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SUMMARY

CAREER-TECHNICAL EDUCATION

Joint vocational school district operations

- Requires a joint vocational school district (JVSD) board of education to hold its organizational meeting any time in January of each year (rather than by January 15 as under prior law).
- Permits a JVSD board 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.

Compensation of JVSDs located in enterprise zones

- Provides that, when a city, local, or exempted village 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 receive similar compensation.

Business advisory council

- Exempts a city, local, or exempted village school district from appointing a business advisory council if the district has entered into an agreement with a JVSD business advisory committee to represent the district.

Technical assessments

- Requires the Department of Education to consider the possibility of attaining college credit as a factor when identifying an acceptable measure of technical skill.

- Specifies that the Department, in consultation with career-technical education stakeholders, must update its list of technical assessments annually by May 31.

Career-technical planning district operations

- Requires a “home district” to provide student attendance records to a career-technical planning district (CTPD) lead district or a contracting district that provides career-technical education services in the home district’s facilities.
- Permits a CTPD lead district to enter into an agreement with a school district within the CTPD regarding a method of determining the full-time equivalency of a student enrolled in both districts for state funding purposes.

Career-technical educator licensure

- Permits an individual holding a substitute career-technical teaching license to teach outside the individual’s career field for up to one semester.
- 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 when the permit was issued.
- Permits an individual holding an adult education permit to work as a substitute career-technical teacher in high school courses offered by the individual’s employing district.
- Specifies that a 12-hour or 40-hour teaching permit issued by the State Board of Education must be renewable and that the qualifications for a permit must include career-technical experience for individuals assigned to a career-technical class.
- Requires the State Board to issue a 40-hour teaching permit to an individual teaching a career-technical course in which a student may earn an industry-recognized credential at a dropout prevention and recovery community school.

Industry-recognized credentials

- Requires the Governor’s Office of Workforce Transformation, the Department of Education, and the Chancellor of Higher Education, in consultation with career-technical and other appropriate stakeholders, to develop “model guidance” regarding maintaining a statewide inventory of industry-recognized credentials.

STEM AND STEAM SCHOOLS AND EQUIVALENTS

- Limits the requirement to combine the academic performance data of students enrolled in STEM (or STEAM) schools with comparable data from the students’ resident school districts to just the students in such schools that are not sponsored by a single school district.
- Permits career centers to receive a STEM (or STEAM) school equivalent designation in the same manner as a community school or a chartered nonpublic school.

EDUCATION MANAGEMENT INFORMATION SYSTEM

- Requires the Department of Education, by June 1, 2021, to implement a procedure to solicit and respond to comments from users of the Education Management Information System (EMIS) regarding proposed new or updated EMIS guidance and to permit users to review finalized guidance before it takes effect.
- Requires the Department to establish uniform training for Department personnel administering EMIS and uniform guidance for CTPDs and information technology centers.

EDUCATIONAL CHOICE SCHOLARSHIPS

Performance-based Ed Choice scholarships

- Qualifies a student for a first-time, performance-based Educational Choice (Ed Choice) scholarship, beginning with a scholarship sought for the 2021-2022 school year, based on a modified performance index ranking eligibility criteria, specifying that:
 - A student is enrolled in, or assigned to, a school building ranked in the lowest 20% of district school buildings for specified years; and
 - The student's resident district, for three consecutive years prior to the year for which a scholarship is sought, had an average of 20% or more of its school age residents qualify to be included in the formula to distribute federal Title I funds.
- Eliminates other eligibility criteria based on the state report card letter grades.
- Maintains eligibility for:
 - A student whose resident school district is subject to an academic distress commission; or
 - A student enrolled in a nonpublic school at the time the school receives a charter from the State Board of Education and the student's assigned school in the resident district meets the eligibility criteria.
- Qualifies a student for a first-time performance-based scholarship, for the 2021-2022 school year (1) if the student was enrolled in school or was homeschooled in the 2020-2021 school year, (2) qualified for a scholarship for that year, and (3) is assigned to a school building that was Ed Choice designated in the 2019-2020 school year.

