying more than $24 million for textbooks by using these teaching materials.
• 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 8 million full-text documents were downloaded in 2023.
• User Discovery layer and link resolver: OhioLINK provides expertise and technology so that users can quickly and easily find and access the high-quality information they need.
• Technical support for OhioLINK's e-resources: OhioLINK provides expertise to manage the technology and maintain access for its member-facing e-resources such as cataloging/metadata, authentication, locally hosted resources, data preservation, data analysis, and troubleshooting.
• eTutoring: OhioLINK manages a program that provides online tutoring for undergraduates and CCP students in a wide range of subject areas, as well as writing reviews at 21 participating institutions. These services are free of charge to students

ALI Q&A for 235507 OhioLINK

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.

Central Office Staffing
• OhioLINK's budget covers central office staffing which supports organizational initiatives, member support, technical support, and management for procured resources, management of shared print resources, and content negotiation/contract management and acquisitions. It also supports member content needs/costs, courier costs for shared print materials, and IT costs.
Procured Research Content
• Library content and course materials are necessary for institutional accreditation and to support learning and research. 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.
OhioLINK shares in the cost of the electronic content purchased for member libraries by providing approximately a 20% annual subsidy.

Statewide Courier Program Transportation of Shared Print
• Sharing locally purchased print content across OhioLINK libraries allows access to books from libraries across the state, leveraging library budgets and owned material efficiently. Borrowing to fulfill a patron request costs significantly less than purchasing the book—or even borrowing outside the OhioLINK network. There is a positive ROI for the statewide delivery program because libraries can avoid procuring local copies. The value of OhioLINK's print lending in 2023 was calculated to be $8,201,182 .

Transportation costs needed to transport materials continue to be significant. For FY24, the cost was $1,458,609. To minimize this cost, OhioLINK works with the State Library of Ohio to manage a single delivery network, taking advantage of the statewide scale. With this joint contract, OhioLINK only pays for services provided to OhioLINK libraries.

Student Support for Affordable Course Materials and Academic Success
• OhioLINK Affordable Learning Initiative supports the cost reduction of course materials for students through: 1) the negotiation and renewal of contracts with major textbook publishers for pricing discounts on Inclusive Access (or "first day") electronic textbooks and 2) Supporting efforts/programs that help faculty create and adopt Open Educational Resources (OER). Since 2022, OhioLINK Course Redesign Grants have helped 116 faculty from 46 member institutions learn about teaching with Open Educational Resources (OER). In 2023, OhioLINK provided scholarships to expand faculty access to OER-specialist librarians. These programs require administrative support in the form of negotiation and contract management; expertise in course and syllabus creation/management; outreach; and technical support.

OhioLINK's eTutoring program pulls together shared tutors from participating OhioLINK institutions and supports the tutoring needs of Ohio undergraduate and CCP students. Administrative and service platform costs for this program increase as the program adds participating institutions and students.

Cost of Information Technology
• Beyond the costs mentioned above, OhioLINK costs relate to Information Technology services and software.

ALI Q&A for 235507 OhioLINK

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, Memorandum(s) of Understanding, 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 three partner organizations: OARnet (235556), OhioLINK (235507), and Ohio Supercomputer Center (235510). 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.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

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 2026-27, 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 (both Federal Government and companies like Intel, Honda and Sierra Nevada); 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 technical 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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. Ohio has been very successful in attracting large tech businesses as a result of aggressive campaigns and our impressive ability to produce a high-tech workforce. 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.
The USAF Chief of Staff, General CQ Brown said it best: "A ruthless prioritization is critical to enable the future." The future economic viability in Ohio is tied to the growth of the Federal Government and our development of high-tech workforce is critical. The funding associated with this program is a small investment for a very large payoff in the creation of high-tech workforce for the State of Ohio. Ohio can't afford to fall behind in this endeavor. The long-term impact of not funding this increase will critically injure Ohio's opportunity to support the DoD mission. In the long-term the DoD mission is critically aligned with reciprocity and education in Ohio, which includes our graduate workforce pipeline.
 The Secretary of Defense has stated that this alignment is critical in future BRAC rounds. This space is incredibly competitive, and Ohio can't afford to send the wrong signals with a reduction to a program that is in direct support of workforce development for National Security missions. Ohio needs to send a strong signal of its commitment to Aerospace and Defense Strategy and the development of the next generation of high-tech workforce.

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.

ALI Q&A for 235510 Ohio Supercomputer Center

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. The supercomputers at OSC are engineered with flexibility and scalability in mind, built to affordably deliver cutting-edge capabilities on demand and tailored to individual needs. From social language analysis to particle physics, OSC fuels the incredible work of teachers, students, scientists, engineers, and businesses in Ohio and across the world.

At the Ohio Supercomputer Center, our mission is to empower Ohio higher educational institutions, both public and private, as well as private industry, by providing capable, accessible, reliable and secure computational services enhanced by training, consulting and research partnership.

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'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 but do not want to become IT experts that deploy and maintain complex computer systems.
• Industry researchers and business owners, who want to be more competitive but cannot justify the significant expenses of operating their own supercomputers.
• K-12 students, teachers, and administrators, who want to motivate their STEM educational pursuits but do not have access to advanced computational programs.
In CY23, OSC:
• Supported higher ed and research at 65 academic institutions in the state, with OSC used in 209 college courses to teach over 6,750 students.
• Served 9,725 clients from 2,345 distinct organizations that included students, faculty, scientists, engineers and clinicians, in total representing 45 different fields of study.
• Saved clients an estimated $9M 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 235510 Ohio Supercomputer 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.

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 CY23 to CY20, as seen in the lists below:

Client metrics:
• Ohio academic institutions: +91%
• All organizations: +414%
• Total clients: +85%
• Students (via college courses): +43%

Resource usage metrics:
• Research computing: +32%
• Data storage: +356%
• Software packages: +697%

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

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 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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 The Ohio State University 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. In 2023, these funds supported over 2.5 million significant educational contacts statewide. Funds from this line item are matched by county governments to fund personnel in all 88 counties. Additionally, these resources allow CFAES to allocate support for faculty to engage statewide. Examples of ways the funding supports communities – East Palestine Train Derailment, 2024 Drought response, fighting the Spotted Lantern Fly, and quarantining the Boxwood Tree Moth in Hamilton County in 2023.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

N/A

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.

These funds supplement institutional need-based aid, academic program enhancements, new student retention initiatives, transfer and articulation agreements, and improved recruitment and communication strategies. 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. Central State is committed to maintaining lower tuition while maintaining quality services

CSU offers programs that are targeted to the success of our unique population, to provide them with additional resources that will ensure their success. This is accomplished by hiring a diverse group of faculty that are committed to the success of this population of students. More than 75% of the faculty are tenured or tenure track professors. Examples of targeted success opportunities 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.

Since CSU's tuition is among the lowest among Ohio's 4-year public state universities, there is a financial gap left in our attempt to serve a population so desperately necessary in the state of Ohio. This funding helps support approximately 1,700 traditional students at Central State, and provides the core funding that is crucial to CSU's financial stability.

The typical demographic of our on-campus student population are as follows:

95% African American
65% Female, 35% male
95% Receiving Financial Aid
84% Low income
40%First Generation

The current traditional population is 55% Ohio residents.

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 economics of higher education as well as economic strains of the economy additionally are driving our costs up. The University supports a diverse and, in many cases, a low-income population. This population often requires increased financial assistance, targeted student support services and academic support services. We provide counselors to promote better mental health in our students, which is a significant issue in the 18–22-year-old age group. The need to provide tutors and advisors to assist our students in their successful matriculation has also increased. The cost impact of an underprepared population stretches the efficiency of our financial structure. We are constantly looking for efficient ideas to bridge our cost differential. Since COVID–19, the university has experienced students who were not provided sufficient academic preparation nor engaged in social growth opportunities germane to their success at an institution of higher learning.

ALI Q&A for 235514 Central State Supplement

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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. The supplement helps to address the inequities that are fundamental to the calculation of SSI. The SSI rewards large populations, high-cost programs, high level course offerings and terminal degree offerings. CSU has none of these to boost its participation in sharing of the SSI funds. Therefore, the supplement is a crucial component of the University's annual financial budget. A significant portion of CSU students represent populations that have historically been underrepresented in higher education and are vital to increasing Ohio's educational attainment rates which has a direct impact on Ohio's economic and health outcomes. An individual's economic and health status improves based on their educational attainment.

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 and 80 Physician Assistant (PA) students while addressing the health and wellness needs of Ohio residents. Our medical 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 State of Ohio and 167 or 17.7% identifying from underrepresented in medicine (URiM) groups. Our 80 Physician Assistant students include 18 or 22.5% from Ohio and 21 or 26.3% having attended an undergraduate institution in Ohio.

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

These programs allow over 70% or 650 of CWRU medical students to gain valuable experience in health-related settings serving those in need across Northeast Ohio. Partnerships with community-based organizations provide students the opportunity to impact the health and wellness of thousands of our neighbors in Northeast Ohio. 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. A sampling of current student projects working with community partners include the Student Run Health Clinic at Neighborhood Family Practice FQHC, the Kowal Senior Advisor Geriatric Education (SAGE) elective in collaboration with the Benjamin Rose Institute for Aging, the Horizons Mentoring Program working with Cleveland Municipal School District (CMSD) students, and H.O.P.E.4 (Health. Opportunity. Peace. Exposure. Expectation. Equality. Equity.) program in which students build relationships with inmates at the Juvenile Detention Center.

