

House Bill 110 (State Budget FY 2022-2023): As Enacted

On Monday, June 28, 2021, the Ohio General Assembly finished its work on House Bill 110, the state budget for FY 2022 and FY 2023. The final bill was produced by a Conference Committee that worked out the differences between the House and Senate. The final bill was passed by a vote of 32-1 in the Senate and 82-13 in the House. Governor DeWine signed the bill on June 30, 2021.

Of great importance was the inclusion of the Fair School Funding Plan in the final bill. This was OEA's top budget priority. The Fair School Funding plan was a product of years of work by policy makers and school finance experts that garnered bipartisan support. The plan is based upon the costs of providing a high-quality education. It will reduce the reliance on local property taxes. The bill directly funds charter school and voucher students, ending the pass-through funding model that deducts from local school districts. When fully implemented, it will provide a formula is student-centered, equitable, adequate, transparent, and ensures the funding needed to provide all kids the future they deserve.

Of concern is that the final budget applies the formula to only this two-year budget. Intent language to fully phase in the formula over six years and several studies to further refine aspects of the formula were removed. It will be important to continue to advocate for the resources to fully implement the Fair School Funding plan and make it historic promise a reality for Ohio's students.

Another positive aspect of the bill was the inclusion of language that was in the Senate version establishing a pathway out of state takeover for Lorain, Youngstown, and East Cleveland. The failed state takeover law has been a harmful experiment for students, educators, and communities. The distractions and dysfunction caused by state takeovers increases the difficulty of developing comprehensive supports that help students overcome barriers to learning caused by poverty. All three districts and communities under an ADC/CEO deserve to regain local control.

On the priority issues of vouchers and charter schools the news was less welcome. The expanded eligibility for EdChoice vouchers, removal of the statewide cap and increased voucher amounts in the Senate version were retained. The Senate's provision that allows brick and mortar charter schools to open anywhere in the state was also included. The final bill did not include language to allow charter schools to be operated by a sectarian school or religious institution. However, the bill did include tax credits of up to \$1,000 on private school tuition.

Below is a summary of the major provisions of HB 110 with an impact on OEA members and the students they serve.

K-12 Education

School Funding

- Incorporates the Fair School Funding Plan funding formula. The FSFP funding formula has three major components: base cost, state and local share, and categorical funding outlined below.
- Specifies that the funding formula only applies to FY 2022 and FY 2023 and that the calculation for FY 2024 and each fiscal year thereafter will be determined by the Ohio General Assembly.
- The base cost portion of the funding formula is represents an estimate of the annual per pupil cost to provide a basic quality education for a typical student (one without special needs) and to fund the components needed to operate a traditional school districts. The largest component of the base cost is what students need in the classroom and what social and emotional supports are needed for students to be successful.
- Unlike previous funding methodologies, that were too dependent on property values to determine a communities capacity to generate revenue, the FSFP provides a method for determining the state and local share of funding based on both income of residents and property wealth. This takes into account the size of the local property tax base and the ability of district residents to raise local tax revenue.
- Outside of the base cost component, the FSFP formula provides categorical funding for special education, poverty, preschool, English learners, and gifted education. It also provides funding for transportation.
- Direct funds charter and voucher students, ending the pass-through funding model that deducts from local school districts.
- Guarantees for FY 2022 and FY 2023, each district a total amount of foundation funding equal to its funding base. The statewide total for temporary transitional aid is estimated to be \$71.6 million in FY 2022 and \$177.8 million in FY 2023.
- Guarantees that a traditional school district's total foundation funding (including transportation aid and supplemental targeted assistance) in FY 2022 and FY 2023 does not fall below its "funding base for FY 2021," which consists of its (1) FY 2021 foundation aid before any state budget reductions ordered by the Governor and after adjusting for transfers for (a) students attending charter and STEM schools, (b) students receiving state scholarships, and (c) students open enrolling; (2) FY 2021 student wellness and success funds and enhancement funds; and (3) the enrollment growth supplement for FY 2021. The estimated statewide total for the traditional school district formula transition supplement is estimated to be \$112.5 million in FY 2022 and \$81.2 million in FY 2023.
- Incorporates Student Wellness and Success Funds within the funding formula for the purpose of paying disadvantaged pupil impact aid (DPIA) and portions of the state share

of the base cost that are attributable to the staffing cost for the student wellness and success component of base cost. Incorporates the list of initiatives enumerated in Ohio Revised Code section 3317.25 for which student wellness and success funds may be used for.