Income-based Ed Choice scholarships

- Increases to 250% of the federal poverty level (FPL) the family income eligibility threshold for a first-time, income-based Ed Choice Expansion scholarship, rather than 200% FPL as under prior law.

Application period

- Specifies that the priority application period for performance-based Ed Choice scholarships sought for the 2021-2022 school year must open March 1, 2021, rather than February 1 as otherwise required under continuing law.

SCHOOL DISTRICT TERRITORY TRANSFER

- Repeals on September 2, 2021, the law that permits the transfer of school district territory located within a township that is split between two or more school districts to an adjacent school district through a petition and vote of electors residing in the territory.
- Permits an ongoing transfer to continue in accordance with the repealed provision.

HIGHER EDUCATION DEGREE COMPLETION

- Requires the Chancellor of Higher Education to develop an electronic equivalency management tool to assist in the transfer of coursework and degrees between state institutions of higher education.
- Requires each state university to inform a student about the university's transfer appeals process, and the Department of Higher Education's student complaint portal, when the university refuses to accept and grant credit for certain general education coursework completed by the student at another state institution of higher education.
- Requires the Ohio Articulation and Transfer Network Oversight Board to submit to the General Assembly by March 2, 2022, a report about the rules regarding the transfer of college credit.
- Requires each state university to review its student records every two years to determine if certain disenrolled students who did not complete a bachelor's degree are eligible, or close to being eligible, for an associate degree.
- Specifies that a state university must inform any eligible students of their potential eligibility for an associate degree and report the findings of each review to the Chancellor.
- Requires a state institution of higher education, under certain circumstances, to waive an eligible student's tuition and general fees for a course that is necessary to complete a bachelor's degree.
- Requires each state institution of higher education to include in its strategic completion plan a report about its collaboration to assist students who have some college experience, but no degree, in earning an associate degree, certificate, or credential.

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DETAILED ANALYSIS

CAREER-TECHNICAL EDUCATION

The act changes the law regarding the operation of career-technical education programs. Each city, local, and exempted village school district must provide career-technical education for its students in grades 7-12. To do so, a district may (1) provide its own program (sometimes referred to as a comprehensive high school), (2) become a member of a joint vocational school district (JVSD) (sometimes called a career center), or (3) 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 93 career-technical planning districts (CTPDs), each one with a “lead district” to coordinate services. Each of the 49 JVSDs is a CTPD, and the remaining CTPDs are compacts or comprehensive programs.²

Joint vocational school district operations

Organizational meeting

The act requires a JVSD board of education to hold its first meeting *any time* in January of each year and organize by electing a president and vice president from among its members. Prior law required a JVSD board to organize by January 15, in the same manner as city, local, or exempted village school district boards.³

Calamity day plans

Continuing law permits school district boards (including JVSD boards) to adopt a calamity day 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 schools were closed for such reasons as hazardous weather or epidemic. A district may make up the equivalent of up to three days of school closures in this manner. The act 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 of the JVSD’s member districts.⁴ (Sometimes a JVSD must close due to closure of one or more of its member districts even though its own conditions might not warrant closure.)

¹ R.C. 3313.90, not in the act.

² See R.C. 3317.023(A)(1) and (2), not in the act.

³ R.C. 3313.14.

⁴ R.C. 3313.482.