Notably, between June 2023 and May 2024 the Student Run Health Clinic supported a total of 72 medical students who worked with another 100 health professional students, representing 28 physician assistant, 3 nurse practitioner, 28 social work, and 41 dental students, who served patients two Saturdays a month. In 2021 through the spring of 2022, students administered over 7,000 COVID vaccines in response to community needs. Among student projects working with youth, 150 medical students mentored 87 CMSD high schoolers in the Horizons Program, and an additional 30 medical students worked through college essays and applications with 77 CMSD John Hay High School seniors.

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

General inflation has increased costs for educational technologies to support the medical instruction, including simulation center support, and 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. The time that faculty spend doing that is not clinically reimbursable, so must be supported by other sources such as this state support.

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
• Increasing costs for training and retaining high quality standardized patient educators as all human/salary costs have increased
• 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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 235515 Case Western Reserve University School of Medicine

CWRU School of Medicine anticipates new opportunities to expand the Student Run Health Clinic and health screening efforts to other medically vulnerable locations within Cleveland. This will require new partnerships with support from multiple sources.

Additionally, as noted above, CWRU School of Medicine launched the Kowal SAGE program that pairs medical students with senior citizens in the community with plans to scale it so every medical student participates beginning in the '25-'26 academic year. 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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 and can move quickly to address workforce needs in the region and throughout the state.

During the summer of 2024, Shawnee State University reorganized academic programs into three colleges; Arts and Sciences, Business and Engineering, and Health and Human Services. Student demand for careers in healthcare is tremendous, and healthcare organizations desperately need high quality employees. Creating new, or expanding existing programs is a resource-intensive activity. The supplement allows SSU to stand up new in- demand programs more quickly and ensures the students in these programs have the best training and support. Most students want to live and work in Appalachian Ohio after graduation.

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. Shawnee State University is an Ohio university serving Ohioans. The five-year average of in-state undergraduate students is 87%.

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 to 72% this fall, up from just over 50% a decade ago. Approximately 70% of our retained students are on-time to graduate.

Shawnee State is also graduating a larger percentage of its degree-seeking population. Internal data shows that if a student makes to year two as a sophomore, their chance of graduating is more than 60%. If a student makes it to junior year, the graduating percentage jumps to 80%.

This is why the university puts so much effort into the first-year activities and academic support.

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 been consistently ranked in US News & World Report as one of the 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.

ALI Q&A for 235520 Shawnee State Supplement

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

Changes to this ALI do not impact spending in other areas administered by ODHE.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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 Governor's Merit 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 objectives of the Governor's Merit Scholarship (GMS), ALI 235530, are to reduce financial barriers preventing Ohio's top high school graduates from pursuing higher education, recognize the scholastic achievement of Ohio's top graduates, and incentivize the highest achieving students to attend an institution of higher education in Ohio. This fund is awarded to high school seniors who are determined to be within the top 5% of their class and is awarded for 4 years of full-time enrollment.

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 historical average of top achieving high school graduates who stay in Ohio to attend college is approximately 60%. Seventy-six percent of students offered the GMS, accepted the fund and plan to stay in Ohio for college. The high acceptance rate of this scholarship increased the initial estimated cost for FY24 which will increase the cost for subsequent budget amounts.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

In FY24, the acceptance rate was much higher than anticipated. To ensure all students were able to be awarded this scholarship, funding was transferred from ALI 235563 – the Ohio College Opportunity Grant (OCOG). This line item had sufficient capacity to accommodate the transfer of funds with zero impact on current or future OCOG recipients.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

The GMS is awarded to students for up to 4 years of full-time enrollment. To fund all 4 years for the initial cohort of students and continue to award new cohorts, the overall amount allocated will need to be increased. The increase will continue until year 4 of this program, at which time the amount should plateau as previous cohorts will be phased out as new cohorts are awarded.

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

Each year, graduating high school students are tasked with choosing a college or university that is the best fit for their educational needs and preparing them to be upstanding citizens. We want Ohio's highest-achieving students to choose Ohio institutions of higher education to prepare them for their lives and careers after graduation. To incentivize this, scholarship offers need to be made early enough to allow students to make that choice. With this in mind, the Ohio Department of Higher Education (ODHE) has already begun the process of student nominations for the second cohort of the GMS which will be funded from FY25. It is important to consider the high success rate of the initial cohort of students who were awarded the GMS when considering the allocation for future cohorts of student beneficiaries.

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.

This line item is typically where legislative earmarks are included in the ODHE budget. We are requesting funding of $500K per year for the Ohio Aerospace Institute's Space Grant Consortium (included in the As-Introduced version of HB 33) and $250K per year to maintain and operate an intercollegiate adaptive athletics program that provides opportunities for competitive wheelchair and adaptive sports to postsecondary students with disabilities in alignment with the Governor's priorities. Outside of these two programs, ODHE will await projects added by the legislature.

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 Ohio Aerospace Institute's Space Grant Consortium provides scholarships, fellowships, and grants designed to promote STEM in Ohio. The funding request is the same as the As-Introduced version of the HB 33. The enacted version of HB 33 included $1M per year for this earmark. The cost for an intercollegiate adaptive athletics program is driven by the cost of adaptive equipment (wheelchairs designed for basketball, track, etc) and the cost to travel to other institutions with adaptive athletics 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Spending is reduced from FY25 from $15.1M to $750K per year due to most of the spending being driven by legislative projects.

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

N/A

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 (CFAES) including 10,738 acres and 875 specialty facilities supporting the wide breadth of research, teaching, and extension activities throughout the College.
Am. Sub. HB 33 appropriated $37,169,000 in FY 24 and $38,284,000 in FY 25.
In order to meet its Land Grant mission, Ohio State operates Ohio Agricultural Research and Development Center (OARDC) and various agricultural research & development initiatives throughout the state to assist Ohio's agricultural industries improve practices and advance applied technologies. Additionally, funding for through this line item assists in carrying out the land grant university mandate of providing a match to federal research funding from the U.S. Department of Agriculture.

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 help cover personnel expenses and support for faculty, staff, and students at Ohio State University who conduct research and development through OARDC. Additionally, these funds are used to operate and maintain the Ohio State's CFAES Wooster Campus, 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 study and respond to rapidly emerging issues, such as water quality and drought and climatic changes.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

OARDC provides critical research in agricultural, environmental, and development economics; food science; biological and agricultural engineering; plant pathology; horticultural and crop science; entomology; animal sciences; environmental and natural resources; agricultural education; and human and community resource development. As a state land grant institution, state funding in this line item is also used for a federal match that provides additional critical resources for OARDC and CFAES, meaning additional state support can result in additional federal funding.

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).

Am. Sub. HB 33 appropriated $9,461,000 in FY 24 and $9,745,000 in FY 25 for this line item. 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, as well as a need to expand health care access to underserved populations. Funding in this line item helps to offset the costs associated with the laboratory and clinical education that is delivered through these academic programs. 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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 235536 The Ohio State University Clinical Teaching

Changes in demographics indicate an aging population disproportionately dependent upon skilled medical care, as well as a need to expand health care access to underserved populations. Funding in this line item helps to offset the costs associated with the laboratory and clinical education that is delivered through these academic programs. 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.

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 helps to support partial effort of over 250 faculty to provide education to about 700 medical students. The funds are also utilized to support staff in various offices, including Student Affairs, Admissions, 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.

Demographic changes including an aging population, create a rising need of skilled medical care. Although there are many reasons for the 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

N/A

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. A substantial majority of training of physicians and other health care professionals occurs in the clinical environment under supervision of faculty.

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 that require significant resource allocations.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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 our 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. The increasing cost of training healthcare providers is currently straining limited resources that are available. Further reductions 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 (BSOM), 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 nearly 70% of our entering class are Ohioans. Overall (summing up all four years) our student body is approximately 78% 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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. Nearly 40% of our MD graduates remain in Ohio for their residency and fellowship training. 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, Wright State University added the 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 mission of Ohio University's Heritage College of Osteopathic Medicine is training osteopathic primary care physicians to serve Ohio, with a focus on rural and underserved communities. Clinical teaching is an integral part of medical education, and the Clinical Teaching Subsidy helps offset costs of clinical teaching which would otherwise increase the cost of education for our students.
 Our medical school is dedicated to educating physicians committed to practicing in Ohio, emphasizing primary care, and engaging with both Appalachian and urban populations. Central to this mission is providing an integrated, learning-centered osteopathic medical education for our students. We prioritize diversity, public service, and the health and well-being of underserved populations.
 With nearly 500 students engaged in clinical education across Ohio, both in rural and urban settings, the program provides critical support that enables the Heritage College to meet Ohio's growing need for healthcare professionals, particularly in underserved areas.

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 education is one of the most resource-intensive components of medical training. HCOM must secure placements for students in hospitals, clinics, and other healthcare facilities, which requires collaboration with healthcare providers, teaching staff, and the use of medical resources. The Clinical Teaching Subsidy helps support the education, administration, coordination, and logistics of clinical rotations across different healthcare settings.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

 The Ohio University Heritage College of Osteopathic Medicine delivers immense value to the healthcare landscape of Ohio, with nearly 500 Year 3 and Year 4 medical students providing care to underserved communities in both urban areas and rural Appalachia. This outreach positively impacts hundreds of Ohioans receiving essential medical services at affiliated clinics and locations throughout the state. The long-term benefits are even more significant, as the college is the nation's top producer of primary care physicians, with a strong focus on family practice. With 58% of graduates staying in Ohio to practice medicine, the program plays a critical role in shaping the future of healthcare across the state.

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. These sites 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, and University Hospitals in Cleveland.