- Makes changes to the calculation of state funding for county boards of developmental disabilities educating school-age children in recognition of the new school funding formula by (1) the state share index with the state share percentage (2) the formula amount with the statewide average base cost per pupil, and (3) the applicable special education dollar amount with the applicable special education weight multiplied by the statewide average base cost per pupil.
- Appropriates \$50 million in FY 2022 to provide bus purchasing grants of not less than \$45,000 to traditional school districts for the purpose of replacing the oldest and higher mileage buses.
- Provides \$250,000 in each FY to award transportation collaboration grants of no more than \$10,000 each fiscal year to traditional school districts for efforts that lead to shared resource management, routing consolidations, regional collaboration, or other activities that have the potential to reduce transportation operating costs.

Academic Distress Commissions

- Prohibits the Superintendent of Public Instruction from establishing new academic distress commissions (ADCs) for the 2021- 2022 and 2022-2023 school years.
- Establishes the following process to release Youngstown, Lorain, and East Cleveland city schools from the control by ADC/CEO:
 - Requires the district to develop and implement a three-year academic improvement plan, to be approved by the state superintendent.
 - While the district is implementing the approved academic improvement plan, the district board reassumes all power granted to it under Ohio law and the district shall not be subject to section ORC 3302.10 (HB 70 – 131st G.A.).
 - The district's ADC shall continue to exist and provide assistance to the district but shall not have any operational or managerial control of the district. The CEO is removed from that position.
 - If the district meets the majority of the plan's improvement benchmarks at the end of three years (or after four or five years if extensions are granted), then the ADC is dissolved and the district is permanently released from ADC oversight.
 - If the district does not meet the majority of improvement benchmarks after three years (or after four or five years if extensions are granted), the district once again becomes subject to an ADC, including oversight by a CEO.

Vouchers

- Removes the cap on the number of EdChoice vouchers (currently 60,000)
- Increases the maximum EdChoice and Cleveland voucher amount from \$4,650 to \$5,500 for grades K-8 and from \$6,000 to \$7,500 in grades 9-12. In the future, these amounts would increase by the same percentage as the base per-pupil cost.
- Increases maximum amount of the Autism voucher from \$27,000 to \$31,500 in FY 22 and \$32,455 in FY 23 and beyond. Increases the Peterson scholarship amounts and updates the weights.
- Expands eligibility for the EdChoice voucher program to include the following:
 - Students who were enrolled in the Autism or Jon Peterson voucher programs but no longer qualify,
 - Students whose siblings received a voucher the previous year,
 - Students placed in a foster home, or legal guardianship or reside in such a household,
 - High school students assigned to a building eligible for the performance-based EdChoice voucher,
 - Phases out the requirement that students first be enrolled in a public school.
- Requires each school district with an EdChoice eligible building to provide ODE with attendance zones for those buildings. Requires ODE to create a system by 2/1/22 where families provide an address and receive a response on eligibility within 10 days.
- Opens the window for EdChoice applications on February 1 of each year.

Education Savings Accounts

- Using \$125 million in federal funds, establishes the Afterschool Child Enrichment education savings account program to provide \$500 per student per year in funds for supplemental education programs.
- Students aged 6-18 from households with income under 300% of the federal poverty level are eligible. Funds are distributed on a first-come first-served basis. Accounts are to be established by 12/1/21.
- Use of funds include: tutoring, education programs, camps, curriculum/materials, field trips, language or music classes. Purchase of electronic devices is prohibited.
- ODE directed to contract with a vendor to administer accounts for a fee of no more than 3% of the appropriation.

High School Graduation

Makes numerous changes to the high school graduation requirements for students in the class of 2023 and beyond (passed in 2019). Current law requires 1) course credits, 2) competency on Algebra I and English II test (or otherwise demonstrated), and 3) earning at least three graduation seals. The changes in the bill include:

- Permits the parent of a high school student to opt the student out of the administration of the ACT/SAT beginning with the class of 2026.
- Makes revision to the graduation seals by allowing a grade of “B” or higher in American History and American Government to qualify for a citizenship seal; allowing a grade of “B” or higher in an advanced science course to qualify for a science seal; revisions to the industry-recognized credential seal.
- Makes changes to the demonstration of competency “fundamental options” by including obtaining a professional license from a state agency that requires an examination; adds further detail to apprenticeships and industry-recognized credentials; adds achieving a remediation-free score on the ACT/SAT.
- Provides for awarding a diploma to students whose IEP exempts from meeting requirements provided they take tests, retake tests and receive remediation.
- Removes the requirement that each student, as a condition of graduation, provide evidence of having completed and submitted a free application for federal student aid (FAFSA). This provision was in the original Executive budget but not contained in the final bill.

