

Greenbook

LBO Analysis of Enacted Budget

Ohio Department of Education

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Attachment:

Appropriation Spreadsheet

LBO Greenbook

Ohio Department of Education

Quick look...

- The Ohio Department of Education (ODE) oversees a K-12 public education system that enrolls approximately 1.7 million students.
- ODE is governed by the State Board of Education consisting of 11 elected and eight appointed members.
- Total budget: \$12.47 billion in FY 2022 and \$12.65 billion in FY 2023.
 - The GRF, lottery profits, and Foundation Funding – All Students Fund (Fund 5VSO) comprise 81.7% of the total budget. Fund 5VSO is a dedicated purpose fund, but is separated out in the table below because it is supported by transfers from the GRF.
 - Over 98% of ODE’s budget is paid out as subsidy, mainly in the form of school foundation aid.
- The budget phases in a new school funding formula, known as the Fair School Funding Plan, in FY 2022 and FY 2023.
 - The plan funds students where they are educated, rather than where they reside, resulting in direct funding for community and science, technology, engineering, and mathematics (STEM) school, open enrollment, and scholarship students, rather than the deduct-and-transfer method of funding generally used prior to FY 2022.
 - The plan guarantees that a district’s state aid in FY 2022 and FY 2023 will not fall below its combined FY 2021 funding from foundation aid (prior to budget reductions) net of school choice transfers, Student Wellness and Success funding, and the enrollment growth supplement.
- The budget increases the maximum amount of an Educational Choice (EdChoice), Cleveland, or Autism scholarship and changes how the amount of a Jon Peterson Special Needs Scholarship is calculated. It also eliminates the 60,000 cap on EdChoice scholarships and extends eligibility for EdChoice scholarships to certain students.

Fund Group	FY 2020 Actual	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
General Revenue	\$7,847,146,801	\$7,883,356,109	\$8,273,242,609	\$8,448,759,273
Lottery	\$1,151,302,982	\$1,325,276,005	\$1,361,700,000	\$1,340,000,000
Foundation Funding – All Students Fund (Fund 5VSO)*	\$274,775,371	\$399,999,892	\$500,000,000	\$600,000,000
Other state non-GRF	\$35,666,189	\$178,681,036	\$92,020,840	\$42,269,512
Federal	\$1,888,686,403	\$2,461,885,880	\$2,243,489,679	\$2,222,846,603
Total	\$11,197,577,746	\$12,249,198,922	\$12,470,453,128	\$12,653,875,388
% change	--	9.4%	1.8%	1.5%
GRF + Lottery + Fund 5VSO	\$9,273,225,154	\$9,608,632,006	\$10,134,942,609	\$10,388,759,273
% change	--	3.6%	5.5%	2.5%

*Prior to FY 2022, Fund 5VSO was named the Student Wellness and Success Fund.

Overview

Agency overview

The Ohio Department of Education (ODE) oversees a public education system consisting of 609 public school districts, 49 joint vocational school districts (JVSDs), and approximately 325 public community and science, technology, engineering, and mathematics (STEM) schools. This system enrolls approximately 1.7 million students in grades K-12 and graduates approximately 123,000 students each year. In addition, ODE monitors 51 educational service centers (ESCs), other regional education providers, early learning programs, and approximately 725 state-chartered nonpublic schools. ODE also administers the school funding system, collects school fiscal and performance data, develops academic standards and model curricula, administers the state achievement tests, issues district and school report cards, administers Ohio's school choice programs, provides professional development, and licenses teachers, administrators, treasurers, superintendents, and other education personnel. Details of ODE's many programs and initiatives are given in the **"Analysis of FY 2022-FY 2023 budget"** section of this Greenbook.

Appropriation summary

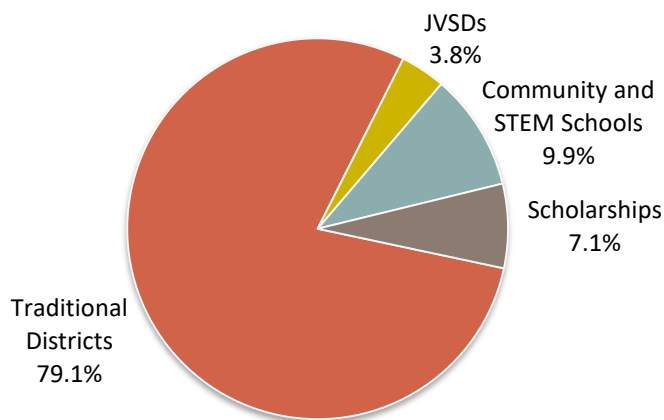
The budget provides total appropriations of \$12.47 billion in FY 2022 and \$12.65 billion in FY 2023 for ODE. The appropriations from the GRF and State Lottery Fund (SLF) Group make up a majority of ODE's funding for the biennium at 77.3%. Adding in the Foundation Funding – All Students Fund (Fund 5VS0), a Dedicated Purpose Fund (DPF) Group fund supported through a GRF transfer, increases this percentage to 81.7%. Federal funds account for the next largest portion at 17.8%. The remaining DPF Group and the Internal Service Activity (ISA) Fund Group account for the remaining 0.5%.

School foundation aid

The budget replaces the school funding formula used to determine the amount and distribution of state operating funding to schools with a new formula for FY 2022 and FY 2023. A major change to the system is to pay school districts, community schools, and STEM schools directly for the students they are educating, rather than the prior system that paid school districts for the students who resided in the district and then, for students not being educated by their resident districts, transferred funding to the schools actually educating the students. Likewise, under the budget, funding for all scholarship programs is paid directly, instead of counting most scholarship students in their resident districts and deducting the scholarship amount from the districts' aid.

The following chart shows the estimated distribution of direct payments over the FY 2022-FY 2023 biennium. The majority of funding will flow to traditional school districts (79.1%). Community and STEM schools are expected to receive 9.9% of foundation aid payments, scholarship students 7.1%, and JVSDs 3.8%. Both traditional districts and JVSDs have local taxing authority, so total funding for these schools is a partnership between the local district and the state. Community and STEM schools do not have taxing authority, so total funding for these public schools is provided by the state. The foundation aid appropriation under the bill totals \$9.17 billion statewide in FY 2022 and \$9.41 billion in FY 2023.

Estimated Foundation Aid Payment Distribution,
FY 2022-FY 2023 Biennium



Enrolled ADM

Average daily membership (ADM) is the formula's measure of the number of students in each district or school. Under prior law, "Formula ADM" calculated the number of students residing in a district minus 80% of the district's students receiving services at a JVSD, plus 20% of the district's students who were enrolled in another district under a career-technical education compact. The budget replaces "Formula ADM" with "Enrolled ADM" which counts the number of students being educated in a district or school. Continuing law maintains adjustments for JVSD students and career-technical education compact students for traditional districts. "Enrolled ADM" for JVSDs, community schools, and STEM schools equals the number of students enrolled in the district or school. "Enrolled ADM" for the purposes of state scholarship funding is the number of students receiving the scholarship.

Funding units

Payments for community and STEM schools and state scholarship programs are funded through "funding units." The funding units established are the "community and STEM school funding unit," the "Educational Choice Scholarship funding unit," the "Pilot Project Scholarship funding unit," the "Autism Scholarship funding unit," and the "Jon Peterson Special Needs Scholarship funding unit." These funding units distribute the total funding to each school or on behalf of each scholarship recipient in an amount equal to what the school or scholarship recipient would otherwise receive if funding were calculated for the school or scholarship recipient on an individual basis. Funding for scholarship students is discussed in more detail below in the "**Scholarship programs**" section. Under this unit approach, a single allocation of funding supports school foundation aid for school districts, community and STEM schools, and students using state scholarships to attend nonpublic schools.

Traditional school districts

The following sections discuss the budget's FY 2022 and FY 2023 calculations of foundation aid for traditional school districts. Each district's state core foundation funding

includes the state share of the base cost, targeted assistance, special education funds, disadvantaged pupil impact aid, English learner funds, gifted student funds, career-technical education (CTE) funds, and career-technical associated services funds.

Base cost

The base cost is the largest funding component in foundation aid. The state share of the base cost makes up about 59.2% of the formula's calculated funding to traditional districts before the phase-in and various guarantee provisions provided in the budget. Most prior school funding formulas have incorporated some sort of base cost or opportunity grant, which is seen as the cost of educating "typical" students. A "typical" student is one who does not receive special, career-technical, or gifted education and who is not economically disadvantaged or an English language learner. In the past, this component has been based on a per-pupil amount that is the same for all students in the state (\$6,020 most recently). The budget's school funding system for FY 2022 and FY 2023, however, uses a unique base cost for each district.

Under the budget's formula, a district's base cost consists of the teacher base cost, student support base cost, district leadership and accountability base cost, building leadership and operations base cost, and athletic co-curricular activities base cost. A district's base cost enrolled ADM is used for factors paid on a per-pupil basis in the base cost computation. The base cost enrolled ADM is equal to the greater of the district's enrolled ADM for the prior fiscal year or the average of the district's enrolled ADM for the three prior fiscal years. This smooths out the base cost calculation for districts with declining enrolled ADM. The average salaries and costs in the base cost computation are calculated using FY 2018 data.

Teacher base cost

The bulk of the cost of the model lies in the teacher base cost component. This component is made up of funding for three types of teachers: classroom teachers, special teachers (for classes in art, music, physical education, etc.), and substitute teachers.

The classroom and special teacher cost is calculated by multiplying an average teacher cost by a student to teacher ratio and also includes funding for four professional development days at a rate of \$401 per day. The average teacher cost includes amounts for salaries, benefits, and insurance and is \$85,753, as shown in the table below.

Calculation of Average Teacher Cost	
Component	FY 2018 Value
Average teacher salary*	\$62,205
Benefits (16% of average salary)	\$9,953
Average district-paid insurance costs	\$13,595
Total	\$85,753

*Average statewide salary of teachers with salaries between \$30,000 and \$95,000

The student to classroom teacher ratios vary depending on grade level, plus a lower ratio for career-technical classes as shown in the following table. The student to special teacher ratio is 150 to 1 with a minimum of six special teachers per district.

Student to Teacher Ratios	
Teacher Category	Ratio
Kindergarten	20 to 1
Grades 1 through 3	23 to 1
Grades 4 through 8	25 to 1
Grades 9 through 12	27 to 1
Career-technical education programs or classes	18 to 1
Special teachers*	150 to 1

*Minimum of six special teachers per district

The substitute teacher cost is calculated using a daily rate of \$104, which is equal to \$90 plus 16% for benefits for five substitute teacher days for every classroom and special teacher. The calculation of the teacher base cost for each district is summarized below:

Teacher Base Cost
Kindergarten teachers = (Kindergarten base cost enrolled ADM) / 20
Grades 1 to 3 teachers = (Grades 1 to 3 base cost enrolled ADM) / 23
Grades 4 through 8 teachers = (Grades 4 through 8 base cost enrolled ADM) / 25
Grades 9 through 12 teachers = (Grades 9 through 12 base cost enrolled ADM) / 27
CTE teachers = (CTE base cost enrolled ADM) / 18
Classroom teachers = Kindergarten teachers + Grades 1 to 3 teachers + Grades 4 to 8 teachers + Grades 9 to 12 teachers + CTE teachers
Special teachers = Greater of 6 or [(Base cost enrolled ADM) / 150]
Substitute teacher cost = (Classroom teachers + special teachers) x 5 x \$104
Professional development cost = (Classroom teachers + special teachers) x 4 x \$401
Teacher base cost = (Classroom teachers + special teachers) x \$85,743 + Substitute teacher cost + Professional development cost

Student support base cost

The student support base cost for traditional districts equals the sum of the following components.

Student Support Base Cost Funding Components and Calculations	
Component	Calculations
High school guidance counselor	Average statewide salary of guidance counselors with salaries between \$30,000 and \$95,000 (\$64,882 in FY 2018) plus 16% for benefits and \$13,595 for insurance (total = \$88,858). High school student to counselor ratio of 360 to 1. Minimum of one counselor funded.
Librarian and media staff	Average statewide salary of librarian and media staff with salaries between \$30,000 and \$95,000 (\$66,515 in FY 2018) plus 16% for benefits and \$13,595 for insurance (total = \$90,752). Student to staff ratio of 1,000 to 1.
Student wellness and success staff	Average statewide salary of counselors with salaries between \$30,000 and \$95,000 (\$64,882 in FY 2018) plus 16% for benefits and \$13,595 for insurance (total = \$88,858). Student to staff ratio of 250 to 1. Minimum of five staff members funded per district.
Academic co-curricular activities	Average per-pupil spending for academic co-curricular activities (\$42.17 in FY 2018) for each student.
Building safety and security	Average per-pupil spending for building safety and security (\$23.30 in FY 2018) for each student.
Supplies and academic content	Average per-pupil spending for supplies and academic content, excluding transportation and maintenance, (\$220.54 in FY 2018) for each student.
Technology	\$37.50 per student.

The calculation of the student support base cost is summarized below.

Student Support Base Cost
High school guidance counselors = Greater of one or $[(\text{High school base cost enrolled ADM}) / 360]$ High school guidance counselor cost = High school guidance counselors x \$88,858
Librarian and media staff = $(\text{Base cost enrolled ADM}) / 1,000$ Librarian and media staff cost = Librarian and media staff x \$90,752
Student wellness and success staff = Greater of five or $[(\text{Base cost enrolled ADM}) / 250]$ Student wellness and success staff cost = Student wellness and success staff x \$88,858
Academic co-curricular activities cost = $(\text{Base cost enrolled ADM}) \times \42.17
Building safety and security cost = $(\text{Base cost enrolled ADM}) \times \23.30
Supplies and academic content cost = $(\text{Base cost enrolled ADM}) \times \220.54
Technology cost = $(\text{Base cost enrolled ADM}) \times \37.50
Student support base cost = High school guidance counselor cost + Librarian and media staff cost + Student wellness and success staff cost + Academic co-curricular activities cost + Building safety and security cost + Supplies and academic content cost + Technology cost

District leadership and accountability base cost

The district leadership and accountability base cost for traditional districts equals the sum of the following components.

District Leadership and Accountability Base Cost Funding Components and Calculations	
Component	Calculations
Superintendent	Scaled amount of salary (using a salary range of \$80,000 for districts with no more than 500 students to \$160,000 for districts with at least 4,000 students) plus 16% for benefits and \$13,595 for insurance.
Treasurer	Scaled amount of salary (using a salary range of \$60,000 for districts with no more than 500 students to \$130,000 for districts with at least 4,000 students) plus 16% for benefits and \$13,595 for insurance.
Other district administrator	Calculated based on (a) the district's superintendent cost, (b) the ratio of the average statewide salary of all assistant superintendents and directors with salaries between \$50,000 and \$135,000 to the average salary of superintendents with salaries between \$60,000 and \$180,000 (82.2% in FY 2018), and (c) a student to staff ratio of 750 to 1, with a minimum of two administrators.
Fiscal support	Calculated based on (a) the average statewide salary of bookkeeping and accounting employees with salaries between \$20,000 and \$80,000 (\$45,368 in FY 2018) plus 16% for benefits and \$13,595 for insurance (total = \$66,222), and (b) a student to staff ratio of 850 to 1, with a minimum of two and maximum of 35 positions funded.
Education Management Information System (EMIS) support	Calculated based on the average statewide salary of accounting employees with salaries between \$30,000 and \$90,000 (\$52,892) plus 16% for benefits and \$13,595 for insurance (total = \$74,949), and a student to staff ratio of 5,000 to 1 with a minimum of one position funded.
Leadership support	Calculated based on the average statewide salary of administrative assistants with salaries between \$20,000 and \$65,000 (\$44,282 in FY 2018) plus 16% for benefits and \$13,595 for insurance (total = \$64,962), and an administrator to staff ratio of 3 to 1, with a minimum of one position funded.
Information Technology Center support	\$31 per student.

The calculation of the district leadership and accountability base cost is summarized below.

District Leadership and Accountability Base Cost

Superintendent cost =

If base cost enrolled ADM \leq 500, then \$106,395; else
 If base cost enrolled ADM \geq 4,000, then \$199,195; else
 Scaled amount between \$106,395 and \$199,195

District Leadership and Accountability Base Cost

Treasurer cost =

If base cost enrolled ADM ≤ 500 , then \$83,195; else

If base cost enrolled ADM $\geq 4,000$, then \$164,395; else

Scaled amount between \$83,195 and \$164,395

Other district administrators = Greater of two or $[(\text{Base cost enrolled ADM}) / 750]$

Other district administrators cost = Other district administrators $\times \{[(\text{District superintendent cost} - \$13,595) \times 82.2\%] + \$13,595\}$

Fiscal support staff = Greater of two or $\{\text{the lesser of } 35 \text{ or } [(\text{Base cost enrolled ADM}) / 850]\}$

Fiscal support staff cost = Fiscal support staff $\times \$66,222$

EMIS support staff = Greater of one or $[(\text{Base cost enrolled ADM}) / 5,000]$

EMIS support staff cost = EMIS support staff $\times \$74,949$

Leadership support staff = Greater of one or $[(\text{Superintendent} + \text{Other district administrators}) / 3]$

Leadership support staff cost = Leadership support staff $\times \$64,962$

Information Technology Center support cost = $(\text{Base cost enrolled ADM}) \times \31

District leadership and accountability base cost = Superintendent cost + Treasurer cost + Other district administrators cost + Fiscal support staff cost + EMIS support staff cost + Leadership support staff cost + Information Technology Center support cost

Building leadership and operations base cost

The building leadership and operations base cost for traditional districts equals the sum of the following components.

Building Leadership and Operations Base Cost Funding Components and Calculations	
Component	Calculations
Building leadership	Calculated based on (a) the district's superintendent cost, (b) the ratio of the average statewide salary of principals with salaries between \$50,000 and \$120,000 to the average salary of superintendents statewide with salaries between \$60,000 and \$180,000 (79.1% in FY 2018), and (c) a student to staff ratio of 450 to 1.
Building leadership support	Calculated based on the average statewide salary of clerical employees with salaries between \$15,000 and \$50,000 (\$32,974 in FY 2018) plus 16% for benefits and \$13,595 for insurance (total = \$51,844), and a student to staff ratio of 400 to 1, with a minimum number of positions funded equal to the number of buildings in the district and a maximum of three positions funded per building.
Operations	Calculated using the product of the six-year average of the statewide average building square feet per student and the six-year statewide average cost per square foot for those buildings, less the district's building safety and security cost (\$1,024 per student in FY 2018).

The calculation of the building leadership and operations base cost is summarized below.

Building Leadership and Operations Base Cost

Building leadership = (Base cost enrolled ADM) / 450

Building leadership cost = Building leadership x
 $\{[(\text{District superintendent cost} - \$13,595) \times 79.1\%] + \$13,595\}$

Building leadership support = Greater of (Number of buildings) or {the lesser of [(Number of buildings) x 3] or [(Base cost enrolled ADM) / 400]}

Building leadership support cost = Building leadership support x \$51,844

Operations cost = (Base cost enrolled ADM) x \$1,024

Building leadership and operations base cost = Building leadership cost +
 Building leadership support cost + Operations cost

Athletic co-curricular activities base cost

The athletic co-curricular activities base cost is provided if the district either (1) is a member of an organization that regulates interscholastic athletics or (2) has teams in at least three different sports that participate in an interscholastic league. The district's athletic co-curricular activities base cost is calculated as the product of (a) the base cost enrolled ADM and (b) the average per-pupil spending reported statewide for athletic co-curricular activities (\$163 in FY 2018).

Base cost summary

The total base cost amount for each district equals the sum of the five base cost components. This calculation is summarized below.

Calculation of the Base Cost for Each District

District's total base cost =
 Teacher base cost +
 Student support base cost +
 District leadership and accountability base cost +
 Building leadership and operations base cost +
 Athletic co-curricular activities base cost

Base cost per pupil

A district's total base cost is divided by the district's base cost enrolled ADM to calculate its base cost per pupil, as shown in the table below. The statewide average base cost per pupil, which is used in the calculation of a number of other formula components, is estimated to be \$7,202 in FY 2022. The budget specifies that the statewide average base cost per pupil for FY 2023 will remain fixed at the FY 2022 amount.

Calculation of the Base Cost Per Pupil for Each District

District's base cost per pupil = (District's total base cost) / (District's base cost enrolled ADM)

Per-pupil local capacity

The funding of the education of students enrolled at traditional school districts is a partnership between the state and the school district. The vast majority of school district local revenue comes from property taxes. Some school districts also levy income taxes. The capacity of school districts to raise local revenue varies greatly throughout the state. The share of each district's base cost that is supported by local revenues, therefore, is determined by a district's capacity to raise local revenue. The budget determines each district's per-pupil local capacity amount by calculating a per-pupil local capacity percentage, valuation per pupil, federal adjusted gross income (FAGI) per pupil, and adjusted FAGI per pupil for each district. This calculation is described below.

Per-pupil local capacity percentage

The per-pupil local capacity percentage is calculated by determining each district's median income ratio, which is equal to each district's median FAGI divided by the median of the median FAGIs for all districts statewide, and multiplying the ratio by a percentage between 2.25% and 2.5%, depending on how the district's ratio compares to other districts in the state. In FY 2022 and FY 2023, the per-pupil local capacity percentage ranges from about 1.2% to 2.5%, the maximum possible percentage. The calculation of the per-pupil local capacity percentage is summarized below.

Calculation of the Per-Pupil Local Capacity Percentage

District's median income ratio = (District's median FAGI) / (Median of all districts' median FAGIs)

If the district's median income ratio ≤ 1.0 , then

District's per-pupil local capacity percentage = District's median income ratio x 2.25%

If the district's median income index > 1.0 , but less than the 40th highest district ratio, then

District's per-pupil local capacity percentage = District's median income ratio x (2.25% to 2.5%, calculated on a sliding scale)

If the district's median income ratio \geq the 40th highest district index, then

District's per-pupil local capacity percentage = 2.5%

Valuation

A district's valuation is the lesser of (a) the average valuation for the three most recent tax years for which data is available and (b) the district's taxable value for the most recent tax year for which data is available.