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 generate revenue by seeing increased number of patients. The number of competing programs in the health care field (advance providers, physician and other provider assistants etc.) further complicates securing clinical training for medical students given that NEOMED is a stand-alone medical college. There are also demands on our affiliated hospital systems to host students from other medical schools out of the state of Ohio or from offshore schools. These competitors offer financial incentives to hospitals to take their students. Clinical teaching funds allow us to defray the cost of educating our students in 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

The loss or reduction of these funds would severely hamper NEOMED's ability to obtain competitive placements for students for clinical education. NEOMED would be unable to increase 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, and our mission is to educate physicians and leaders for and from Ohio. In the long term, reductions in this line item could result in fewer physicians caring for Ohioans. Current data indicates of the students who graduated from the NEOMED College of Medicine in 2024, 55% 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 Kent State University College of Podiatric Medicine Clinic 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 12.4% of Ohioans have diabetes, with an additional 33.6% 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 over $800,000. 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 through this calendar year. 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

The Kent State University College of Podiatric Medicine does not receive a formula-based subsidy in the clinical teaching line items that Ohio's other medical colleges receive. 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 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.

Central State University (CSU) is requesting an allocation of $16,330,495 for this ALI. The biennial request addresses a $4,824,989 shortfall from the previous cycles and $11,505,506 to meet the required one to one match. The requests are based on an anticipated annual federal appropriation of $5,752,753.

As an 1890 Land-Grant institution, Central State University is committed to its tripartite mission of research, extension, and teaching. CSU's Land-Grant Research leverages its state matching and federal funding to provide research and development to underserved and underrepresented audiences in the state, including small and minority farmers and economically disadvantaged communities. This Land-Grant research program also benefits students, faculty and staff at the University as they participate in innovative research activities in various key agricultural topics.

CSU Land-Grant Research portfolio includes research of traditional and emergent programs areas such as Soil and Water Research & Climate Resilience; Precision Agriculture; Pollinator Health and Genomics; Specialty Crop Research; Nutrition and Health Systems; Food Safety, Security, and Defense, and Urban Forestry Research. There are currently 15 research faculty, 5 Postdoctoral positions, 20 research staff members, and several undergraduate students engaged with research activities at CSU.

State and federal support received for the Land-Grant research programs is allocated based on national priorities through an approved institutional Plan of Work administered by the USDA's National Institute of Food and Agriculture (NIFA). These funds are in turn allocated and spent according to mandated federal guidelines, as published.

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 state (and federal) support is driven by the stakeholders' needs. Small, minority, and low-resource farmers are becoming more prevalent throughout the state. Therefore, research-based technical assistance is critical for the success of their enterprises.

Other factors such as extreme droughts and diverse weather events can also drive the cost of this ALI. Normally these events result in higher demand for support and research-based technical services for this target audience.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

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

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

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

The requested funding satisfies the state match of the 1890 Agricultural Research program funded by the US Department of Agriculture (both the shortfall from previous cycles and the current match requirements for FY26-FY27).

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

Central State University (CSU) is committed to becoming a premier institution that provides innovative solutions to critical issues in food, agriculture, and environmental sustainability across Ohio. As Ohio's only 1890 Land-Grant Historically Black College and University (HBCU), CSU plays a unique role in advancing research, education, and community engagement in underserved communities. With the requested state support, CSU will be able to meet the match requirements of the federal funding. The Land Grant funding continues to be a key component of the University's annual financial budget.

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.

Central State University (CSU) is requesting an allocation for this ALI for a total of $13,863,747. Of this total, $3,662,179 is to address a shortfall from the previous cycles and $10,201,568 is to meet the required one to one match. The requests are based on an anticipated annual federal appropriation of $5,060,284.

As an 1890 Land-Grant institution, Central State University (CSU) Extension provides programming for underserved, underrepresented populations in Ohio in both urban and rural communities. CSU Extension leverages its state matching and federal funding to provide programming in high poverty urban and rural areas such as inner-cities, former manufacturing towns, Appalachia, and areas that struggle with food security and economic viability. It also provides support to small and minority businesses and farms in economically disadvantaged communities. This program also benefits students, faculty and staff at the University as they participate in the design and delivery of key extension and instructional programs.

CSU Extension has programming in four program areas: 4-H Youth Development, Agriculture and Natural Resources, Community and Economic Development, and Family and Consumer Sciences. There are 40 educators in the state providing programs in communities throughout Ohio. In 2023, CSU Extension provided programming in 42 of the 88 counties in Ohio with 851 programs and engaged 16,626 participation contacts

State and federal support received for the Extension Program is allocated based on national priorities through an approved institutional Plan of Work administered by the USDA's National Institute of Food and Agriculture (NIFA). These funds are in turn allocated and spent according to mandated federal guidelines, as published.

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 state (and federal) support is driven by the stakeholders' needs. The needs of the University's target audiences, including underserved and underrepresented populations in Ohio in both urban and rural areas, are diverse and often critical. Thus, this support, in the form of educational programing, is also critical for their subsistence.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

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

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

The requested funding in FY 26 and 27 satisfies 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.

ALI Q&A for 235548 Central State Cooperative Extension Services

The infusion of Land-Grant matching support is a strategic investment that it builds CSU's extension capacity. The requested increase will meet the match requirements of the federal funding. The Land Grant funding continues to be a key component of the University's annual financial budget.

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. It also adjusts SSI funding negatively for some institutions who chose to receive extra funding during this time period.

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 381.450 of HB 33 of the 135th 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 funding requested in FY26-27 will fulfill the obligations of these prior commitments and the program will end after FY27.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

N/A

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 Depositories Network (RDN) spurs statewide innovation and research, supports student success, strengthens Ohio's workforce, enhances the public good, and maximizes the State of Ohio's investment by responsibly preserving and providing rapid access to unique and valuable information resources to empower the citizenry of Ohio, present and future. The RDN includes   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 2024, the five regional library depositories held nearly 8.9 million items available to Ohio's 800,000 higher education students and 48,000 faculty and researchers through OhioLINK's 115 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.

The depositories are the most cost-effective and efficient way to ensure materials are quickly accessible to support teaching, learning, and research needs on campus and throughout the state of Ohio. The REN maximizes the State's investment in library materials and spurs statewide innovation and research by responsibly providing rapid access to valued – and unique – information resources. Depository services include the delivery of unique print materials, on-demand digitization and digital delivery of journal articles, and de-duplication activities to recover space and increase operational efficiencies. TheRDN 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, preserve, and rapidly access these materials remains fundamental to student and researchers success 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.

ALI Q&A for 235555 Library Depositories

Staffing and Services: Depository staff and student workers manage the building and services provided, such as document delivery, retrieval, collection management, preservation and conservation of materials.
• Curates and manages access to a total collection of 8.9M items
• Facilitates digital delivery of on-demand items in compliance with copyright law
• Coordinates program wide efficiency efforts (such as space reclamation)
• Maintains and manages software (document management software and library system software).
• Provides salary and benefits for permanent and student employees

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

This ALI is part of the Ohio Technology Consortium (OH-Tech) along with OhioLink (235507).

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

The RDN's 30-plus years of collaborative shared services and facilities among all the public universities demonstrates the sustainable success of stewarding collections and efficiently providing access through either inter-campus delivery or digitization activities, exactly the types of initiatives that the Ohio Task Force on Affordability and Efficiency has recommended in order to increase efficiencies on campuses and "watchdog" student and operating costs.

It is imperative that the RDN's are staffed at a level to ensure operational efficiencies and the baseline personnel resources to collaborate with others within the OhioLINK consortium as we transition to a new statewide library services platform (LSP).

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.

ALI Q&A for 235556 Ohio Academic Resources Network

The Ohio Academic Resources Network (OARnet) is the facilities-based fiber-optic backbone providing high-speed networking services to the State of Ohio. 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. This enables Ohio to:
• Compete for economic and workforce development opportunities
• Support critical emergency services like public safety network and emergency public broadcasting
• Provide high-capacity bandwidth to education and government to promote digital transformation
OARnet Services:
• Commodity Internet & Distribute Denial of Service Protection (DDoS) provides clients with a connection to multiple internet providers to ensure highest quality of performance and up-time and OARnet Distributed Denial of Service Security Protection service to further ensure maximum up-time. OARnet mitigated over 6,000 DDoS events last year.
• Ohio Private Cloud (IntraOhio) is dedicated network throughout the state which allows interconnectivity between all OARnet communities to collaborate and access shared services without the cost of the internet services. By establishing the Ohio Private Cloud, OARnet represents its participants as a single entity creating the power of aggregate purchasing for all services resulting in savings.
• Content service is an alternative to standard Internet service for certain high demand services including Netflix, Google and Akamai.
• Statewide Aggregation and Shared Service Development. OARnet works with membership to identify potential opportunities for the development of shared services. The current aggregation programs have saved Ohio more than $10M.
• Support for Statewide initiatives in partnership with Broadband Ohio and Innovate Ohio, OARnet supports middle mile expansion, to reduce the cost of last mile transport services (wired and wireless) for unserved and underserved areas of the state.
• Internet2 is a consortium of 249 universities in partnership with industry and government to develop and deploy advanced network applications and technologies, accelerating the creation of tomorrow's Internet. OARnet's Internet2 services include identifying collaboration possibilities for researchers, fostering partnerships, assisting with funding source identification, developing budgets and equipment assessments, and providing information regarding applications utilizing Internet2. The Internet2 network also provides additional resiliency for the OARnet network.
• Emergency Web Hosting allows customers to always have a Web site available, even if the network is adversely affected by fire, weather, or construction mishaps, or if the campus server goes down from sharp increases in traffic (DDoS Attack).
• Customer Premise Equipment is provided to allow OARnet a test point between the customers premise a carrier and the OARnet network, to facilitate trouble identification.
• Colocation provides our members with a cost-effective, worry-free space, with connections back to their organization via OARnet's high-speed network.	
• Network Operation Center & Tier 2 Engineering Support provides 24/7 customer and technical support.
Services are provided to:
• Ohio's public and private colleges/universities (498 sites)
• K-12 school districts (977+ sites)
• State/local governments (3424 sites)
• Public broadcasting stations (10 sites)
• Next Generation 911 (NG-911) (10 complete; 260+PSAPs pending)
• Multi-Agency Radio Communications System (MARCS) Pilot Project
• Health care facilities (102 sites)
• State, federal and private partnering research organizations (13 Sites)
• National Research and Education Network (NREN) – Internet2 (2 Hub Sites)

