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OHIO LEGISLATIVE SERVICE COMMISSION

Office of Research
and Drafting

Legislative Budget
Office

S.B. 89
133rd General Assembly

Bill Analysis

Version: As Introduced

Primary Sponsor: Sen. M. Huffman

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Summary

EMIS and career-technical planning districts

- Specifies the Department of Education must notify career-technical planning districts (CTPDs) about changes to Educational Management Information System (EMIS) guidance for CTPDs.
- Generally requires the Department to establish a pilot program, with input from specified career-technical associations (CTA), to test the functionality of changes to EMIS guidance.
- Requires the Department to solicit input from the CTA about the pilot's results after it is completed and to revise or eliminate the changes upon the request of the CTA.
- Permits the Department to change EMIS guidance to implement a new law or rule, or to fix an error in existing guidance, without a pilot, unless the CTA requests one.
- Requires the Department to establish uniform training for Department personnel administering EMIS and uniform guidance for CTPDs and information technology centers regarding EMIS and EMIS guidance for CTPDs.
- Requires the Department to notify CTPDs after EMIS data becomes available for review and to establish an appeals process through which CTPDs may reconcile inaccuracies or discrepancies prior to the issuance of sanctions.

Joint vocational school district operations

- Requires the board of education of a joint vocational school district (JVSD) to hold its organizational meeting anytime in January of each year (rather than by January 15 as under current law).
- Permits the district board of a JVSD to include in its calamity day plan the use of additional online lessons, student internships, student projects, or other options to

make up any number of hours missed as the result of school closures among JVSD member districts.

- Provides that, when a school district negotiates to receive compensation for property tax revenue foregone due to an enterprise zone tax exemption, any JVSD located in the enterprise zone must also receive similar compensation.

Workforce graduation pathway

- Permits a student to qualify for a high school diploma through the workforce graduation pathway by: (1) attaining a selected score on the WorkKeys assessment, (2) obtaining an industry-recognized credential, or (3) obtaining a license that requires an examination and is issued by a state agency or board.

Industry-recognized credentials

- Eliminates the requirement that the Department, in consultation with career-technical stakeholders, develop procedures for identifying industry-recognized credentials and licenses that can be used as a measure of technical skill and for identifying students earning credentials and licenses.
- Permits CTPDs to require additional technical assessments to complete a career-technical program.
- Eliminates the committee established by the Superintendent of Public Instruction to develop a list of industry-recognized credentials and licenses for the purposes of the state report card or qualifying for a high school diploma.
- Requires the use of industry-recognized credentials included in an inventory developed by the Chancellor of Higher Education for the purposes of, among other things, state report cards and qualifying for high school diplomas.
- Stipulates that the Chancellor must solicit comments about industry-recognized credentials included in the inventory from career-technical education program representatives, including from specified career-technical associations, at meetings held at least quarterly.

Career-technical planning district operations

- Requires a student's home school district to provide the student's attendance records to the district providing career-technical education services (either a CTPD lead district or a district that has been contracted with to provide such services) when the education services are provided in facilities operated by the home district.
- Permits the lead district of a CTPD to enter into an agreement with a school district within the CTPD regarding a method of determining the full-time equivalency a student enrolled in both districts for state funding purposes; the agreement is not subject to review or approval by the Department.
- Permits CTPDs to receive a STEM school equivalent designation in the same manner as a community school or a chartered nonpublic school.

Career-technical education and adult education licensure

- Stipulates that, subject to approval of the district superintendent, an individual holding a substitute career-technical teaching license may work outside the individual's career field for up to 60 days.
- Specifies that an individual holding an adult education permit may be employed by any district and not just the district that recommended and employed the individual at the time of the permit's issuance.
- Permits an individual holding an adult education permit to work as a substitute career-technical teacher for up to 80 days each school year in courses offered to high school students by the individual's employing district.

Transcripted credit

- Requires a state institution of higher education that has entered into a local articulation agreement with a CTPD to provide transcripted credit to students who complete courses approved through the agreement or the career-technical assurance guides (CTAG) so long as they receive the required scores on any required assessments.
- Prohibits state institutions from charging a fee of more than \$10 per course for administrative costs related to providing transcripted credit.
- Requires CTPDs to enter into an agreement with not less than one state institution to grant transcripted credit for courses completed through CTAG.
- Requires CTPDs and state institutions to convert existing articulation agreements into agreements that grant students transcripted credits.