FAGI

A district's FAGI is the lesser of (a) the average of the total FAGI of the district's residents for the three most recent tax years for which data is available and (b) the total FAGI of the district's residents for the most recent tax year for which data is available.

Adjusted FAGI

A district's adjusted FAGI is the product of (a) the median FAGI of the district's residents for the most recent tax year for which data is available and (b) the number of state tax returns filed by taxpayers residing in the district for the most recent tax year for which data is available.

Per-pupil local capacity amount summary

The per-pupil local capacity amount weights the district's valuation at 60% and the FAGI and adjusted FAGI each at 20%, divides the sum of these amounts by the district's base cost enrolled ADM then multiplies that by the per-pupil local capacity percentage. The per-pupil local capacity amount for traditional districts is estimated to average about \$4,100 in FY 2022 and \$4,300 in FY 2023. This calculation is summarized below.

Calculation of the Per-Pupil Local Capacity Amount

$$\text{District's per-pupil local capacity amount} = \{[(\text{District's valuation} \times 60\%) + (\text{District's FAGI} \times 20\%) + (\text{District's adjusted FAGI} \times 20\%)] / \text{District's base cost enrolled ADM}\} \times \text{District's per-pupil local capacity percentage}$$

State share of base cost

The per-pupil state share of the base cost is calculated by subtracting the per-pupil local capacity amount from the per-pupil base cost for each district, except that the per-pupil state share of the base cost cannot be less than 5% of the per-pupil base cost. The total state share of the base cost is equal to the per-pupil base cost multiplied by the current year enrolled ADM. This calculation is summarized below. Before any guarantees or phase-ins, the state share of the base cost is estimated to be \$4.67 billion in FY 2022.

Calculation of State Share of the Base Cost

If Per-pupil local capacity amount / District's base cost per pupil > 95%, then
Per-pupil state share of base cost = District's base cost per pupil x 5%

If Per-pupil local capacity amount / District's base cost per pupil ≤ 95%, then
Per-pupil state share of base cost =
District's base cost per pupil - District's per-pupil local capacity amount

District's state share of the base cost =
Per-pupil state share of the base cost x District's current year enrolled ADM

The state share of the base cost divided by the district's aggregate base cost yields a state share percentage. This percentage is used in the calculation of various categorical components discussed below that make up the remainder of foundation funding. The average state share percentage for all traditional districts is estimated to be 42.8% in FY 2022.

Targeted assistance

The budget replaces the targeted assistance and capacity aid components of the previous formula with a targeted assistance payment consisting of a "wealth amount" and a "capacity amount." Before any guarantees or phase-ins, targeted assistance is estimated to be \$988.4 million in FY 2022.

Wealth amount

The wealth amount depends on a district's "weighted wealth per pupil," which is calculated by adding 60% of the district's valuation and 40% of the district's FAGI, then dividing that amount by the district's enrolled ADM adjusted for open enrollment students. A wealth index is calculated for each district by dividing the statewide median district's weighted wealth per pupil by the district's weighted wealth per pupil (thus, the wealth index for a district with a weighted wealth per pupil less than the statewide median is greater than one). Each district with a wealth index greater or equal to 0.8 is credited with a wealth amount equal to the district's enrolled ADM multiplied by the difference between the statewide median district's wealth per pupil multiplied by 14 mills and the district's weighted wealth per pupil multiplied by 11.2 mills. This calculation is summarized below. Before any guarantees or phase-ins, the wealth amount is estimated to be \$738.5 million in FY 2022.

Calculation of Wealth Amount	
$\text{District's weighted wealth per pupil} = [(\text{District's valuation} \times 60\%) + (\text{District's FAGI} \times 40\%)] / (\text{District's enrolled ADM adjusted for open enrollment})$	
$\text{District's wealth index} = (\text{Statewide median district's weighted wealth per pupil}) / (\text{District's weighted wealth per pupil})$	
If District's wealth index < 0.8, then District's wealth amount = 0	
If District's wealth index ≥ 0.8, then $\text{District's wealth amount} = (\text{District's enrolled ADM}) \times [(\text{Statewide median district's weighted wealth per pupil} \times 0.014) - (\text{District's weighted wealth per pupil} \times 0.0112)]$	

Capacity amount

The capacity amount depends on a district's aggregate weighted wealth, which is calculated by adding 60% of the district's valuation and 40% of the district's FAGI. A capacity index is calculated for each district by dividing the statewide median district's weighted wealth by the district's weighted wealth. Like the wealth index, the capacity index for a district with a weighted wealth less than the statewide median is greater than one. Next, a capacity amount percentage is calculated based on the district's enrolled ADM. The percentage is 100% for a district with enrolled ADM greater or equal to 600, from 5% to 100% on a sliding scale for a district

with enrolled ADM greater than 400 and less than 600, and 5% for a district with enrolled ADM between 200 and 400. A district with enrolled ADM less than 200 does not qualify for the capacity amount, nor does a district with a capacity index less than or equal to 1.0 (i.e., a district at or above the statewide median). Each district with a capacity index greater than 1.0 is credited with a capacity amount equal to 8 mills multiplied by the difference between the statewide median district's weighted wealth and the district's weighted wealth and then by the district's capacity amount percentage. This calculation is summarized below. Before any guarantees or phase-ins, the capacity amount is estimated to be \$250.0 million in FY 2022.

Calculation of Capacity Amount

$$\text{District's weighted wealth} = (\text{District's valuation} \times 60\%) + (\text{District's FAGI} \times 40\%)$$

$$\text{District's capacity index} = \frac{(\text{Statewide median district's weighted wealth})}{(\text{District's weighted wealth})}$$

If District's enrolled ADM \geq 600, then
District's capacity amount percentage = 100%

If District's enrolled ADM is greater than 400 but less than 600, then
District's capacity amount percentage = Sliding scale from 5% to 100%

If District's enrolled ADM between 200 and 400, then
District's capacity amount percentage = 5%

If District's enrolled ADM $<$ 200 or District's capacity index \leq 1.0, then
District's capacity amount = \$0, else

$$\text{District's capacity amount} = [(\text{Statewide median district's weighted wealth}) - (\text{District's weighted wealth})] \times 0.008 \times \text{District's capacity amount percentage}$$

Special education additional aid

For each of the six special education categories funded in the prior foundation formula, the budget calculates each district's special education funds as equal to the product of the category's multiple, the statewide average base cost per pupil, the number of students in the district's enrolled ADM in the category, and the district's state share percentage. This calculation is summarized below. Before any guarantees or phase-ins, special education additional aid is estimated to be \$766.0 million in FY 2022.

Calculation of Special Education Additional Aid

$$\text{Category 1 special education additional aid} = (\text{District's category 1 special education enrolled ADM}) \times (\text{Statewide average base cost per pupil}) \times 0.2435 \times (\text{District's state share percentage})$$

$$\text{Category 2 special education additional aid} = (\text{District's category 2 special education enrolled ADM}) \times (\text{Statewide average base cost per pupil}) \times 0.6179 \times (\text{District's state share percentage})$$

$$\text{Category 3 special education additional aid} = (\text{District's category 3 special education enrolled ADM}) \times (\text{Statewide average base cost per pupil}) \times 1.4845 \times (\text{District's state share percentage})$$

$$\text{Category 4 special education additional aid} = (\text{District's category 4 special education enrolled ADM}) \times (\text{Statewide average base cost per pupil}) \times 1.9812 \times (\text{District's state share percentage})$$

Calculation of Special Education Additional Aid

Category 5 special education additional aid = (District's category 5 special education enrolled ADM) x (Statewide average base cost per pupil) x 2.6830 x (District's state share percentage)

Category 6 special education additional aid = (District's category 6 special education enrolled ADM) x (Statewide average base cost per pupil) x 3.9554 x (District's state share percentage)

District's special education additional aid = Sum of categories 1 through 6 special education aid

Disadvantaged pupil impact aid

Economically disadvantaged funds from the prior funding formula are renamed disadvantaged pupil impact aid (DPIA) with the base per-pupil amount increased from \$272 to \$422. This calculation is summarized below. Before any guarantees or phase-ins, DPIA is estimated to be \$620.5 million in FY 2022.

Calculation of Disadvantaged Pupil Impact Aid

District's economically disadvantaged percentage =
(District's economically disadvantaged enrolled ADM) / (District's enrolled ADM)

District's economically disadvantaged index =
the square of [(District's economically disadvantaged enrolled percentage) /
(Statewide economically disadvantaged percentage)]

District's DPIA = (District's economically disadvantaged enrolled ADM) x
(District's economically disadvantaged index) x \$422

English learner additional aid

From prior law, the budget modifies the students included in categories two and three of English language learner students to include those who have been enrolled for more than 180 days until they successfully achieve proficiency on the assessments and those who have achieved proficiency for two successive years, respectively. The budget also replaces per-pupil amounts for each of the three categories with weights that are multiplied by the statewide average base cost per pupil, and equalizes this amount with the state share percentage. This calculation is summarized below. Before any guarantees or phase-ins, English learner additional aid is estimated to be \$36.1 million in FY 2022.

Calculation of English Learner Additional Aid

Category 1 English learner additional aid = (District's category 1 English learner enrolled ADM) x (Statewide average base cost per pupil) x 0.2104 x (District's state share percentage)

Category 2 English learner additional aid = (District's category 2 English learner enrolled ADM) x (Statewide average base cost per pupil) x 0.1577 x (District's state share percentage)

Category 3 English learner additional aid = (District's category 3 English learner enrolled ADM) x (Statewide average base cost per pupil) x 0.1053 x (District's state share percentage)

District's English learner additional aid = Sum of categories 1 through 3 English learner aid

Gifted student funding

The budget increases per-pupil amounts for gifted identification funds from \$5.50 to \$24 per enrolled ADM in grades K-6 and adds gifted referral funding equal to \$2.50 per enrolled ADM as well as per-pupil funding for gifted professional development of \$7.00 in FY 2022 and \$14.00 in FY 2023. It also establishes a ratio of one gifted intervention specialist unit to 140 gifted students enrolled in grades K-12. The budget increases the salary associated with gifted coordinators and gifted intervention specialists. The budget equalizes all gifted payments by the state share percentage and requires ODE to reduce foundation funding payments to districts by any amounts not spent in accordance with gifted funding requirements. This calculation is summarized below. Before any guarantees or phase-ins, gifted student funding is estimated to be \$83.7 million in FY 2022.

Calculation of Gifted Student Funding

$$\text{Gifted identification funding} = (\text{District's enrolled K-6 ADM}) \times \$24 \times (\text{District's state share percentage})$$

$$\text{Gifted referral funding} = (\text{District's enrolled ADM}) \times \$2.50 \times (\text{District's state share percentage})$$

$$\text{Gifted professional development funding} = (\text{Greater of district's enrolled gifted students or 10\% of district's enrolled ADM}) \times (\$7 \text{ in FY 2022 or } \$14 \text{ in FY 2023}) \times (\text{District's state share percentage})$$

$$\text{District's gifted coordinator units} = \text{Lesser of 8 or } \{ \text{Greater of 0.5 or } [(\text{District's enrolled ADM}) / 3,300] \}$$

$$\text{Gifted coordinator unit funding} = (\text{District's gifted coordinator units}) \times \$85,776 \times (\text{District's state share percentage})$$

$$\text{District's gifted K-8 interventional specialist units} = \text{Greater of 0.3 or } [(\text{District's enrolled K-8 gifted students}) / 140]$$

$$\text{Gifted K-8 interventional specialist funding} = (\text{District's K-8 interventional specialist units}) \times \$89,378 \times (\text{District's state share percentage})$$

$$\text{District's gifted 9-12 interventional specialist units} = \text{Greater of 0.3 or } [(\text{District's enrolled 9-12 gifted students}) / 140]$$

$$\text{Gifted 9-12 interventional specialist funding} = (\text{District's 9-12 interventional specialist units}) \times \$80,974 \times (\text{District's state share percentage})$$

Career-technical education and associated services funds

The budget replaces per-pupil amounts for each of the five career-technical education categories and the associated services funds with weights that are multiplied by the statewide average career-technical base cost per pupil (equal to the statewide average base cost per pupil calculated for JVSDs; see the “**Joint vocational school districts**” section below), and then equalizes this amount with the state share percentage. This calculation is summarized below. Before any guarantees or phase-ins, career-technical education additional aid is estimated to be \$54.3 million in FY 2022.

Calculation of Career-Technical Education Additional Aid

Category 1 career-technical education additional aid = (District's category 1 career-technical education enrolled ADM) x (Statewide average career-technical base cost per pupil) x 0.6230 x (District's state share percentage)

Category 2 career-technical education additional aid = (District's category 2 career-technical education enrolled ADM) x (Statewide average career-technical base cost per pupil) x 0.5905 x (District's state share percentage)

Category 3 career-technical education additional aid = (District's category 3 career-technical education enrolled ADM) x (Statewide average career-technical base cost per pupil) x 0.2154 x (District's state share percentage)

Category 4 career-technical education additional aid = (District's category 4 career-technical education enrolled ADM) x (Statewide average career-technical base cost per pupil) x 0.1830 x (District's state share percentage)

Category 5 career-technical education additional aid = (District's category 5 career-technical education enrolled ADM) x (Statewide average career-technical base cost per pupil) x 0.1570 x (District's state share percentage)

Career-technical education associated services aid = (District's career-technical education enrolled ADM) x (Statewide average career-technical base cost per pupil) x 0.0294 x (District's state share percentage)

District's career-technical education additional aid = Sum of categories 1 through 5 career-technical education aid plus career-technical education associated services aid

Foundation funding phase-in and guarantee

Phase-in

The components of the budget's foundation funding described above are subject to a phase-in. The phase-in percentage is 16.67% for FY 2022 and 33.33% for FY 2023, except that DPIA funds under the budget are phased in at 0% in FY 2022 and 14% for FY 2023. The phase-in amount is calculated by starting with FY 2020 foundation funding for these components prior to any reduction ordered by the Governor in response to the COVID-19 pandemic, then adjusting for enrollment transfers in and out of the district. Then, this amount is added to the product of the phase-in percentage and the difference between the amount calculated under the new formula and the FY 2020 amount. This calculation is summarized below. When compared to the FY 2020 base, most districts would receive more funding for these components under the new funding formula, although it is estimated that 196 districts would receive less. Overall, in FY 2022, the phased-in amount of these components is \$730.7 million less than the estimate for these components under the new formula without a phase-in.

Calculation of Phase-In

District's base funding =

FY 2020 calculated aid before budget reductions for all components except for economically disadvantaged aid and transportation - Transfers to community and STEM schools for these components - Net transfers for open enrollment students - Transfers for scholarship programs

Calculation of Phase-In

District's phased-in funding for state share of the base cost, targeted assistance, special education additional aid, English learner additional aid, gifted student funding, and career-technical additional aid =
 District's base funding + (Phase-in percentage (16.67% in FY 2022 and 33.3% in FY 2023)) x
 (New formula's calculated funding for these components - District's base funding)

District's base funding for DPIA =
 FY 2020 calculated aid before budget reductions for economically disadvantaged aid - Transfers to
 community and STEM schools for economically disadvantaged aid

District's phased-in funding for DPIA =
 District's base funding for DPIA + (Phase-in percentage (0% in FY 2022 and 14% in FY 2023)) x
 (New formula's calculated funding for DPIA - District's base funding for DPIA)

Guarantee

The budget also provides temporary transitional aid to guarantee a traditional district's funding for these components in FY 2022 and FY 2023 does not fall below its funding base (including for DPIA) from FY 2020, as calculated for the phase-in. This calculation is summarized below. If a district has a decrease in incoming open enrollment students between one fiscal year and the next that equals the greater of 20 students or a 10% decrease in open enrollment students, the district's guarantee is reduced by the statewide average base cost per pupil times the reduction in the number of students in excess of the prescribed minimum decrease. In FY 2022, the guarantee adds \$71.6 million to the funding of the 196 districts with lower funding for these components under the new formula than calculated for FY 2020.

Calculation of Guarantee

District's guarantee funding = Greater of zero or
 (District's base funding + District's base funding for DPIA) - (District's phased-in funding for state share of the base cost, targeted assistance, special education additional aid, DPIA, English learner additional aid, gifted student funding, and career-technical additional aid)

Supplemental targeted assistance

Supplemental targeted assistance is provided to 36 districts whose enrolled ADM is less than 88% of their total residential ADM as counted in prior law and whose targeted assistance wealth index under prior law is greater than 1.6. This funding is provided on a sliding scale from \$75 per pupil for districts with a prior law wealth index of 1.6 to \$750 per pupil for the district with the highest prior law wealth index (2.8). This supplement is estimated to provide \$56.4 million to these 36 districts in FY 2022.

Transportation

The budget makes numerous changes to the prior formula for transportation funding. These include (1) increasing the state share of the regular transportation formula from the greater of 25% or a district's state share index to the greater of the 29.17% or the state share percentage for FY 2022 and 33.33% or the state share percentage for FY 2023, (2) changing the qualifying rider count to include preschool students and students who live less than one mile

from school, (3) calculating qualifying ridership based on the greater of the average number of morning riders or afternoon riders, (4) applying weights of 1.5 for community school students and 2.0 for nonpublic school students transported by a district, (5) creating an efficiency adjustment for districts that transport more than a target number of students per bus, and (6) modifying the density supplement payment for district's with less than 28 riders per square mile (reduced from 50 under prior law) and defining "rider density" as a district's total number of qualifying riders divided by the number of square miles in the district (rather than the district's total residential ADM per square mile as under prior law).

Total transportation funding equals the sum of base transportation funding for nonspecial education students transported by buses operated by the school district, an efficiency adjustment, and a density supplement; added to this are payments, totaling about \$16.8 million per fiscal year, for other types of pupil transportation, which are calculated according to administrative rules. Before any guarantees, transportation aid is estimated to be \$511.8 million in FY 2022.

Base transportation

The base transportation payment is generally calculated as it was in the prior formula except for the changes listed in (1) to (4) above. Two amounts are calculated; one based on a statewide cost per pupil and one based on a statewide cost per mile. The maximum of those amounts are taken then multiplied by a percentage to get the state share. This calculation is summarized below. The base transportation payment is estimated to be \$437.7 million in FY 2022.

Calculation of Base Transportation Payment

Statewide cost per rider = Total cost divided by total riders for all districts in the prior year after removing the 10 districts with the highest and the 10 districts with the lowest cost per rider

Statewide cost per community school rider = Statewide cost per rider x 1.5

Statewide cost per nonpublic school rider = Statewide cost per rider x 2

Statewide cost per mile = Total cost divided by total miles for all districts in the prior year after removing the 10 districts with the highest and the 10 districts with the lowest cost per mile

District's rider base = (District's riders x Statewide cost per rider) + (Community and STEM school riders transported by district x Statewide cost per community school rider) + (Nonpublic school riders transported by district x Statewide cost per nonpublic school rider)

District's mile base = District's total miles transported x Statewide cost per mile

District's percentage of payment = Greater of district's state share percentage or (29.17% in FY 2022 or 33.33% in FY 2023)

District's base transportation payment = District's percentage of payment x (Greater of district's rider base or districts mile base)

Efficiency adjustment

The budget adds a new efficiency adjustment to transportation funding for traditional districts. This calculation is summarized below. The efficiency adjustment is estimated to be \$22.6 million in FY 2022.

Calculation of Transportation Efficiency Adjustment

District's rider density = (District's riders and special education riders) / District's geographic area

If District's rider density is below the median, then
District's density adjuster ranges from about 0.4 to 1.

If District's rider density is above the median, then
District's density adjuster ranges from 1 to 1.5.

District's target riders per bus = Statewide median riders per bus x District's density adjuster

District's efficiency index = (District's actual riders per bus) / (District's target riders per bus)

If District's efficiency index is ≤ 1 , then
District's efficiency adjustment percentage = 0%;

If District's efficiency index is between 1 and 1.5, then
District's efficiency adjustment percentage = 0% to 15% on a sliding scale;

If District's efficiency index is ≥ 1.5 , then
District's efficiency adjustment percentage = 15%

District's efficiency adjustment = (District's efficiency adjustment percentage) x
(District's base transportation payment)

Density supplement

The density supplement is generally calculated as it was in the prior formula except for the changes listed in (6) above. This calculation is summarized below. The density supplement is estimated to be \$34.7 million in FY 2022.

Calculation of Transportation Density Supplement

District's rider density = (District's riders) / District's geographic area

District's density supplement percentage = (28 - District's rider density) / 100

District's density supplement = District's mile base x
District's density supplement percentage x 0.55

Transportation guarantee

The budget includes a separate transportation guarantee that ensures each district's transportation aid does not fall below its FY 2020 transportation aid prior to any reduction ordered by the Governor and adjusted for transportation aid transferred to community schools. This calculation is summarized below. The transportation guarantee is estimated to be \$22.8 million in FY 2022.

Calculation of Transportation Guarantee

District's base funding for transportation = FY 2020 calculated aid before budget reductions for transportation aid - Transfers to community and STEM schools for transportation aid

District's transportation guarantee funding = Greater of zero or
(District's base funding for transportation) - (District's total transportation aid calculated under the new formula)

Formula transition supplement

The formula transition supplement is another guarantee provided by the budget. This supplement guarantees that a district's foundation aid in FY 2022 and FY 2023 does not fall below the sum of the foundation aid that was calculated for the district for FY 2021 before budget reductions plus the district's student wellness and success funds for FY 2021 plus the district's enrollment growth supplement for FY 2021. This calculation is summarized below. The formula transition supplement is estimated to be \$112.5 million in FY 2022.