ALI Q&A for 235556 Ohio Academic Resources Network

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 OARnet cost supported by this ALI are:

• OARnet is subject to an ever-increasing demand for additional bandwidth by our communities to meet the technological demands of the new digital environment driven by a 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 more essential than ever 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.
• Security of the network represents the newest and highest priority because of increased ransomware and distributed denial of service attacks. To combat these attacks, it requires a complete set of software and service solutions designed to scan for vulnerabilities, validation testing, and remediation.
• New federal and state regulations require expansion of affordable broadband Internet services to be available to all Ohioans to support their participation in the new technology economy. In partnership with the Offices of Broadband Ohio and Innovate Ohio, OARnet is expanding its middle mile presence to reduce the cost of last mile and to increase affordability of broadband internet services in unserved and underserved communities in Ohio.
• 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

To ensure the availability of essential services requires OARnet to have sufficient staff and network services, including maintenance (equipment and fiber), power (electricity), and space costs at our network PoPs (Points of Presence), and redundancy, 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, Memorandum(s) of Understanding, 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 Services (DAS) Office of Information Technology, Ohio Department of Education and Workforce and its affiliate Management Council of Ohio Education Computer Network (MCOECN), and the Ohio Department of Higher Education. OARnet provides its services through DAS to all state agencies, boards and commissions as well as the elected officials. 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.

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: Ohio Supercomputer Center (235510), OhioLink (235507), and OARnet.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

ALI Q&A for 235556 Ohio Academic Resources Network

Request is flat to FY25 appropriation.

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

The flat budget request above can be considered the bare necessity to keep systems running.

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 more than 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). 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, Memorandum(s) of Understanding, 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 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

N/A

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, provides 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 FY24, roughly 53,898 students benefited from OCOG grants.

OCOG awards are based on the federal funding methodology and tied to the Student Aid Index (SAI) 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 SAI at 3,750 and below. OCOG is disbursed using a Pell grant first policy.

Additionally, a small amount of funding is 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 is quite restrictive despite the moderate increase afforded in the FY24-FY25 budget. To be eligible for OCOG a student must have a Student Aid Index of $3,750 or less, as determined by their FAFSA application. Despite the increase, Pell remains much more generous than OCOG in this regard, as students with an SAI much higher than the current OCOG limit 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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. 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 235563 Ohio College Opportunity Grant

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.

This line item provides critical funding to support education, research, academic and outreach programs at Ohio State University's College of Veterinary Medicine. Am. Sub HB 33 appropriated $5,150,000 in FY 24 and $5,304,000 in FY 25 for this ALI.

The state recognizes the unique challenges and expenses of running a top-tier veterinary medicine program that is vital to the production and companion animal wellness. Keeping Ohio's only veterinary college competitive and prepared is essential to Ohio's economy, prevention of infectious disease outbreaks in animals and promoting public health in those diseases that can be transmitted directly from animals to people and ensuring a plentiful and safe food supply. The funds help protect Ohio's agriculture industry by preventing disease outbreaks, supporting a statewide veterinary antimicrobial stewardship program, allowing surveillance of infectious diseases, and enabling 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 workforce shortage of veterinarians across the state in various sectors, continues to be a major challenge throughout the state, particularly in Ohio's rural and other underserved communities. In order to meet this emerging animal and public health challenge, the Ohio State Veterinary College needs to increase its class size to enroll and graduate more students, particularly in-state students. In addition, it is critical that the college also implement initiatives to help protect Ohio's animal agricultural and public health, while advancing research and enhancing outreach.

Funding through this ALI is critical in helping the college to offset personnel, infrastructure, technology, and outreach initiative costs as well as to help ensure Ohio students can access an affordable veterinary medical education. This will help reduce educational debt, enabling them to serve the vulnerable and often socioeconomically challenged communities.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

N/A

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.

Am. Sub. HB 33 appropriated $750,000 in FY 24 and $772,000 in FY 25 for this line item.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

Ohio continues to face a health care workforce shortage across the state, including the need for additional dentists and veterinarians. This shortage threatens the overall public health of communities throughout Ohio, particularly in our underserved regions. An increase in funding will help alleviate the fiscal pressures with providing practical clinical education to dentistry, veterinary, and dental hygiene students to prepare them for these critical health care professions.

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 Ohio Federal Research Network's (OFRN) mission is to stimulate Ohio's innovation economy, create leading edge technologies, and drive job-growth in Ohio by building vibrant, statewide university/industry research collaborations that meet the requirements of Ohio's federal partners (Air Force Research Laboratory, NASA-Glenn Research Center, the National Air and Space Intelligence Center and the Navy Medical Research Unit – Dayton). The OFRN has also engaged with the State of Ohio's Adjutant General (TAG) and the Ohio Department of Transportation (DOT) regarding their needs.

• Ohio's Federal partners will be essential to the integration, funding, and commercialization of the types of technologies developed over the next 5-10 years. The OFRN will use the strategy and guidance developed by our Federal, State and Industry partners to make Ohio the technological and innovation destination for the global marketplace.
• The OFRN has two independent bodies that manage its direction, focus and success. The Executive Review Board (ERB) is an independent body made up with key Ohio State and Federal Stakeholders, University Presidents, & Industry experts around the State. The ERB oversees the development, funding, and performance of the OFRN. The ERB provides ongoing oversight of OFRN to support the research priorities of the federal installations and build Ohio's capabilities in applied research, workforce development, and technology commercialization
• The Technical Review Council (TRC) is also an independent body made up of University Vice Presidents of Research, Venture Capital and Industry Experts. The TRC oversees the portfolio of technologies that are used and developed by OFRN-funded projects. The TRC reviews all white papers and proposals, ranks them according to key criteria (established in requests for proposals), and then submits funding recommendations to the ERB.

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 Ohio's federal partners (Air Force Research Laboratory, NASA-Glenn Research Center, the National Air and Space Intelligence Center and the Navy Medical Research Unit – Dayton), Ohio's research universities, and the private sector to align the state's research assets with emerging missions and job growth opportunities.
• Since 2015, the State of Ohio has provided $61.8M to support funding 41 project teams. Each team is made up of at least two Ohio universities/colleges, one industry partner with a physical location in Ohio and a federal partner. (see #5 for additional program detail)
• Funding for the OFRN is managed by Parallax Advanced Research Corporation (non-profit) in collaboration with The Ohio State University.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

Total state funding 2015 through FY24 has equaled $61.8M. To date the 41 projects have been awarded more than $373M in follow-on funding for these projects which includes the 13 companies that have been spun-out of the projects (~ROI of 6:1). Additionally, the industry and university partners have supported this program to date by investing $39.8M in cost share.

ALI Q&A for 235585 Educator Preparation 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.

Educator Preparation Programs, (ALI 235585), at ODHE is responsible for assuring the continued quality and approval of educator preparation programs that lead to Ohio licensure or endorsement; verifying that educator preparation programs meet state mandates, standards and requirements; developing education program guidelines and enhancements that continuously increase quality and rigor; and reporting on the quality of Ohio educator preparation programs to the public. The services and activities outlined above are available to two-year and four-year, public and private colleges and universities that offer Educator Preparation Programs that lead to Ohio licensure.

Beginning in Fiscal Year (FY) 2024 two new grant programs were created to support institutions in aligning their curriculum to the new science of reading requirements and with the requirement to place student teachers with qualified cooperating teachers. In June 2024 the ALI received an additional $2 Million to aid in the implementation of the auditing process for all educator preparation programs scheduled to begin in January 2025. An additional $150,000 was added to conduct the Mental Health and Classroom Behavior Practices survey that will be administered per ORC 3333.0419 as created in SB 94.

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.

Requirements created by Ohio Revised Code drive the costs of the supported work of this ALI.
Those ORC sections include ORC 3333.048 as related to science of reading requirements, including auditing the Educator Preparation Programs and the required reporting of first-time passage rates of the Foundation of Reading OAE; and ORC 3333.0419 as related to the Mental Health and Classroom Behavior Practices.

Ohio Administrative Code Rule 3333-1-05 sets forth the standards and processes ODHE follows for the program review process. These requirements demand that ODHE has an experienced staff and the software solutions necessary to handle the documentation and data.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is slightly below FY25 appropriation, but is reflective of on-going work, including continued review of science of reading curriculum at IHEs.

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 235585 Educator Preparation Programs

 Educator Preparation at ODHE ensures that teachers entering the workforce are of high quality and meeting the needs of districts across the State. With the Governor's commitment to implementing the Science of Reading at all Ohio colleges and universities, it is imperative that this line item is well funded to ensure the resources for successful implementation while maintaining all the services that were previously funded through this line item.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

The requested funding for FY's 26-27 reflects a significant decrease from FY 25. 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 half 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

In two years, the program has served 1,361 individuals as of August 30, 2024. The program started awarding funds in August 2022. Over 130 individuals have received loan forgiveness after working as a truck driver in Ohio for one year. The participating CDL programs are awarding funds in a timely manner and working to help students obtain truck driving positions in Ohio.

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.