Detailed Analysis

Introduction

The bill makes numerous changes to law regarding the operation of career-technical education programs. Each city, exempted village, or local school district must provide career-technical education for its students in grades 7-12. To do so, a district (1) may choose to provide its own program (sometimes referred to as a comprehensive high school), (2) may become a member of a joint vocational school district (JVSD) (sometimes called a career center), or (3) may contract for those services from another district (sometimes called a compact).¹ In addition, the Department of Education has organized the delivery of career-technical education throughout the state based on 92 career-technical planning districts, each one with a "lead district" to coordinate services within the district. Each of the 49 JVSDs is a career-technical planning district, and the rest are compacts or comprehensive programs.²

¹ R.C. 3313.90, not in the bill.

² See R.C. 3317.023(A)(1) and (2).

EMIS and career-technical planning districts

The bill makes a series of changes to the education management information system (EMIS) with regard to career-technical planning districts (CTPDs). EMIS is a statewide electronic system of data collecting, reporting, and compiling for school districts and schools prescribed under continuing law. Under the bill, the Department of Education generally must establish a pilot program to test the functionality of any new or updated guidance issued to CTPDs regarding the information to be collected and reported through EMIS, along with any definitions, procedures, and guidelines necessary to implement EMIS.³ The bill also makes other miscellaneous changes regarding the operation of EMIS for CTPDs, including requiring the Department to issue guidance and training and to establish an EMIS data appeals process for CTPDs.

CTPD pilot programs – generally

The bill generally prohibits the Department from issuing new or updated EMIS guidance for CTPDs unless the Department carries out a pilot program as prescribed. The Department must select CTPDs to serve as locations for the pilot from suggestions solicited from the career-technical associations (CTA) specified in the bill. Those CTAs are the Ohio Association of Career-Technical Education, the Ohio Association of Career-Technical Superintendents, and the Ohio Association of Comprehensive and Compact Career-Technical Schools. The pilot must be established, and CTPDs must be notified of the new or updated guidance, by January 15 prior to the school year the guidance is to take effect.

The Department must complete the pilot by June 1 prior to the school year the guidance is to take effect, and solicit input about the program's results from the CTA. The CTA are permitted to submit a formal request to the Department to revise or eliminate any of the new EMIS guidance tested in the pilot. Upon submission of a request from the CTA, the Department must revise or eliminate the new or updated EMIS guidance.⁴

CTPD pilot programs – exception

The bill provides an exception to the pilot program requirement if the Department must issue new or updated EMIS guidance to implement a new law passed by the General Assembly, a rule adopted by the State Board of Education, or to fix an error in existing guidance. However, the Department must notify all CTPDs of the new or updated guidance at least 60 days before it is to take effect. During that 60-day period, the CTA are permitted to formally request the establishment of a pilot to test the functionality of the new guidance.

Upon receiving a request for a pilot, the Department must select CTPDs to serve as locations for the pilot from suggestions solicited from the CTA. The Department then must complete the pilot not later than 30 days after it is established and solicit input about its results from the CTA. The CTA are permitted to submit a formal request to the Department to revise or

³ R.C. 3301.0730.

⁴ R.C. 3301.0730(A)(4), (B), and (D).

eliminate any of the guidance tested in the pilot. Upon receiving that submission, the Department must then either revise or eliminate the new or updated EMIS guidance.⁵

EMIS data appeals process

The bill requires that the Department adopt rules to establish an EMIS data appeals process for CTPDs. The Department must notify CTPDs within 24 hours after new EMIS data becomes available for review. CTPDs must then have at least 30 days to appeal any data for the purposes of reconciling any inaccuracies or discrepancies prior to the issuing of any of the sanctions prescribed under continuing law.⁶

Miscellaneous EMIS changes

Additionally, the bill specifies that the Department must establish uniform guidance for CTPDs and information technology centers regarding EMIS and EMIS guidance for CTPDs and must establish uniform training programs for employees tasked with administering EMIS.⁷

Joint vocational school district operations

Organizational meeting

The bill requires that the board of education of a JVSD hold its first meeting anytime in January of each year and organize by electing a president and vice president from among its members. Currently, a JVSD board must organize by January 15, in the same manner as city, exempted village, or local school districts.⁸

Make up missed hours

The bill permits a JVSD board to include in its calamity day plan additional online lessons, planned student internships, student projects, or other options to make up any number of hours missed as a result of the closure of schools belonging to a JVSD's member districts.