Calculation of Formula Transition Supplement

District's base funding = District's FY 2021 calculated foundation aid before budget reductions for foundation aid - Transfers to community and STEM schools - Net transfers for open enrollment students - Transfers for scholarship programs + District's FY 2021 student success and wellness payment + District's FY 2021 enrollment growth supplement

District's formula transition supplement = Greater of zero or
(District's base funding) - [(District's phased-in funding for state share of the base cost, targeted assistance, special education additional aid, DPIA, English learner additional aid, gifted student funding, and career-technical additional aid) + District's guarantee payment + District's supplemental targeted assistance + District's transportation aid + District's transportation guarantee]

Summary of foundation aid for traditional school districts

Foundation aid for traditional school districts is the sum of all the components discussed above. This calculation is summarized below. Foundation funding for traditional school districts is estimated to be \$7.26 billion in FY 2022.

Summary of Foundation Aid for School Districts

District's foundation funding =
District's phased-in funding for state share of the base cost +
District's phased-in funding targeted assistance +
District's phased-in funding special education additional aid +
District's phased-in funding English learner additional aid +
District's phased-in funding gifted student funding +
District's phased-in funding career-technical additional aid +
District's phased-in funding for DPIA +
District's guarantee funding +
District's supplemental targeted assistance +
District's transportation funding +

Summary of Foundation Aid for School Districts

District's transportation guarantee funding +
District's formula transition supplement

Joint vocational school districts

JVSD funding is calculated in the same manner as traditional districts, with some modifications. The calculation of base cost funding for JVSDs (1) replaces the cost for special teachers with the cost for teachers focused on career preparation, student organization activities, and health and physical education but calculates the cost in the same manner, (2) repurposes the cost for academic and athletic co-curricular activities to instead be used for various staff needs particular to JVSDs, and (3) eliminates the minimum number of positions computed for purposes of a district's student wellness and success staffing cost component.

Instead of a per-pupil local capacity amount, the local share of the base cost for JVSDs is calculated by multiplying a $\frac{1}{2}$ mill by the lesser of the district's three-year average valuation or most recent valuation. This is consistent with the prior formula for JVSDs. Likewise, as under prior law, JVSDs do not receive targeted assistance, gifted student funding, or transportation funding. Foundation funding for JVSDs is estimated to be \$344.1 million in FY 2022.

Community and STEM schools

Community schools are public schools that are exempt from certain state requirements. These schools are not part of any school district and do not have taxing authority. Community schools include e-schools, which provide educational services electronically instead of in a traditional classroom setting, and the more traditional brick-and-mortar schools. STEM schools are similar to community schools in many respects, including the way they are funded, but must operate in collaboration with higher education institutions and business organizations.

As indicated above, the budget funds community and STEM schools directly rather than through transfers of state aid from the students' resident districts. The budget's funding formula for community and STEM schools is similar to the formula for traditional districts. However, since community and STEM schools do not have taxing authority, the state provides all of the base cost and other applicable formula components to these public schools. That is, the state share for community and STEM schools is, in effect, 100%. Foundation funding for community and STEM schools is estimated to be \$912.5 million in FY 2022. Additional details, including notable differences with the formula for traditional districts, are provided below.

Base cost

The budget calculates the same five base cost components that are calculated for traditional school districts but with the following modifications: (1) each school's current year enrolled ADM is used instead of base cost enrolled ADM, (2) the minimum number of positions computed for special teachers is eliminated, and (3) each school's student support, district leadership and accountability, building leadership and operations, and (if meeting the criteria to qualify) athletic co-curricular activities base cost components are equal to the school's enrollment multiplied by the per-pupil statewide average for the respective base cost component for traditional districts (estimated to be \$874, \$503, \$1,469, and \$163, respectively, in FY 2022).

Categorical components

As under prior law, community and STEM schools are provided additional aid for students receiving special education or career-technical education services while brick-and-mortar community schools and STEM schools also receive additional aid for students who are classified as English learners. For these components, the calculations are the same as those for traditional districts except that a state share percentage is not applied.

In addition to the above funding, brick-and-mortar community and STEM schools receive DPIA for each student identified as economically disadvantaged. DPIA is calculated in the same manner as traditional school districts. E-schools do not receive this funding. Community and STEM schools do not receive targeted assistance or gifted student funding.

Phase-in

The budget provides a phase-in of a community or STEM school's funding components that is substantially similar to the phase-in for traditional school districts, except all components (including DPIA) are subject to the general phase-in percentages of 16.67% for FY 2022 and 33.33% for FY 2023.

Transportation

Under continuing law, a community school receives transportation aid if it takes over from a school district the responsibility to provide transportation to the district's students that are enrolled in the school. Under the budget, a community school's transportation payment is equal to either (1) the statewide cost per rider for traditional districts for a student whose school district of residence would have transported the student by yellow school bus or (2) the amount that otherwise would have been paid to the student's school district of residence, if the district would have used other types of transportation for the student.

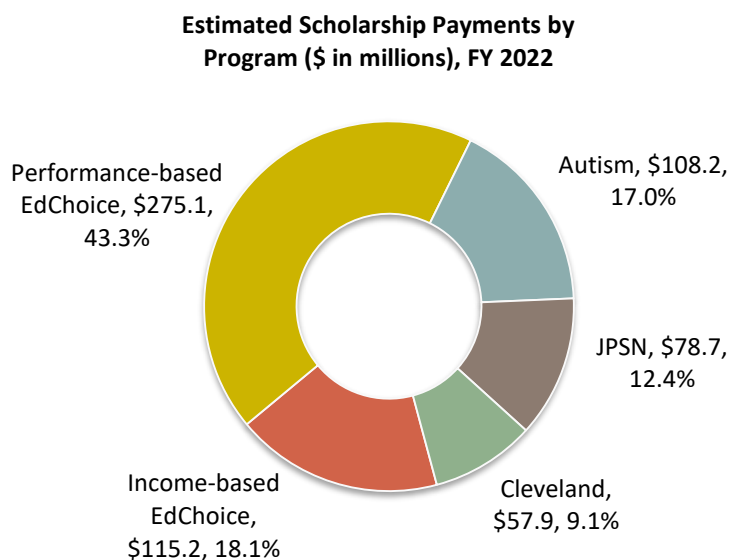
Formula transition supplement

The budget guarantees that a community or STEM school's foundation aid on a per-pupil basis for FY 2022 and FY 2023 does not fall below its total per-pupil amount of FY 2021 foundation funding before budget reductions, including any transportation payment, and student wellness and success funds.

Scholarship programs

The state provides four main scholarships for students to obtain education services from private providers, typically chartered nonpublic schools: (1) the Educational Choice (EdChoice) Scholarship Program, which provides scholarships for students who (a) are assigned or would be assigned to district school buildings that have persistently low academic achievement (known as the "performance-based" component) or (b) are from low-income families (known as the "income-based" component), (2) the Cleveland Scholarship and Tutoring Program (CSTP), for students residing in the Cleveland Municipal School District, (3) the Autism Scholarship Program, and (4) the Jon Peterson Special Needs (JPSN) Scholarship Program. The latter two provide scholarships to autistic students in grades pre-K-12 and students with any category of disability in grades K-12, respectively, to enroll in an approved special education program other than the one offered by the student's school district.

The budget makes numerous changes to the state's scholarship programs. As described above, the budget directly funds all state scholarships using foundation funding, instead of using the deduct-and-transfer method of financing generally in place for the scholarships prior to FY 2022.¹ The following highlights other fiscally notable changes to the programs, including maximum scholarship amounts and changes to eligibility for performance-based EdChoice scholarships. Overall, scholarship payments are estimated to be about \$635.1 million in FY 2022. The chart below breaks out the estimated amount by program.



Maximum scholarship amounts

The budget increases the maximum amount of an EdChoice or Cleveland scholarship from \$4,650 to \$5,500 for students in grades K-8 and from \$6,000 to \$7,500 for students in high school. These amounts are increased in future years by the same percentage as the average base cost per pupil increases in those years. The budget increases the maximum amount of an Autism scholarship from \$27,000 to \$31,500 for FY 2022 and \$32,445 for FY 2023 and each year thereafter. The budget also changes how the amount of a JPSN scholarship is calculated. In general, a JPSN scholarship is calculated as the sum of a base amount and an amount for the student's disability category, subject to a cap of \$27,000. The table below compares the effective maximum amounts under prior law to those for FY 2022 and FY 2023 for each disability category once the base, disability category, and capped amounts are all taken into account.

¹ Under prior law, direct state payments financed a portion of CSTP and all income-based EdChoice scholarships. Direct state payments for these programs were appropriated separately from school foundation aid appropriations. The budget, under its unit funding approach, folds the funding for these two programs into a single allocation of foundation funding for public schools and scholarship programs.

Comparison of JPSN Scholarship Effective Maximum Amounts			
Disability Category	Prior Law	H.B. 110 FY 2022	H.B. 110 FY 2023
Category 1	\$7,598	\$7,731	\$7,976
Category 2	\$10,025	\$10,058	\$10,377
Category 3	\$15,682	\$15,682	\$15,936
Category 4	\$18,861	\$18,861	\$19,121
Category 5	\$23,410	\$23,410	\$23,623
Category 6	\$27,000	\$27,000	\$27,000

The budget also requires that the specified JPSN base amount for FY 2023 must increase in future fiscal years by the same percentage as the average base cost per pupil increases in those years. In addition, the dollar amount assigned to the child's disability category also must increase by the same percentage that amounts calculated by the General Assembly for those categories of special education services increase for future fiscal years.

EdChoice eligibility

The budget makes a number of changes to eligibility for EdChoice scholarships, which are briefly listed below. Additional details regarding eligibility changes are available in the [LSC bill analysis](#), beginning on page 191. The budget:

- Eliminates the 60,000 cap on EdChoice scholarships;
- Changes the performance index rankings used to determine whether a student is eligible for a performance-based EdChoice scholarship sought for the 2023-2024 or 2024-2025 school year under the performance index score eligibility criteria;
- Expands qualifications for a performance-based scholarship including qualifying high school students not enrolled in public school, siblings, students in foster or kinship care or other placement, and students who received but no longer qualify for the Autism or Jon Peterson scholarship;
- Phases out the requirement that, to qualify for a performance-based scholarship, students generally must be enrolled in either a school operated by their resident districts or a community school;
- Maintains a student's eligibility for a performance-based scholarship if, after the first day of the application period, ODE changes the internal retrieval number (IRN) of the school in which the student is enrolled or otherwise would be assigned;
- Expands qualifications for an EdChoice scholarship sought for the 2021-2022 school year based on the EdChoice designation list for the 2019-2020 or 2021-2022 school year.

Other major budget provisions

Community and STEM schools

Quality Community Schools Support Program

The budget appropriates \$54.0 million per year from lottery profits to support the Quality Community Schools Support Program, an increase of \$24.0 million per year over FY 2021. The program provides additional funds to community schools that meet certain quality standards with respect to report card grades, sponsor ratings, and other factors. A Community School of Quality will receive per-pupil funding of \$1,750 for students who are identified as economically disadvantaged and \$1,000 for students not identified as economically disadvantaged, amounts that are unchanged from the previous biennium. Community and STEM schools that are designated as a Community School of Quality maintain the designation for two fiscal years following the fiscal year that the school initially received the designation. The budget permits a school designated as a Community School of Quality to renew its designation each year that it satisfies certain criteria. The school maintains that designation for the two fiscal years following each fiscal year in which the school satisfied the criteria.

In FY 2021, payments to designated schools were prorated to 58.5% of the calculated amount to avoid exceeding the \$30 million appropriated. The budget's funding increases for the program more closely align appropriations with the full calculated amounts for designated schools.

Community school facilities funding

The budget appropriates \$42.0 million in each fiscal year from lottery profits to assist community and STEM schools with the cost of facilities, an increase of \$21.4 million over FY 2021. This funding is paid on a per-pupil basis. The budget increases the per-pupil amount paid to brick-and-mortar community schools and STEM schools from \$250 to \$500 and maintains the amount paid to e-schools at \$25 per pupil.

Requirement to locate in a challenged school district eliminated

The budget removes a requirement that new start-up community schools be established only in a "challenged school district." A "challenged school district" was any of the following: (1) a "Big-Eight" school district (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, or Youngstown), (2) a low-performing school district as determined by the school's performance index score, value-added progress dimension, or overall ratings on the state report card, or (3) a school district in the original community school pilot project area (Lucas County).

Automatic closure

The budget prohibits the automatic closure of community schools on the basis of a report card rating issued prior to the 2022-2023 school year, creating a new starting point for automatic closure. Together, H.B. 197 and H.B. 409, both of the 133rd General Assembly, prohibited ODE from publishing and issuing ratings for overall grades, components, and individual measures on the state report cards for both the 2019-2020 and 2020-2021 school years. Those acts also established a safe harbor from penalties and sanctions for districts and schools based on the absence of report card grades for those years.

Disenrollment by e-schools – failure to participate

The budget reduces the amount of time that a student who is disenrolled by an e-school in which a majority of the students are not enrolled in a dropout prevention and recovery (DOPR) program, for failure to participate in instructional activities, is prohibited from re-enrolling in the same school from one school year from the date of the student's disenrollment to the remainder of the school year in which the student was disenrolled. It also permits a disenrolled student to enroll in another e-school during that same school year, whereas prior law prohibited this unless the school was a DOPR school.

STEM school law changes

The budget enacts a host of changes to the law governing STEM schools. Among them are changes to the required content of a STEM school proposal and requirements (1) for STEM schools, STEM school equivalents, and STEM programs of excellence to apply to the STEM Committee every five years to continue designation and (2) for the Committee to put the school or program on a one-year corrective action plan if the school or program is out of compliance with the law or its proposal and to revoke the STEM designation for failure to implement the corrective action plan. The budget permits more frequent reviews of a school's or program's designation if there is reason to believe the school or program is not complying with the law or its proposal. The budget also requires an independent STEM school (one that is not operated by a school district) to close if it loses its STEM designation.

Transportation-related provisions

Special education transportation

The budget increases GRF funding for special education transportation payments to \$117.5 million in FY 2022, an increase of \$57.0 million compared to FY 2021, and \$123.5 million in FY 2023, an increase of \$6.0 million compared to FY 2022. The state provides these payments outside of the main transportation formula to school districts, county developmental disabilities (DD) boards, and ESCs to provide required transportation services to students with disabilities whom it is impossible or impractical to transport by regular school bus. The budget also changes the method used to determine a district's special education transportation payment from a method determined through administrative rules to an amount, determined in statute, that is equal to the actual costs incurred when transporting those students multiplied by the greater of the district's state share percentage or 29.17% for FY 2022 and 33.33% for FY 2023.

School bus purchase grants

The budget appropriates \$50.0 million in FY 2022 for ODE to implement a new program to distribute bus purchasing grants of at least \$45,000 to city, local, and exempted village school districts to replace the oldest and highest mileage buses in the state assigned to routes. The budget supports the program through an FY 2022 cash transfer from the GRF to the School Bus Purchase Fund (Fund 5VS0). The budget's program is similar to a \$20 million program in place for FY 2021 for the same general purpose.

Transportation for community school and nonpublic school students

The budget contains various provisions that facilitate the transportation of community school and nonpublic school students. In general, these provisions require coordination among community and nonpublic schools with school districts and student transportation plans developed by school districts.

The budget requires school districts, ESCs, and private contractors to deliver students to their public or nonpublic schools no sooner than 30 minutes prior to the start of the school day and to be available to pick them up no later than 30 minutes after the end of the school day. It prohibits a school district from transporting community or chartered nonpublic school students in grades K-8 using vehicles operated by a mass transit system, unless the district enters into an agreement with the students' school to do so. It also requires a school district that transports community or chartered nonpublic school students in high school using vehicles operated by a mass transit system to ensure that a student's route does not require more than one transfer.

The budget requires ODE to monitor a school district's compliance with its continuing law and new responsibilities to provide transportation services. If ODE determines that a school district has been noncompliant with providing those services for a consistent or prolonged period, ODE must deduct from the district's payment for student transportation the total daily amount of that payment, as computed by ODE, for each day the district is not in compliance.

Payments in lieu of transportation

The budget makes changes to the payment in lieu of transportation option for students a district deems impracticable to transport, including setting the minimum annual payment in lieu amount at not less than 50% of the average cost of pupil transportation for the previous school year, as determined by ODE, instead of an amount determined by the General Assembly (the maximum amount continues to be 100% of that average cost). Under prior law, the General Assembly determined the minimum amount to be \$250.

Preschool special education

The budget increases GRF funding for preschool special education services by \$24.0 million in FY 2022, from \$110.0 million in FY 2021 to \$134.0 million, and by an additional \$5.0 million in FY 2023, to \$139.0 million. The increased funding amounts are mainly designed to lift the proration of the payments that has been typically applied in recent years to avoid exceeding the appropriation. Under prior law, each school district received \$4,000 for each preschool student with disabilities plus additional special education aid based on the applicable special education category amount for each student and the resident district's state share index. The budget makes changes to the calculation of preschool special education funding in recognition of the new school funding formula by replacing (1) the state share index with the state share percentage and (2) the applicable special education dollar amount with the applicable special education weight times the statewide average base cost per pupil. The base amount of \$4,000 remains unchanged.

Industry-recognized credentials

The budget provides \$20.5 million in each fiscal year from the GRF to incentivize high school students to earn industry-recognized credentials and school districts to create new credentialing programs in priority career fields. Specifically, the budget allocates:

- \$8.0 million each fiscal year to fund credential reimbursements. The budget continues to require school districts to pay for costs associated with earning the credential upfront (eliminating the possibility of out-of-pocket costs for students);
- \$12.5 million each fiscal year for the Innovative Workforce Incentive Program, which makes payments to school districts of \$1,250 for each credential a student earns from a list of priority credentials determined by the Governor's Office of Workforce Transformation.

Earning an industry-recognized credential or a group of credentials helps students meet Ohio's requirements to obtain a high school diploma. The budget specifies that obtaining a state-issued license for practice in a vocation that requires an examination for issuance of that license is one of the foundational options that a student might use to help qualify for a high school diploma under certain circumstances. In addition, the budget qualifies a student who obtains such a state-issued license for an industry-recognized diploma seal for the purposes of helping qualify for a high school diploma, rather than just earning an industry-recognized credential, as under current law. Additional changes codify current practice regarding assigning a point value for each credential and the total number of points necessary to earn a high school diploma under continuing law.

Afterschool Child Enrichment Educational Savings Account Program

The budget appropriates \$50.0 million in FY 2022 and \$75.0 million in FY 2023 from the state allocation of federal coronavirus relief funds to finance the Afterschool Child Enrichment Educational Savings Account Program. This program, established by the budget, provides an eligible student, upon the request of their parents or guardians, with \$500 for each of FY 2022 or FY 2023 on a first-come, first-served basis. Ohio students ages six to 18 from families with income at or below 300% of the federal poverty guidelines are eligible to receive the funds. The funds are credited to an account that may be used for various enrichment activities.

Academic distress commissions

Under current law, the Superintendent of Public Instruction must establish an academic distress commission (ADC) for certain school districts with persistently low academic performance to guide actions to improve their performance. The law requires each ADC to appoint a chief executive officer (CEO) who has substantial powers to manage the operation of the district and whose compensation is paid by the state. Currently, the Lorain, East Cleveland, and Youngstown city school districts (CSDs) are subject to an ADC. The budget prohibits the creation of any new ADCs for the 2021-2022 and 2022-2023 school years. Separately, it establishes a process by which the three school districts currently subject to an ADC may be relieved from the oversight of the ADC prior to meeting the conditions prescribed by continuing law.

In general, the process requires each district's board of education to develop an academic improvement plan, with academic improvement benchmarks, encompassing FY 2023 to FY 2025. Upon the plan's approval by the Superintendent of Public Instruction, the district may reassume managerial and operational control from the ADC and the district's CEO and is not subject to any other provisions of current law regarding ADCs. However, while the school district is implementing the plan, the district's ADC continues to exist to provide assistance to the district but without the CEO, who is removed from the position, and without any operational or managerial control of the district. However, the budget permits the district board to employ the former CEO as the district superintendent. If so, ODE must provide compensation to the individual under the terms of the former CEO contract while the district is implementing its improvement plan.

The State Board of Education must evaluate a district's performance at the end of the three-year period. If the district improves but does not meet at least a majority of the academic improvement benchmarks, the district board may apply to the Superintendent for up to two one-year extensions. If a district meets at least a majority of the academic improvement benchmarks at the end of the initial evaluation or after an extension, the ADC is dissolved. Otherwise, the district once again becomes subject to an ADC.

The budget also requires the Auditor of State to complete a one-time performance audit of each of the three districts between July 1, 2022, and June 30, 2025, and submit the audit results to the district board and the district's ADC.

Nationally standardized college admission assessments

Beginning with the class of 2026, the budget permits a parent or guardian of a high school student to opt their student out of the requirement to take a nationally standardized college admission test as part of the state's College and Work Ready Assessment System. The state currently contracts with ACT Inc. and the College Board to administer the ACT and SAT, respectively, as the prescribed test, which is given to eleventh grade students in the spring of each school year.

Graduation requirements

The budget enacts a number of changes to the law with respect to the requirements necessary for a student to earn a high school diploma, particularly for students with disabilities, chartered nonpublic school students, and transfer students. Among other changes, the budget creates additional pathways to demonstrate competency in math or language arts if a student is unable to obtain a competency score on the Algebra I or English language arts II examinations, generally requires transfer students to meet continuing law requirements to demonstrate competency and earn state diploma seals, and makes changes to the system of diploma seals a student may use to qualify for a high school diploma. According to ODE, these changes mainly clarify issues that were not addressed when the graduation requirements were modified in H.B. 166 of the 133rd General Assembly.

Online learning and blended learning

The budget permits school districts, with the approval of the Superintendent of Public Instruction, to operate a school using an online learning model and prescribes requirements for

them. The State Board must revise operating standards for school districts to include prescribed standards for the operation of online learning models. The budget also requires districts and schools using a blended learning model to operate an annual calendar of at least 910 hours.

