Finance Subcommittee on Primary and Secondary Education
Testimony 3/26/2019

Chairman Cupp, Chairman Patterson and members of the subcommittee, thank you for the opportunity to speak before you today.

My name is Carrie Herringshaw, and I am the Treasurer at Penta Career Center in Perrysburg, Ohio, and have held this position since 1990.

It has been an honor and a privilege to serve on the Cupp Patterson School Funding Workgroup as a member of the committee of the whole and as a member of the Educational Service Center/Career Technical Education/STEM subcommittee. Jerry Brockway, superintendent at Ashtabula County Career and Technical Center, also served on this subcommittee, but is unable to be here today and sends his regrets.

CAREER TECHNICAL EDUCATION

Ohio is one of the few states in the nation with a comprehensive career technical education system. Career technical education in Ohio

- offers high school programs that meet the needs of employers in the local economy
- prepares students to enter the workforce with credentials that allow them contribute immediately to an employer, seek additional training, or go to college
- provides multiple education pathways that emphasize high quality career and college readiness
- is responsive to the needs of business and industry
- is designed to provide flexibility in programming to meet the needs of business and industry

Career technical education is provided at the high school level in three formats:

- Career technical centers (formerly Joint Vocational School Districts-JVSDs) – area school districts joined to form an independent district to exclusively provide career technical courses/programming to students of the member school districts
- Comprehensive – traditional school districts that provide career technical programming to their own students
- Compact – districts who have partnered to provide career technical programming to students in those partner districts (programs are located within partner district facilities)

Ohio career technical education providers serve over 70,000 FTE students (slightly over half in career technology centers and the remainder in comprehensives and compacts).

Challenge

Ohio employers have thousands of positions that they are unable to fill with qualified candidates. In May 2018, the Cleveland Plain Dealer reported on a study by Team Northeast Ohio that said "plenty of good-paying jobs go unfilled in Northeast Ohio because job seekers lack the credentials to hold them..." In addition, they found a "particularly acute misalignment in IT, healthcare and manufacturing." This is being heard anecdotally across the entire state.

Career centers and comprehensive districts and compacts that have career technical programs are able to provide trained individuals who are prepared to enter the workforce upon graduation in the fields of IT, healthcare and manufacturing as well as other fields. Students are prepared for entry level positions, and many times have industry based credentials in their hands when they graduate. While many misconstrue a career technical education to be limiting, many employers want to hire workers who have basic skills then provide further training or even pay for college (and this in turn helps reduce the amount of money some may have to borrow to pay for college).

A career technical education does not limit a student's potential, it only enhances it. Whether the student opts to immediately enter the workforce, seek additional training or go to a two- or four- year college, the student is prepared for any of these options and is prepared to be successful regardless of the path the student may choose.

As Ohio's economy continues to improve, career technical education prepares students for highly technical jobs that require specialized skills and training:

- Ohio's career technical educators are ready, willing and able to be a part of expanding career technical programs to reach more students
- Ohio's career technical education is delivered through programs that best meet the needs of students and business and industry

Career technical education is a program of choice for high school students and their parents. While we all know that college is not for everyone, we realize a career technical education is not for everyone either. But, we believe that all students should be exposed to the opportunities career technical education has to offer and make an informed decision based on short term and long term career goals, earnings potential, and other factors that provide a realistic and achievable path for career and financial success.

To this end, career development programs are extremely important for students in kindergarten through 12th grade. Exposure to various career pathways in elementary and junior high school and throughout high school will allow students to be more aware of career opportunities whether they relate to attending career training at the high school level, a two-year technical training program or a four-year college.

Career development programs will allow students to explore their interests and see how they relate to potential career choices. A career development/exploratory program will:

- Provide a common, consistent curriculum to students across the CTPD over a student's school career
- Assist teachers in providing a career development curriculum to students
- Create a Career Development plan for each student that stays with that student for the duration of his/her K-12 career
- Provide opportunities to students to engage in meaningful and relevant activities across all career pathways at each grade level
    - Career fairs
    - Hands-on experiences
    - Job shadowing

Current Funding Model

The current funding model for career technical centers is similar to that of traditional school districts including the base amount of $6,020 per pupil. In addition, districts providing approved career technical education courses receive supplemental CTE funding (also known as tiered funding or weighted funding) which allows for an additional amount to cover the additional costs of providing a career technical education (i.e. supplies, materials, equipment).