Compensation of JVSDs located in enterprise zones

The act requires that, if a legislative authority enters into a compensation agreement with a city, local, or exempted village school district, any JVSD where the enterprise zone is located must be compensated at the same rate, and under the same terms, as the other school district. The act's JVSD compensation provisions apply only to enterprise zone agreements entered into on and after March 2, 2021.⁵

Business advisory councils

The act exempts a city, local, or exempted village school district from appointing its own business advisory council if it enters into an agreement with a JVSD business advisory committee to represent the district. Under continuing law, a district is not required to appoint a council if the district agrees to be represented by the council of the educational service center with which the district has a service agreement.⁶

Technical assessments

The act requires the Department of Education to consider the possibility of attaining college credit as a factor when identifying an acceptable measure of technical skill. It also requires the Department, in consultation with prescribed career-technical stakeholders, to update its list of technical assessments by May 31 of each year. Specifically, the Department must consult with the Ohio Association of Career and Technical Education, the Ohio Association of Career-Technical Superintendents, and the Ohio Association of Comprehensive and Compact Career-Technical Schools.⁷

CTPD operations

Attendance records

The act requires a "home district" (a student's resident city, local, or exempted village district) to provide a CTPD lead district or a contracting district with the attendance records of students who receive career-technical education services from the lead or contracting district in facilities operated by the home district. This provision applies when the home district is not also the lead or contracting district.⁸

Full-time equivalency agreement

The act authorizes a CTPD lead district to enter into an agreement with another district within the CTPD to establish a method to determine the full-time equivalency of a student

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

⁶ R.C. 3313.82.

⁷ R.C. 3313.903, fourth and fifth paragraphs.

⁸ R.C. 3317.037(A) and (B).

enrolled in both districts in order to calculate the enrollment of each district for state funding purposes.⁹

Career-technical educator licensure

Substitute licenses

The act requires that the State Board of Education's rules regarding substitute teaching licenses must allow an individual with a substitute career-technical teaching license to teach outside the individual's certified career field for up to one semester, if approved by the employing district.¹⁰

Adult education permit

Under the act, an adult education permit holder may be employed by any school district. Further, an individual's employment cannot be limited to the district that recommended and employed the individual when the permit was initially issued.

The act also permits an individual who holds an adult education permit to be assigned to work as a substitute career-technical teacher in high school courses offered by the individual's employing district.¹¹

12-hour and 40-hour teaching permits

The act makes several changes to 12-hour and 40-hour a week teaching permits issued by the State Board to individuals who do not hold standard educator licenses. It specifies that a 12-hour or 40-hour teaching permit must be renewable and expressly states that the qualifications for a permit include career-technical experience for an individual assigned to a career-technical class.¹²

Additionally, the act requires the State Board to issue a 40-hour teaching permit to an individual teaching a career-technical course offered at a dropout recovery and prevention community school if a student may earn an industry-recognized credential in the course. Under prior law, only an individual teaching at a STEM or STEAM school was permitted to receive a 40-hour teaching permit.¹³

Industry-recognized credentials

The act requires the Governor's Office of Workforce Transformation, the Department of Education, and the Chancellor of Higher Education by July 1, 2021, to develop "model guidance" for maintaining a statewide inventory of industry-recognized credentials. In

⁹ R.C. 3317.037(C).

¹⁰ R.C. 3319.226(C).

¹¹ R.C. 3319.2211.

¹² R.C. 3319.301(B).

¹³ R.C. 3319.301(B); conforming changes in R.C. 3314.03 and 3314.19.

developing the model guidance, they must consult with the Ohio Association of Career and Technical Education, Ohio Association of Career-Technical Superintendents, Ohio Association of Comprehensive and Compact Career-Technical Schools, and other appropriate stakeholders. The guidance must address all of the following:

1. Methods for state agencies to organize categories of industry-recognized credentials in a manner that permits students, public schools, chartered nonpublic schools, and institutions of higher education to understand available credentialing options based on an individual student's circumstances;
2. The potential creation of a public, centralized, and 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 approval process for industry-recognized credentials.¹⁴

STEM AND STEAM SCHOOLS AND EQUIVALENTS

STEM and STEAM school state report cards

The act limits the requirement to combine the academic performance data of students enrolled in STEM or STEAM schools with comparable data from the students' resident school districts to just the students in schools that are not sponsored by a single school district. Under prior law, the data for students enrolled in all STEM or STEAM schools (regardless of governance model) were included in the report cards for those students' resident districts as well as the schools they attend.¹⁵