Vetoed provisions

Low-performing community school sponsor changes

The Governor vetoed a provision that would have permitted low-performing community schools in which a majority of the enrolled students are children with disabilities receiving special education and related services to enter into a contract with a new sponsor without approval from ODE.

JCARR review of EMIS

The Governor vetoed a provision that would have subjected to review by the Joint Committee on Agency Rule Review (JCARR) any proposed changes to the Education Management Information System (EMIS) or ODE's business rules and policies that may affect community schools.

Nonpublic school participation

The Governor vetoed a provision that would have prohibited any requirement of the College Credit Plus (CCP) Program, and any rule adopted by the Chancellor of Higher Education or the State Board of Education for administering the program, to apply to a nonpublic school that chooses not to participate in the program.

Conditional approval scholarships

The Governor vetoed a provision that would have required ODE to award a scholarship to a student with an application that has been conditionally approved if the student (1) enrolled in a chartered nonpublic school that accepts EdChoice scholarships within one year of receiving approval and (2) did not change addresses after receiving approval and prior to enrolling in that chartered nonpublic school.

Analysis of FY 2022-FY 2023 budget

Introduction

This section provides an analysis of the funding for each appropriation line item (ALI) in the Ohio Department of Education's (ODE's) budget and for two school-related property tax reimbursement appropriation items that are located in the State Revenue Distribution (RDF) section of the budget bill. For organizational purposes, these ALIs are grouped into 11 major categories based on their funding purposes. The analysis for an ALI with a lower category or subcategory designation will appear before that for an ALI with a higher category or subcategory designation. That is, the analysis for an ALI with a category designation of C1:8 will appear before the analysis for an ALI with a category designation of C2:1 and the analysis for an ALI with a category designation of C1:3 will appear before the analysis for an ALI with a category designation of C1:8.

To aid the reader in locating each ALI in the analysis, the following table shows the category in which each ALI has been placed, listing the ALIs in order within their respective fund groups and funds. This is the same order the ALIs appear in the ODE and RDF sections of the budget bill.

In the analysis, each appropriation item's actual expenditures for FY 2021 and appropriations for FY 2022 and FY 2023 are listed in a table. Following the table, a narrative describes how the appropriation is used and any changes affecting the appropriation. If the appropriation is earmarked, the earmarks are listed and described.

Categorization of ODE’s Appropriation Line Items for Analysis of FY 2022-FY 2023 Budget				
Fund	ALI	ALI Name	Category	
General Revenue Fund Group				
GRF	200321	Operating Expenses	C9:1	State Administration
GRF	200408	Early Childhood Education	C5:1	Early Childhood Education
GRF	200420	Information Technology Development and Support	C9:2	State Administration
GRF	200422	School Management Assistance	C6:3	School Operations Support
GRF	200424	Policy Analysis	C4:5	Curriculum, Assessment, and Accountability
GRF	200426	Ohio Educational Computer Network	C6:1	School Operations Support
GRF	200427	Academic Standards	C4:4	Curriculum, Assessment, and Accountability
GRF	200437	Student Assessment	C4:1	Curriculum, Assessment, and Accountability
GRF	200439	Accountability/Report Cards	C4:3	Curriculum, Assessment, and Accountability
GRF	200442	Child Care Licensing	C5:2	Early Childhood Education
GRF	200446	Education Management Information System	C4:2	Curriculum, Assessment, and Accountability

Categorization of ODE's Appropriation Line Items for Analysis of FY 2022-FY 2023 Budget

Fund	ALI	ALI Name	Category
GRF	200448	Educator Preparation	C7:1 Educator Quality
GRF	200455	Community Schools and Choice Programs	C1:3 Basic Public School Support
GRF	200457	STEM Initiatives	C2:6 Educational Enhancements
GRF	200465	Education Technology Resources	C6:2 School Operations Support
GRF	200478	Industry-Recognized Credentials High School Students	C2:2 Educational Enhancements
GRF	200502	Pupil Transportation	C1:1 Basic Public School Support
GRF	200505	School Lunch Match	C6:7 School Operations Support
GRF	200511	Auxiliary Services	C3:1 Nonpublic School Support
GRF	200532	Nonpublic Administrative Cost Reimbursement	C3:2 Nonpublic School Support
GRF	200540	Special Education Enhancements	C2:1 Educational Enhancements
GRF	200545	Career-Technical Education Enhancements	C2:3 Educational Enhancements
GRF	200550	Foundation Funding – All Students	C1:1 Basic Public School Support
GRF	200566	Literacy Improvement	C8:2 Academic Achievement
GRF	200572	Adult Education Programs	C8:1 Academic Achievement
GRF	200574	Half-Mill Maintenance Equalization	C1:2 Basic Public School Support
GRF	200576	Adaptive Sports Program	C2:5 Educational Enhancements
GRF	200597	Program and Project Support	C2:4 Educational Enhancements
GRF	657401	Medicaid in Schools	C2:7 Educational Enhancements
Dedicated Purpose Fund Group			
4520	200638	Charges and Reimbursements	C9:4 State Administration
4L20	200681	Teacher Certification and Licensure	C7:2 Educator Quality
5980	200659	Auxiliary Services Reimbursement	C3:3 Nonpublic School Support
5H30	200687	School District Solvency Assistance	C6:5 School Operations Support
5KX0	200691	Ohio School Sponsorship Program	C1:6 Basic Public School Support
5MM0	200677	Child Nutrition Refunds	C6:6 School Operations Support
5U20	200685	National Education Statistics	C4:6 Curriculum, Assessment, and Accountability
5VS0	200604	Foundation Funding – All Students	C1:1 Basic Public School Support
5VU0	200663	School Bus Purchase	C1:5 Basic Public School Support
6200	200615	Educational Improvement Grants	C8:4 Academic Achievement
Internal Service Activity Fund Group			
1380	200606	Information Technology Development and Support	C9:2 State Administration

Categorization of ODE's Appropriation Line Items for Analysis of FY 2022-FY 2023 Budget

Fund	ALI	ALI Name	Category
4R70	200695	Indirect Operational Support	C9:3 State Administration
4V70	200633	Interagency Program Support	C5:3 Early Childhood Education
State Lottery Fund Group			
7017	200612	Foundation Funding – All Students	C1:1 Basic Public School Support
7017	200614	Accelerate Great Schools	C8:3 Academic Achievement
7017	200631	Quality Community Schools	C1:4 Basic Public School Support
7017	200684	Community School Facilities	C6:4 School Operations Support
Federal Fund Group			
3670	200607	School Food Services	C6:11 School Operations Support
3700	200624	Education of Exceptional Children	C2:12 Educational Enhancements
3AF0	657601	Schools Medicaid Administrative Claims	C2:7 Educational Enhancements
3AN0	200671	School Improvement Grants	C8:8 Academic Achievement
3C50	200661	Early Childhood Education	C5:4 Early Childhood Education
3EH0	200620	Migrant Education	C2:11 Educational Enhancements
3EJ0	200622	Homeless Children Education	C2:10 Educational Enhancements
3FE0	200669	Striving Readers	C8:11 Academic Achievement
3GE0	200674	Summer Food Service Program	C6:10 School Operations Support
3GG0	200676	Fresh Fruit and Vegetable Program	C6:12 School Operations Support
3HF0	200649	Federal Education Grants	C8:9 Academic Achievement
3HI0	200634	Student Support and Academic Enrichment	C2:8 Educational Enhancements
3HL0	200678	Comprehensive Literacy State Development Program	C8:6 Academic Achievement
3HS0	200640	Federal Coronavirus School Relief	C10:1 Coronavirus Relief
3L60	200617	Federal School Lunch	C6:7 School Operations Support
3L70	200618	Federal School Breakfast	C6:8 School Operations Support
3L80	200619	Child/Adult Food Programs	C6:9 School Operations Support
3L90	200621	Career-Technical Education Basic Grant	C1:9 Basic Public School Support
3M00	200623	ESEA Title 1A	C1:7 Basic Public School Support
3M20	200680	Individuals with Disabilities Education Act	C1:8 Basic Public School Support
3T40	200613	Public Charter Schools	C8:10 Academic Achievement
3Y20	200688	21 st Century Community Learning Centers	C8:5 Academic Achievement
3Y60	200635	Improving Teacher Quality	C7:3 Educator Quality
3Y70	200689	English Language Acquisition	C8:7 Academic Achievement
3Y80	200639	Rural and Low Income Technical Assistance	C2:9 Educational Enhancements

Categorization of ODE's Appropriation Line Items for Analysis of FY 2022-FY 2023 Budget

Fund	ALI	ALI Name	Category
3Z20	200690	State Assessments	C4:1 Curriculum, Assessment, and Accountability
3Z30	200645	Consolidated Federal Grant Administration	C9:5 State Administration
State Revenue Distribution			
GRF	200903	Property Tax Reimbursement – Education	C11:1 Property Tax Reimbursements
7047	200902	Property Tax Replacement Phase Out – Education	C11:2 Property Tax Reimbursements

Category 1: Basic Public School Support

This category of ALIs include the major sources of state and federal formula-driven support for all public school students.

C1:1: Foundation funding (ALIs 200550, 200502, 200604, and 200612)

Excluding the specific earmarks (which are discussed in sections that immediately follow this discussion), GRF line items 200550 and 200502, Lottery Fund 7017 line item 200612, and Dedicated Purpose Fund 5VS0 line item 200604 are collectively used to support state foundation aid payments for all public school and state scholarship students. As seen in the table below, appropriations for state foundation aid payments total \$9.17 billion in FY 2022 and \$9.41 billion in FY 2023.

Foundation Aid Appropriations			
Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200550, Foundation Funding – All Students			
Earmarks	\$114,841,477	\$68,260,000	\$70,760,000
Remainder – Foundation aid	\$6,588,261,824	\$6,869,738,712	\$7,009,088,712
GRF ALI 200502, Pupil Transportation			
Earmarks	\$61,306,812	\$118,558,150	\$124,558,150
Remainder – Foundation aid	\$457,651,511	\$537,821,659	\$555,821,659
Fund 7017 ALI 200612, Foundation Funding – All Students	\$1,249,900,000	\$1,264,200,000	\$1,242,500,000
Fund 5VS0 ALI 200604, Foundation Funding – All Students	\$399,999,892	\$500,000,000	\$600,000,000
Total foundation aid	\$8,695,813,227	\$9,171,760,371	\$9,407,410,371
% change	--	5.5%	2.6%

The foundation aid payment allocations are determined through funding formulas for traditional school districts, joint vocational school districts (JVSDs), community schools, and science, technology, engineering, and mathematics (STEM) schools, as well as statutorily prescribed amounts for students attending a nonpublic school through a state scholarship program. Foundation aid for traditional districts includes funding for the operating costs of transporting students to and from school, distributed through line item 200502, Pupil Transportation. Transportation funds are mostly allocated based on the prior year's costs and either current year ridership or miles driven. Community schools that have accepted responsibility to provide transportation services also receive transportation funds.

As discussed in the **"Overview"** section, the budget phases in a new school funding formula for FY 2022 and FY 2023 that funds students where they are educated, rather than where they reside, resulting in direct funding for community and STEM school, open enrollment, and scholarship students, rather than the deduct-and-transfer method of funding generally used prior to FY 2022. Under the unit funding approach established in the budget, a single allocation of funding supports school foundation aid for school districts, community and STEM schools, and students using state scholarships to attend nonpublic schools. The prior school funding formula is discussed in great detail in the February 2019 edition of the [LSC School Funding Complete Resource](#).

Note that, prior to FY 2022, Fund 5VS0 line item 200604 supported Student Wellness and Success Fund (SWSF) formula payments, which school districts and other public schools used for certain services to address nonacademic barriers to student success. The budget eliminates these formula payments and, instead, uses item 200604 in conjunction with other foundation funding line items to fund the foundation formula's disadvantaged pupil impact aid (DPIA) component, which the budget permits to be used for purposes similar to the former SWSF initiative, and the portion of the new formula's state share of the base cost attributable to the student wellness and success staffing component. Therefore, the FY 2021 funding for item 200604 is included in the table above for a consistent comparison. The budget continues to support Fund 5VS0 through cash transfers from the GRF.

College Credit Plus Program

While the budget provides direct funding for community and STEM school, open enrollment, and scholarship students, it continues to fund the College Credit Plus (CCP) Program through the foundation aid deduction and transfer mechanism. The CCP Program allows qualified Ohio high school students to take college courses at state expense for both college and high school credit. Under the CCP Program, participating students are counted in district or school's enrolled average daily membership (ADM) and a deduction is made and transferred to the college or university attended by the students. In general, CCP payments made by ODE are based on the number of credit hours in which a student is enrolled and certain "default ceiling" or "default floor" per credit hour amounts unless an agreement specifying an alternative payment structure is entered into by the high school and the college. During FY 2021, about \$56.2 million was paid to colleges under the program, including \$52.0 million from traditional school districts, \$2.2 million from community and STEM schools, and \$2.1 million from JVSDs.

The budget requires ODE, in consultation with the Department of Higher Education, to produce a report by January 1, 2023, concerning the cost-effectiveness of the CCP Program for

secondary schools and participants, as well as whether participants save money on college tuition and reduce the amount of time to degree completion. It also extends eligibility for the CCP Program to students enrolled at the Ohio State School for the Blind (OSSB) and the Ohio School for the Deaf (OSD), as well as other state-run schools. The payments to colleges for students who utilize the program will be deducted from the school's state aid and transferred to the college where the student is enrolled.

GRF ALI 200550, Foundation Funding, Earmarks			
Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Catastrophic cost supplement	\$40,000,000	\$0	\$0
Gifted education – educational service centers	\$3,800,000	\$3,800,000	\$3,800,000
Educational service centers state subsidy	\$39,655,694	\$42,500,000	\$45,000,000
School improvement initiatives – educational service centers	\$3,364,915	\$3,500,000	\$3,500,000
Power plant valuation adjustments	\$6,256,973	\$7,000,000	\$7,000,000
State scholarship program administration	\$1,516,756	\$2,000,000	\$2,000,000
Directly-paid Cleveland scholarships	\$15,745,165	\$0	\$0
College Credit Plus for home-instructed students	\$1,527,235	\$3,000,000	\$3,000,000
Private Treatment Facility Project	\$700,000	\$700,000	\$700,000
Academic distress commissions	\$953,582	\$1,760,000	\$1,760,000
Ohio STEM Learning Network	\$0	\$1,500,000	\$1,500,000
Internet and computer-based community school pilot program	\$1,219,908	\$2,500,000	\$2,500,000
Student wellness and success funds – study	\$101,250	\$0	\$0
GRF ALI 200550 Earmark total	\$114,841,477	\$68,260,000	\$70,760,000
% change	--	-40.6%	3.7%

As indicated earlier, GRF line item 200550, Foundation Funding, also includes funding for various earmarks. These earmarks are listed in the table above and described briefly below.

Catastrophic cost supplement

The catastrophic cost supplement supports exceptionally high costs associated with individual special education students. The state reimburses a portion of the cost of providing services above \$27,375 for students in categories two through five and above \$32,850 for students in category six. Under prior law, these payments were supported through a specific earmark of item 200550. The budget eliminates the separate earmark and, instead, supports the payments through a pool financed by reserving 10% of each school district, community school, and STEM school's special education additional aid calculated under the new foundation formula

before the phase-in is applied. The budget requires ODE to calculate the amount of foundation aid to be used for the supplement payments in each fiscal year.

Gifted education – educational service centers

These funds are used to provide gifted education services at educational service centers (ESCs). Prior to FY 2010, gifted education was funded based on units. H.B. 1 of the 128th General Assembly changed gifted funding for school districts in the foundation formula, but continued to provide ESCs gifted unit funding based on the funding they received in FY 2009. The budget specifies that these funds be distributed to ESCs providing gifted services by using the unit-based funding model from FY 2009.

Educational service centers state subsidy

These funds are provided as state support to the 51 ESCs in Ohio. The budget replaces the prior law formula used to determine ESC state subsidy payments, which was based on per-pupil amounts determined by “high-performing” status, with a new formula for FY 2022 and FY 2023 that uses a tiered funding structure. The formula provides each ESC with a base lump sum payment of \$356,250. ESCs with a student count between 5,000 and 35,000 receive an additional amount of \$24.72 per pupil for each student above 5,000. ESCs with a student count of more than 35,000 receive additional per-pupil amounts of \$24.72 for the first 30,000 students above 5,000 and \$30.90 for each student above 35,000. The budget phases in the new ESC funding formula in a manner similar to that for traditional school districts, using the same general phase-in percentages (16.67% for FY 2022 and 33.33% for FY 2023).

School improvement initiatives – educational service centers

These funds are used by ESCs to provide direct services to districts in support of their continuous improvement initiatives. All schools and districts benefit from this support; however, focus is placed on those identified with the highest level of need.

Power plant valuation adjustments

These funds are used to make an additional payment to school districts that have at least one power plant in their territory and that experience at least a 10% decrease in public utility tangible personal property (PUTPP) value between tax year (TY) 2017 and the preceding tax year (e.g., TY 2021, for purposes of the FY 2022 payment) or between the preceding tax year and the second preceding tax year (e.g., in FY 2022, between TY 2020 and TY 2021). In general, the payment for an eligible district is based on a recomputation of the district’s FY 2019 foundation aid using the preceding year’s total taxable value (instead of the three-year average value used to determine funding for FY 2019) and the change in local property taxes between TY 2017 and the preceding tax year.

State scholarship program administration

This funding, along with an earmark of GRF line item 200455, Community Schools and School Choice Programs, supports ODE’s costs in administering the state’s scholarship programs. Prior to FY 2022, this function and direct state payments for the Cleveland Scholarship Program were supported in a single earmark of item 200550. The table immediately above, entitled “**GRF ALI 200550, Foundation Funding, Earmarks**” separates the administrative and scholarship

subsidy portions of the FY 2021 combined earmark for comparison purposes. As described previously, the budget directly funds all Cleveland scholarships through the amount allocated for foundation aid for all students, including students attending a nonpublic school through a state scholarship program. Thus, Cleveland scholarship payments for FY 2022 and FY 2023 are included in the total foundation aid amount in the table above entitled **“Foundation Aid Appropriations.”**

College Credit Plus for home-instructed students

This funding is used to make payments on behalf of students instructed at home and enrolled in the CCP Program.

Private Treatment Facility Project

These funds pay for educational services for youth who have been assigned by a court to a facility participating in the Private Treatment Facility Project. The facilities are to follow certain performance standards, ensure that the students participate in required assessments, and ensure that special education students have an IEP and receive appropriate services.

Academic distress commissions

This funding is used for duties and activities related to the establishment of academic distress commissions (ADCs). These costs include the salary of the chief executive officer (CEO) appointed by each ADC. The budget permits ODE to use the funds to provide support and assistance to an ADC and the districts subject to an ADC.

The budget prohibits the creation of new ADCs for the 2021-2022 and 2022-2023 school years and establishes a three-year process, in effect from FY 2023 to FY 2025 (with two potential one-year extensions available after FY 2025), for the three existing ADCs (for the East Cleveland, Lorain, and Youngstown city school districts) to be released from oversight. The process involves each district creating an improvement plan and undergoing a performance audit conducted by the Auditor of State. While the process also involves removing the CEO from the position and granting the district board with all power granted to it under statutory law while the plan is being implemented, the budget permits the district board to employ the former CEO as the district superintendent. If so, ODE must provide compensation to the individual under the terms of the former CEO contract while the district is implementing its improvement plan (see the **“Academic distress commissions”** section of the **“Overview”** for more details).

Ohio STEM Learning Network

These funds will be distributed to the Ohio STEM Learning Network. The Network works with ODE to oversee STEM schools in the state. The funds will be used to support the expansion of free STEM programming, to create regional STEM supports to target underserved student populations, and to support the STEM school designation process.

Internet or computer-based community school pilot program

This earmark is used to continue funding a pilot program established in H.B. 123 of the 133rd General Assembly for certain internet or computer-based community schools. Eligible schools are those with a majority of students enrolled in a dropout prevention and recovery program and those that (1) do not have a for-profit operator, and (2) exceeded standards on the graduation component of the most recent report card. The program provides supplemental

funding for students in grades 8-12 in schools that meet the above criteria. Only schools that participated in the pilot program in FY 2021 are eligible for funding in FY 2022 and FY 2023.

GRF ALI 200502, Pupil Transportation, Earmarks			
Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Bus driver training	\$838,930	\$838,930	\$838,930
Transportation collaboration grants	\$0	\$250,000	\$250,000
Special education transportation	\$60,467,882	\$117,469,220	\$123,469,220
GRF ALI 200502 Earmark total	\$61,306,812	\$118,558,150	\$124,558,150
% change	--	93.4%	5.1%

GRF line item 200502, Pupil Transportation, also includes funding for various earmarks. These earmarks are listed in the table above and described briefly below.

Bus driver training

ODE uses these funds to contract with seven ESCs and one JVSD to provide instruction for the Ohio Preservice Driver Training Program. The program provides training for new bus drivers and recertification training for veteran drivers in addition to an annual in-service training. Funds may also be used for costs to enroll bus drivers in the retained applicant fingerprint database.

A provision in the budget makes permanent provisions originally enacted for the 2020-2021 school year only by H.B. 164 of the 133rd General Assembly that require (1) ODE to develop an online bus driver training program to satisfy the classroom portion of pre-service and annual in-service training for school bus driver certification and (2) drivers to continue completing on-the-bus training in person.

Transportation collaboration grants

This earmark funds grants of up to \$10,000 to traditional school districts for efforts that lead to shared resource management, routing consolidation, regional collaboration, or other activities that lead to cost reductions or operating efficiencies.

Special education transportation

Funding from this earmark partially reimburses school districts, county developmental disabilities (DD) boards, and ESCs for the operating costs of transporting public and nonpublic special education students. The budget changes the methodology for reimbursing school districts for the transportation of these students from a formula determined in administrative rules to a codified formula that is equal to a district's cost for special education transportation multiplied by the greater of the district's state share percentage or 29.17% in FY 2022 and 33.33% in FY 2023.