Funds are disbursed to Bowling Green State University, Kent State University, Miami University and Ohio University, who 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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

N/A

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 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM caps.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

N/A

ALI Q&A for 2355A1 FAFSA Support Teams

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 Revised Code Section 3333.303 requires the Chancellor of the Ohio Department of Higher Education (ODHE) to design a statewide system of Free Application for Federal Student Aid (FAFSA) support teams to increase FAFSA completion and college access programming at public schools. The statute requires that the Chancellor divide the state into regions and assign one FAFSA support team to operate in each region ("Lead"). To address this requirement, the Ohio General Assembly appropriated $1M in funds in Fiscal Year (FY) 25.

As required by ORC 3333.303, the Chancellor divided the state into five regions, the same territories outlined via https://ohio.org/home/regions. The five regions include: Northeast, Northwest, Central, Southeast, and Southwest. ODHE welcomes proposals from community-based organizations, institutions of higher education, and/or educational service centers to serve as the Lead for each Ohio region as outlined by ORC 3333.303. Applicants must demonstrate their commitment to increasing the number of completed FAFSAs in their region with the goal of the project to provide coverage to all 88 counties.

ODHE is committed to increasing the number of high school seniors that complete the FAFSA. The class of 2022 saw 61.3% of high school seniors complete the FAFSA form. The class of 2023 saw 61.9% of high school seniors complete the FAFSA form. In addition, while data for 2024 is incomplete, as of the end of January, Federal Student Aid (FSA) shared that nationally they have roughly 3.1 million FAFSAs that have been submitted. In comparison, this time last year, over 17 million FAFSAs were submitted.

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.

FASFA Completion statewide needs to increase. While the state does not have a FAFSA completion goal, increasing the number of submitted and completed FAFSAs will positively impact the number of employees that earn a degree or certificate.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

ALI Q&A for 2355A3 Campus Community Grant 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 was created in SB 94 as part of the CAMPUS Act designed to protect students from minority religious and ethnic backgrounds on college campuses. It provides funding to institutions to support intergroup and interfaith outreach and cultural competency between institution-affiliated student organizations.

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.

Because this is a new program, SB 94 only provided funding for FY 25 in the amount of $1 million. To continue the program, additional funds are necessary for future years. Once the program is more fully underway, ODHE will have a better sense of the need and number of programs applying for funds and how this could drive future funding requests.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

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 381.670 of HB33, 135th 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.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

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.

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 meet quality academic standards. All public and nonprofit private colleges and universities in Ohio are expected to have programs consistent with quality guidelines. In addition, 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). Program approval has staff review as well as objective, external content experts to review programs. 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 and for changes to programs has the largest impact as it entails having enough staff and hiring external consultants for program reviews. As Ohio institutions continue to reassess their program offerings, ODHE expects a large influx of changes in the coming year. The recent trend of closing and merging institutions has added significant additional workload and complexity. ODHE expects this trend to continue into the next few years. Legislation increasing the availability of bachelor degree programs in community colleges and growth in the certificate offerings have also significantly added to the resources required for program review. Similarly, the volume of complaints/inquiries submitted from the public impact grew substantially and has impacted time and cost. Trends in higher education such as reduced degree bachelor programs are requiring review and change to procedures in program approval that will need attention.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Increase is derived from a planned increase to staffing levels to cover currently existing workload.

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

N/A

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 381.590, HB33, 135th 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.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to OBM cap.

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

N/A

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 2024-25 the transfer authority is detailed in Section 381.600, HB33, 135th 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.

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 33, Section 381.600, 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 (DHE) to provide a range of services to the Ohio Higher Educational Facility Commission (OHEFC), which include accounting, record-keeping, scheduling and coordinating Commission meetings and project applications. This allows 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.

Although OHEFC is a state agency with general administrative powers, it operates without a separate staff or permanent offices. DHE provides the day-to-day administrative support including accounting and recordkeeping, scheduling and coordinating Commission meetings and project applications. OHEFC reimburses DHE for the cost of these services.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is reflective of cost-of-living-related payroll increases for staff who administer 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.

N/A

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, HB 33, 135th 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.

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, events, and meetings, including the increased presence at the Ohio State Fair in the Youth Exploration Space and other outreach events.

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. Increases in staff necessary for the number of events 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is half of FY25 appropriation.

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

N/A

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, HB 33, 135th 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.

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.

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	Credential Engine	RAND ITAG Implementation	WAVE Curriculum Funding	Ascendium OhioSSS
Assistance Listing Number (if applicable)	N/A	N/A	N/A	N/A
In this fund, which line items are associated with the grant?	235650	235650	235650	235650
ALI(s) providing match or maintenance of effort	N/A	N/A	N/A	N/A
Match Rate or Maintenance of Effort (MOE) Amount	N/A	N/A	N/A	N/A
How is funding allocated to the agency and then granted to the sub-recipients?	Lump sum already received from Credential Engine. ODHE will not subgrant the funds.	ODHE invoices RAND twice each year. ODHE will not subgrant the funds.	ODHE invoices ODJFS upon completion of delvierables. ODHE will not subgrant the funds.	Lump sum already received from Ascendium, will invoice per schedule in agreement. ODHE will subgrant funds (per the approved budget) to community colleges and universities that have already committed to participating in OhioSSS program.

Is funding continuous or one-time?	One-time grant, expires upon completion of services	One-time grant, ends March 2026	One-time grant, ends September 2027	One-time grant, ends February 2028
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.	N/A	N/A	N/A	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.

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.

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 appropriation 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is slightly below OBM cap in FY26 and slightly above OBM cap in FY27 and reflect planned award amounts.

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

N/A

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 HB 33, 135th 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.

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?

-

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 are authorized by Section 512.10 of HB 33 of the 135th General Assembly.

ALI Q&A for 235517 Talent Ready Grant 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.

ALI 235517 - Talent Ready Grant Program shall be used to support the workforce credential and certificate programs under 30 credit hours or less that 900 clock hours.

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 costs supported by this ALI is the demand for short term certificates and workforce credentials to fill the much needed talent pipeline in the growing sectors across 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

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.

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 is 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).
The Ohio 529, CollegeAdvantage, partners with families nationwide to save for their loved one's future
education and career training, by offering significant tax benefits, diverse investment choices, educational
resources, and personalized services. Saving in advance for higher education helps families avoid or reduce
future student loan debt and supports the Governor's plan to make college and career readiness more
affordable for Ohioans.
As of June 30, 2024 the Direct Plan services 401,953 accounts and has $10.84 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, 2024 the Advisor Plan services 269,033 accounts and has $6.74 billion in
AUM. Customers and prospective customers can work with their investment advisors to
select from 28 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 invest 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 service 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 FY26 and FY27 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

ALI Q&A for 235663 Variable Savings Plan

As a non-GRF state agency, we have provided financial services products to Ohioans since October 2000 in the Direct and Advisor space. To continue to grow our plans, provide a stable investment structure and the consistent level of servicing that our customers have come to expect, we respectfully request to maintain our FY25 appropriations for both years in the FY26/27 biennial budget.

500-Personal Service-Payroll: During FY24 a total of seven full-time positions had vacancies. All the positions listed below have now been backfilled or are currently in the process of being backfilled. Using the SOPPS report for the pay period ending August 24, 2024, we have projected FY26/27 payroll including the current vacancies.

510-520-530-Operating: Over 40% of OTTA's operating expenses are related to three contracts/suppliers: Advertising Agency (currently Falhgren Mortine), OH-Tech and Department of Administrative Services. The advertising agency contract has been set at a capped amount since FY12 and has an anticipated inflationary increase of 5% in FY26/27. This will support brand awareness and annual agency goals of new account growth and increased contributions of 6% and 8%, respectively, in the Direct Plan and 5% for both new account growth and new contributions in the Advisor Plan. OH-Tech has also indicated to expect an inflationary increase of 5% due to rising costs of software and related expenses.

Funding at our requested levels for FY26/27 will allow OTTA to continue to promote Savings, in advance, for educational expenses, maintain brand awareness, and improve service levels to customers and prospects while protecting sensitive customer information.

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

N/A

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 381.650, HB 33, 135th 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.

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 512.10, HB 33, 135th GA

ALI Q&A for 235494 Second Chance Grant 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 $3,000 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25.

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

N/A

Fund Question and Answer for 5ZY0 Grow Your Own Teacher 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 512.10, HB 33, 135th 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.

Transfers from GRF.

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 were 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 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.

Section 512.10 of HB 33 authorized $5m to be transferred from GRF in FY24 and $10M in FY25.

ALI Q&A for 235592 Grow Your Own Teacher 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 Grow Your Own Teacher Program (ALI 235592) is a newly established initiative aimed at addressing teacher shortages by encouraging school employees and low-income high school seniors from high-need school districts, STEM schools, nonchartered, nonpublic schools and ESCs to pursue teaching careers. The program, administered by the Chancellor in collaboration with DEW, provides scholarships of up to $7,500 annually for up to four years to high school seniors and school district employees who commit to teaching in qualifying schools after completing a teacher preparation 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.

The cost of the Grow Your Own Teacher Program (ALI 235592) are driven by the growing demand for qualified teachers, particularly in underserved and low-income school districts experiencing teacher shortages. Since the program provides up to four years of scholarship support, ongoing financial obligations are incurred as each cohort progresses through their training. Additionally, the program's increasing caseload, reflected in the budget allocations of $5 million for FY 2024 and $10 million for FY 2025, indicates a rise in the number of participants, as more students and employees apply for scholarships. Overall, the funding needs reflect the increasing demand for teachers and the state's commitment to supporting teacher pipelines in high-need areas.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

In November 2024, the Grow Your Own Teacher Program (ALI 235592) is poised to boost its impact by expanding opportunities through the opening of the nomination portal to include both chartered and non-chartered school districts. This expansion is expected to significantly increase the number of nominations and recommendations of candidates, as it broadens the pool of eligible schools and districts that can participate in the program. In addition, Ohio's teacher apprenticeship is expecting to register its first apprentices this academic year and they are the ideal candidate for the Grow Your Own Scholarship.