Online/Blended Learning

- Permits school districts, with the approval of the Superintendent of Public Instruction, to operate a school using an online learning model.
- Requires a district to notify ODE within 60 days of the bill’s effective date if it currently operates a school using an online learning model and, for changes in the use of online learning models, no later than July 1 of the school year for which the change is effective.
- Requires that districts and schools using a blended learning model operate an annual calendar of not less than 910 hours. (Under current law, schools operating on a blended learning model are exempt from minimum school year and school day requirements otherwise prescribed under continuing law.)
- Requires a district to do all of the following if operating a school using an online learning model:
 - Assign all students engaged in online learning to a single school which ODE will designate as a district online school;
 - Provide all students engaged in online learning a computer, at no cost, for instructional use, with a filtering device or filtering software that protects against internet access to materials that are obscene or harmful to juveniles;
 - Provide all students engaged in online learning access to the internet, at no cost, for instructional use;
 - Provide a comprehensive orientation for students and their parent or guardian; and
 - Implement a learning management system that tracks the time students participate in online learning activities. Specifies that off-line student learning

activities must be documented with all participation records checked and approved by the teacher of record.

- Amends the definition of "blended learning" as the delivery of instruction in a combination of time primarily in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning. (Current law does not specify "primarily" in the definition.)
- Defines "online learning" as a model in which students work primarily from their residences on assignments delivered via an internet- or other computer-based instructional method.
- Requires the Department to include information on the use of online learning (in addition to blended and digital learning as under current law) for the delivery of standards or curricula to students, whenever the State Board adopts standards or model curricula.

Computer Science Education

- Requires ODE to update the standards and model curriculum for computer science in grades K-12 within one year of the bill's effective date.
- Requires ODE, in consultation with the chancellor of higher education, to establish a committee to develop a state plan for computer science education.
- The committee must consider the following while developing the plan:
 - The challenges that prevent school districts from offering computer science courses;
 - Best practices and challenges with implementation of primary and secondary computer science curriculum in this state;
 - Requiring all students to complete a computer science course prior to high school graduation;
 - Establishing a work-based learning pilot program that includes high schools, universities, and local industry and permits the department and the chancellor to develop pathways to align computer science education in the state with the demographic data for students who receive instruction in computer science;
 - Benchmarks to create a sustainable supply of teachers certified to provide instruction in computer science; and
 - Best practices to form public and private partnerships for funding, mentoring, and internships for teachers providing instruction in computer science;

Computer Science College Credit

- Beginning with the 2022-2023 academic year, each state university shall recognize the successful completion of a course in advanced computer science in high school, as follows:

- The state university shall recognize one unit of advanced computer science as one unit toward meeting a general mathematics, general science, general elective or foreign language, if the student used the advanced computer science unit to meet the mathematics, science, general elective or foreign language requirement.
- Requires each state university to post a description of the university's recognition of advanced computer science as a core unit for admission to the university in a prominent location on the university's website.

Computer Science Educator Licensure

- Extends through the 2022-2023 school year a current law exemption for the 2019-2020 and 2020-2021 school years that generally permits school districts, charter schools, and STEM schools to have an individual who does not hold a license or endorsement to teach computer science to nevertheless teach computer science courses, provided that individual meets other prescribed licensure and professional development requirements.
- Requires ODE to update the standards and model curriculum for computer science in grades K-12 within one year of the bill's effective date.

Career-Technical Licenses

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

School Counselor Standards

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

Educator Licensure – Discipline

- Requires each public and chartered nonpublic school to consult ODE's "educator profile" database before making hiring decisions and permits the district or school to consult

with the Office of Professional Conduct to determine whether an applicant has been subject to a disciplinary report.

- Prohibits a person from taking a number of specified actions that assist a student in cheating on an assessment, including obtaining prior knowledge of the assessment's contents.
- Prohibits a "school representative" from knowingly assisting another individual in obtaining school or county board of developmental disabilities employment if the individual knows or has reasonable cause to believe that the individual has committed a sex offense involving a student.