C1:2: Half-Mill Maintenance Equalization (ALI 200574)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200574, Half-Mill Maintenance Equalization	\$17,905,830	\$17,464,102	\$15,238,834
% change	--	-2.5%	-12.7%

Funding from this line item equalizes the one-half mill levy required of school districts to help pay for the maintenance costs of new or renovated buildings financed through the Ohio Facilities Construction Commission's (OFCC) Classroom Facilities Assistance Program. Payments are made to districts for which the per-pupil tax revenues from this half-mill levy are less than the state average. A district's payment equals the difference between the district's tax revenue per pupil from the levy and the state average per pupil at the time the district enters into the project agreement with OFCC.

C1:3: Community Schools and Choice Programs (ALI 200455)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Office of Nonpublic Educational Options – school choice program administration	N/A	\$2,000,000	\$2,000,000
Remainder – Community Schools and Choice Programs	N/A	\$1,412,546	\$1,412,546
GRF ALI 200455 total	\$4,102,001	\$3,412,546	\$3,412,546
% change	--	-16.8%	0.0%

This item is used for the operation of the Office of Nonpublic Educational Options and the Office of Community Schools. These offices provide administration and oversight of and technical assistance to nonpublic schools, including private providers participating in state scholarship programs, and community schools and their sponsors, respectively. A portion of the appropriation may be used to develop and conduct training sessions with community schools, community school sponsors, and other schools participating in school choice programs.

Office of Nonpublic Educational Options – school choice program administration

The budget establishes an earmark of up to \$2.0 million in each fiscal year for ODE's Office of Nonpublic Education Options to administer school choice programs. This earmark is in addition to an earmark of \$2.0 million in each fiscal year from GRF line item 200550, Foundation Funding – All Students, supporting the administration of state scholarship programs.

Permanent law changes

As described in the “**Overview**” section of this Greenbook, the budget includes an array of permanent law revisions related to community and STEM schools. In addition to those provisions, the budget makes a few changes to the community school sponsor evaluation

process. It specifies that a sponsor rated “exemplary” for the two most recent years the sponsor was evaluated, instead of for at least two consecutive years, as under current law, may take advantage of certain sponsor incentives. It also specifies that a sponsor rated “exemplary” or “effective” for the three most recent years in which the entity was evaluated, instead of for at least three consecutive years as in current law, must be evaluated by ODE once every three years. These changes appear to be in response to a provision in H.B. 164 of the 133rd General Assembly that prohibited ODE from issuing any community school sponsor ratings for the 2019-2020 school year due to school closures resulting from the COVID-19 pandemic.

The budget also makes available a new incentive for sponsors rated “exemplary” during the most recent sponsor evaluation. These sponsors may open up to two new e-schools that will primarily serve students enrolled in a dropout prevention and recovery program each year, not to exceed six new schools in a five-year period. Prior law restricted the opening of any new e-schools to a total of five per year.

C1:4: Quality Community Schools Support (ALI 200631)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 7017 ALI 200631, Quality Community Schools Support	\$30,000,000	\$54,000,000	\$54,000,000
% change	--	80.0%	0.0%

This item is used to provide additional funds to community schools that are designated as a Community School of Quality. The designation is based on certain criteria, which include report card grades, sponsor ratings, and other factors. A Community School of Quality receives per-pupil funding of \$1,750 for students who are identified as economically disadvantaged and \$1,000 for students not identified as economically disadvantaged. The payments are calculated using the final adjusted full-time equivalent (FTE) number of students enrolled in a community school for the prior fiscal year, unless the school is in its first year of operation. In this instance, the FTE number for the current fiscal year is used.

A school designated as a Community School of Quality maintains that designation for two fiscal years following the fiscal year it initially gains that designation. The budget permits a designated school to renew its designation each year that it satisfies certain criteria. The school maintains that designation for the two fiscal years following each fiscal year in which the school satisfied the criteria.

C1:5: School Bus Purchase (ALI 200663)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 5VU0 ALI 200663, School Bus Purchase	\$15,558,390	\$50,000,000	\$0
% change	--	221.4%	-100.0%

In FY 2022, this line item will be used to distribute grants of up to \$45,000 to school districts to replace the oldest and highest mileage buses in the state assigned to routes. The budget reappropriates the unused balance of the appropriation at the end of FY 2022 for the same purpose in FY 2023. The funds for the grants are transferred from the GRF to the School Bus Purchase Fund (Fund 5VU0). The budget's program is similar to a program in place for FY 2021 for the same general purpose.

C1:6: Ohio School Sponsorship Program (ALI 200691)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 5KX0 ALI 200691, Ohio School Sponsorship Program	\$864,993	\$1,250,000	\$1,250,000
% change	--	44.5%	0.0%

The Ohio School Sponsorship Program allows ODE to sponsor community schools. Like other community school sponsors, ODE's Office of School Sponsorship reviews and makes decisions on sponsorship applications from schools desiring to be sponsored by the Office; oversees sponsored schools with respect to academic, fiscal, and governance standards; and provides technical assistance. In addition to sponsoring schools that apply to the Office, it also temporarily assumes sponsorship of schools whose sponsors have had their sponsorship authority revoked. Schools sponsored by ODE each pay a sponsorship fee of up to 3% of their operating revenue to support ODE's administrative duties associated with sponsorship. These fees are deposited into the Ohio School Sponsorship Fund (Fund 5KX0).

C1:7: ESEA Title 1A (ALI 200623)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3M00 ALI 200623, ESEA Title 1A	\$574,548,259	\$600,000,000	\$600,000,000
% change	--	4.4%	0.0%

This appropriation item is used to distribute federal funding to school districts to provide educational services to disadvantaged students. School districts are allocated funding based on a federal formula. Nearly all districts receive basic grants, which are based on the state per-pupil education expenditure and the number of school-age children from low-income families. Three other types of grants are targeted to districts with high concentrations of poor students. The Every Student Succeeds Act (ESSA), the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), requires a state to set aside 7% or more of its Title I, Part A allocation for school improvement activities. In addition, ESSA permits a state to reserve up to 3% of its federal allocation to provide subgrants to local education agencies for various direct student services. Up to 1% of the grant award may be used by ODE to administer the program.

Ohio's spending of these and other federal funds is guided by Ohio's consolidated state plan under ESSA. In January 2018, the U.S. Department of Education approved ODE's State Board

of Education-approved state plan. Full implementation of the plan began during the 2017-2018 school year.

C1:8: Individuals with Disabilities Education Act (ALI 200680)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3M20 ALI 200680, Individuals with Disabilities Education Act	\$463,033,581	\$490,000,000	\$500,000,000
% change	--	5.8%	2.0%

This line item supports the provision of special education and related services to students with disabilities. The federal Individuals with Disabilities Education Act (IDEA) requires that school districts provide a free and appropriate education to all children with disabilities from the age of three to the age of 21. These federal funds are provided to school districts, county DD boards, OSSB, OSD, the Department of Youth Services, community schools, and chartered nonpublic schools to assist in the provision of this mandated education. A portion of these funds may be used by ODE for administration (2%) and other state-level activities (10%).

C1:9: Career-Technical Education Basic Grant (ALI 200621)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3L90 ALI 200621, Career-Technical Education Basic Grant	\$44,899,319	\$46,000,000	\$46,000,000
% change	--	2.5%	0.0%

These federal funds support the development of academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical programs. A majority of these funds flow as entitlement grants to JVSs and school districts based on census population, particularly the percentage of the population in poverty. ODE may use up to 10% of the state's grant allocation for state leadership activities in career-technical education (CTE) and up to 5% for administration of the federally required state plan for career-technical education. Of the 10% leadership activity requirements, 2% must support individuals in state institutions with smaller portions required for individuals in nontraditional fields and recruitment of special populations for CTE programs. A portion of the funds in GRF line item 200321, Operating Expenses, provides the dollar-for-dollar required state match for the administrative portion of the federal grant.

Category 2: Educational Enhancements

This category of ALIs provides additional funding for special education, career-technical education, and the education of at-risk students.

C2:1: Special Education Enhancements (ALI 200540)

The majority of funding provided under this GRF item is used for formula payments for preschool special education services and school-age special education services provided by county DD boards and institutions. This item also includes several other earmarks as shown on the table below.

Earmark	FY 2021 Actual*	FY 2022 Appropriation	FY 2023 Appropriation
Special education at DD boards and institutions	\$30,442,084	\$37,000,000	\$37,000,000
Parent mentoring programs	\$1,255,339	\$1,350,000	\$1,350,000
School psychology interns	\$2,955,921	\$3,000,000	\$3,000,000
Opportunities for Ohioans with Disabilities Agency – Vocational rehabilitation services	\$3,396,168	\$3,500,000	\$3,500,000
Secondary transition services	\$1,940,668	\$2,000,000	\$2,000,000
Remainder – preschool special education	\$110,000,000	\$134,000,000	\$139,000,000
GRF ALI 200540 total	\$149,990,180	\$180,850,000	\$185,850,000
% change	--	20.6%	2.8%

*The earmark amounts are estimates.

Preschool special education

The State Preschool Special Education Program serves children with disabilities, ages three through five. Districts are mandated under federal law to provide a free and appropriate public education to these students. State funding for preschool special education and related services provided by school districts, ESCs, and county DD boards is distributed through a per-pupil based approach. Specifically, each school district and state institution receives \$4,000 for each preschool student with disabilities plus additional special education aid based on the applicable special education weights for each student, the statewide average base cost per pupil for the fiscal year, and the resident district's state share percentage. Special education aid is then multiplied by 0.5 to reflect the half-day nature of those programs. ESCs and county DD boards receive this funding through transfers from the amounts allocated to the school districts with which those entities have service agreements.

Special education at DD boards and institutions

This funding is provided to county DD boards and state institutions operated by the Department of Rehabilitation and Correction and the Department of Youth Services to fund special education and related services provided by these entities for school-age children. For each child, a county DD board receives the statewide average base cost per pupil plus the applicable special education weight for that child's disability category multiplied by the statewide average base cost per pupil, the latter of which is adjusted by the state share percentage of the child's resident district. Each state institution receives funding based on the applicable special education

weight specified for each child receiving services for a disability multiplied by the statewide average base cost per pupil.

Parent mentoring

This funding supports parent mentors who offer support and information to other parents of children with disabilities and help them to become more involved in their children's education.

School psychology interns

This funding supports school psychology interns who spend one year in the schools serving students with disabilities and receiving supervised on-the-job training prior to obtaining licensure as school psychologists.

Opportunities for Ohioans with Disabilities Agency – vocational rehabilitation services

This funding is transferred to the Opportunities for Ohioans with Disabilities Agency (OOD) to provide state matching funds in order to receive federal funding for vocational rehabilitation services. The budget requires that the funds be transferred to OOD via an intrastate transfer voucher and be used to hire vocational rehabilitation counselors to provide transition services for students with disabilities. Counselors must work with school districts in offering services, which can include career planning, general work experience, and job placement and retention for eligible students.

Secondary transition services

This funding supports regional training, support, and program delivery of secondary transition services for students with disabilities beginning at 14 years of age. Types of services include job exploration counseling, work-based learning experiences, counseling for postsecondary opportunities, and specific life skills training.

C2:2: Industry-Recognized Credentials High School Students (ALI 200478)

Funding provided under this GRF item is used for industry-recognized credential reimbursements and the Innovative Workforce Incentive Program (IWIP). This appropriation item is fully earmarked for these purposes, which are listed in the table below in the order in which they appear in the bill.

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Industry-recognized credential reimbursements	\$3,074,057	\$8,000,000	\$8,000,000
Innovative Workforce Incentive Program (IWIP)	\$0	\$12,500,000	\$12,500,000
GRF ALI 200478 total	\$3,074,057	\$20,500,000	\$20,500,000
% change	--	566.9%	0.0%

Industry-recognized credential reimbursements

This earmark provides funding for reimbursements to school districts, community schools, STEM schools, and JVSs for the testing fees to obtain an industry-recognized credential or an equivalent certification. In conjunction with the Department of Higher Education and the Governor's Office of Workforce Transformation (OWT), ODE must develop a schedule for reimbursement based on the testing fees for reimbursable credentials. If the total amount requiring reimbursement is greater than the appropriation, ODE must prorate the payments to each school or district. The program requires the educating entity to pay upfront for the cost of the credential and claim reimbursement for testing fees from the state.

Innovative Workforce Incentive Program

These funds are used to operate the IWIP. OWT maintains a list of credentials that qualify for the program. ODE pays each school district, community school, STEM school, and JVS \$1,250 for each qualifying credential earned by a student attending the district or school during each fiscal year. The funding will support full payment for up to 10,000 qualifying credentials each year. If the number of qualifying credentials earned in a given year surpasses that threshold, ODE must prorate the payments.

C2:3: Career-Technical Education Enhancements (ALI 200545)

This appropriation item supports career-technical education at institutions, OSSB, and OSD, and various other career-technical education programs and initiatives. This appropriation item is fully earmarked for these purposes, which are listed in the table below in the order in which they appear in the bill.

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Career awareness and exploration funds	\$0	\$4,200,000	\$8,400,000
Institution career-technical programs	\$2,027,400	\$2,563,568	\$2,563,568
Tech prep expansion grants	\$2,857,281	\$2,686,474	\$2,686,474
High Schools That Work	\$2,781,012	\$3,000,850	\$3,000,850
Agriculture 5 th Quarter Project	\$522,714	\$600,000	\$600,000
Ohio Code-Scholar Pilot Program	\$0	\$240,000	\$240,000
OhioMeansJobs website	\$395,241	\$550,000	\$550,000
Ohio ProStart School Restaurant Program	\$135,000	\$250,000	\$250,000
Jobs for Ohio's Graduates	\$90,000	\$0	\$0
Creative Builders Trades Academy	\$90,000	\$0	\$0
GRF ALI 200545 total	\$8,898,647	\$14,090,892	\$18,290,892
% change	--	58.3%	29.8%

Career awareness and exploration funds

The budget establishes a career awareness and exploration funds payment, equal to \$2.50 per student in FY 2022 and \$5.00 per student in FY 2023, for traditional districts, JVSs, and community and STEM schools. The funds may be used for (1) delivery of career awareness programs to students in grades K-12, (2) provision of a common, consistent curriculum to students, (3) assistance to teachers in providing a career development curriculum to students, (4) development of a career development plan for each student, and (5) provision of opportunities for students to engage in activities, such as career fairs, hands-on experiences, and job shadowing, across all career pathways at each grade level. A district or school must provide plans for the use of the funds to the lead district of the career-technical planning district (CTPD) to which the district or school belongs that are consistent with the CTPD's plan on file with ODE before the funds may be disbursed.

Institution career-technical programs

Roughly 90% of these funds support career-based intervention programs at correctional institutions operated by the departments of Rehabilitation and Correction and Youth Services. The remaining portion is distributed to OSD and OSSB. Students are provided instructional programming in work and family literacy, career-based intervention, and workforce development. The budget specifies that the funding is distributed using a grant-based methodology.

Tech Prep expansion grants

These funds are used to provide competitive grants that support Tech Prep enrollment expansion and new Tech Prep programming. Eligible grantees include school districts, postsecondary entities, and other eligible recipients. Funds are initially distributed by formula to each of the six Ohio College Tech Prep Regional Centers (representing 23 community and technical colleges, 14 universities, and 91 career-technical education planning districts). The Ohio Department of Higher Education and ODE co-administer the program.

High Schools That Work

High Schools That Work and Making Middle Grades Work are school improvement initiatives designed to accelerate learning and raise standards through rigorous course work, counseling, parental and community involvement, and teacher collaboration. The funds are used for professional development; a network for collaboration among superintendents, principals, and teachers; resources, including onsite speakers, print and electronic materials, and a website for the various site regions that assists in the implementation of key practices and conditions; and a regional office that assists sites with collaboration and technical support. The funds are also used to provide grants to implement individual sites and to assist the various regions with a number of activities through onsite coaching.

Agricultural 5th Quarter Project

The Agricultural 5th Quarter Project provides students in an agricultural education program with a supervised agricultural experience during the summer months. School districts apply to receive up to \$6,000 per instructor per year.

Ohio Code-Scholar Pilot Program

These funds support the development of a five-year Ohio Code-Scholar Pilot Program at Southern State Community College. The purpose of the pilot program is to develop curriculum for grades 7-12 focused on industry standards in the field of computer science. The budget requires Southern State to develop the program and report on its outcomes.

OhioMeansJobs website

These funds support career planning and reporting through the K-12 Student Portal of the OhioMeansJobs website. The Portal allows students to take a career interest survey, browse detailed job descriptions, obtain wage and salary data, receive guidance on which courses to take for certain career tracks, research college financial aid and scholarship opportunities, and access practice tests for the SAT, ACT, Advanced Placement examinations, and computer skills training, all free of charge. The OhioMeansJobs website is administered by the Ohio Department of Job and Family Services (ODJFS) in partnership with the jobseeker site Monster.com. The Superintendent of Public Instruction and OWT consult with ODJFS in the development and maintenance of the Portal.

Ohio ProStart School Restaurant Program

This funding is used to prepare students for careers in culinary arts and restaurant management under the Ohio ProStart School Restaurant Program. Ohio ProStart is a two-year program for students in the eleventh and twelfth grades with curriculum developed by the National Restaurant Association Educational Foundation that provides students with restaurant management and culinary arts training through teaching, testing, and relevant work-based experiences. Students meeting high standards in the program are awarded industry-recognized certificates.

C2:4: Program and Project Support (ALI 200597)

Funding provided under this GRF item is provided to various entities for certain educational programs. This appropriation item is fully earmarked for these purposes, which are listed in the table below.

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
SPARK Program	\$0	\$1,100,000	\$1,100,000
Ohio Adolescent Health Centers	\$450,000	\$1,000,000	\$1,000,000
CarePortal technology platform	\$0	\$750,000	\$750,000
Cleveland Museum of Natural History	\$0	\$375,000	\$375,000
Cincinnati Zoo and Botanical Garden	\$0	\$300,000	\$300,000
South-Western Career Academy	\$0	\$125,000	\$125,000
Cincinnati Museum Center	\$0	\$100,000	\$100,000
Ohio Valley Youth Network	\$0	\$50,000	\$50,000
Ruling Our eXperiences	\$112,500	\$0	\$0
GRF ALI 200597 total	\$562,500	\$3,800,000	\$3,800,000
% change	--	575.6%	0.0%

SPARK Program

These funds will be used by the Supporting Partnerships to Assure Ready Kids (SPARK) Program, which provides a kindergarten readiness advantage for families with preschool-age children through home visits that help parents engage their children in lessons aligned to state standards, developmental screenings, linkages to community resources, and group-based learning opportunities. The program, managed by the Canton-based Early Childhood Resource Center, serves over 2,000 children annually in 22 school districts across nine counties.

Ohio Adolescent Health Centers

These funds are used by the Ohio Adolescent Health Centers to conduct risk avoidance education in Ohio schools.

CarePortal technology platform

These funds are used to support the expansion of the CarePortal technology platform in Ohio to facilitate partnerships with social workers and K-12 schools that connect vulnerable children and families with churches, organizations, and individuals in their community.

Cleveland Museum of Natural History

This funding is distributed to the Cleveland Museum of Natural History to support its STEM-based education program.

Cincinnati Zoo and Botanical Garden

This funding is distributed to the Cincinnati Zoo and Botanical Garden to support the zoo's educational programming and scholarships for economically disadvantaged students.

South-Western Career Academy

This funding is distributed to the South-Western City School District (SWCSD) to provide additional operating support for the South-Western Career Academy to hire a director and instructors. The Academy is SWCSD's career-technical school, serving students in grades 11 and 12. Students attending the Academy take all of their academic and career-technical program classes at the school instead of splitting time between the Academy and home high school.

Cincinnati Museum Center

This funding is distributed to the Cincinnati Museum Center to support its STEM-based educational programming.

Ohio Valley Youth Network

This funding is distributed to the Ohio Valley Youth Network to support its Sycamore Youth Center Education Enrichment and Life Skills After School Program. The Ohio Valley Youth Network provides academic support, extracurricular opportunities, and life skills to economically disadvantaged students.

C2:5: Adaptive Sports Program (ALI 200576)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200576, Adaptive Sports Program	\$250,000	\$250,000	\$250,000
% change	--	0.0%	0.0%

This line item is used by ODE, in collaboration with the Adaptive Sports Program of Ohio (ASPO), to fund adaptive sports programs in school districts across the state. ASPO's goal for these funds is to increase the educational, physical, emotional, and social outcomes for students with physical disabilities through participation in school-based adaptive athletic programs.

C2:6: STEM Initiatives (ALI 200457)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200457, STEM Initiatives	\$0	\$320,000	\$0
% change	--	--	-100.0%

These funds are distributed to the Educational Service Center of the Western Reserve to support the development of a pilot project that supports STEM initiatives for middle school students in Ashtabula, Cuyahoga, Geauga, Lake, Portage, and Trumbull counties affiliated with the Alliance for Working Together. The purpose of the pilot project is to provide middle school students with early access to programming, engineering design, and problem-solving skills. The budget requires the Educational Service Center of the Western Reserve to submit a report on the progress of the pilot project by July 31, 2022.

C2:7: Medicaid in Schools Program (ALIs 657401 and 657601)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 657401, Medicaid in Schools	\$293,185	\$297,978	\$297,978
Fund 3AF0 ALI 657601, Schools Medicaid Administrative Claims	\$186,677	\$295,500	\$295,500
Medicaid in Schools Program total	\$479,862	\$593,478	\$593,478
% change	--	23.7%	0.0%

The Medicaid in Schools Program provides districts and schools with reimbursement for services to Medicaid-eligible students. These funds support ODE's cost to administer the program, including technical assistance and program monitoring to verify federal program mandates and assure program compliance and accountability. GRF line item 657401, Medicaid in Schools, supplements the federal reimbursement (claimed at 50%) ODE receives for this program in federal Fund 3AF0 line item 657601, Schools Medicaid Administrative Claims.