There are two models for governance and funding for STEM and STEAM schools. Under one model, the school is "sponsored" by a single school district, while still collaborating with various other entities including other school districts. In that case, the school's governing body is the board of education of the sponsoring district, which must govern and control the school as one of the district's schools.¹⁶ Under the other model, the school is under the oversight of a new, independent board of individuals selected in the manner described in the school's proposal as approved by the Department of Education's STEM Committee.¹⁷

STEM or STEAM equivalent designation for career centers

The act permits a career center to receive a STEM or STEAM school equivalent designation in the same manner as a community school or a chartered nonpublic school. For

¹⁴ R.C. 6301.23.

¹⁵ R.C. 3326.17.

¹⁶ R.C. 3326.51, not in the act.

¹⁷ R.C. 3326.03, not in the act.

the purposes of this provision, a career center is a school that enrolls students in any of grades 9-12 and in which a CTPD provides career-technical education services that meets the State Board's standards.¹⁸

A STEM or STEAM school equivalent meets the curriculum requirements of a STEM or STEAM school, but is governed under its own laws or articles of incorporation.¹⁹

Background

A STEM school is an independent, public school for any of grades K-12 established through a collaborative endeavor of both public and private entities, including at least one school district. As the name suggests, STEM schools emphasize study in the disciplines of science, technology, engineering, and math, but they also offer all courses required for graduation and are authorized to award their graduates high school diplomas. A STEAM school is a type of STEM school where the "A" denotes "arts." Each school, whether a STEM school or a STEAM school, is approved for operation by the Department's STEM Committee.²⁰

EDUCATION MANAGEMENT INFORMATION SYSTEM

EMIS users review of guidance

The act changes how the Department of Education issues guidance regarding the Education Management Information System (EMIS). EMIS is a statewide electronic system of data collecting, reporting, and compiling for school districts and schools prescribed under continuing law. Under the act, the Department must develop a procedure by June 1, 2021, that permits EMIS users to review and comment upon any new or updated guidance regarding the student, staff, and financial information to be collected and reported through EMIS, along with any data-element definitions, procedures, and guidelines necessary to implement EMIS.²¹

Under the procedure, the Department must post the proposed new or updated guidance on its website and solicit comments about it from EMIS users for 30 consecutive days. Within 30 days after the end of that comment period, the Department must respond to the comments and may revise the guidance. After the end of the response period, the Department must post the finalized guidance on its website for a final review by users for 30 consecutive days. The guidance takes effect after that final review period ends.²²

Required use

The act creates two separate triggers under which the Department must use that procedure when issuing new or updated EMIS guidance. If the Department issues guidance to

¹⁸ R.C. 3326.032.

¹⁹ R.C. 3326.032.

²⁰ R.C. 3326.01 to 3326.03, none in the act.

²¹ R.C. 3301.0730(A) and (B). See also R.C. 3301.0714, not in the act.

²² R.C. 3301.0730(B).

implement a program, initiative, or policy, it must initiate the procedure by May 15 immediately prior to the school year in which the guidance takes effect. The Department must initiate the procedure under that trigger beginning with guidance issued for the 2021-2022 school year. Though, for that school year only, the Department is permitted to initiate the procedure by June 15, 2021, rather than May 15, 2021.²³

The act creates a separate trigger that requires the Department, beginning June 1, 2021, to initiate the procedure for any new or updated guidance developed by the Department for the purposes of implementing any of the following:

1. A newly enacted state or federal law;
2. A new or updated federal rule; and
3. A rule or resolution adopted by the State Board of Education.²⁴

Exceptions

However, the act exempts the Department from initiating the procedure when it issues:

1. Updated guidance to address issues that are not substantive, such as correcting grammatical errors;
2. Updated guidance to address unforeseen technical errors; and
3. Supplemental documents regarding EMIS guidance, including documents that clarify its implementation, answer questions submitted by EMIS users, or provide EMIS training.²⁵