Gifted Education *(Note: These provisions only apply in FY 2022 and FY 2023).*

- Requires a school district to spend the gifted funds it receives only for the identification of gifted students, gifted coordinator services, gifted intervention specialist services, other service providers approved by the Ohio Department of Education (ODE), and gifted professional development.
- Requires ODE, if it determines that a district is not in compliance with the spending requirements, to reduce the district's foundation funding payments by the amount not spent in accordance with the requirements.
- Requires, rather than permits as under current law, ODE to reduce a district's foundation funding if the district is not in compliance with existing requirements regarding gifted identification.
- Requires ODE's annual report of each district's expenditures of gifted funding (as required under continuing law) to also include the amount of gifted funding received by each district.

Kindergarten Readiness Assessment (KRA)

- Changes the period for administering the KRA to kindergarten students to July 1 to the 20th day of instruction (from the first day of school through November 1 under current law).

Free Application for Federal Student Aid (FASFA)

- Requires the chancellor of higher education in collaboration with the Ohio Education Computer Network to establish a data system to track the free application for federal student aid form completion rate of public and chartered nonpublic school students in the state.
- Requires each school district to provide principals and school counselors with access to the data system to assist with efforts to support students to complete the FASFA form.

- Requires each school district to enter into a data sharing agreement with the chancellor of higher education for the purpose of operating the free application for federal student aid (FASFA) data system.
- Allows the chancellor to publish and share aggregate data regarding the free application for federal student aid, including completion counts and rates for the state and each school district, chartered nonpublic school, and charter school.

College Credit Plus

- Replaces the College Credit Plus (CCP) Program's academic eligibility requirements for students who are not "remediation-free" by (1) creating an alternative remediation free eligibility option that the Chancellor, in consultation with the Superintendent of Public Instruction, must define and (2) removing the current law eligibility condition for a student within one standard error of measurement below the remediation-free threshold if the student also has at least a 3.0 cumulative high school GPA or receives a recommendation from a school counselor, principal, or career-technical program advisor. Grandfathers in students who qualified under the current law condition prior to the bill's effective date.
- Requires ODE, in consultation with the Department of Higher Education (DHE), to produce a report by January 1, 2023, concerning the cost-effectiveness of the 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.
- Permits students enrolled in the State School for the Deaf and the State School for the Blind and student enrolled in a school operated by the Department of Youth Services (DYS) to participate in the CCP program in the same manner as students enrolled in other public schools. Requires that payments made to a college for courses taken by a student enrolled in the school above be deducted from the amount appropriated by the General Assembly for support of that school or institution.
- Requires ODE and DHE to jointly develop a permission slip regarding the potential for mature subject matter in courses taken through the CCP Program and to post it on their CCP websites.
- Requires each public and participating chartered nonpublic school to include the permission slip in CCP counseling information.
- Requires the student and the student's parent, as a condition of participating in the CCP Program, to sign the permission slip and include it in the student's application to a participating institution of higher education.
- Requires participating institutions of higher education to include the following in each CCP student's enrollment materials:
 - A questionnaire for students acknowledging that the student possesses the necessary social and emotional maturity to attend college-level courses;
 - Guidance on reviewing course materials available prior to enrolling in a course;

- Information about the college's and the program's policies on withdrawing from or dropping a course; and
- Information about the student's right to speak with the student's high school counselor or with the academic advisor assigned to the student.
- Requires each participating higher education institution to include a discussion about the potential for mature subject matter in courses taken through the CCP Program at student orientation.
- Requires ODE and DHE, and each participating institution to post in a prominent place on their CCP websites a disclaimer about the potential for mature subject matter in courses taken under CCP.

Educator Standards Board

Adds five new members to the Educator Standards Board:

- (1) One person who represents charter schools, to be appointed by the State Board of Education;
- (2) Two persons who are active in or retired from the education profession, to be appointed by the Speaker of the House of Representatives;
- (3) Two persons who are active in or retired from the education profession, to be appointed by the President of the Senate.
- (4) Permits, instead of requires, the State Board to appoint teachers to the Educator Standards Board from a list of nominees from the Ohio Federation of Teachers and the Ohio Education Association.

