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OHIO LEGISLATIVE SERVICE COMMISSION

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Office

S.B. 89
133rd General Assembly

Fiscal Note & Local Impact Statement

[Click here for S.B. 89's Bill Analysis](#)

Version: As Reported by Senate Education

Primary Sponsor: Sen. M. Huffman

Local Impact Statement Procedure Required: No

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Highlights

- Affected joint vocational school districts (JVSDs) will have increased revenue due to the bill's provision requiring JVSDs to be compensated like a traditional school district for the loss of tax revenue as a result of a tax exemption in an enterprise zone, depending on the specific compensation agreement.
- The Ohio Department of Education's administrative costs may increase due to various provisions of the bill.
- Fee revenue to the Teacher Licensure and Certification Fund (Fund 4L20) may increase minimally each year as a result of changes the bill makes to temporary teaching permits.

Detailed Analysis

The bill makes a number of changes related to various aspects of career-technical education. Provisions with notable fiscal effects are discussed below.

Compensation of JVSDs located in enterprise zones

The bill requires that a joint vocational school district (JVSD) be compensated at the same rate and under the same terms as a school district when a legislative authority of a municipal corporation or county enters into a compensation agreement with the school district for the loss of tax revenue as the result of a property tax exemption for a business that plans to locate in an enterprise zone. This will result in increased revenue for affected JVSDs, the amount of which will depend on the specific compensation agreement.

EMIS

The bill makes two changes in regard to the Education Management Information System (EMIS), the primary system the Ohio Department of Education (ODE) uses for collecting

student, staff, course, program, and financial data from Ohio's public schools. The bill requires ODE to (1) develop a procedure by June 1, 2020, that permits EMIS users to review and provide comment on new or updated EMIS guidelines, and (2) establish EMIS guidelines for career-technical planning districts (CTPDs) and training programs for personnel that administer EMIS. These requirements may increase administrative costs for ODE, although ODE currently provides EMIS guidance and training.

CTPD FTE determination

The bill permits the lead district of a CTPD to enter into an agreement with another district within the CTPD to establish a method to determine the full-time equivalency (FTE) of a student enrolled in both districts for state funding. Currently, the percent of time a student spends in two different districts is determined by the districts and reported to ODE. However, calculation of the FTE for that student is determined not only by this split, but also by other data such as the student's enrollment date and the student's school calendar. It is not clear if this provision of the bill changes that determination. If so, the provision may increase costs for ODE to change current processes in EMIS.

Temporary teaching permits for nonlicensed individuals

Under current law, the State Board of Education must issue temporary teaching permits to individuals who do not have a teaching license or certificate, but who are otherwise qualified, to teach classes for up to 12 hours per week or up to 40 hours per week if teaching in a science, technology, engineering, or mathematics (STEM) school. The State Board sets the qualifications for these permits in rule, though continuing law requires these individuals to possess a baccalaureate, master's, or doctoral degree in, or significant experience related to, the subject the individual is to teach. By rule, the permit is valid for one year in the district or STEM school that engages the individual to teach. The district superintendent or STEM school administrator must request the State Board to issue a temporary teaching permit.

The bill does all of the following with respect to temporary teaching permits: (1) extends the availability of temporary teaching permits for up to 40 hours per week to an individual teaching an industry-recognized credential program offered at a dropout recovery community school, (2) requires an individual teaching a career-technical education (CTE) class under a temporary permit to have significant career-technical experience, and (3) requires temporary teaching permits to be renewable. If the provision increases the number of temporary teaching permits issued, license revenue to the Teacher Licensure and Certification Fund (Fund 4L20) will increase. Any fiscal effect appears minimal. Temporary teaching permits carry a fee of \$40.

Model guidance for inventory of industry-recognized credentials

The bill requires the Governor's Office of Workforce Transformation (OWT), ODE, and the Chancellor of Higher Education, in consultation with Ohio career-technical associations and other stakeholders to develop model guidance for maintaining a statewide inventory of industry-recognized credentials by July 1, 2020. The model guidance will address all of the following: (1) methods for state agencies to organize different categories of industry-recognized credentials in a manner that permits students, schools, and institutions of higher education to understand credentialing options based on an individual student's circumstances, (2) the potential creation of a public, inter-agency database of information on all industry-recognized credentials, (3) methods to streamline the process of adding career-technical programs to

approved credentialing lists, and (4) methods to increase transparency in the industry-recognized credential approval process.

Under current law there are two inventories of industry-recognized credentials, one developed by the Superintendent of Public Instruction, OWT, and representatives of business organizations for purposes of the state report card and qualifying for a high school diploma and one created by the Chancellor of Higher Education that is required to contain the credentials offered at state institutions of higher education and Ohio technical centers that align with in-demand jobs in Ohio. Developing the model guidance may increase the administrative costs of OWT, ODE, and the Department of Higher Education.