C2:8: Student Support and Academic Enrichment (ALI 200634)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3H10 ALI 200634, Student Support and Academic Enrichment	\$35,212,894	\$40,042,720	\$40,042,720
% change	--	13.7%	0.0%

This item provides federal block grant dollars to school districts for a wide range of activities in three broad categories: (1) well-rounded education, (2) safe and drug-free learning environments and healthy students, and (3) effective use of technology. ODE must distribute at least 95% of the state's award for subgrants to local education agencies (LEAs). ODE may set aside up to 5% of the grant award for state activities aligned with its ESSA plan.

C2:9: Rural and Low Income Technical Assistance (ALI 200639)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3Y80 ALI 200639, Rural and Low Income Technical Assistance	\$2,429,704	\$3,600,000	\$3,600,000
% change	--	48.2%	0.0%

This line item provides supplemental federal funds to address the unique needs of rural and low-income school districts that may lack the personnel and resources needed to compete for federal competitive grants or receive federal formula allocations that are too small to be effective in meeting their intended purpose. The funds must be used to increase academic performance by supplementing activities available under various federal grants.

C2:10: Homeless Children Education (ALI 200622)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3EJ0 ALI 200622, Homeless Children Education	\$3,049,992	\$3,600,000	\$3,600,000
% change	--	18.0%	0.0%

This federal grant ensures access to a free and appropriate education for homeless school-age children and youth. The funds support competitive subgrants to local education agencies to assist in the education of this population through enriched supplemental instruction, transportation, health care referral services, and professional development for educators and staff, among other eligible uses. Grant funds also may be used by ODE for state-level planning activities.

C2:11: Migrant Education (ALI 200620)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3EH0 ALI 200620, Migrant Education	\$1,428,217	\$2,700,000	\$2,700,000
% change	--	89.0%	0.0%

This federal grant supports educational opportunities for migrant children to help reduce the educational disruptions and other problems that result from repeated moves. ODE distributes subgrants to local operating entities, such as school districts and ESCs, based on the numbers and needs of migrant children, those students at risk of failing, and the availability of other funds to serve migrant children.

According to ODE, the greatest densities of migrant students are in the rural communities of northwest Ohio, with other concentrated pockets of migrant students located in northeastern and central Ohio. ODE awards funds from this line item to four school districts and one ESC that currently provide direct educational services to migrant students and have designated territories to cover migrant students in the other districts. A sixth grantee, the Northwest Ohio Educational Service Center, receives funds to operate the Ohio Migrant Education Center, which is responsible for identification of migrant students, data collection, and coordination activities, among others.

C2:12: Education of Exceptional Children (ALI 200624)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3700 ALI 200624, Education of Exceptional Children	\$1,243,287	\$2,000,000	\$2,000,000
% change	--	60.9%	0.0%

These federal funds, provided through the State Personnel Development Grant (SPDG) Program, provide professional development, consultation, and technical assistance for school districts to improve instruction for and performance of students with disabilities. In 2017, Ohio was awarded a new five-year grant that supports evidence-based professional development to improve early language and literacy skills for all students, but particularly those with disabilities, English language learners, and other at-risk students.

The initiative has two main goals: (1) train designated regional specialists to increase district and building capacity to implement evidence-based early literacy practices for English learners, system-level coaching, and family and community engagement in ten school districts and (2) train designated administrators and literacy coaches to support teachers' implementation of evidence-based classroom instruction and interventions for students and families through a pilot program involving 15 districts and 25 buildings.

Category 3: Nonpublic School Support

This category of appropriations provides funding to support chartered nonpublic schools. There are approximately 725 chartered nonpublic schools in Ohio.

C3:1: Auxiliary Services (ALI 200511)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
College Credit Plus Program	\$1,981,289	\$2,600,000	\$2,600,000
Remainder – Auxiliary Services	\$149,891,013	\$154,144,175	\$155,991,274
GRF ALI 200511 total	\$151,872,301	\$156,744,175	\$158,591,274
% change	--	3.2%	1.2%

Auxiliary Services

Auxiliary services funding provides assistance to chartered nonpublic schools on a per nonpublic-pupil basis to purchase secular textbooks; instructional equipment, including computers and media content; health services; guidance, counseling, and social work services; remedial services; programs for children with disabilities or for gifted children; and mobile units used in the provision of certain services; among other purposes. Funds can also be used to pay for security services and to provide language and academic support services to English language learners attending nonpublic schools. In FY 2021, auxiliary services funding was \$927 per pupil.

The budget permits ODE to pay these funds directly to any chartered nonpublic school that elects to receive the funds that way. Previously, this option was only available to chartered nonpublic schools without a religious affiliation. It also permits any chartered nonpublic school to designate a third-party organization to receive and manage the funds on its behalf. Such an organization may charge the school up to 4% of the school's total auxiliary services funds. The budget also establishes parameters for disposal of materials or equipment acquired with auxiliary services funds (the proceeds from any sales must be returned to the state treasury) and reimbursement for ESCs if their personnel provide services at chartered nonpublic schools.

College Credit Plus Program

The budget earmarks funds to pay for the costs of the CCP Program for participants from nonpublic schools. The CCP Program allows qualified Ohio high school students to take college courses at state expense for both college and high school credit.

C3:2: Nonpublic Administrative Cost Reimbursement (ALI 200532)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200532, Nonpublic Administrative Cost Reimbursement	\$68,853,796	\$70,813,735	\$71,647,683
% change	--	2.8%	1.2%

Chartered nonpublic schools are required by the state to perform some administrative and clerical activities. These funds reimburse the schools for the costs of these mandated activities, including the preparation, filing, and maintenance of forms, reports, or records related to state chartering or approval of the school; pupil attendance; transportation of pupils; teacher certification and licensure; and other education-related data. The reimbursement is based on the actual costs from the prior year. The budget repeals the maximum reimbursement rate of \$360 per pupil. The budget permits ODE to make reimbursement payments to a nonpublic school of up to \$475 per student in FY 2022 and FY 2023.

C3:3: Auxiliary Services Reimbursement (ALI 200659)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 5980 ALI 200659, Auxiliary Services Reimbursement	\$280,551	\$1,300,000	\$1,300,000
% change	--	363.4%	0.0%

These funds are used to replace and repair mobile units that provide auxiliary services and can also be used to fund early retirement or severance pay for employees paid from line item 200511. The revenue for these expenses comes from transfers of cash from the Auxiliary Services Personnel Unemployment Compensation Fund that is estimated to be in excess of the amount needed to pay unemployment claims. A portion of the funds may also be used to make payments for chartered nonpublic school students participating in the College Credit Plus Program, although funds have not been used for this purpose in recent years.

Category 4: Curriculum, Assessment, and Accountability

This category of ALIs supports state academic content standards and model curricula, state assessments, and the state school accountability system.

C4:1: Student Assessment (ALIs 200437 and 200690)

Fund/ALI/Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200437, Student Assessment	\$40,004,793	\$56,282,168	\$56,282,168
<i>Early learning assessment</i>	\$2,226,312	\$2,760,000	\$2,760,000
<i>Advanced Placement & CLEP test reimbursement</i>	\$543,167	\$543,168	\$543,168
<i>Remainder – K-12 assessments</i>	\$37,235,314	\$52,979,000	\$52,979,000
Fund 3Z20 ALI 200690, State Assessment	\$11,715,302	\$12,000,000	\$12,000,000
Total assessment	\$51,720,095	\$68,282,168	\$68,282,168
% change	--	32.0%	0.0%

This funding primarily supports contracts to administer the state's assessment system, which provides data for the school report cards and teacher evaluation system, as well as the

administrative expenses ODE incurs in overseeing the assessments. Fund 3Z20 line item 200690, State Assessment, supports federally mandated achievement assessments in grades 3-8 and 10. The increase from FY 2021 to FY 2022 reflects lower than normal spending in FY 2021 due to savings associated with the suspension of state tests in the spring of 2020, which was authorized by H.B. 197 of the 133rd General Assembly due to school closures resulting from the COVID-19 pandemic.

As discussed in the “**Overview**,” the budget permits the parent or guardian of a high school student to opt the student out of the requirement to take a nationally standardized college admission assessment beginning with the class of 2026 (currently, the prescribed test is either the ACT or SAT) and prohibits a district or school from administering the test to those that opt out. The state pays for a student to take one of the tests in the spring of the student’s junior year.

Early learning assessment

This earmark specifically supports the state’s work on the early learning assessment, referred to as the Kindergarten Readiness Assessment (KRA). This assessment measures readiness for kindergarten in various areas, including language and literacy, mathematics, social foundations, and physical well-being and motor development. The earmark may also be used for the diagnostic assessments required for grades K-3.

The budget adjusts the period of time for a school district to administer the KRA and the kindergarten reading skills assessment (for the Third Grade Reading Guarantee), to July 1 through the 20th day of instruction of the school year. Under prior law, the window to administer the assessments ran from July 1 to November 1.

Advanced Placement & CLEP test reimbursement

This earmark is used to reimburse low-income students for a portion of the costs associated with Advanced Placement and College-Level Examination Program (CLEP) tests.

C4:2: Education Management Information System (ALI 200446)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
EMIS Grants	\$372,673	\$400,000	\$400,000
Information technology center subsidy	\$725,000	\$725,000	\$725,000
Remainder – Education Management Information System	\$6,809,959	\$7,049,415	\$7,049,415
GRF ALI 200446 total	\$7,907,632	\$8,174,415	\$8,174,415
% change	--	3.4%	0.0%

Education Management Information System

These funds support the Education Management Information System (EMIS), ODE’s primary system for collecting student, staff, course, program, and financial data from Ohio’s public schools. The data collected through EMIS are used to determine state and federal

performance accountability designations, produce report cards, calculate and administer state funding to schools, and determine federal funding allocations. This line item supports the development and implementation of data standards, the facilitation of data-driven decision making for improving academic achievement, and the ongoing development and enhancement of the Secure Data Center to allow districts to review, analyze, and validate their data in a timely manner.

EMIS grants

This earmark directs funds to information technology centers (ITCs) to provide EMIS training and professional development for district and school personnel across the state.

Information technology center subsidy

This earmark supports the state's 18 ITCs with the collection and administration of EMIS data, including processing, storing, and transferring data to ensure the effective operation of EMIS. One of the ITCs has four satellite sites, so 22 locations are supported. Funds are distributed to ITCs using a per-pupil formula based on the enrollment of member districts.

C4:3: Accountability/Report Cards (ALI 200439)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200439, Accountability/Report Cards	\$5,534,250	\$7,168,977	\$7,197,050
% change	--	29.5%	0.4%

This line item supports the development and distribution of report cards for each of 607 school districts, 92 career-technical planning districts, almost 4,000 school buildings (including community, STEM, and vocational schools), and the state overall. This includes payments to vendors that assist in the work, including SAS Institute Inc., for the production of value-added reports; the Management Council of the Ohio Education Computer Network (MCOECN), for the teacher student linkage/roster verification process; and Battelle for Kids, which provides training and professional development on value-added reports. The remainder supports ODE personnel and supplies and maintenance.

Similar to item 200437 above, the increase over FY 2021 spending primarily reflects savings associated with the SAS Institute Inc. contract due to limited report card production for the 2019-2020 school year and no value-added calculations for the report cards or teacher evaluations. In addition to suspending the state tests in the spring of 2020, H.B. 197 prohibited ODE from publishing state report card ratings and assigning overall or component letter grades on the state report cards for the 2019-2020 school year. It, however, required ODE to report any performance data that it had for schools and districts.

C4:4: Academic Standards (ALI 200427)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200427, Academic Standards	\$3,261,867	\$3,883,525	\$3,883,525
% change	--	19.1%	0.0%

This line item supports the development and dissemination of state academic standards and model curricula to school districts. It also funds professional development programs for teachers and the functions of the Office of Curriculum and Assessment to provide technical support to ensure effective use of Ohio's Learning Standards in instructional practice. The Learning Standards detail the skills expected of students to demonstrate mastery of the various subjects at different grade levels.

Computer science standards and state plan

The budget requires the State Board of Education to update its standards and curriculum for computer science education within one year after the bill's effective date. It also requires ODE, in consultation with the Chancellor of Higher Education, to establish a committee to develop a state plan to examine the challenges and best practices for computer science primary and secondary education.

School district health curriculum – vaping

The budget specifies that required instruction on the harmful effects and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco in a school district's health education curriculum must also include instruction on the harmful effects and legal restrictions against the use of electronic smoking devices (vaping).

Venereal disease instruction

The budget modifies the law regarding instruction in venereal disease education that emphasizes abstinence to include a requirement that school districts or other public schools notify all parents and guardians if the district or school chooses to offer additional instruction in this area. It also requires the district or school to provide any instructional materials related to the curriculum upon request. Also, ODE is required to conduct annual audits at the beginning of each school year to ensure compliance with existing law.

C4:5: Policy Analysis (ALI 200424)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200424, Policy Analysis	\$394,806	\$450,950	\$450,950
% change	--	14.2%	0.0%

This line item funds research and data collection related to education policy analysis. It supports staff positions and a contract with the Ohio Education Research Center. Additionally, these funds support the development of reports, analyses, and briefings regarding current trends

in education practice, efficient and effective resource allocation, and evaluation of programs to improve educational outcomes.

C4:6: National Education Statistics (ALI 200685)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 5U20 ALI 200685, National Education Statistics	\$79,938	\$175,000	\$175,000
% change	--	118.9%	0.0%

This federal funding, deposited into Fund 5U20, supports the collection of state and local education statistics that must be reported to the National Center for Education Statistics (NCES). These funds also support the position of the National Assessment of Education Progress (NAEP) state coordinator. NAEP is a nationally representative student assessment. State participation is mandatory.

Category 5: Early Childhood Education

This category of appropriations includes funding to support early childhood education programs.

C5:1: Early Childhood Education (ALI 200408)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Early childhood support and technical assistance	\$1,207,268	\$1,362,336	\$1,362,336
Remainder – Early childhood education grants	\$55,371,415	\$66,754,453	\$66,754,453
GRF ALI 200408 total	\$56,578,684	\$68,116,789	\$68,116,789
% change	--	20.4%	0.0%

Early childhood education grants

This funding supports early childhood education programs that provide educational services for children from families with incomes below 200% of the federal poverty level. Since FY 2018, funding has been prioritized for children who are at least four years old but not yet eligible for kindergarten. However, if an early childhood education provider has remaining funding after awards were made for eligible four year olds, the provider is permitted to seek approval from ODE to consider qualified three year olds eligible for funding.

Under the budget, the GRF will fund up to 16,689 children in FY 2022 and FY 2023 at a cost of \$4,000 per child, the same number of slots funded in FY 2021. An additional 1,050 slots are supported by \$4.2 million in casino operator settlement fund moneys appropriated in Fund 4V70 line item 200633, Interagency Program Support. Overall, about 17,700 early childhood education slots will continue to be funded in the upcoming biennium.

A district may self-operate or may contract with a Head Start agency, a chartered nonpublic school, or a licensed child care provider to provide early childhood education services.

These programs must align their curricula to the early learning program standards developed by ODE, administer diagnostic assessments prescribed by ODE, require all teachers to attend at least 20 hours of professional development every two years, report child progress in meeting the program standards, and participate in Ohio's tiered quality rating and improvement system. Since FY 2016, ODE has worked to develop a joint process with ODJFS synchronizing early childhood education program eligibility, application, tracking, and payments. The budget requires ODE and ODJFS to continue aligning the programs.

Early childhood support and technical assistance

ODE uses this funding to administer the early childhood education program and provide technical support to districts receiving funding under the program. The budget specifies that no more than 2.0% of the total appropriation for item 200408 in any fiscal year may be used by ODE for these purposes. The budget requires ODE to conduct an annual survey of each provider to obtain information on any tuition or fees charged by the provider for the program and to provide an annual report regarding early childhood education programs and the early learning program standards.

C5:2: Child Care Licensing (ALI 200442)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200442, Child Care Licensing	\$2,154,695	\$2,127,153	\$2,127,153
% change	--	-1.3%	0.0%

These funds are used by ODE to license and inspect preschool and school-age child care programs operated by school districts, ESCs, community schools, chartered nonpublic schools, and county DD boards.

C5:3: Interagency Program Support (ALI 200633)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 4V70 ALI 200633, Interagency Program Support	\$4,556,611	\$5,000,000	\$5,000,000
% change	--	9.7%	0.0%

In FY 2022 and FY 2023, this line item will provide \$4.2 million in each fiscal year for preschool slots for low-income children through the early childhood education grant program mainly funded in GRF line item 200408. The funds will be received from the Department of Job and Family Services through an intrastate transfer voucher (ISTV) from Fund 5KT0 line item 600696, Early Childhood Education. Casino operator settlement fund moneys in Fund 5KT0 have supported preschool slots since FY 2017.

Historically, this line item has supported joint initiatives or collaborations for specific programs or grants that require ODE's support. Funds are received from state agencies for such activities that require ODE support and are deposited into Fund 4V70.

C5:4: Early Childhood Education (ALI 200661)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3C50 ALI 200661, Early Childhood Education	\$13,205,032	\$14,000,000	\$14,000,000
% change	--	6.0%	0.0%

These federal funds are distributed to districts to support special education and related services to children with disabilities between the ages of three and five. Districts are mandated under federal law to provide a free and appropriate public education to these children and are required to develop IEPs for them. These federal grant funds are provided as supplemental funding in addition to the preschool special education funding provided by state funds. Funds are distributed based on 1997 service levels with adjustments for total population and poverty. A portion of the funding may be used for state-level activities.

Category 6: School Operations Support

This category of ALIs includes funding to support expenses related to computer networks, management, food service, transportation, and facilities.

C6:1: Ohio Educational Computer Network (ALI 200426)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Building connectivity	\$6,900,148	\$9,686,658	\$9,686,658
Information technology centers	\$4,843,329	\$4,843,329	\$4,843,329
Remainder – Ohio Educational Computer Network	\$3,172,724	\$577,435	\$577,435
GRF ALI 200426 total	\$14,916,201	\$15,107,422	\$15,107,422
% change	--	1.3%	0.0%

Building connectivity

This funding is used to support the connection of public school buildings and participating chartered nonpublic schools to the state education network. Schools receive a per-building subsidy of \$1,800 for this purpose. Costs of connectivity may include operating and upgrading network connections; internet service provider charges; Internet2, which is a private network connecting schools and universities across the country; and the back-up site for the state network. The actual subsidy disbursed is notably less than the maximum earmarked amount. ODE uses the difference to support various projects under the “remainder” of the item, used for the Ohio Educational Computer Network (see below).

Information technology centers

This funding supports the 18 ITCs that provide computer support, software products, and information services to their member districts, including all but two school districts (Akron and Columbus), as well as community schools, JVSs, and ESCs. Funds also support the administration

and collection of data for school districts and for providing front-line customer support related to data reporting. Distribution of funds to ITCs is provided through a per-pupil formula based on the enrollments of ITC member districts and software usage.

Remainder – Ohio Educational Computer Network

This funding supports the development and maintenance of administrative software that school districts use for accounting, payroll, scheduling, grade reporting, inventory, and network activities. It may also be used to support the teacher student linkage/roster verification process, and systems to support electronic sharing of student records and transcripts between entities.

C6:2: Education Technology Resources (ALI 200465)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
INFOhio and Union Catalog	\$2,500,000	\$2,500,000	\$2,500,000
Education Technology Centers	\$1,778,879	\$1,778,879	\$1,778,879
Remainder – Education Technology Resources	\$578,777	\$602,975	\$602,975
GRF ALI 200465 total	\$4,857,656	\$4,881,854	\$4,881,854
% change	--	0.5%	0.0%

INFOhio and Union Catalog

This earmark supports the INFOhio Network and the Union Catalog. INFOhio works with Ohio's other state-funded library networks, Ohio Public Library Information Network (OPLIN) (public libraries), and OhioLINK (universities) to provide resources and information access to Ohio's K-12 students and educators. It includes electronic resources specifically geared toward the primary and secondary school student, such as Encyclopedia Britannica, and resources supporting the teaching of state academic content standards. Another INFOhio initiative is Open Space, which is an open education resource that gives educators access to free lesson plans, assessments, and other resources. Students also receive access to licensed databases through Library Connects Ohio (LCO), a digital content buying consortium of libraries statewide. According to ODE, participation in LCO results in statewide annual savings of \$50 million for participating districts and schools. The Union Catalog offers students and teachers anywhere in Ohio access to library and curriculum resources.

Education Technology Centers

This funding supports educational television stations and education technology centers that provide school districts with instructional resources and services, with priority given to services aligned with the state academic content standards. Resources may include, but are not limited to, prerecorded video material, computer software for student use, live student courses, automated media systems, and instructional and professional development materials for teachers.

Remainder – Education Technology Resources

This funding supports oversight for several technology-related initiatives, including administration of the federal E-Rate Program. The funds may also be used for (1) training, technical support, guidance, and assistance with compliance reporting to school districts and public libraries applying for federal E-Rate funds, (2) oversight and guidance of school district technology plans, (3) support to district technology personnel, and (4) support of the development, maintenance, and operation of a network of computer-based information and instructional systems (i.e., the administrative software funded in item 200426).

C6:3: School Management Assistance (ALI 200422)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200422, School Management Assistance	\$2,305,665	\$2,337,711	\$2,337,711
% change	--	1.4%	0.0%

This funding allows ODE to provide technical assistance and in-service education for school management personnel to assist in managing their fiscal resources. It also funds ODE's administrative expenses related to districts in fiscal caution, fiscal watch, or fiscal emergency.