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.

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

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).

The Ohio 529, CollegeAdvantage, partners with families nationwide to save for their loved one's future education and career training, by offering significant tax benefits, diverse investment choices, educational resources, and personalized services. Saving in advance for higher education helps families avoid or reduce future student loan debt and supports the Governor's plan to make college and career readiness 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, 2024, the remaining 5,346 accounts in the GSP have a cash value of $48.0 million supported by investable assets of $135.3 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 Variable Saving Plan (ALI 235663) and the Guaranteed Savings Plan (ALI 235664) 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, 2024, projects the final account distribution will be in 2053 (due to rolldowns to younger beneficiaries which are permitted by OAC 3334.)

Funding at our requested levels for FY26 and FY27 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

As a non-GRF state agency, since October 1989, we have provided a financial services product to Ohioans. To continue service the remaining customers with accounts in the Guaranteed Savings Plan through their final distribution, we respectfully request to maintain our FY25 appropriations for both years in the FY26/27 biennial budget.

Funding at our requested levels for FY26/27 will allow OTTA to continue to provide recordkeeping and customer service to account owners while protecting sensitive customer information.

500-Personal Service-Payroll: During FY24 a total of seven full-time positions had vacancies. All the positions listed below have now been backfilled or are currently in the process of being backfilled. Using the SOPPS report for the pay period ending August 24, 2024, we have projected FY26/27 payroll including current vacancies.

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

N/A

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 381.660, HB 33, 135th 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.

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 $30,000 (for up to 15 quarters or 10 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 nursing 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is reflective of cost-of-living-related payroll increases for staff who administers 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.

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 $1,002 for LPNs, $1,800 for RN - GDNs, and $7,000 for MNE students 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, HB 33, 135th 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.

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.

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	Adult Education - Basic Grant to States, ASPIRE	Career Technical Education - Basic Grants to States, Perkins	Gaining Early Awareness and Readiness for Undergraduate Programs, GEAR UP	WIOA Audit Program, ITAGS Initiative
Assistance Listing Number (if applicable)	84.002	84.048	84.334	17.258
In this fund, which line items are associated with the grant?	235641	235612	235611	235669
ALI(s) providing match or maintenance of effort	MOE - 235443	Match - 235444, and 235406	Match - 235563 and 235501	N/A
Match Rate or Maintenance of Effort (MOE) Amount	7,083,344.00	449,000.00	Match Rate is 1:1	N/A
How is funding allocated to the agency and then granted to the sub-recipients?	Annual federal grant award from USDE. DHE awards ASPIRE funds to local grantees through a competitive process.	Annual grant agreement with ODEW. ODHE is a sub-recipient and receives the funds from ODEW. ODHE does not subgrant Perkins funds.	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	Grant Agreement with JFS
Is funding continuous or one-time?	Continuous, contigent on federal funding.	Continuous, contigent on federal funding.	We are in the third year of a seven year grant award. We will apply for another award when this one ends.	Continuous, contingent on federal funding and JFS agreeing to continue funding.
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.	Stay the same.	Stay the same.	Stay the same.	Stay the same.

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.

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.

GEAR UP: 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, Memorandum(s) of Understanding, 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 2025 levels, please explain what is driving the difference.

Increases are reflective of anticipated award amounts, and cost-of-living-related increases for payroll related to the administration of the grant.

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 database 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 and Workforce (ODEW) 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 ODEW 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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

 No

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

ALI Q&A for 235612 Carl D. Perkins Grant/Plan Administration

Increased funding request is due to cost-of-living-related payroll increases.

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

N/A

ALI Q&A for 235641 Aspire - 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 the Title II Adult Education program, referred to as Aspire in Ohio, supports eligible local providers which include K-12 School Districts, career and technical centers, community-based organizations, community colleges, 4-year colleges and universities, 1 public library system, and 1 local JFS center. The local providers offering programming at no-cost to students which includes upskilling and basic skills remediation, covering areas such as math, reading, writing, speaking, comprehension, digital literacy, and workforce preparation skill development. In addition, other services offered include English language acquisition for English Language Learners and career navigation services to help students prepare for postsecondary education and/or employment. Many of our local providers offer Integrated Education and Training programming which may expand student career pathways and allow for participants to earn a credential and/or enter the workforce. Eligible students (typically 19+) can attend in-person classes or participate in virtual synchronous courses where available. Students also may participate in Distance Education offerings outside of their traditional 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 awarded Aspire federal and state funds to 55 local grantees on July 1st of 2024 after going through a robust competitive grant process. The 3-year grant will cover SFY2025-2027. USDOE uses a statistical adjustment model and other factors to allocate grants to states and territories. Ohio saw a small increase in federal funding on July 1st. Federal State Leadership funds are also awarded for a data management system and for one organization to coordinate professional development activities 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, Memorandum(s) of Understanding, 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.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

The total amount of federal funding awarded through the GAN on July 1st is $18,966,799.00. Of that amount, $1,401,162.00 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.

N/A

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.

This program is in response to the policy on Industry Recognized Credential Transfer Assurance Guides (ITAGs) that was signed by the Chancellor in February 2021. ITAGs guarantee the award of college level, course-specific credit to students earning agreed-upon industry-recognized credentials.

ITAGs create pathways from the workforce into degree programs and also serve to support the One-Year Option. The goal is to increase the amount of qualified workers in Ohio by improving access to higher education through the awarding of college credit for learning that has occurred outside of the classroom. This work ties directly to the Governors strategies for workforce development and saves money and time for students, institutions, and the state of Ohio. Statewide initiatives and programs are constantly changing and progressing to make credits increasingly transferable between 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.

Staff, subject matter experts, development and maintenance, and general inflationary pressures have all contributed to the costs of this program. Statewide initiatives, such as Ohio's Auto and Advanced Mobility Workforce Strategy, have created an additional workload as industry-recognized credentials play a key role in a prepared workforce.

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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 supports priorities and initiatives from the Governor's Office of Workforce Transformation.

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, HB 33, 135th 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.

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	Gaining Early Awareness and Readiness for Undergraduate Programs, GEAR UP Scholarship	Grant #2	Grant #3
Assistance Listing Number (if applicable)	84.334		
In this fund, which line items are associated with the grant?	235651		
ALI(s) providing match or maintenance of effort	Match - 235563 and 235501		
Match Rate or Maintenance of Effort (MOE) Amount	1:1		
How is funding allocated to the agency and then granted to the sub-recipients?	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.		

Is funding continuous or one-time?	Continuous - The GEAR UP grant is awarded for seven years; the current award runs 10/1/21-9/30/2028		
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.	Stay the same		

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.

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.

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, Memorandum(s) of Understanding, 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 2025 levels, please explain what is driving the difference.

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 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, HB 33, 135th 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.

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	John R Justice Student Loan Repayment	Grant #2	Grant #3
Assistance Listing Number (if applicable)	16.816		
In this fund, which line items are associated with the grant?	235658		
ALI(s) providing match or maintenance of effort	N/A		
Match Rate or Maintenance of Effort (MOE) Amount	N/A		
How is funding allocated to the agency and then granted to the sub-recipients?	DHE draws the full award amount at one time for the awardees and sends out payments once per year.		
Is funding continuous or one-time?	One-time; ODHE reapplies for the grant each year		
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.	N/A		

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, Memorandum(s) of Understanding, or other financial partnerships between agencies).

No.

4. If the request represents an increase or decrease from FY 2025 levels, please explain what is driving the difference.

Request is flat to FY25 appropriation.

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

N/A

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	592,332	661,892	676,862	686,306	705,713	591,587
4200 BUSINESS LICENSES & FEES	590,555	585,103	625,208	655,096	655,000	655,000
4400 FEDERAL GRANTS	0	0	0	0	0	0
4500 RECOVERIES AND REIMBURSEMENTS	12,000	0	0	0	0	0
Total Receipts Net of Accounts Receivable	**602,555**	**585,103**	**625,208**	**655,096**	**655,000**	**655,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	602,555	585,103	625,208	655,096	655,000	655,000
Total Resources Available	**1,194,887**	**1,246,994**	**1,302,069**	**1,341,402**	**1,360,713**	**1,246,587**
500 Personal Services	380,837	414,684	444,370	493,576	599,126	619,679
510 Purchased Personal Services	81,012	72,484	95,070	100,000	100,000	100,000
520 Supplies and Maintenance	39,147	80,936	70,324	37,713	65,000	65,000
595 Transfers and Non-Expense	32,000	2,029	6,000	4,400	5,000	5,000
Total Disbursements	**532,996**	**570,133**	**615,764**	**635,689**	**769,126**	**789,679**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**532,996**	**570,133**	**615,764**	**635,689**	**769,126**	**789,679**
Net Cash Balance	**661,892**	**676,862**	**686,306**	**705,713**	**591,587**	**456,908**

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

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Total Disbursements	Sum of Expenses					
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	233,733	232,845	233,497	220,949	214,199	214,474
4200 BUSINESS LICENSES & FEES	0	0	7,000	30,000	30,000	30,000
4500 RECOVERIES AND REIMBURSEMENTS	0	1,469	452	0	0	0
4700 ISTVS	100,000	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	**100,000**	**101,469**	**107,452**	**130,000**	**130,000**	**130,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	100,000	101,469	107,452	130,000	130,000	130,000
Total Resources Available	**333,733**	**334,314**	**340,949**	**350,949**	**344,199**	**344,474**
500 Personal Services	100,000	100,000	100,000	100,000	100,000	100,000
510 Purchased Personal Services	500	0	20,000	0	0	0
520 Supplies and Maintenance	387	817	0	36,750	29,725	33,017
Total Disbursements	**100,887**	**100,817**	**120,000**	**136,750**	**129,725**	**133,017**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**100,887**	**100,817**	**120,000**	**136,750**	**129,725**	**133,017**
Net Cash Balance	**232,845**	**233,497**	**220,949**	**214,199**	**214,474**	**211,457**