Miscellaneous EMIS changes

The act requires the Department to establish uniform guidance for CTPDs and information technology centers regarding EMIS. The Department also must establish uniform training programs for Department personnel who administer EMIS.²⁶

EDUCATIONAL CHOICE SCHOLARSHIPS

Performance-based Ed Choice scholarships

Codified provision

Beginning with the 2021-2022 school year, the act changes the eligibility criteria for a first-time, performance-based Educational Choice (Ed Choice) scholarship. Specifically, the act alters the existing performance index ranking criteria and eliminates other criteria that relied on state report card letter grades to determine student eligibility. However, the act also requires that any student who received a performance-based scholarship for the 2020-2021

²³ R.C. 3301.0730(C).

²⁴ R.C. 3301.0730(D).

²⁵ R.C. 3301.0730(E).

²⁶ R.C. 3301.0730(F).

school year may continue to receive that scholarship until the student completes 12th grade as long as the student maintains eligibility in accordance with continuing law.²⁷

The modified performance index ranking criteria establishes two conditions that a student must satisfy to qualify for a first-time, performance-based scholarship. Under the first condition, a student must be enrolled in, or would be assigned to, a school building operated by the student's resident district that was ranked in the lowest 20% of district school buildings according to performance index score, as follows:

1. For a scholarship sought for the 2021-2022 or 2022-2023 school year, each of the 2017-2018 and 2018-2019 school years;
2. For a scholarship sought for the 2023-2024 school year, each of the 2020-2021 and 2021-2022 school years; and
3. For a scholarship sought for the 2024-2025 school year and for each school year thereafter, at least two of the three most recent consecutive rankings issued prior to the first day of July of the school year for which the scholarship is sought.

The rankings expressly exclude any building operated by the Cleveland Municipal School District, in which the separate Pilot Project (Cleveland) Scholarship Program operated.

The second condition requires that the student's resident district, for three consecutive school years prior to the school year for which a scholarship is sought, has an average of 20% or more of its school-age residents qualify to be included in the formula to distribute federal Title I funds.

Under prior law, a student qualified for a first-time, performance-based scholarship under the performance index ranking criteria if the student was enrolled in, or would be assigned to, a school building operated by the student's resident district that was ranked, for two of the three most recent rankings, in the lowest 10% of district school buildings according to performance index score and if the building did not receive an overall letter grade of "A" or "B" on the state report card.²⁸

In addition to modifying the performance index ranking criteria, the act maintains provisions of continuing law that qualify a student for a first-time, performance-based scholarship if (1) the student's resident school district is subject to an academic distress commission, or (2) the student is enrolled in a nonpublic school at the time that school receives a charter from the State Board, and the student's assigned school in the resident district meets the eligibility criteria.²⁹

²⁷ R.C. 3310.03; conforming changes in R.C. 3310.02, 3310.031, and 3310.035.

²⁸ R.C. 3310.03(A).

²⁹ R.C. 3310.03(B) and (C).

Uncodified provision

In addition to qualifying for a first-time, performance-based scholarship under codified law, the act makes a student eligible for a scholarship sought for the 2021-2022 school year if:

1. The student was enrolled in a public or nonpublic school in any of grades K-12, or was homeschooled for the equivalent of those grades, in the 2020-2021 school year;
2. The student was eligible for a scholarship for the 2020-2021 school year under the provisions of H.B. 197 of the 133rd General Assembly; and
3. For the 2021-2022 school year, the student would be enrolled in a district school building that, in the 2019-2020 school year, met one of the conditions prescribed under prior law to be Ed Choice designated.

A student who receives a first-time, performance-based scholarship for the 2021-2022 school year by meeting these conditions may continue to receive that scholarship until the student completes 12th grade so long as the student satisfies the conditions prescribed under continuing law to maintain scholarship eligibility.