Sexual Education/Venereal Disease Instruction

- Requires a school district or other public school to notify all parents and guardians if the district or school chooses to offer additional instruction in venereal disease or sexual education not specified under continuing law. Requires the notification to include the name of any instructors, vendor name if applicable, and the name of the curriculum being used.
- Prohibits a district or school from offering such instruction to a student unless a parent or guardian has submitted written permission for that student to receive that instruction.
- Upon request, requires a district or school to provide any instructional materials associated with venereal disease or sexual education to a parent or guardian.
- Requires ODE to conduct an annual audit at the beginning of each school year of school districts to ensure compliance with continuing law requirements regarding venereal disease education and to publish the findings of the audits not later than 120 days after the start of each school year. Requires the audits to be prominently posted on ODE's website.

Charter Schools

- Prohibits the automatic closure of charter schools on the basis of any report card rating issued prior to the 2022-2023 school year.
- Permits the establishment of a new start-up charter school in any school district, rather than only a "challenged school district" as under current law (a "challenged school district" is any of the following: a "Big Eight school district" (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, or Youngstown), a poorly performing school district based on certain report card results, or a school district in the original charter school pilot project area --Lucas County. Under HB 110 charter schools are direct funded by the state instead of through deductions from school districts.

School Transportation – Charter School Students

- Requires a school district to provide transportation services to students it is required to transport who are enrolled in a charter or chartered nonpublic school if that school is open for instruction, even if the district's schools are not open for instruction (but maintains a general exception regarding transporting such students on the weekend).
- Requires a charter school or chartered nonpublic school to establish start and end times for the school year by April 1 of the prior school year and provide them to each district expected to be responsible for transporting its students.
- Requires each district to develop a transportation plan within 60 days of receiving the start and end times for charter or nonpublic school students the district is required by law to transport.
- Requires each district to develop a transportation plan for any student who enrolls in a charter or nonpublic school after July 1, within 14 calendar days of receiving a request for transportation services from the student's parent or guardian.
- Prohibits a district from providing transportation services via a mass transit system to charter or chartered nonpublic students in grades K-8 unless the district enters into an agreement with the school authorizing it.
- Requires a district that elects to provide transportation services via a mass transit system to students in grades 9-12 to ensure the student's route does not require more than one transfer.
- Extends from January 1 of the prior school year to August 1 the deadline for a charter school to submit written notification to a school district that the school is unilaterally accepting responsibility for transporting the district's resident students attending that school.

School Transportation – Payment in Lieu

- Sets a deadline by which a school district, or a charter school that has accepted responsibility to provide transportation, must make a determination whether to provide payment in lieu of transportation for a student: 30 calendar days prior to the district's or

school's first day of instruction or, in the case of a student who enrolls later, within 14 days after the student's enrollment.

- Authorizes a superintendent to make a determination regarding payment in lieu, but requires that the determination be formalized at the next meeting of the school district board of education or charter school governing authority
- Requires a board or governing authority to issue a letter to a student's nonpublic or charter school, parent, guardian, or other person in charge of the student, and to the State Board of Education with a detailed description of the reasons for which the payment in lieu determination was made.
- Modifies the minimum amount of a payment in lieu of transportation to be at least 50% of the amount determined by ODE as the average cost of pupil transportation for the previous school year instead of an amount determined by the General Assembly (the maximum amount continues to be 100% of that average cost).
- Modifies the amount a school district must pay to a student's parent or guardian if ODE determines that a district has failed or is failing to provide required transportation services to the student to an amount equal to 50% of the cost of providing transportation to a student, as determined by the school district or school, but not more than \$2,500 instead of the state average daily cost of transportation, as determined by the State Board of Education for the previous year.

Online Bus Driver Training

Requires ODE 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 but requires drivers to continue to complete on-the-bus instructional training in person.

Other

- Requires health education courses to provide instruction in the harmful effect of electronic smoking devices.
- Authorizes school districts, public schools, and chartered nonpublic schools to provide counseling to any victim of sexual harassment or sexually related conduct.
- Authorizes the State Teachers Retirement Board to adopt a policy that allows Board members to attend Board meetings by means of teleconference or video conference. Requires, that at least one-third of the Board members must be present in person where the meeting is being held.
- Requires ODE to establish the Career Promise Academy Summer Demonstration Pilot Program to provide one grant to an eligible city school district to operate a career promise academy in the summers of 2021 and 2022 to provide students entering ninth grade who are at risk of not qualifying for a high school diploma with prescribed literacy, academic preparedness, and life skills instruction and internship or mentoring experiences. The bill earmarks \$250,000 for this purpose in each fiscal year from the Federal Coronavirus School Relief fund.