Current law permits the district board of any school district to adopt a plan requiring that students complete either online lessons posted on the district's website or, under certain circumstances, paper copies of lessons to make up hours in the school year for which district schools were closed for specified reasons. The reasons include disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering the building unfit for school use. However, under current law a district may only make-up the number of hours equivalent to three school days.⁹

⁵ R.C. 3301.0730(C) and (D).

⁶ R.C. 3301.0730(F).

⁷ R.C. 3301.0730(E).

⁸ R.C. 3313.14.

⁹ R.C. 3313.482.

Compensation of JVSDs located in enterprise zones

Enterprise zones are areas designated by a municipal corporation or county for the purpose of fostering economic development. A municipal corporation or county may enter into enterprise zone agreements with businesses that operate, or plan to operate, within the zone in exchange for property tax and other incentives or for governmental support negotiated as part of the enterprise zone agreement.

Continuing law requires that, if a municipal corporation or county plans to allow a property tax exemption that would exceed a certain percentage of the businesses' property value (75% in most cases), the legislative authority must notify, and receive the approval of, the board of education of each city, local, and exempted village school district located in the proposed zone. Before granting its approval, a district board may negotiate with the legislative authority to receive compensation for the property tax revenue the district would forego as a result of the tax exemption.

Under current law, a legislative authority also may provide for compensation to be paid to JVSDs located in the proposed zone, but there is no requirement to do so, and approval of the JVSD is never required before an enterprise zone agreement is finalized.

The bill requires that, if a legislative authority enters into a compensation agreement with a school district, any JVSD where the enterprise zone is located also must be compensated at the same rate, and under the same terms, as the compensation to be paid to the school district. The bill's JVSD compensation provisions apply only to enterprise zone agreements entered into on and after the bill's effective date.¹⁰

(Requirements identical to those added in the bill already apply to compensation agreements entered into as a result of a tax increment financing (TIF) arrangement.)¹¹

Workforce graduation pathway

The bill modifies the workforce graduation pathway by allowing a student to qualify for a high school diploma by attaining a selected score on a nationally recognized job skills assessment (the WorkKeys assessment), obtaining an industry-recognized credential, or obtaining a license that requires an examination and is issued by a state agency or board.

Current law requires a student using the workforce graduation pathway to attain a selected score on the WorkKeys assessment *and* to obtain either an industry-recognized credential or a license.¹²

Industry-recognized credentials

Substitute for technical assessments

The bill eliminates the requirement that the Department, in consultation with career-technical education stakeholders, develop procedures for identifying industry-recognized

¹⁰ R.C. 5709.62, 5709.63, 5709.632, 5709.82, and 5709.83; Section 5.

¹¹ R.C. 5709.82.

¹² R.C. 3313.618(A)(3); conforming change in R.C. 3313.903.

credentials and licenses aligned to a student's career-technical education program that can be used as a measure of technical skill. The bill also eliminates the requirement that the Department, in consultation with stakeholders, develop procedures for identifying students in the process of earning credentials and licenses.

Continuing law requires the Department to consider an industry-recognized credential or a license that requires an examination and is issued by a state agency or board as an acceptable measure of technical skill attainment, except as required under federal law. Continuing law also prohibits requiring a student with a credential or license to take additional technical assessments. However, the bill stipulates that a CTPD may require the passage of additional technical assessments.¹³

Approval of industry-recognized credentials

The bill eliminates the committee established by the Superintendent of Public Instruction, in collaboration with the Governor's Office of Workforce Transformation and business organizations, to develop a list of industry-recognized credentials and licenses for the purposes of the state report card and qualifying for a high school diploma.¹⁴

Rather, for the purposes of qualifying for diplomas and state report cards, the bill requires the use of industry-recognized credentials included in an inventory created by the Chancellor of Higher Education. Under continuing law, the inventory 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.