Funding status of 49 career centers in March 2019:

- 13 career centers are on the cap (27%)
- 22 career centers are on the guarantee (45%)
- 14 career centers are on the formula (29%)

Proposed Funding Model

The recommendation for Career Technical Education from the School Funding Workgroup is as follows:

1. Update and provide basic aid in the same manner as the proposed K-12 funding model

    a. While student is in his/her career technical program (lab), pupil teacher ratio will be calculated at one teacher for every eighteen students; otherwise pupil teacher ratio will be calculated as indicated by the Base Aid calculation at each grade level

    b. "Specials" for career centers will be replaced with "health and physical education, employability/soft skills, development and coordination of internship/job placement, career technical student organization activities, pre-

apprenticeship/apprenticeship coordination, testing (i.e. web exam/work keys/ industry credentialing)

c. "Co-curricular including Athletic Director" will be replaced with "career tech curriculum specialist/coordinator, career assessment/program placement, recruitment/orientation; student success coordination, analysis of test results, development of intervention/remediation plans and monitoring of same; satellite program coordination

2. Continue to provide supplemental career technical (tiered or weighted) funding and convert the current dollar amounts to weights (or percentages)

3. Fund Career Technical Planning Districts (CTPD) to deliver relevant career awareness programs to all K-12 students within the CTPD in the amount of $10/student in the CTPD

The overall position of the recommendation is to keep the basic aid calculation similar to that of traditional districts, maintain supplemental career technical funding, and add funding for the essential career exploration component.

STEM (SCIENCE TECHNOLOGY ENGINEERING AND MATH)

Standalone STEM schools are currently funded in the same manner as charter/community schools. The recommendation is to follow the same methodology as the funding proposal for charter and community schools: students will be funded where taught.

CONCLUSION

In conclusion, career technical education is an important option for Ohio students and critical to the economic success of Ohio employers and to the State of Ohio overall, now and in the future. Again, career technical education is not right for all students, but all students should be exposed to the alternatives and opportunities that are available.

Thank you again for your time today. I would be happy to answer any questions you may have. If you need any further information as you consider the new school funding proposal, please do not hesitate to contact me. Thank you.

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Not My Kid

Published on November 29, 2018

Stacey KallelisFollow

Work Based Learning Coordinator at Salem High School, SAU 57

"Apprenticeships, the trades, alternate pathways…so many opportunities, that's great…but **not my kid**."

I am guilty. I admit that before I truly understood all of the options available to students, I was part of the problem. See, I don't even have children yet (although…my first is arriving in March!), and when I dreamt of my imaginary children's future, I pegged them for big-name, 4-year or even advanced degree wielding kids. So before my children even had a chance to define themselves and their interests, I was setting a standard, and maybe an unfair one. Albeit I have not lived through this with children of my own yet, I have seen the internal struggle some students face to please their parents when making these big life decisions, and often the parents do not even know they are doing this.

I remember growing up, I never had to be grounded or punished in the traditional sense. All it took was knowing that parents and authority figures in my life were disappointed in me and I was crushed. **Add in the new age of obsessive sharing and social media addiction, and this pressure to impress is amplified**.

I have a unique position. When explaining my job to friends, family, those in my network, *everyone* shares their excitement for the work that we are doing. "That's amazing" and "Wow that is such a great opportunity for your students" are the common reactions.

I see students come through my door who know exactly what they want to do, they have post-secondary plans and specific career goals. These students often have fantastic support systems and have been exposed to many opportunities throughout their lives. I also see many students that know they either cannot afford, or have no desire to go into debt for a degree they aren't even sure they will ever use. Admittedly, these have become some of my favorite students to work with. These are the students whose lives will be changed by our Work Based Learning Program. These are the students that just need someone in their corner telling them that attending a local college or university while working to gain experience (and often incurring little to no debt), rather than following in their friends' footsteps is not just "ok," but an amazing plan.

A specific student of mine comes to mind when I think of alternate plans – this young lady is amazing. Her resume was beyond impressive, her GPA was top notch, and everyone put the pressure on her to figure out what university she would be attending. But you see, this student had no desire to buy into the "big box" university – she just wanted to start a life with no debt. Her plan was well thought out and showed immense maturity, so I hopped on board and helped her in any way that I could. I connected her with a fantastic company in town for a position related to her career goal and she is attending a 2-year program free of charge with plans to potentially transfer for her bachelor's degree following. I'd be willing to bet she will find an employer to pay for it. I recently received the most touching email from her updating me on the happenings in her exciting young career. She ended with this:

"You really were the lifesaver I needed my senior year and for the future."

My job is to help students discover their passions, build their network, and gain experience to use once they graduate high school. My job is not to judge their pathway. Four year degree? Awesome! Associates or certificate program? You go kiddo! Straight to your dream career? Woo hoo! As long as these students have a pathway to achieve their goals, I will always be in their corner. **Especially when we live in a country with $1.5 trillion in student loan debt and with young adults never even using the degree they are in debt for** (Forbes, 2018).

My hope is that parents continue to be more accepting of the different options available to students. **Know what pathways exist.** Do your research before harping on the brand name on the diploma. I can guarantee you that, in the end, experience will always prevail over the name on your degree. Help your students discover what drives them, then put a plan into place with internships, mock interviews, job shadows, etc. to support them in achieving their goal. There is likely more than one path to the final destination.

Yes, your kid.

https://www.linkedin.com/pulse/my-kid-stacey-kallelis

EDUCATION

The Stigma of Choosing Trade School Over College

When college is held up as the one true path to success, parents—especially highly educated ones—might worry when their children opt for vocational school instead.