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

	Actual			Estimate	Request	
Account Description	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Total Disbursements	Sum of Expenses					
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

BEA-0003 Fund Activity Summary for Operating Budget Request

4E80 HEFC Administration
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Beginning Cash Balance	54,610	61,609	71,358	74,780	74,780	74,966
Total Receipts Net of Accounts Receivable	**0**	**0**	**0**	**0**	**0**	**0**
885500 OPER TRANSFER IN-OTHER	63,000	65,000	67,600	67,600	70,025	71,813
Total Transfers In	**63,000**	**65,000**	**67,600**	**67,600**	**70,025**	**71,813**
Net Receipts	63,000	65,000	67,600	67,600	70,025	71,813
Total Resources Available	**117,610**	**126,609**	**138,958**	**142,380**	**144,805**	**146,779**
500 Personal Services	52,774	51,834	54,320	49,738	51,839	55,807
510 Purchased Personal Services	1,221	1,294	7,634	14,519	15,000	15,000
520 Supplies and Maintenance	2,007	2,122	2,224	3,343	3,000	3,000
Total Disbursements	**56,001**	**55,251**	**64,179**	**67,600**	**69,839**	**73,807**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**56,001**	**55,251**	**64,179**	**67,600**	**69,839**	**73,807**
Net Cash Balance	**61,609**	**71,358**	**74,780**	**74,780**	**74,966**	**72,972**

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

BEA-0003 Fund Activity Summary for Operating Budget Request
5D40 Conference Administration Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Beginning Cash Balance	1,851,053	1,449,148	658,301	643,148	643,148	525,148
4500 RECOVERIES AND REIMBURSEMENTS	66,726	435	6,966	0	7,000	7,000
Total Receipts Net of Accounts Receivable	**66,726**	**435**	**6,966**	**0**	**7,000**	**7,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	66,726	435	6,966	0	7,000	7,000
Total Resources Available	**1,917,779**	**1,449,583**	**665,267**	**643,148**	**650,148**	**532,148**
500 Personal Services	157,757	11,057	0	0	0	0
510 Purchased Personal Services	187,548	14,781	0	0	100,000	100,000
520 Supplies and Maintenance	123,002	15,343	22,119	0	25,000	25,000
595 Transfers and Non-Expense	325	750,100	0	0	0	0
Total Disbursements	**468,632**	**791,282**	**22,119**	**0**	**125,000**	**125,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**468,632**	**791,282**	**22,119**	**0**	**125,000**	**125,000**
Net Cash Balance	**1,449,148**	**658,301**	**643,148**	**643,148**	**525,148**	**407,148**

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

BEA-0003 Fund Activity Summary for
Operating Budget Request
5D40 Conference Administration Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Net Cash Balance	Total Resources Available - Total Use of Funds					

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 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	470,574	541,967	331,056	2,608,536	3,309,518	3,323,148
4430 OTHER GRANTS AND CONTRIBUTIONS	455,300	82,200	2,470,351	2,102,132	1,418,574	1,226,111
4500 RECOVERIES AND REIMBURSEMENTS	73,780	1,205	1,000	1,000	1,000	1,000
Total Receipts Net of Accounts Receivable	**529,080**	**83,405**	**2,471,351**	**2,103,132**	**1,419,574**	**1,227,111**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	529,080	83,405	2,471,351	2,103,132	1,419,574	1,227,111
Total Resources Available	**999,653**	**625,373**	**2,802,407**	**4,711,668**	**4,729,092**	**4,550,259**
500 Personal Services	68,172	65,842	64,261	84,300	88,094	94,820
510 Purchased Personal Services	97,745	75,542	70,777	347,700	347,700	347,700
520 Supplies and Maintenance	2,750	16,952	36,020	95,150	95,150	95,150
550 Subsidies Shared Revenue	289,019	135,981	0	875,000	875,000	875,000
595 Transfers and Non-Expense	0	0	22,813	0	0	0
Total Disbursements	**457,686**	**294,317**	**193,871**	**1,402,150**	**1,405,944**	**1,412,670**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**457,686**	**294,317**	**193,871**	**1,402,150**	**1,405,944**	**1,412,670**
Net Cash Balance	**541,967**	**331,056**	**2,608,536**	**3,309,518**	**3,323,148**	**3,137,589**

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

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 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Total Disbursements	Sum of Expenses					
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

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 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	870,060	4,572,050	1,481,611	12,374,419	3,423,719	14,484,719
4200 BUSINESS LICENSES & FEES	16,531	13,810	7,290	9,300	21,000	21,000
4500 RECOVERIES AND REIMBURSEMENTS	0	34,243	4,096	0	20,000	20,000
4600 OTHER SOURCES OF FINANCING	407,365	393,410	245,927	841,000	821,000	801,000
4700 ISTVS	30,202	39,642	527,521	199,000	199,000	199,000
Total Receipts Net of Accounts Receivable	**454,098**	**481,105**	**784,834**	**1,049,300**	**1,061,000**	**1,041,000**
885500 OPER TRANSFER IN-OTHER	7,000,000	0	20,000,000	0	20,000,000	0
Total Transfers In	**7,000,000**	**0**	**20,000,000**	**0**	**20,000,000**	**0**
Net Receipts	7,454,098	481,105	20,784,834	1,049,300	21,061,000	1,041,000
Total Resources Available	**8,324,158**	**5,053,155**	**22,266,445**	**13,423,719**	**24,484,719**	**15,525,719**
500 Personal Services	251,219	258,520	0	0	0	0
520 Supplies and Maintenance	107	25	0	0	0	0
550 Subsidies Shared Revenue	3,500,000	3,313,000	9,892,026	10,000,000	10,000,000	10,000,000
595 Transfers and Non-Expense	782	0	0	0	0	0
Total Disbursements	**3,752,108**	**3,571,544**	**9,892,026**	**10,000,000**	**10,000,000**	**10,000,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**3,752,108**	**3,571,544**	**9,892,026**	**10,000,000**	**10,000,000**	**10,000,000**
Net Cash Balance	**4,572,050**	**1,481,611**	**12,374,419**	**3,423,719**	**14,484,719**	**5,525,719**

Calculated Data Item	Item Calculation

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 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
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					

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	843,027	675,117	923,138	711,219	691,685	672,151
4500 RECOVERIES AND REIMBURSEMENTS	7,177,350	7,352,434	7,552,807	8,502,500	8,502,500	8,502,500
Total Receipts Net of Accounts Receivable	**7,177,350**	**7,352,434**	**7,552,807**	**8,502,500**	**8,502,500**	**8,502,500**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	7,177,350	7,352,434	7,552,807	8,502,500	8,502,500	8,502,500
Total Resources Available	**8,020,377**	**8,027,551**	**8,475,945**	**9,213,719**	**9,194,185**	**9,174,651**
500 Personal Services	2,484,880	2,376,503	2,340,798	2,905,761	2,914,912	3,019,562
510 Purchased Personal Services	2,877,874	2,733,226	3,481,379	3,490,264	3,413,403	3,447,592
520 Supplies and Maintenance	1,944,200	1,945,766	1,848,812	2,017,886	2,175,719	2,023,380
530 Equipment	38,306	48,918	93,737	108,123	18,000	31,500
Total Disbursements	**7,345,260**	**7,104,413**	**7,764,727**	**8,522,034**	**8,522,034**	**8,522,034**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**7,345,260**	**7,104,413**	**7,764,727**	**8,522,034**	**8,522,034**	**8,522,034**
Net Cash Balance	**675,117**	**923,138**	**711,219**	**691,685**	**672,151**	**652,617**

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

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Net Cash Balance	Total Resources Available - Total Use of Funds					

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 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Beginning Cash Balance	0	2,377,461	133,017	2,337,751	422,751	2,507,751
4500 RECOVERIES AND REIMBURSEMENTS	0	41,347	100,268	45,000	45,000	45,000
4700 ISTVS	12,941	18,209	80,709	40,000	40,000	40,000
Total Receipts Net of Accounts Receivable	**12,941**	**59,556**	**180,977**	**85,000**	**85,000**	**85,000**
885500 OPER TRANSFER IN-OTHER	3,000,000	0	4,000,000	0	4,000,000	0
Total Transfers In	**3,000,000**	**0**	**4,000,000**	**0**	**4,000,000**	**0**
Net Receipts	3,012,941	59,556	4,180,977	85,000	4,085,000	85,000
Total Resources Available	**3,012,941**	**2,437,017**	**4,313,994**	**2,422,751**	**4,507,751**	**2,592,751**
550 Subsidies Shared Revenue	635,480	2,304,000	1,976,243	2,000,000	2,000,000	2,000,000
Total Disbursements	**635,480**	**2,304,000**	**1,976,243**	**2,000,000**	**2,000,000**	**2,000,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**635,480**	**2,304,000**	**1,976,243**	**2,000,000**	**2,000,000**	**2,000,000**
Net Cash Balance	**2,377,461**	**133,017**	**2,337,751**	**422,751**	**2,507,751**	**592,751**