- Lowers the minimum age to participate in the Adult Diploma Pilot Program from 22 to 20.
- Permits a school district to contract, in writing, with a public or private not-for-profit agency, group, or organization, with a municipal corporation or other political subdivision or agency of the state, or with an agency of the federal government to assist the agency, group, organization, or political subdivision in the fulfillment of its legitimate activities and in times of emergency, subject to certain specified conditions.

Higher Education

- Requires all students receiving a Choose Ohio First Scholarship to be involved in work-based learning through a co-op, internship, experience in a university, college, or private laboratory, or other work-based learning experience. Allows state universities to apply for a waiver of this requirement from the state in cases where exceptional circumstances make placement in a work-based learning environment impractical or significantly unachievable.
- Authorizes the Chancellor to create a distribution formula for the Ohio College Opportunity Grant (OCOG) for FY 2022 and FY 2023, based on the formula used in FY 2021, if the amounts appropriated are inadequate to provide grants to all eligible students.
- Requires OCOG awards for students attending an eligible institution of higher education to be determined by the Chancellor. Authorizes the distribution of awards on an annual basis, once Pell grants have been exhausted, for students attending an institution year round.
- Grants in-state tuition residency status, for tuition and state operating subsidies purposes, to a student who is not an Ohio resident but lives in the state, if that student completes a bachelor's degree program at a state institution of higher education and then immediately enrolls in a graduate program at that, or another, state institution. Requires the student while enrolled in the graduate degree program to reside in Ohio.
- Requires Southern State Community College (SSCC) to establish and maintain the five-year Ohio Code-Scholar Pilot Program to support technical workforce needs. The bill earmarks \$240,000 in each fiscal year to support the program.
- Allows the board of trustees of a state institution of higher education to adopt a policy allowing the trustees to attend a board meeting via means of electronic communication.
- Requires the Chancellor to approve any nursing bachelor's degree program proposed by a community, state community, and technical college (community college), if those programs meet certain requirements under continuing law and the standards and procedures for academic program approval under continuing law.
- Prohibits a state institution of higher education from withholding from a potential employer the official transcripts of a student who owes money to the institution if the student authorizes the transcripts to be sent to that employer and the employer affirms to the institution that the transcripts are a prerequisite of employment.

<u>State Share of Instruction</u>	FY 2022 – \$2.056 billion – 0.96% increase FY 2023 – \$2.076 billion – 0.93% increase
<u>Ohio College Opportunity Grant</u>	FY 2022 – \$106.7 million – 4.8% increase FY 2023 – \$112.5 million – 5.4% increase
<u>Central State Supplement</u>	FY 2022 – \$11.55 million – 2.75% increase FY 2023 – \$11.68 million – 1.16% increase
<u>Shawnee State Supplement</u>	FY 2022 – \$4.6 million – 14.8% increase FY 2023 – \$5.4 million – 16.7% increase
<u>GRF Total HE (State Funding)</u>	FY 2022 – \$2.757 billion – 6.7% increase FY 2023 – \$2.760 billion – 0.12% increase
<u>All Funds HE</u>	FY 2022 – \$2.809 billion – 4.7% decrease FY 2023 – \$2.810 billion – 0.01% increase

Developmental Disabilities

- Requires individuals with developmental disabilities to have access to innovative technology.
- Requires the Ohio Department of Developmental Disabilities to establish a technology task force to create a plan to expand innovative technology solutions within the operation and delivery of services to individuals with developmental disabilities. Requires agencies to comply with this policy.
- Requires the governor each October during national disability employment awareness month, to present an award to employers who meet the criteria for having a workplace inclusive of individuals with disabilities. The opportunities for Ohioans with disabilities agency shall determine the inclusive workplace criteria to be used to recommend employers for the award.
- Requires the Senate President and Speake of the Ohio House of Representatives to establish every two years a joint committee to examine the activities of the state’s advocacy and protection system and client assistance program.
- Permits, rather than requires, the Ohio Department of Developmental Disabilities (ODODD) to audit annual cost reports submitted by a regional council or county DD boards.
- Requires ODODD Director to establish a methodology to be used in FY 2022 and FY 2023 to estimate the quarterly amount each county DD board is to pay of the nonfederal share of home and community based services for which the county board is responsible.

- Permits ODODD to withhold any amount due to a county DD board if the county DD board does not fully pay any amount owed to ODODD by due dates established by ODODD.

