



Ohio House Primary and Secondary Education Committee  
SB 89 Proponent Testimony

Testimony of Will Vorys  
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Chair Jones, Vice Chair Manchester, Ranking Member Robinson, and members of the House Primary and Secondary Education Committee, thanks for allowing me the opportunity to testify today on behalf of the Ohio Association for Career Technical Education (Ohio ACTE), the Ohio Association of Career Technical Superintendents (OACTS), and the Ohio Association of Comprehensive and Compact Career Technical Schools (Ohio CCS). My name is Will Vorys and I am legislative counsel for Ohio ACTE and OACTS. My colleague Dee Smith is legislative counsel for Ohio CCS. Collectively, these three associations represent the entire career-technical education (CTE) community in Ohio, including its schools, teachers, administrators, and students.

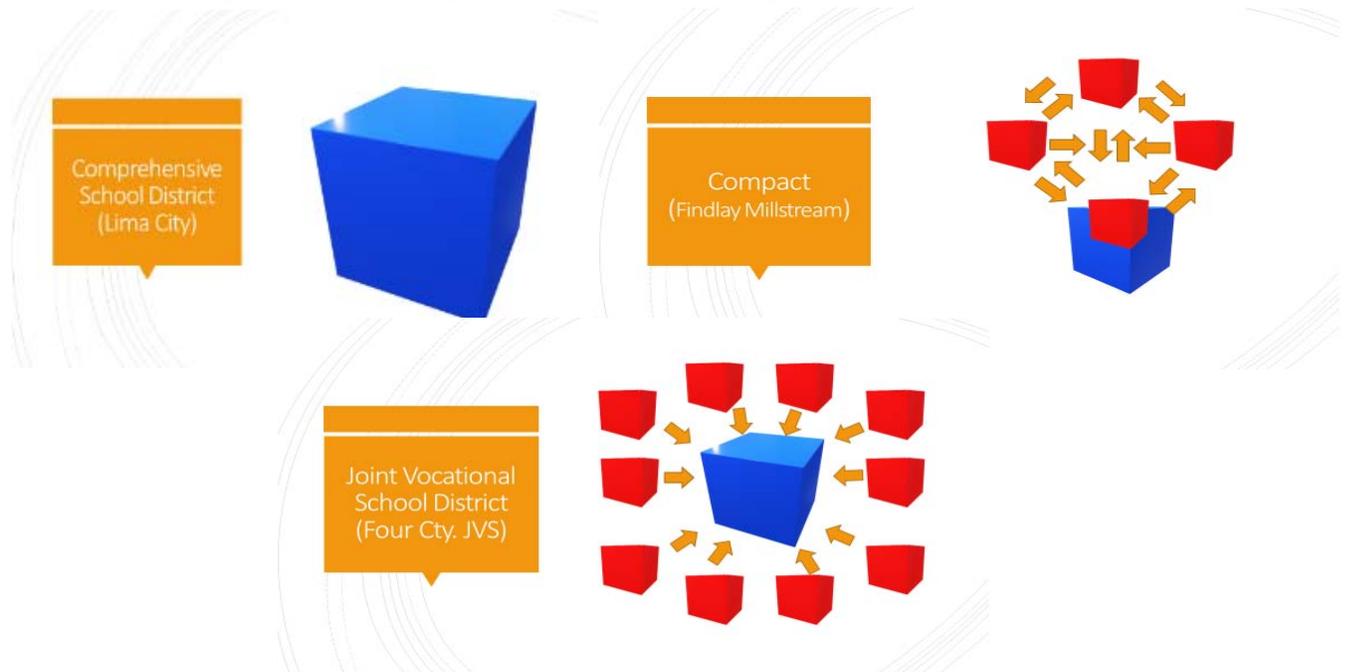
I am testifying today to provide the committee with some context and background regarding the genesis of SB 89. With respect to the bill's substance, we have superintendents, CTE directors, and other expert staff from the CTE field also testifying today, each to explain different (overarching) concepts of the bill.

But first and foremost, to better understand the stakeholders involved in this process, a quick note on the three associations that represent the different "delivery models" for career-tech in Ohio.

Our great state is one of a few in the nation that benefits from a robust, well-rounded, and effective CTE system / infrastructure. At its core are Ohio's 90 "Career Technical Planning Districts" (CTPDs)—regions established strategically throughout the state to ensure every student has access to career-tech opportunities. Each CTPD utilizes one of three "delivery-models" for career-tech at the high school level:

1. **Career Centers.** Also known as "Joint Vocational School Districts" (JVSDs) under Ohio law. Career centers serve several member school districts and exclusively provide career technical courses/programming to those member school districts. (Example: Miami Valley Career Technology Center).
2. **Comprehensives.** Large, traditional school districts that are big enough to independently offer their own menu of CTE programming to students. (Example: Lima City Schools).

3. **Compacts.** Multiple school districts that share delivery and costs for career-tech through service agreements. (Example: Tri Star Career Compact).



OACTS represents the state’s 49 career centers (including Ohio Technical Centers), Ohio CCS represents the state’s 41 compacts / comprehensives, and Ohio ACTE represents the entire career-tech community, including superintendents, teachers, administrators, and school board members statewide.

The message I’d like to make to the committee today is that SB 89 was a joint effort among all three associations. With SB 89, we made sure to advocate only those issues all members universally agreed upon, and that all three associations fully supported.

Note too that most of the SB 89 provisions address issues the CTE community has struggled with for several years. Take EMIS for example. EMIS is the system utilized by the state to track school demographic information, attendance, course information, financial data, and test results, among other things. The state uses this information to calculate school report card scores as well as funding levels—all data inaccuracies / discrepancies can have significant financial (and practical) impacts. Unfortunately, our schools struggle on a daily basis with EMIS. Issues abound, including problems with the state’s numerous and challenging reporting requirements; discrepancies between schools’ data and that of the state; and a constant stream of quarterly, monthly, and sometimes weekly regulatory changes to the types of data required and the manner and method of reporting.

Superintendents, treasurers, and dedicated EMIS staff from career-tech schools across Ohio have engaged in dozens upon dozens of meetings / conversations surrounding problems with the EMIS system. There have been EMIS advisory councils, committees, and workgroups established over the years in an attempt to resolve our ongoing concerns. As an expert EMIS staff member from Penta Career Center explains in her written proponent testimony, this bill does not “reinvent the wheel” or do anything to change the fundamentals of the system itself. It

simply provides “guardrails” to ensure our schools have sufficient notification of EMIS reporting changes, and that school staff have an opportunity to provide input and/or make improvements to the certain proposed changes.

Finally, please note that since the inception of SB 89, our associations have been collaborating with various other education (and business) stakeholders in an attempt to fine tune the language. We are not aware of an opposing party, but stand ready to meet with any individual or group concerned with SB 89 language we have advocated.

Thank you for the opportunity to testify today and for considering this important piece of legislation. I’d be happy to answer any questions.