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Bill Analysis

Version: As Introduced

Primary Sponsor: Rep. Swearingen

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SUMMARY

- Authorizes a school district board of education to permit seventh and eighth graders to participate in career information opportunities prescribed under continuing law for high school students.
- Permits a school district, community school, or STEM school to adopt a policy on advising students in grades 7-12 about career-technical education and careers in the skilled trades.
- Requires the Department of Education to adopt a model policy on advising students about career-technical education and careers in the skilled trades and to create an online clearing house of research related to proven practices for such policies.
- Authorizes a district or school to develop a course that provides students enrolled in grades 6-12 with information regarding different career options and the types of skills necessary to develop a lifelong career.
- Establishes a new, locally defined Career-Ready diploma seal for high school graduation.
- Eliminates a requirement that at least one of the diploma seals that a student earns to qualify for graduation be a state-defined seal.
- Creates three new nongraded performance measures on the state report card regarding student participation and receipt of career information.
- Includes the three new nongraded performance measures regarding career information in the calculation of the state report card's graded Prepared for Success component.

DETAILED ANALYSIS

Middle school participation in career information opportunities

The bill explicitly authorizes a school district board of education to allow students in seventh and eighth grade to participate in the career information opportunities that the district board provides each school year under continuing law.¹

Under continuing law, a district board must provide at least two opportunities each school year for representatives of the armed forces, skilled trades, institutions of higher education, career-technical education providers, business, industry, charitable institutions, and other employers to present information in person to, and speak with, high school students.²

Policy regarding career-technical education and skilled trades

The bill permits a district board, community school governing authority, or STEM school governing body to adopt a policy on advising students about career-technical education and careers in the skilled trades. If adopted, the policy must specify how a district or school will:

1. Provide students with grade-level examples that link their schoolwork to career-technical education and careers in the skilled trades;
2. Create a plan to provide advising to students in grades 7-12;
3. Train its employees on how to advise students about career-technical education and careers in the skilled trades, including training on advising students using online tools;
4. Identify and publicize courses that can award students both traditional academic and career-technical credit;
5. Document the advising provided to each student for review by the student, the student's parent, guardian, or custodian, and future schools that the student may attend. However, a district or school is prohibited from releasing this information without the written consent of the student's parent, guardian, or custodian or, if the student is at least 18 years old, the student.

A policy must be updated at least once every two years. A district or school must make the policy publicly available to students, parents, guardians, or custodians, local post-secondary institutions, and other district residents. If the district or school has a website, it must post the policy on that website.³

¹ R.C. 3313.471(C).

² R.C. 3313.471(B) and (C).

³ R.C. 3313.6025(A) and (B).

Department of Education model policy

In addition to authorizing districts or schools to adopt such a policy, the bill requires the Department of Education to develop and post on its website a model policy on advising students about career-technical education and careers in the skilled trades that meets the criteria described above. The Department also must create an online clearing house of research related to proven practices for policies on advising students about career-technical education and careers in the skilled trades that a district or school may access when adopting a policy.⁴

Career information course

The bill authorizes a district or school to develop a course to provide students enrolled in grades 6-12 with information regarding different career options and the types of skills necessary to develop a lifelong career. A student enrolled in grades 9-12 who takes that course may earn up to one elective credit as a substitute for the electives that must be completed by high school students under existing law.⁵

High school graduation requirements

The bill modifies the high school graduation requirements prescribed under current law for students enrolled in school districts, community schools, STEM schools, and chartered nonpublic schools in two ways. First, the bill eliminates a requirement that at least one of the two diploma seals that a student must earn to qualify graduation be a state-defined seal.⁶

Second, in addition to the other diploma seals prescribed under continuing law, the bill establishes a new Career-Ready diploma seal, for which a district or school is authorized, but not required, to develop guidelines. To earn a Career-Ready diploma seal, a student must complete a career information course described above.⁷

Background

Continuing law requires a student who entered ninth grade for the first time on or after July 1, 2019 (the Class of 2023 and on), and permits a student who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2019 (the Classes of 2018 through 2022), to qualify for a high school diploma by attaining a “competency score” on each of the Algebra I and English Language Arts II end-of-course exams and earning at least two state diploma seals. Current law requires that at least one of state diploma seals earned by a student must be a state-defined seal.

There are two categories of state diploma seals: *state-defined seals* and *locally defined seals*. A *state-defined seal* has requirements prescribed in state law, but often a state actor,

⁴ R.C. 3313.6025(C).

⁵ R.C. 3313.6026.

⁶ R.C. 3313.618(B)(2).

⁷ R.C. 3313.6114(C)(11) and (D).

usually the Department of Education, plays a role in implementing those requirements.⁸ A *locally defined seal* also has requirements set in state law, but implementation of those requirements is left to a district or school. A district or school is only required to adopt guidelines for one of the three locally defined seals established under current law.⁹

State report card Prepared for Success component

The bill adds three ungraded measures regarding career information and includes those measures into the calculation of the Prepared for Success component of the state report card. Those measures are:

1. Participate in a career information opportunity;
2. Receive advice about career-technical education and careers in the skilled trades under a policy permitted under the bill; or
3. Complete a career information course authorized under the bill.

The bill specifies that, in the case of a student who qualifies to be included in more than one performance measure included in the Prepared for Success component, the State Board of Education's method for determining a component grade may assign an additional weight for that student that is not less than 0.3 and not greater than or equal to 1.0. Under current law, such a student may be assigned an additional weight that is not greater than or equal to 1.0.

Background

State report card – generally

Continuing law requires the Department of Education to issue an annual state report card that measures the academic and fiscal performance of each school district and each school building in the state.¹⁰

To measure academic performance, continuing law requires that the state report card issued for most districts and schools include specific individual performance measures, some of which are assigned a letter grade based on the district's or school's performance. Most of these performance measures are grouped into six larger components, and each component is similarly assigned a letter grade. Finally, the six graded components are used to determine a district's or school's overall letter grade.¹¹

Prepared for Success component

Prepared for Success is a graded component that is calculated using the percentage of students in the district or school who qualify to be included in at least one of several nongraded

⁸ R.C. 3313.6114(C)(1) to (7).

⁹ R.C. 3313.6114(C)(1) to (10) and (D).

¹⁰ R.C. 3302.03(C)(2)(g) through (i) and (C)(3)(f).

¹¹ R.C. 3302.03(C)(3).

performance measures. Under current law, those measures include the percentage of students who:

1. Attain a remediation-free score on the ACT or SAT;
2. Receive a 3 or better on an AP exam;
3. Earn 3 or more college credits through an advanced standing program (such as College Credit Plus);
4. Earn an Honors diploma;
5. Receive an industry-recognized credential; or
6. Receive a 4 or better on an I.B. exam.¹²

HISTORY

Action	Date
Introduced	06-09-20

H0696-I-133/ts

¹² R.C. 3302.03(C)(2) and (C)(3)(f).