C6:4: Community Schools Facilities (ALI 200684)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 7017 ALI 200684, Community Schools Facilities	\$20,600,000	\$42,000,000	\$42,000,000
% change	--	103.9%	0.0%

This funding, supported by lottery profits, assists community and STEM schools with the cost associated with facilities. The budget increases the per-pupil funding each brick-and-mortar school receives from \$250 to \$500. Internet or computer-based community schools (e-schools) receive \$25 per pupil in each fiscal year.

C6:5: School District Solvency Assistance (ALI 200687)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 5H30 ALI 200687, School District Solvency Assistance	\$0	\$2,000,000	\$2,000,000
% change	--	--	0.0%

This funding is paid from two accounts: (1) the shared resource account, which is used to make interest-free advances to districts to enable them to remain solvent and to pay unforeseen expenses of a temporary or emergency nature and (2) the catastrophic expenditures account, which is used to make grants to districts for unforeseen catastrophic events. Advances made to districts from the shared resource account must generally be repaid no later than the end of the

second year following the fiscal year in which the advance was made. In some cases, ODE and the Office of Budget and Management may approve alternate repayment schedules lasting no longer than ten years. Grants from the catastrophic expenditures account do not need to be repaid, unless reimbursed by a third party. The program was first appropriated \$30.0 million in FY 1998 by H.B. 650 of the 122nd General Assembly. It is now funded through repayments of advances from the shared resource account.

The budget requires the Superintendent of Public Instruction to determine the allocations to each account. The budget continues to permit the Controlling Board to authorize a transfer of lottery profits from the Lottery Profits Reserve Fund (Fund 7018) to the School District Solvency Assistance Fund (Fund 5H30) if the cash in Fund 5H30 is insufficient to provide the needed assistance. The transferred cash is appropriated to appropriation item 200670, School District Solvency Assistance – Lottery. The budget also continues to permit the transfer of cash from the GRF or any other fund used by ODE to Fund 5H30, if necessary.

C6:6: Child Nutrition Refunds (ALI 200677)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 5MM0 ALI 200677, Child Nutrition Refunds	\$0	\$550,000	\$550,000
% change	--	--	0.0%

This appropriation item is used to repay the United States Department of Agriculture (USDA) for child nutrition grant funds returned by program sponsors after the federal fiscal year ends. This item is also used to make repayments to the USDA of funds received due to audit findings.

C6:7: School Lunch Program (ALIs 200505 and 200617)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200505, School Lunch Match	\$8,963,500	\$8,963,500	\$8,963,500
Fund 3L60 ALI 200617, Federal School Lunch	\$316,310,565	\$430,837,000	\$430,837,000
School Lunch Program total	\$325,274,065	\$439,800,500	\$439,800,500
% change	--	35.2%	0.0%

These items support the federal National School Lunch Program, which supports almost one million meals per day at about 3,600 sites including public and nonprofit private schools, camps, and institutions. State funds from GRF line item 200505 serve as the required match for receiving the federal funds in line item 200617. If appropriation remains after the match is met, the state funds may also be used to partially reimburse schools that are required by the state to have a school breakfast program. Spending in item 200617 was lower than normal in FY 2021 due to federal Fund 3GE0 line item 200674, Summer Food Service Program, being used for meals for students who were not receiving meals at school due to school closures and remote learning

resulting from the pandemic. Spending is expected to increase to normal levels during FY 2022 and FY 2023.

C6:8: Federal School Breakfast (ALI 200618)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3L70 ALI 200618, Federal School Breakfast	\$120,325,265	\$163,350,081	\$163,350,081
% change	--	35.8%	0.0%

This federal funding allows more than 71 million breakfasts to be served for low-income students at over 3,200 sites including public and nonprofit private schools, camps, and institutions. Under state law, districts must participate in the school breakfast program if 20% of their students are eligible for free or reduced price lunches unless they opt out for financial reasons. Spending in this item was lower than normal in FY 2021 due to federal Fund 3GE0 line item 200674, Summer Food Service Program, being used for meals for students who were not receiving meals at school due to school closures and remote learning resulting from the pandemic. Spending is expected to increase to normal levels during FY 2022 and FY 2023.

C6:9: Child/Adult Food Programs (ALI 200619)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3L80 ALI 200619, Child/Adult Food Programs	\$73,150,549	\$113,328,580	\$113,328,580
% change	--	54.9%	0.0%

This federal funding provides reimbursements for nutritious snacks, as well as breakfast, lunch, and dinner, to children or adults enrolled in participating daycare centers, afterschool programs, or adult daycare centers. Spending in this item was lower than normal in FY 2021 due to school and other facility closures resulting from the pandemic. Spending is expected to increase to normal levels during FY 2022 and FY 2023.

C6:10: Summer Food Service Program (ALI 200674)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3GE0 ALI 200674, Summer Food Service Program	\$151,601,739	\$60,000,000	\$30,000,000
% change	--	-60.4%	-50.0%

This appropriation item distributes federal funding under the USDA's Summer Food Service Program, which reimburses eligible service institutions (referred to as sponsors) that serve free meals to children up to the age of 18 during the summer when schools are closed, during the extended school vacation periods, if the school is closed because of an emergency situation, and if a school is operating a year-round program. Participating sites must be located

in areas where at least 50% of the children meet the income eligibility criteria for free and reduced price meals. Spending in this item was higher than normal in FY 2021 due to the item being used for meals for students who were not receiving meals at school due to school closures and remote learning resulting from the pandemic. Spending is expected to decrease to normal levels during FY 2022 and FY 2023.

C6:11: School Food Services (ALI 200607)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3670 ALI 200607, School Food Services	\$8,130,699	\$12,254,397	\$12,611,321
% change	--	50.7%	2.9%

This federal funding is used by ODE for administrative support and monitoring of federally funded school food programs. The funds are also used to contract with external reviewers to ensure compliance with federal procurement regulations and to perform operational evaluations of local program sponsors. States are required to meet a minimum level of state investment to receive federal funds. State funds needed to comply with the federal maintenance of effort requirements associated with this grant are expended from GRF line item 200321, Operating Expenses. Fund 3670 also supports a number of small grants to local school districts. Since FY 2019, ODE has been awarded around \$900,000 per year through the National School Lunch Program Equipment Assistance Grant to distribute funding to districts to renovate, replace, or purchase new equipment related to food service. ODE anticipates continuing to receive the grant annually.

C6:12: Fresh Fruit and Vegetable Program (ALI 200676)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3GG0 ALI 200676, Fresh Fruit and Vegetable Program	\$2,374,207	\$5,145,074	\$5,145,074
% change	--	116.7%	0.0%

This appropriation item distributes federal funding under the USDA's Fresh Fruit and Vegetable Program, which reimburses school districts for costs incurred in providing children in participating elementary schools with free, fresh produce outside of National School Lunch Program and School Breakfast Program food service times. The program is offered to elementary schools in low-income areas on a competitive basis.

Category 7: Educator Quality

This category of appropriations includes funding to support programs that aim to improve the quality of educators in Ohio.

C7:1: Educator Preparation (ALI 200448)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
State system of support assistance	\$330,735	\$339,783	\$339,783
Educator Standards Board	\$39,665	\$67,957	\$67,957
Teach For America	\$1,800,000	\$2,000,000	\$2,000,000
FASTER Saves Lives	\$180,000	\$200,000	\$200,000
SmartOhio Financial Literacy Program	\$450,000	\$500,000	\$500,000
PAST Foundation	\$112,500	\$250,000	\$250,000
Childhood League Center	\$90,000	\$100,000	\$100,000
FY 2020 carryover and discontinued earmarks	\$4,697,674	\$0	\$0
GRF ALI 200448 total	\$7,700,573	\$3,457,740	\$3,457,740
% change	--	-55.1%	0.0%

GRF line item 200448, Educator Preparation, includes funding for various earmarks. The earmarks are listed in the table above and described briefly below.

State system of support assistance

This funding is used by ODE to monitor and support Ohio's state system of support in accordance with the Every Student Succeeds Act. Specifically, ODE uses the funds to support school improvement for struggling schools through data analysis, needs assessment, and assistance with implementing the Ohio Improvement Process, which is an integrated, research-based planning approach for districts to use as they develop and implement a focused improvement plan. These funds are used in conjunction with the \$3.5 million set-aside for ESC school improvement initiatives in GRF line item 200550, Foundation Funding – All Students.

Educator Standards Board

This funding is used to support the Educator Standards Board (ESB), which is responsible for the development and implementation of statewide standards for Ohio's teachers and principals. The budget adds five members to the ESB: one person who represents community schools, appointed by the State Board, and four persons, who are active in or retired from the education profession, two each appointed by the Speaker of the House of Representatives and the Senate President. The budget also permits, instead of requires as under prior law, the State Board to use lists of nominees from the Ohio Federation of Teachers and the Ohio Education Association to appoint teachers to the ESB.

Teach For America

These funds support Teach For America's corps member recruitment, teacher training and development, and ongoing development and impact of alumni working in Ohio.

FASTER Saves Lives training

These funds support FASTER Saves Lives training for selected school staff for the purpose of stopping active shooters and treating casualties.

SmartOhio Financial Literacy Program

These funds support the SmartOhio Financial Literacy Program at the University of Cincinnati.

PAST Foundation

These funds are distributed to the Partnering Anthropology with Science and Technology (PAST) Foundation for the STEM Educator Professional Development Collaborative to provide professional development and strategic training for teachers in STEM fields tailored to each region of the state.

The Childhood League Center

These funds are distributed to The Childhood League Center to provide intensive early intervention and educational services in Franklin County, to support the Play and Language for Autistic Youngsters (PLAY) Project in underserved counties, and to provide services and training for providers and families. The budget requires ODE to conduct a study on the efficacy and results of services and training provided to parents and teachers through the PLAY Project and submit a report of its findings by July 1, 2022.

C7:2: Teacher Certification and Licensure (ALI 200681)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 4L20 ALI 200681, Teacher Certification and Licensure	\$10,539,112	\$14,000,000	\$14,000,000
% change	--	32.8%	0.0%

This program provides funds for the processing of licensure applications, technical assistance related to licensure, and the administration of the teacher disciplinary process. Funding for this item is provided by licensure fees that are deposited into DPF Fund 4L20.

Disciplinary and other actions for educator licenses

The budget permits a school district or school in Ohio or another state to request any report of misconduct that ODE has received regarding an individual under consideration for employment by the district or school and establishes a protocol for that release of information. It also adds trafficking in persons to the list of offenses for which the State Board must revoke or deny teacher licensure; permits the State Board to take appropriate action (license suspension, revocation, or limitation) against a school employee who assists a student in cheating on an assessment after conducting an investigation, instead of a one-year suspension for specifically revealing test content as under current law; and requires the Superintendent of Public Instruction to inactivate a resident educator license issued to a Teach For America participant if the participant resigns or is dismissed from the program prior to its completion.

Preemployment applications and screening process

The budget requires each public and chartered nonpublic school to consult ODE's "educator profile" database before making hiring decisions and requires each public and

chartered nonpublic school to include a written notice on all employment applications explaining that any person knowingly making a false statement on the application is guilty of falsification. It also permits each public or nonpublic school to require an applicant or volunteer to undergo additional criminal records checks.

Assisting individuals in obtaining school employment

The budget prohibits a “school representative” from knowingly assisting another individual in obtaining school or county DD board employment if the individual knows or has reasonable cause to believe that the individual has committed a sex offense involving a student.

Career-technical educator licensure

The budget qualifies an individual holding a certificate of high school equivalence for a two-year initial career-technical workforce development educator license or a five-year advanced career-technical workforce development educator license. Formerly, only a high school diploma would suffice.

School counselor standards

The budget requires school counselors to have knowledge of the career-technical credit transfer program.

Computer science education licensure

The budget extends through the 2022-2023 school year an exemption that permits a public school to permit an individual with a valid educator license in any of grades 7-12 to teach a computer science course if, prior to teaching the course, the individual completes a professional development program approved by the district superintendent or school principal. The individual may not teach a computer science course in a school district or school other than the one that employed the individual when the individual completed the professional development program.

C7:3: Improving Teacher Quality (ALI 200635)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3Y60 ALI 200635, Improving Teacher Quality	\$65,929,289	\$77,000,000	\$77,000,000
% change	--	16.8%	0.0%

Most of this federal grant is passed through directly to school districts based on a federal formula that considers enrollment and poverty in each district. Districts must use the funds for professional development and educator quality purposes. Up to 1% of the state’s grant allocation may be used for state administration. Additional portions may be reserved for other state activities, including teacher, principal, and other school leader support or preparation academies.

Category 8: Academic Achievement

This category of ALIs includes funding to support a variety of programs and initiatives designed to improve the academic achievement of Ohio’s students and adults without high school diplomas.

C8:1: Adult Education Programs (ALI 200572)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
22+ Adult High School Diploma Program	\$6,251,192	\$6,900,000	\$6,900,000
Remainder – Adult Education Programs	\$2,277,356	\$2,852,210	\$2,852,210
GRF ALI 200572 total	\$8,528,548	\$9,752,210	\$9,752,210
% change	--	14.3%	0.0%

This line item supports various programs that assist individuals who dropped out of school with obtaining a high school diploma or equivalence certificate.

22+ Adult High School Diploma Program

In the FY 2022-FY 2023 biennium, the budget earmarks over 70% of the funding in this line item for the 22+ Adult High School Diploma Program, which awards locally issued high school diplomas through a participating school district, community school, or two-year college. Providers receive up to \$5,000 annually for each individual enrolled in the program depending on the extent of the individual's successful completion of high school graduation requirements.

Remainder – Adult Education Programs

Most of the remainder of this line item supports the Adult Diploma Program, which provides the education and training necessary for an individual to earn a state-issued high school diploma and an industry-recognized credential or certificate in an in-demand field. The budget lowers the minimum age to participate in this program from 22 to 20. State payments to participating institutions for each student enrolled in an approved program of study are calculated according to a formula providing certain tiers of funding based on the number of hours of technical training required in the student's career pathway training program and the student's grade level upon initial enrollment into the program. This line item also supports a program that provides vouchers to lower the cost of high school equivalency examinations for first-time test takers and ODE's operating expenses associated with program administration and evaluation, technical assistance, and research.

C8:2: Literacy Improvement (ALI 200566)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Model Demonstration Project	\$0	\$500,000	\$500,000
Read, Baby, Read! Program	\$90,000	\$0	\$0
Remainder – Literacy Improvement	\$929,539	\$1,052,172	\$1,052,172
GRF ALI 200566 total	\$1,019,539	\$1,552,172	\$1,552,172
% change	--	52.2%	0.0%

Model Demonstration Project

This earmark supports the expansion of a demonstration project that originated as a federal grant to identify students with dyslexia and provide their teachers with professional learning and support to improve their instruction of those students with dyslexia. ODE may use up to 10% of the project's earmark for program administration and support in identifying students.

Remainder – Literacy Improvement

These funds support regional literacy professional development teams that are established by ESCs or consortia of ESCs. These teams work to bolster early literacy activities to align state, local, and federal efforts to improve all students' reading success. A portion of this funding may be used by ODE for administrative work related to the program.

C8:3: Accelerate Great Schools (ALI 200614)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 7017 ALI 200614, Accelerate Great Schools	\$1,350,000	\$1,500,000	\$1,500,000
% change	--	11.1%	0.0%

This line item, funded from lottery profits, supports the Accelerate Great Schools public-private partnership that works to provide high quality education to new and existing schools in Cincinnati.

C8:4: Educational Improvement Grants (ALI 200615)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 6200 ALI 200615, Educational Improvement Grants	\$137,762	\$600,000	\$600,000
% change	--	335.5%	0.0%

This line item is supported by miscellaneous education grants from private sources. Expenditures are dependent on the number and amount of grants received and are directed towards the grantor's specified purpose.

C8:5: 21st Century Community Learning Centers (ALI 200688)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3Y20 ALI 200688, 21 st Century Community Learning Centers	\$40,225,040	\$43,000,000	\$43,000,000
% change	--	6.9%	0.0%

These federal funds provide grants to school districts and community and faith-based organizations to create community learning centers that provide academic enrichment and a wide variety of additional services for children, with particular emphasis on students in low-performing, high-poverty schools. Grants are awarded on a competitive basis for a five-year period, with a maximum of \$200,000 per year the first three years, and gradually reduced maximum amounts for the final two years. ODE may use up to 2% of the funds for administrative purposes and up to 5% for state-level activities.

C8:6: Comprehensive Literacy State Development Program (ALI 200678)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3H0 ALI 200678, Comprehensive Literacy State Development Program	\$6,703,613	\$14,630,000	\$14,630,000
% change	--	118.2%	0.0%

These federal funds are distributed to school districts, ESCs, and early childhood education programs to improve literacy outcomes for children from birth through grade 12. The funds are part of a five-year grant that supports the development of model comprehensive literacy sites in early childhood education programs, district preschools, and elementary, middle, and high schools statewide. Approximately 95% of the award is to be distributed to these entities. The line item is also used to support professional learning and coaching.

C8:7: English Language Acquisition (ALI 200689)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3Y70 ALI 200689, English Language Acquisition	\$10,273,609	\$11,000,000	\$11,000,000
% change	--	7.1%	0.0%

These federal funds assist school districts in helping their English learners meet the state's academic content and student achievement standards. These funds help ensure English learners have equal educational opportunities and assist districts in closing the achievement gap between these students and their peers. The funds may be used for supplemental services that improve English proficiency and academic achievement of English learners, including through language instruction educational programs and professional development for teachers who educate English learners. ODE may use 5% of these funds to standardize entrance and exit procedures for English learner status, and provide planning, evaluation, administration, technical, and professional development activities to school districts.

C8:8: School Improvement Grants (ALI 200671)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3AN0 ALI 200671, School Improvement Grants	\$10,561,992	\$17,000,000	\$0
% change	--	61.0%	-100.0%

These federal funds were awarded competitively to the state's lowest performing schools, which were required to implement an evidence-based strategy in one or more key priority areas designated by ODE. This grant program was eliminated by the ESSA, the most recent reauthorization of the federal Elementary and Secondary Education Act. The last awards, made in 2016, provide funding for up to three or four years and end in FY 2022. Up to 5% of these funds may be used by ODE for administration, evaluation, and technical assistance. In place of the grant program, ESSA requires a state to reserve 7% or more of its federal Title 1, Part A funding allotment for subgrants to schools in need of comprehensive support and accountability.

C8:9: Federal Education Grants (ALI 200649)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3HF0 ALI 200649, Federal Education Grants	\$3,200,658	\$7,056,327	\$7,056,327
% change	--	120.5%	0.0%

This line item consolidates funding for the activities of several federal grants, including those supporting neglected and delinquent children, statewide longitudinal data systems, school-based mental health services, Head Start program collaboration, a model demonstration project to identify students with dyslexia and provide professional development for their teachers (this project is expanded with state funding under GRF line item 200566, Literacy Improvement), Troops to Teachers, and school violence prevention.

C8:10: Public Charter Schools (ALI 200613)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3T40 ALI 200613, Public Charter Schools	\$2,094,894	\$4,500,000	\$4,500,000
% change	--	114.8%	0.0%

This federal funding is used by ODE to support planning, design, and initial implementation of high-quality charter schools, known in Ohio as community schools.

C8:11: Striving Readers (ALI 200669)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3FE0 ALI 200669, Striving Readers	\$7,150,931	\$2,000,000	\$0
% change	--	-72.0%	-100.0%

These federal funds support competitive grants to local education providers to advance literacy skills for children from birth to grade 12. Ohio received a one-time federal award in FY 2018 to be distributed over a period of five years.

Category 9: State Administration**C9:1: Operating Expenses (ALI 200321)**

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200321, Operating Expenses	\$15,244,937	\$14,383,592	\$14,686,404
% change	--	-5.7%	2.1%

This line item funds personal services, maintenance, and equipment for administrative functions not directly related to one program. This line item also supports the administrative expenses necessary to meet certain federal match or maintenance of effort (MOE) requirements.

C9:2: Information Technology Development and Support (ALIs 200420 and 200606)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200420, Information Technology Development and Support	\$3,883,134	\$3,680,482	\$3,680,482
Fund 1380 ALI 200606, Information Technology Development and Support	\$6,731,007	\$8,289,074	\$8,537,746
Information Technology Development and Support total	\$10,614,141	\$11,969,556	\$12,218,228
% change	--	12.8%	2.1%

GRF funding in line item 200420 supports development and implementation of information technology solutions to improve ODE's performance and services. It also supports data-driven decision making, differentiated instruction, and web-based application development to communicate academic content standards and curriculum models to schools. GRF line items that cannot fully pay the cost of IT programming access these funds.

Non-GRF funding through line item 200606 supports information technology services for various ODE programs through development and maintenance of network infrastructure and

software, purchase of computer software and hardware, project management, program services, and funding for ODE staff and information technology contracts. In recent years, ODE has been consolidating IT project costs into this line item rather than directly from program line items. The item is supported by charges assessed to ODE offices based on usage of IT services and from program offices for specific projects.

C9:3: Indirect Operational Support (ALI 200695)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 4R70 ALI 200695, Indirect Operational Support	\$7,521,249	\$7,856,766	\$7,856,766
% change	--	4.5%	0.0%

This line item supports a variety of administrative functions not directly tied to a specific funding source, including accounting, human resources, grants management, and auditing. Funding for these costs is recouped from the federal government and other various funds used by ODE containing payroll expenses by applying an indirect cost rate that is approved annually by the U.S. Department of Education. Revenue from the indirect charges is then deposited into Fund 4R70 via ISTV.

C9:4: Charges and Reimbursements (ALI 200638)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 4520 ALI 200638, Charges and Reimbursements	\$4,114,586	\$1,000,000	\$1,000,000
% change	--	-75.7%	0.0%

This line item mainly distributes the assets of permanently closed community schools. Once the community school's employees, the employee's retirement funds, and private creditors receive due compensation, the remaining amount is distributed to each resident district in proportion to its share of the community school's total enrollment. In FY 2021, ODE received \$4.1 million in assets from four closed community schools that required distribution. This line item also is supported by funds received through fees for products or services provided by ODE, including publications, sponsored conferences, and donations. These funds support the use of materials and facilities for ODE conferences and purposes specified by donations.