GRF Total DD (State Funding)

FY 2022 – \$706.0 million – 15.7% increase

FY 2023 – \$776.2 million – 12.5% increase

All Funds DD

FY 2022 – \$3.56 billion – 6.9% increase

FY 2023 – \$3.7 billion – 5.3% increase

SCOPE (State Council of Professional Educators)

- DRC and DYS: Earmarks up to \$6,300,000 in each fiscal year from GRF appropriation item 200572, Adult Education Programs, to make payments under the 22+ Adult High School Program to participating school districts, charter schools, community and technical colleges and university branches for students ages 22 and above who enroll to earn a high school diploma. Permits remaining funds in each fiscal year to DRC and DYS for individuals who have taken the approved examination for the first time.
- DRC, DYS, OSD, OSB: Appropriates up to \$2,563,568 in each fiscal year to fund secondary career-technical education at correctional institutions, the School for the Deaf, and the State School for the Blind.
- DYS, OSD, and OSB: Permits students enrolled in DYS, the State School for the Deaf and the State School for the Blind to participate in the College Credit Plus (CCP) program in the same manner as students enrolled in other public schools.
- DRC: If a criminal record is sealed, also seals records related to a Certificate of Qualification of Employment (CQE). When submitting a petition for a CQE, an individual does not have to include or disclose information contained in a sealed record.
- DRC: Allows prisoner access to the internet for uses or purposes approved by the managing officer of a prison or their designee, rather than only while participating in an educational program that requires use of the internet for training or research, as under current law.

SCOPE Funding Line-Items

DRC

Institution Education Services

FY 2022 – \$35.5 million – 4.6% increase

FY 2023 – \$35.7 million – 2.2% increase

Education Services

FY 2022 – \$4.6 million – 0% increase

FY 2023 – \$4.6 million – 0% increase

Prisoner Programs

FY 2022 – \$400k – 0% increase

FY 2023 – \$400k – 0% increase

* Earmarks \$654,250 in fiscal year 2022 for the Ashland University Correctional Education Expansion Program.

* Earmarks \$275,000 to create and implement a program to award grants to at least one nonprofit organization that operates reentry employment programs that meet certain criteria (requires DRC to establish guidelines, procedures, grant application forms, and outcome-based criteria upon which performance is evaluated).

DYS

RECLAIM Ohio

FY 2022 – \$166 million – 4.4% increase
FY 2023 – \$168 million – 1.4% increase

Education

FY 2022 – \$974k – 5.3% increase
FY 2023 – \$987k – 1.3% increase

Education Services

FY 2022 – \$2.9 million – 10% decrease
FY 2023 – \$2.5 million – 14% decrease

Vocational Services

FY 2022 – \$1.5 million – 5.2% increase
FY 2023 – \$1.4 million – 7.9% decrease

State School for the Blind

GRF Total (State Funding)

FY 2022 – \$12.6 million – 4.0% increase
FY 2023 – \$12.8 million – 1.6% increase

All Funds

FY 2022 – \$14.3 million – .4% increase
FY 2023 – \$14.5 million – 1.4% increase

* Appropriates \$1,274,194 in each fiscal year to the Library for the Blind Talking Book Program.

State School for the Deaf

GRF Total (State Funding)

FY 2022 – \$13.9 million – 6.5% increase
FY 2023 – \$14.2 million – 1.6% increase

All Funds

FY 2022 – \$14.9 million – 3.1% increase
FY 2023 – \$15.1 million – 1.5% increase

State Library

GRF Total (State Funding)

FY 2022 – \$5.1 million – 5.1% increase
FY 2023 – \$5.1 million – 0% increase

All Funds

FY 2022 – \$21.7 million – 3.4% decrease
FY 2023 – \$21.7 million – 0% increase

Tax

- Creates a tax credit for tuition paid for one or more dependents to attend a non-chartered private school. Families with household incomes under \$100,000 are eligible for a nonrefundable income tax credit of up to \$1,000.
- Provides an across the board 3% income tax cut for most Ohioans. It also eliminates the top two tax brackets and replaces them with a 3.99% tax rate. This results in Ohio losing \$1.7 billion in revenue over the biennium.
- Requires that the tangible personal property supplement payment amount to be paid to school districts that have a nuclear power plant located in their territory should be no less than the amount that was paid to them in fiscal year 2017. This change extends the supplement through 2026.