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

BEA-0003 Fund Activity Summary for Operating Budget Request
5ZY0 Grow Your Own Teacher Fund
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	0	0	0	4,969,025	14,369,025	7,369,025
Total Receipts Net of Accounts Receivable	**0**	**0**	**0**	**0**	**0**	**0**
885500 OPER TRANSFER IN-OTHER	0	0	5,000,000	10,000,000	0	0
885600 TRANSFER IN-PRIOR YEAR REVENUE	0	0	0	0	0	0
88550 TRANSFERS IN - OTHER (I)	0	0	0	0	0	0
Total Transfers In	**0**	**0**	**5,000,000**	**10,000,000**	**0**	**0**
Net Receipts	0	0	5,000,000	10,000,000	0	0
Total Resources Available	**0**	**0**	**5,000,000**	**14,969,025**	**14,369,025**	**7,369,025**
500 Personal Services	0	0	30,975	81,483	85,098	87,960
520 Supplies and Maintenance	0	0	0	5,056	5,056	5,056
550 Subsidies Shared Revenue	0	0	0	513,461	6,909,846	6,906,984
Total Disbursements	**0**	**0**	**30,975**	**600,000**	**7,000,000**	**7,000,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**0**	**0**	**30,975**	**600,000**	**7,000,000**	**7,000,000**
Net Cash Balance	**0**	**0**	**4,969,025**	**14,369,025**	**7,369,025**	**369,025**

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

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

BEA-0003 Fund Activity Summary for Operating Budget Request

6450 Ohio Tuition Trust

Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Beginning Cash Balance	129,440	85,260	62,340	64,741	54,610	44,479
4500 RECOVERIES AND REIMBURSEMENTS	850,000	800,222	800,243	1,100,000	1,100,000	1,100,000
Total Receipts Net of Accounts Receivable	**850,000**	**800,222**	**800,243**	**1,100,000**	**1,100,000**	**1,100,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	850,000	800,222	800,243	1,100,000	1,100,000	1,100,000
Total Resources Available	**979,440**	**885,482**	**862,582**	**1,164,741**	**1,154,610**	**1,144,479**
500 Personal Services	626,852	593,969	587,841	729,667	744,201	771,606
510 Purchased Personal Services	124,274	137,873	139,697	289,048	238,926	242,455
520 Supplies and Maintenance	139,466	80,002	65,945	82,816	125,004	92,571
530 Equipment	3,588	11,298	4,359	8,600	2,000	3,500
Total Disbursements	**894,180**	**823,142**	**797,842**	**1,110,131**	**1,110,131**	**1,110,132**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**894,180**	**823,142**	**797,842**	**1,110,131**	**1,110,131**	**1,110,132**
Net Cash Balance	**85,260**	**62,340**	**64,741**	**54,610**	**44,479**	**34,347**

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

Account Description	Actual			Estimate	Request	
	FY 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Net Cash Balance	Total Resources Available - Total Use of Funds					

BEA-0003 Fund Activity Summary for Operating Budget Request

6820 Nurse Education Assistance

Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	1,308,816	1,841,299	1,545,619	2,139,698	1,337,698	1,331,968
4500 RECOVERIES AND REIMBURSEMENTS	179,546	215,486	196,883	198,000	198,000	198,000
Total Receipts Net of Accounts Receivable	**179,546**	**215,486**	**196,883**	**198,000**	**198,000**	**198,000**
885500 OPER TRANSFER IN-OTHER	1,179,635	234,720	1,074,885	200,000	1,000,000	200,000
Total Transfers In	**1,179,635**	**234,720**	**1,074,885**	**200,000**	**1,000,000**	**200,000**
Net Receipts	1,359,181	450,206	1,271,768	398,000	1,198,000	398,000
Total Resources Available	**2,667,998**	**2,291,506**	**2,817,387**	**2,537,698**	**2,535,698**	**1,729,968**
500 Personal Services	67,284	73,066	79,108	82,890	87,383	90,656
510 Purchased Personal Services	2,288	1,354	1,317	1,831	1,831	1,831
520 Supplies and Maintenance	3,662	3,854	4,049	4,913	4,913	4,913
550 Subsidies Shared Revenue	753,464	667,613	593,216	1,110,366	1,109,603	1,112,944
Total Disbursements	**826,698**	**745,887**	**677,689**	**1,200,000**	**1,203,730**	**1,210,344**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**826,698**	**745,887**	**677,689**	**1,200,000**	**1,203,730**	**1,210,344**
Net Cash Balance	**1,841,299**	**1,545,619**	**2,139,698**	**1,337,698**	**1,331,968**	**519,624**

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

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Total Use of Funds	Total Disbursements + Transfers Out					
Net Cash Balance	Total Resources Available - Total Use of Funds					

Account Description	Actual			Estimate	Request	
	FY 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
Beginning Cash Balance	630,785	545,791	554,448	909,390	900,189	472,250
4400 FEDERAL GRANTS	17,354,045	20,561,237	20,541,223	21,796,799	21,796,799	21,796,799
4500 RECOVERIES AND REIMBURSEMENTS	1,005	708	644	0	0	0
4700 ISTVS	1,073,845	871,463	891,289	1,400,000	1,400,000	1,620,000
1027 102700 INTERFUND RECEIVABLE	(52,043)	0	0	0	0	0
Total Receipts Net of Accounts Receivable	**18,480,938**	**21,433,408**	**21,433,156**	**23,196,799**	**23,196,799**	**23,416,799**
885500 OPER TRANSFER IN-OTHER	13,645	0	0	0	0	0
Total Transfers In	**13,645**	**0**	**0**	**0**	**0**	**0**
Net Receipts	18,494,583	21,433,408	21,433,156	23,196,799	23,196,799	23,416,799
Total Resources Available	**19,125,368**	**21,979,199**	**21,987,604**	**24,106,189**	**24,096,988**	**23,889,049**
500 Personal Services	1,112,521	986,402	1,050,304	1,272,013	1,632,076	1,689,441
510 Purchased Personal Services	769,353	843,076	864,430	1,349,475	1,092,365	1,092,365
520 Supplies and Maintenance	120,302	348,430	386,255	571,804	509,980	509,980
550 Subsidies Shared Revenue	16,577,401	19,246,844	18,777,225	19,862,708	20,240,317	20,199,538
590 Judgments, Settlements & Bonds	0	0	0	150,000	150,000	150,000
Total Disbursements	**18,579,577**	**21,424,752**	**21,078,214**	**23,206,000**	**23,624,738**	**23,641,324**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**18,579,577**	**21,424,752**	**21,078,214**	**23,206,000**	**23,624,738**	**23,641,324**
Net Cash Balance	**545,791**	**554,448**	**909,390**	**900,189**	**472,250**	**247,725**

BEA-0003 Fund Activity Summary for
Operating Budget Request

3120 Federal Programs
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
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					

BEA-0003 Fund Activity Summary for Operating Budget Request

3BG0 Gear-Up Grant Scholarships
Agency Bud, Bud A

Account Description	Actual			Estimate	Request	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	3,438,625	3,765,338	3,977,032	4,525,453	3,100,453	1,675,453
4400 FEDERAL GRANTS	1,750,000	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
4500 RECOVERIES AND REIMBURSEMENTS	5,900	3,525	127,784	75,000	75,000	75,000
Total Receipts Net of Accounts Receivable	**1,755,900**	**1,603,525**	**1,727,784**	**1,675,000**	**1,675,000**	**1,675,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	1,755,900	1,603,525	1,727,784	1,675,000	1,675,000	1,675,000
Total Resources Available	**5,194,525**	**5,368,863**	**5,704,816**	**6,200,453**	**4,775,453**	**3,350,453**
550 Subsidies Shared Revenue	1,429,188	1,391,831	1,179,363	3,100,000	3,100,000	3,100,000
Total Disbursements	**1,429,188**	**1,391,831**	**1,179,363**	**3,100,000**	**3,100,000**	**3,100,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**1,429,188**	**1,391,831**	**1,179,363**	**3,100,000**	**3,100,000**	**3,100,000**
Net Cash Balance	**3,765,338**	**3,977,032**	**4,525,453**	**3,100,453**	**1,675,453**	**250,453**

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

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 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Beginning Cash Balance	0	0	0	0	0	0
4400 FEDERAL GRANTS	54,546	52,640	123,550	128,000	128,000	128,000
Total Receipts Net of Accounts Receivable	**54,546**	**52,640**	**123,550**	**128,000**	**128,000**	**128,000**
Total Transfers In	**0**	**0**	**0**	**0**	**0**	**0**
Net Receipts	54,546	52,640	123,550	128,000	128,000	128,000
Total Resources Available	**54,546**	**52,640**	**123,550**	**128,000**	**128,000**	**128,000**
500 Personal Services	3,090	0	0	7,090	7,090	7,090
550 Subsidies Shared Revenue	51,456	52,640	123,550	120,910	120,910	120,910
Total Disbursements	**54,546**	**52,640**	**123,550**	**128,000**	**128,000**	**128,000**
Total Transfers Out	**0**	**0**	**0**	**0**	**0**	**0**
Total Use of Funds	**54,546**	**52,640**	**123,550**	**128,000**	**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 our Account Owners and to other members of the public that may contact OTTA. There are several 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 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.

N/A

Fee Change Schedule
FY 2026 - FY 2027
Department of Higher Education

	Fee Proposal 01
Fee Name	N/A
Fee Notes	No fees proposed at this time.

Agency Name:	Department of Higher Education
Biennium for Request:	2026-27
CFO:	Kelly Weir
CIO:	Charles See
Prepared By:	Brandon Dountz

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 2024 Cost	Estimated FY 2025 Cost	Requested FY 2026 Cost	Requested FY 2027 Cost
None							

INDIRECT COST
Describe the agency's indirect cost allocation method (Answer if data includes indirect costs):

Agency Name:	Ohio Tuition Trust Authority (TTA)
Biennium for Request:	2026-27
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 2024 Cost	Estimated FY 2025 Cost	Requested FY 2026 Cost	Requested FY 2027 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.