If the number of students who apply for performance-based scholarships for the 2021-2022 school year exceeds the cap for such scholarships prescribed under continuing law, the Department must prioritize awarding scholarships to students who qualify under codified law over students who qualify under the uncodified provision. Similarly, the Department must prioritize awarding scholarships to students who qualify under this provision and are at or below 200% of the federal poverty level (FPL) over other students who qualify under the provision.³⁰

Income-based Ed Choice scholarships

The act increases to 250% FPL the family income eligibility threshold for a first-time, income-based Ed Choice scholarship for a maximum scholarship amount, rather than 200% FPL as under prior law. Similarly, it also specifies that a scholarship recipient with a rising family income who is renewing that scholarship must receive a scholarship for 75% of the maximum amount if the student's family income is above 250% to 300% FPL, rather than above 200% to 300% FPL as under prior law.³¹

Performance-based Ed Choice application period for 2021-2022

The act specifies that the priority application period for performance-based Ed Choice scholarships sought for the 2021-2022 school year must open on March 1, 2021. As otherwise required under continuing law, the priority application period must open on February 1 immediately prior to the school year for which the scholarship is sought.³² The act's effective

³⁰ Section 5.

³¹ R.C. 3310.032(A) and (E).

³² Section 4. See also R.C. 3310.16, not in the act.

date is later than either of these dates, but S.B. 310 of the 133rd General Assembly, enacted on December 18, 2020, with an emergency clause, includes a provision directing the Department to open the priority application period for performance-based Ed Choice scholarships for the 2021-2022 school year on March 2, 2021.³³

Neither act affects the priority application period for income-based scholarships.

Background

The Ed Choice Scholarship Program operates statewide in every school district except Cleveland to provide scholarships for students who (1) are assigned or would be assigned to district school buildings that have persistently low academic achievement (known as “traditional” or “performance-based” Ed Choice) or (2) are from low-income families (known as “income-based” Ed Choice Expansion). Students may use their scholarships to enroll in participating chartered nonpublic schools.

The amount awarded under the program is the lesser of the tuition charged by the school, minus certain qualifying discounts not related to the student’s family income, athletic ability, or academic ability, or the maximum scholarship award. The maximum scholarship award is \$4,650 for students in grades K-8 and \$6,000 for students in grades 9-12. For students who qualify based on the performance of their resident districts’ schools, the scholarships are deducted from the districts’ state aid accounts. For students who qualify based on family income, the scholarships are paid from a specific appropriation of the General Assembly.

SCHOOL DISTRICT TERRITORY TRANSFER

Effective September 1, 2021, the act repeals the law that permits the transfer of school district territory located within a township that is split between two or more school districts to an adjacent school district through a petition and vote of electors residing in the territory. However, it also states that a territory transfer that is ongoing on that date must continue in accordance with the repealed provision.³⁴

The repealed provision was enacted in H.B. 166 of the 133rd General Assembly (effective October 17, 2019). Continuing law prescribes several other processes for the transfer of school district territory.³⁵

HIGHER EDUCATION DEGREE COMPLETION

The act makes several changes to higher education law regarding student degree completion at state institutions of higher education and the transfer of credits between state institutions. A “state institution of higher education” is any of the 13 state universities, the

³³ Section 9 of S.B. 310 of the 133rd General Assembly.

³⁴ Repealed R.C. 3311.242; Sections 6, 7, and 8.

³⁵ See R.C. 3311.22, 3311.231, or 3311.24, none in the act.