The bill specifies that the Chancellor must solicit comments about which credentials to include in the inventory from career-technical superintendents, faculty, teachers, and other career-technical education program representatives. The Chancellor must hold at least quarterly meetings to solicit comment each year and ensure that the Ohio Association of Career-Technical Education, Ohio Association of Career-Technical Superintendents, and the Ohio Association of Comprehensive and Compact Career-Technical Schools each have at least one representative at each meeting.¹⁵

CTPD operations

Attendance records

The bill requires the superintendent of a student's home school district to provide the student's attendance records to the lead district of the home district's CTPD or a contracting district when the student receives career-technical education services from the lead district or contracting district in facilities operated by the student's home district. A contracting district is a school district that has entered into a contract to provide career-technical education that meet standards set by the State Board. The bill specifies the lead district and the contracting

¹³ R.C. 3313.903.

¹⁴ Repealed R.C. 3313.6113.

¹⁵ R.C. 3333.94; conforming changes in R.C. 3302.03(B)(2)(d) and (C)(2)(e), 3313.618(A)(3), and 3313.903.

district are provided with the attendance records in order to maintain student enrollment records for state funding purposes.¹⁶

Full-time equivalency agreement

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 of a student enrolled in both districts in order to calculate the enrollment of each district for state funding purposes. Any agreement entered into under the bill's provision is not subject to review or approval by the Department.¹⁷

STEM designation

The bill permits a CTPD to receive a STEM school equivalent designation in the same manner as a community (charter) school or a chartered nonpublic (private) school. Under the bill, a CTPD may submit a proposal for a STEM school equivalent designation to the STEM committee. The requirements for a STEM school equivalent designation proposal are very similar to the requirements for a proposal to establish a STEM school. However, an entity that receives a STEM school equivalent designation is generally not subject to the requirements that apply to STEM schools, except for those requirements regarding curriculum and working partnerships with outside public and private entities. Additionally, a STEM school equivalent is not eligible for any of the state operating funding that is provided to STEM schools.¹⁸

Under continuing law, a regular STEM school is a stand-alone public school that offers a rigorous curriculum that integrates STEM disciplines with arts and humanities. A STEM school receives state funds on a per-pupil basis through one of two distinct funding methods. A proposal to establish a STEM school may be submitted by a partnership of public and private entities that consists of at least all of the following: (1) city, exempted village, local, or joint vocational school district or an educational service center, (2) higher education entities, and (3) business organizations.¹⁹

Career-technical education and adult education licensure

Career-technical substitute licenses

The bill requires that the rules adopted by the State Board regarding substitute teaching educator licenses must allow an individual with a substitute career-technical teaching license to teach outside the individual's certified career field for up to 60 days, if approved by the superintendent of the individual's employing district.²⁰

¹⁶ R.C. 3317.037(A) and (B).

¹⁷ R.C. 3317.037(C).

¹⁸ R.C. 3326.032.

¹⁹ R.C. 3326.03, not in the bill.

²⁰ R.C. 3319.226(C).

Adult education permit

The bill specifies that an individual who holds an adult education permit may be employed by any school district using that permit. The bill prohibits limiting that individual's employment to the district that recommended and employed the individual at the time of the permit's initial issuance.

Additionally, the bill stipulates that an individual who holds an adult education permit may be assigned to work as a substitute career-technical teacher for up to 80 days each school year in high school courses offered by the individual's employing district.²¹

Transcripted credit for CTPD courses

The bill requires a state institution of higher education that has entered into a local articulation agreement with a CTPD to provide transcripted credit to students who complete courses through the CTPD under certain circumstances. Specifically, the state institution must provide transcripted credit if the student receives the required score on any assessment related to the course and the course is approved through either a local articulation agreement or the career-technical assurance guides (CTAG) developed by the Chancellor. Transcripted credit is post-secondary credit that is conferred by an institution of higher education and is reflected on the student's official record at that institution upon completion of a course.

Under the bill, state institutions also are prohibited from charging a fee of more than \$10 per course for administrative costs related to providing transcripted credit.

Additionally, under the bill, CTPDs must enter into an agreement with not less than one state institution to grant transcripted credit for courses completed through CTAG. CTPDs and state institutions also must convert their existing articulation agreements into agreements that grant students transcripted credit for courses completed on and after the specified effective date. The bill's provisions related to transcripted credit take effect on the first day of the first full academic year that begins after the bill's effective date. Furthermore, the bill stipulates that transcripted credit must not be given for courses completed before that date.²²

History

Action	Date
Introduced	03-06-19

S0089-I-133/ar

²¹ R.C. 3319.2211.

²² R.C. 3333.162(A) and (C) and Section 3 of the bill, with conforming changes in R.C. 3365.01 and 3365.02.