C9:5: Consolidated Federal Grant Administration (ALI 200645)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 3Z30 ALI 200645, Consolidated Federal Grant Administration	\$6,849,519	\$10,900,000	\$10,900,000
% change	--	59.1%	0.0%

This line item acts as an administrative pool of various federal grant funds, which allows for the consolidation of administrative dollars to effectively manage, administer, and coordinate all grants received under the federal ESEA. This line item also supports the dissemination of information regarding model programs and practices, establishing peer-review mechanisms for the various federal grants, training personnel in monitoring these activities, and technical assistance to grant recipients.

Category 10: Coronavirus Relief

This category of appropriation items includes federal funding received by the state to respond to the COVID-19 pandemic and its impacts on primary and secondary education.

C10:1: Federal Coronavirus School Relief (ALI 200640)

Earmark	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Attendance recovery programs	\$0	\$7,000,000	\$0
Career Promise Academy Summer Demonstration Pilot Program	\$0	\$250,000	\$250,000
Remainder – Afterschool Child Enrichment Educational Savings Account Program	\$0	\$50,000,000	\$75,000,000
Federal Coronavirus School Relief	\$471,626,287	\$0	\$0
FED Fund 3HSO ALI 200640 total	\$471,626,287	\$57,250,000	\$75,250,000
% change	--	-87.9%	31.4%

This item provided federal emergency relief funds to school districts and community and STEM schools in response to the COVID-19 pandemic. The budget appropriates money from the state allocation of a second round of federal funding from the Elementary and Secondary School Emergency Relief Fund (ESSER II), provided by the federal Coronavirus Response and Relief Supplemental Appropriations Act, 2021, which became part of the federal Consolidated Appropriations Act, (CAA) 2021. Funds from ESSER II must be spent by September 30, 2023.

Attendance recovery programs

The budget earmarks \$7.0 million in FY 2022, from the ESSER II allocation for state-level activities, to support attendance recovery programs for students in grades K-12. It requires ODE to enter into a contract with one or more entities that specialize in recovering students who would have been considered truant but have yet to be recovered or adjudicated by the courts.

Career Promise Academy Summer Demonstration Program

The budget earmarks \$250,000 in each year of the biennium, again from the ESSER II allocation for state-level activities, to support a summer pilot program at one eligible city school district to provide literacy, academic preparedness, and life skill instruction, and internship or mentoring experiences, to students entering the ninth grade at risk of not qualifying for a high school diploma. Eligible districts are those with persistently low ratings on the state report card

and not subject to an ADC. The budget establishes a maximum of 75 students that may participate in the program each summer.

Afterschool Child Enrichment Educational Savings Account Program

The remainder of the appropriation is to be used for the Afterschool Child Enrichment (ACE) Educational Savings Account Program, which is established by the budget. The program is to provide \$500 in each fiscal year upon the request of the parents of Ohio students ages six to 18 from families with income at or below 300% of the federal poverty guidelines. These funds are to be deposited into an account that may be used by the parent for various enrichment activities for the student. ODE must contract with a vendor to administer and monitor the accounts and must pay the vendor up to 3% of the amount appropriated for the program for each fiscal year.

Category 11: Property Tax Reimbursements

This category of ALIs includes reimbursements to school districts for property tax losses due to state tax policy. The two line items used to make the payments are included in the RDF section of the budget. The RDF section of the budget bill contains appropriations for line items used by several agencies to distribute money to designated recipients under various programs. Each of the funds in the RDF section of the budget is administered by a state agency, but the funds are not included as part of the budget of the administering agency.

C11:1: Property Tax Reimbursement – Education (ALI 200903)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
GRF ALI 200903, Property Tax Reimbursement – Education	\$1,166,614,764	\$1,183,000,000	\$1,195,600,000
% change	--	1.4%	1.1%

The state pays 10% of locally levied property taxes for residential and agricultural real property owners and an additional 2.5% for homeowners, thus decreasing property taxes paid by individual property taxpayers in Ohio. These provisions are often referred to as property tax “rollbacks.” This line item funds the rollback reimbursements for school districts and JVSs. H.B. 59 of the 130th General Assembly eliminated the rollbacks on new property taxes levied after tax year (TY) 2014. This line item also funds the portion of the Homestead Exemption Program for the elderly and disabled payable to school districts. The Homestead Exemption Program includes all homeowners who are 65 years of age or older or who are disabled, and have an Ohio adjusted gross income less than a threshold that increases each year according to an inflationary factor. The threshold in 2021 is \$34,200.

C11:2: Property Tax Replacement Phase Out – Education (ALI 200902)

Fund/ALI	FY 2021 Actual	FY 2022 Appropriation	FY 2023 Appropriation
Fund 7047 ALI 200902, Property Tax Replacement Phase Out – Education	\$107,117,742	\$83,157,236	\$72,308,288
% change	--	-22.4%	-13.0%

This item supports the payments replacing the loss in school district tax revenues due to both the phase-out of general business tangible personal property (TPP) tax and changes in the taxation of utilities. TPP replacement payments are currently supported by 13% of receipts from the commercial activity tax, deposited into the School District Tangible Property Tax Replacement Fund (Fund 7047).

The budget maintains the current law mechanisms to phase down the replacement payments, but provides a temporary exception to the phase-down schedule for school districts that have a nuclear power plant in their territory (Benton Carroll Salem Local in Ottawa County and Perry Local in Lake County). From FY 2022 through FY 2026, the budget states that the replacement payments for those two districts are to be equal to the payments received in FY 2017.

Cash transfers and fund abolishments

The bill requires the Director of Budget and Management to transfer the cash balance of various funds used by ODE to certain other funds at the beginning of FY 2022. Upon completion of each transfer, the bill abolishes the fund from which the cash balance was transferred. The table below lists each fund used by ODE to be abolished, its current cash balance, and the receiving fund.

Cash Transfer and Fund Abolishment Summary				
Fund to be Abolished			Receiving Fund	
Fund	Fund Name	Cash Balance	Fund	Fund Name
3FD0	Race to the Top	\$0	GRF	General Revenue Fund
4550	Commodity Foods Fund	\$2,198,912	1380	Computer Services Fund

In addition to the funds above, the bill also abolishes the Community School Revolving Loan Fund and the Community School Security Fund. Both funds, created in FY 2003, were never used and have no cash balance.

FY 2022 - FY 2023 Final Appropriations

All Fund Groups

Line Item Detail by Agency			Appropriations			FY 2021 to FY 2022	Appropriations	FY 2022 to FY 2023
			FY 2020	FY 2021	FY 2022	% Change	FY 2023	% Change
Report For: Main Operating Appropriations Bill			Version: As Enacted					
EDU Department of Education								
GRF	200321	Operating Expenses	\$ 14,417,846	\$ 15,244,937	\$ 14,383,592	-5.65%	\$ 14,686,404	2.11%
GRF	200408	Early Childhood Education	\$ 64,246,812	\$ 56,578,684	\$ 68,116,789	20.39%	\$ 68,116,789	0.00%
GRF	200420	Information Technology Development and Support	\$ 3,880,138	\$ 3,883,134	\$ 3,680,482	-5.22%	\$ 3,680,482	0.00%
GRF	200422	School Management Assistance	\$ 2,220,911	\$ 2,305,665	\$ 2,337,711	1.39%	\$ 2,337,711	0.00%
GRF	200424	Policy Analysis	\$ 446,003	\$ 394,806	\$ 450,950	14.22%	\$ 450,950	0.00%
GRF	200426	Ohio Educational Computer Network	\$ 15,311,957	\$ 14,916,201	\$ 15,107,422	1.28%	\$ 15,107,422	0.00%
GRF	200427	Academic Standards	\$ 3,762,858	\$ 3,261,867	\$ 3,883,525	19.06%	\$ 3,883,525	0.00%
GRF	200437	Student Assessment	\$ 53,174,048	\$ 40,004,793	\$ 56,282,168	40.69%	\$ 56,282,168	0.00%
GRF	200439	Accountability/Report Cards	\$ 6,006,715	\$ 5,534,250	\$ 7,168,977	29.54%	\$ 7,197,050	0.39%
GRF	200442	Child Care Licensing	\$ 1,957,299	\$ 2,154,695	\$ 2,127,153	-1.28%	\$ 2,127,153	0.00%
GRF	200446	Education Management Information System	\$ 7,969,216	\$ 7,907,632	\$ 8,174,415	3.37%	\$ 8,174,415	0.00%
GRF	200448	Educator Preparation	\$ 5,797,579	\$ 7,700,573	\$ 3,457,740	-55.10%	\$ 3,457,740	0.00%
GRF	200455	Community Schools and Choice Programs	\$ 4,135,136	\$ 4,102,001	\$ 3,412,546	-16.81%	\$ 3,412,546	0.00%
GRF	200457	STEM Initiatives	\$ 0	\$ 0	\$ 320,000	N/A	\$ 0	-100.00%
GRF	200465	Education Technology Resources	\$ 4,875,255	\$ 4,857,656	\$ 4,881,854	0.50%	\$ 4,881,854	0.00%
GRF	200478	Industry-Recognized Credentials High School Students	\$ 0	\$ 3,074,057	\$ 20,500,000	566.87%	\$ 20,500,000	0.00%
GRF	200502	Pupil Transportation	\$ 504,259,660	\$ 518,958,323	\$ 656,379,809	26.48%	\$ 680,379,809	3.66%
GRF	200505	School Lunch Match	\$ 8,963,500	\$ 8,963,500	\$ 8,963,500	0.00%	\$ 8,963,500	0.00%
GRF	200511	Auxiliary Services	\$ 154,097,444	\$ 151,872,301	\$ 156,744,175	3.21%	\$ 158,591,274	1.18%
GRF	200532	Nonpublic Administrative Cost Reimbursement	\$ 62,223,628	\$ 68,853,796	\$ 70,813,735	2.85%	\$ 71,647,683	1.18%
GRF	200540	Special Education Enhancements	\$ 151,855,258	\$ 149,990,180	\$ 180,850,000	20.57%	\$ 185,850,000	2.76%
GRF	200545	Career-Technical Education Enhancements	\$ 9,367,734	\$ 8,898,647	\$ 14,090,892	58.35%	\$ 18,290,892	29.81%
GRF	200550	Foundation Funding - All Students	\$ 6,687,924,225	\$ 6,703,103,301	\$ 6,937,998,712	3.50%	\$ 7,079,848,712	2.04%
GRF	200566	Literacy Improvement	\$ 1,337,708	\$ 1,019,539	\$ 1,552,172	52.24%	\$ 1,552,172	0.00%
GRF	200572	Adult Education Programs	\$ 8,123,300	\$ 8,528,548	\$ 9,752,210	14.35%	\$ 9,752,210	0.00%
GRF	200573	EdChoice Expansion	\$ 50,908,627	\$ 72,235,510	\$ 0	-100.00%	\$ 0	N/A
GRF	200574	Half-Mill Maintenance Equalization	\$ 18,148,016	\$ 17,905,830	\$ 17,464,102	-2.47%	\$ 15,238,834	-12.74%
GRF	200576	Adaptive Sports Program	\$ 240,700	\$ 250,000	\$ 250,000	0.00%	\$ 250,000	0.00%

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			FY 2020	FY 2021	FY 2022	% Change	FY 2023	% Change
EDU Department of Education								
GRF	200578	Violence Prevention and School Safety	\$ 138,110	\$ 0	\$ 0	N/A	\$ 0	N/A
GRF	200597	Program and Project Support	\$ 1,083,150	\$ 562,500	\$ 3,800,000	575.56%	\$ 3,800,000	0.00%
GRF	657401	Medicaid in Schools	\$ 273,968	\$ 293,185	\$ 297,978	1.63%	\$ 297,978	0.00%
General Revenue Fund Total			\$ 7,847,146,801	\$ 7,883,356,109	\$ 8,273,242,609	4.95%	\$ 8,448,759,273	2.12%
4520	200638	Charges and Reimbursements	\$ 556,049	\$ 4,114,586	\$ 1,000,000	-75.70%	\$ 1,000,000	0.00%
4550	200608	Commodity Foods	\$ 961,020	\$ 800,000	\$ 0	-100.00%	\$ 0	N/A
4L20	200681	Teacher Certification and Licensure	\$ 12,653,068	\$ 10,539,112	\$ 14,000,000	32.84%	\$ 14,000,000	0.00%
5980	200659	Auxiliary Services Reimbursement	\$ 130,517	\$ 280,551	\$ 1,300,000	363.37%	\$ 1,300,000	0.00%
5CV1	200632	Coronavirus Relief - Rural and Small Town School Districts	\$ 0	\$ 33,668,344	\$ 0	-100.00%	\$ 0	N/A
5CV1	200642	Coronavirus Relief - Suburban School Districts	\$ 0	\$ 28,363,213	\$ 0	-100.00%	\$ 0	N/A
5CV1	200643	Coronavirus Relief - Urban School Districts	\$ 0	\$ 23,732,254	\$ 0	-100.00%	\$ 0	N/A
5CV1	200647	Coronavirus Relief - School Connectivity	\$ 0	\$ 32,470,547	\$ 0	-100.00%	\$ 0	N/A
5CV1	200650	Coronavirus Relief - Other Education Entities	\$ 0	\$ 9,262,480	\$ 0	-100.00%	\$ 0	N/A
5H30	200687	School District Solvency Assistance	\$ 0	\$ 0	\$ 2,000,000	N/A	\$ 2,000,000	0.00%
5KX0	200691	Ohio School Sponsorship Program	\$ 968,260	\$ 864,993	\$ 1,250,000	44.51%	\$ 1,250,000	0.00%
5MM0	200677	Child Nutrition Refunds	\$ 0	\$ 0	\$ 550,000	N/A	\$ 550,000	0.00%
5U20	200685	National Education Statistics	\$ 119,042	\$ 79,938	\$ 175,000	118.92%	\$ 175,000	0.00%
5UC0	200662	Accountability/Report Cards	\$ 238,544	\$ 0	\$ 0	N/A	\$ 0	N/A
5VS0	200604	Foundation Funding - All Students	\$ 274,775,371	\$ 399,999,892	\$ 500,000,000	25.00%	\$ 600,000,000	20.00%
5VU0	200663	School Bus Purchase	\$ 0	\$ 15,558,390	\$ 50,000,000	221.37%	\$ 0	-100.00%
6200	200615	Educational Improvement Grants	\$ 1,175,383	\$ 137,762	\$ 600,000	335.53%	\$ 600,000	0.00%
Dedicated Purpose Fund Group Total			\$ 291,577,255	\$ 559,872,062	\$ 570,875,000	1.97%	\$ 620,875,000	8.76%
1380	200606	Information Technology Development and Support	\$ 6,903,932	\$ 6,731,007	\$ 8,289,074	23.15%	\$ 8,537,746	3.00%
4R70	200695	Indirect Operational Support	\$ 7,580,359	\$ 7,521,249	\$ 7,856,766	4.46%	\$ 7,856,766	0.00%
4V70	200633	Interagency Program Support	\$ 4,380,014	\$ 4,556,611	\$ 5,000,000	9.73%	\$ 5,000,000	0.00%
Internal Service Activity Fund Group Total			\$ 18,864,305	\$ 18,808,867	\$ 21,145,840	12.42%	\$ 21,394,512	1.18%
7017	200602	School Climate Grants	\$ 863,895	\$ 426,005	\$ 0	-100.00%	\$ 0	N/A
7017	200612	Foundation Funding - All Students	\$ 1,081,400,000	\$ 1,249,900,000	\$ 1,264,200,000	1.14%	\$ 1,242,500,000	-1.72%
7017	200614	Accelerate Great Schools	\$ 1,444,200	\$ 1,350,000	\$ 1,500,000	11.11%	\$ 1,500,000	0.00%

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Line Item Detail by Agency			Appropriations	FY 2021	FY 2022	FY 2021 to FY 2022	Appropriations	FY 2022 to FY 2023
			FY 2020			% Change	FY 2023	% Change
EDU Department of Education								
7017	200629	Community Connectors	\$ 1,499,267	\$ 0	\$ 0	N/A	\$ 0	N/A
7017	200631	Quality Community Schools Support	\$ 30,000,000	\$ 30,000,000	\$ 54,000,000	80.00%	\$ 54,000,000	0.00%
7017	200636	Enrollment Growth Supplement	\$ 15,500,000	\$ 23,000,000	\$ 0	-100.00%	\$ 0	N/A
7017	200684	Community School Facilities	\$ 20,595,620	\$ 20,600,000	\$ 42,000,000	103.88%	\$ 42,000,000	0.00%
State Lottery Fund Group Total			\$ 1,151,302,982	\$ 1,325,276,005	\$ 1,361,700,000	2.75%	\$ 1,340,000,000	-1.59%
3670	200607	School Food Services	\$ 8,985,876	\$ 8,130,699	\$ 12,254,397	50.72%	\$ 12,611,321	2.91%
3700	200624	Education of Exceptional Children	\$ 1,416,627	\$ 1,243,287	\$ 2,000,000	60.86%	\$ 2,000,000	0.00%
3AF0	657601	Schools Medicaid Administrative Claims	\$ 93,449	\$ 186,677	\$ 295,500	58.29%	\$ 295,500	0.00%
3AN0	200671	School Improvement Grants	\$ 11,711,873	\$ 10,561,992	\$ 17,000,000	60.95%	\$ 0	-100.00%
3C50	200661	Early Childhood Education	\$ 13,702,140	\$ 13,205,032	\$ 14,000,000	6.02%	\$ 14,000,000	0.00%
3EH0	200620	Migrant Education	\$ 1,908,329	\$ 1,428,217	\$ 2,700,000	89.05%	\$ 2,700,000	0.00%
3EJ0	200622	Homeless Children Education	\$ 3,248,044	\$ 3,049,992	\$ 3,600,000	18.03%	\$ 3,600,000	0.00%
3FE0	200669	Striving Readers	\$ 13,004,729	\$ 7,150,931	\$ 2,000,000	-72.03%	\$ 0	-100.00%
3GE0	200674	Summer Food Service Program	\$ 32,565,920	\$ 151,601,739	\$ 60,000,000	-60.42%	\$ 30,000,000	-50.00%
3GG0	200676	Fresh Fruit and Vegetable Program	\$ 3,636,217	\$ 2,374,207	\$ 5,145,074	116.71%	\$ 5,145,074	0.00%
3HF0	200649	Federal Education Grants	\$ 2,550,020	\$ 3,200,658	\$ 7,056,327	120.46%	\$ 7,056,327	0.00%
3HI0	200634	Student Support and Academic Enrichment	\$ 33,590,715	\$ 35,212,894	\$ 40,042,720	13.72%	\$ 40,042,720	0.00%
3HL0	200678	Comprehensive Literacy State Development Program	\$ 0	\$ 6,703,613	\$ 14,630,000	118.24%	\$ 14,630,000	0.00%
3HQ0	200627	Governor Emergency Education Relief - EDU	\$ 0	\$ 14,424,758	\$ 0	-100.00%	\$ 0	N/A
3HS0	200640	Federal Coronavirus School Relief	\$ 16,843,899	\$ 471,626,287	\$ 57,250,000	-87.86%	\$ 75,250,000	31.44%
3L60	200617	Federal School Lunch	\$ 320,468,968	\$ 316,310,565	\$ 430,837,000	36.21%	\$ 430,837,000	0.00%
3L70	200618	Federal School Breakfast	\$ 120,667,124	\$ 120,325,265	\$ 163,350,081	35.76%	\$ 163,350,081	0.00%
3L80	200619	Child/Adult Food Programs	\$ 89,947,311	\$ 73,150,549	\$ 113,328,580	54.93%	\$ 113,328,580	0.00%
3L90	200621	Career-Technical Education Basic Grant	\$ 42,698,848	\$ 44,899,319	\$ 46,000,000	2.45%	\$ 46,000,000	0.00%
3M00	200623	ESEA Title 1A	\$ 558,595,819	\$ 574,548,259	\$ 600,000,000	4.43%	\$ 600,000,000	0.00%
3M20	200680	Individuals with Disabilities Education Act	\$ 472,087,006	\$ 463,033,581	\$ 490,000,000	5.82%	\$ 500,000,000	2.04%
3T40	200613	Public Charter Schools	\$ 1,405,936	\$ 2,094,894	\$ 4,500,000	114.81%	\$ 4,500,000	0.00%
3Y20	200688	21st Century Community Learning Centers	\$ 38,655,551	\$ 40,225,040	\$ 43,000,000	6.90%	\$ 43,000,000	0.00%
3Y60	200635	Improving Teacher Quality	\$ 69,880,483	\$ 65,929,289	\$ 77,000,000	16.79%	\$ 77,000,000	0.00%

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			FY 2020	FY 2021	FY 2022	% Change	FY 2023	% Change
EDU Department of Education								
3Y70	200689	English Language Acquisition	\$ 9,648,760	\$ 10,273,609	\$ 11,000,000	7.07%	\$ 11,000,000	0.00%
3Y80	200639	Rural and Low Income Technical Assistance	\$ 2,404,277	\$ 2,429,704	\$ 3,600,000	48.17%	\$ 3,600,000	0.00%
3Z20	200690	State Assessments	\$ 11,138,932	\$ 11,715,302	\$ 12,000,000	2.43%	\$ 12,000,000	0.00%
3Z30	200645	Consolidated Federal Grant Administration	\$ 7,829,553	\$ 6,849,519	\$ 10,900,000	59.14%	\$ 10,900,000	0.00%
Federal Fund Group Total			\$ 1,888,686,403	\$ 2,461,885,880	\$ 2,243,489,679	-8.87%	\$ 2,222,846,603	-0.92%
Department of Education Total			\$ 11,197,577,746	\$ 12,249,198,922	\$ 12,470,453,128	1.81%	\$ 12,653,875,388	1.47%