Northeast Ohio Medical University, a community college, state community college, university branch, or technical college.³⁶

Transfer of credits between state institutions

The act requires the Chancellor of Higher Education to develop an electronic equivalency management tool to assist in the transfer of coursework and degrees between state institutions of higher education without unnecessary duplication or institutional barriers. The tool also must help minimize inconsistent judgement about the application of transfer credits and assist in allowing transfer credits to be applied in the same manner at each institution. Similarly, the tool must include the universal documentation of course and program equivalencies statewide and be incorporated into a website.³⁷

Additionally, the act specifies that a state university must provide a student with information on how to use the university's transfer appeal process, and the Department of Higher Education's student complaint portal, if the university refuses to accept or grant credit for general education coursework completed at another state institution. However, that applies only if the coursework is subject to policies, procedures, and systems regarding the transfer of credit under continuing law.³⁸

Finally, the act requires the Ohio Articulation and Transfer Network Oversight Board, by March 2, 2022, to conduct a study of current rules regarding the transfer of college credit between state institutions of higher education and submit to the General Assembly a report of the study's findings and any recommended changes to the rules.³⁹

Review of student records for associate degree eligibility

The act requires that, beginning March 2, 2023, each state university must review its student records every two years to identify students who:

1. Disenrolled within the five years prior to the first review and within the two years prior to each subsequent review;
2. Has been disenrolled for four or more semesters, including summer sessions;
3. Did not complete a bachelor's degree;
4. Has a 2.0 or higher grade point average on a 4.0 scale; and
5. Completed at least 45 credit hours.

Each state university must determine whether an identified student is eligible, or close to being eligible, for an associate degree from that university and, if so, notify the student using

³⁶ See R.C. 3345.011, not in the act.

³⁷ R.C. 3333.16(B)(3).

³⁸ R.C. 3333.16(E).

³⁹ R.C. 3333.16(F).

the most recent contact information it has on file. Each state university must report to the Chancellor the findings of each review.

The Chancellor must adopt rules as necessary to implement this provision.⁴⁰

Waiver of tuition and general fees for final course

The act requires a state institution of higher education to waive an undergraduate student's tuition and general fees for a final course that is necessary to complete a bachelor's degree if the student meets certain eligibility criteria. Specifically, a student's waiver eligibility is connected to the student's actions in the student's "final year" at the state institution and the next academic year in which the course is offered. A "final year" is the last academic year of full-time study that a bachelor's degree program is typically designed to require, as determined by the Chancellor.

A student must receive a waiver if the student:

1. Was enrolled full-time, as defined by the Chancellor, in the "final year";
2. Was unable to enroll in the final course in the "final year" due to a lack of course availability or other circumstances beyond the student's control, as determined by the Chancellor;
3. Paid all tuition and general fees and did not receive a refund for the courses in which the student enrolled in the "final year" at the beginning of that year;
4. Registers for the final course in the next academic year in which the course is offered; and
5. Did not enroll in the maximum amount of credit hours in the "final year," as determined by the state institution.

However, the act specifies that the final course cannot be a general elective and that qualifying for a waiver does not grant the student guaranteed or priority registration for the final course.

The act also requires the Chancellor to adopt rules to implement this provision.⁴¹

Report on institutional collaboration

The act requires each state institution of higher education to include in its strategic completion plan a report about its collaboration with other institutions to assist students with some college experience, but no degree, in earning an associate degree, certificate, or credential. The report must include information about the state institution's efforts to help

⁴⁰ R.C. 3345.351.

⁴¹ R.C. 3345.481.

students attain an associate degree, certificate, or credential while earning a bachelor's degree or using transferred college credit.⁴²

Under continuing law, each state institution must adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students, update it at least once every two years, and provide the updated plan to the Chancellor.⁴³

HISTORY

Action	Date
Introduced	03-06-19
Reported, S. Education	10-16-19
Passed Senate (31-0)	10-23-19
Reported, H. Primary & Secondary Education	02-05-20
Passed House (88-7)	02-05-20
Senate refused to concur in House amendments (7-24)	02-12-20
House requested conference committee	02-12-20
Senate acceded to request for conference committee	08-27-20
Senate agreed to conference committee report (24-8)	11-18-20
House agreed to conference committee report (53-36)	11-19-20

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⁴² R.C. 3345.81(D). See also Ohio's Credit When It's Due (CWID) initiative on the Chancellor's website at <https://www.ohiohighered.org/CWID>.

⁴³ R.C. 3345.81(B) and (C).