MEG ST-ESPRIT MAR 6, 2019

MUHAMMAD HAMED / REUTERS

Toren Reesman knew from a young age that he and his brothers were expected to attend college and obtain a high-level degree. As a radiologist—a profession that requires 12 years of schooling—his father

made clear what he wanted for his boys: "Keep your grades up, get into a good college, get a good degree," as Reesman recalls it. Of the four Reesman children, one brother has followed this path so far, going to school for dentistry. Reesman attempted to meet this expectation, as well. He enrolled in college after graduating from high school. With his good grades, he got into West Virginia University—but he began his freshman year with dread. He had spent his summers in high school working for his pastor at a custom-cabinetry company. He looked forward each year to honing his woodworking skills, and took joy in creating beautiful things. School did not excite him in the same way. After his first year of college, he decided not to return.

He says pursuing custom woodworking as his lifelong trade was disappointing to his father, but Reesman stood firm in his decision, and became a cabinetmaker. He says his father is now proud and supportive, but breaking with family expectations in order to pursue his passion was a difficult choice for Reesman—one that many young people are facing in the changing job market.

Traditional-college enrollment rates in the United States have risen this century, from 13.2 million students enrolled in 2000 to 16.9 million students in 2016. This is an increase of 28 percent, according to the National Center for Education Statistics. Meanwhile, trade-school enrollment has also risen, from 9.6 million students in 1999 to 16 million in 2014. This resurgence came after a decline in vocational education in the 1980s and '90s. That dip created a shortage of skilled workers and tradespeople.

Many jobs now require specialized training in technology that bachelor's

programs are usually too broad to address, leading to more "last mile"-type vocational-education programs *after* the completion of a degree. Programs such as Galvanize aim to teach specific software and coding skills; Always Hired offers a "tech-sales bootcamp" to graduates. The manufacturing, infrastructure, and transportation fields are all expected to grow in the coming years—and many of those jobs likely won't require a four-year degree.

Toren Reesman handcrafted this piece for his wife for Christmas. (Toren Reesman)

This shift in the job and education markets can leave parents feeling unsure about the career path their children choose to pursue. Lack of knowledge and misconceptions about the trades can lead parents to steer their kids away from these programs, when vocational training might be a surer path to a stable job.

Raised in a family of truck drivers, farmers, and office workers, Erin Funk was the first in her family to attend college, obtaining a master's in education and going on to teach second grade for two decades. Her husband, Caleb, is a first-generation college graduate in his family, as well. He first went to trade school, graduating in 1997, and later decided to strengthen his résumé following the Great Recession. He began his bachelor's degree in 2009, finishing in 2016. The Funks now live in Toledo, Ohio, and have a 16-year-old son, a senior in high school, who is already enrolled in

vocational school for the 2019–20 school year. The idea that their son might not attend a traditional college worried Erin and Caleb at first. "Vocational schools where we grew up seemed to be reserved for people who weren't making it in 'real' school, so we weren't completely sure how we felt about our son attending one," Erin says. Both Erin and Caleb worked hard to be the first in their families to obtain college degrees, and wanted the same opportunity for their three children. After touring the video-production-design program at Penta Career Center, though, they could see the draw for their son. Despite their initial misgivings, after learning more about the program and seeing how excited their son was about it, they've thrown their support behind his decision.

But not everyone in the Funks' lives understands this decision. Erin says she ran into a friend recently, and "as we were catching up, I mentioned that my eldest had decided to go to the vocational-technical school in our city. Her first reaction was, 'Oh, is he having problems at school?' I am finding as I talk about this that there is an attitude out there that the only reason you would go to a vo-tech is if there's some kind of problem at a traditional school." The Funks' son has a 3.95 GPA. He was simply more interested in the program at Penta Career Center. "He just doesn't care what anyone thinks," his mom says.

The Funks are not alone in their initial gut reaction to the idea of vocational and technical education. Negative attitudes and misconceptions persist even in the face of the positive statistical outlook for the job market for these middle-skill careers. "It is considered a second choice, second-class. We really need to change how people see vocational and technical education," Patricia Hsieh, the president of a community college in the San Diego area, said in a speech at the 2017

conference for the American Association of Community Colleges. European nations prioritize vocational training for many students, with half of secondary students (the equivalent of U.S. high-school students) participating in vocational programs. In the United States, since the passage of the 1944 GI Bill, college has been pushed over vocational education. This college-for-all narrative has been emphasized for decades as *the* pathway to success and stability; parents might worry about the future of their children who choose a different path.

[Read more: The world might be better off without college for everyone]

Dennis Deslippe and Alison Kibler are both college professors at Franklin and Marshall College in Lancaster, Pennsylvania, so it was a mental shift for them when, after high school, their son John chose to attend the masonry program at Thaddeus Stevens College of Technology, a two-year accredited technical school. John was always interested in working with his hands, Deslippe and Kibler say—building, creating, and repairing, all things that his academic parents are not good at, by their own confession.

Deslippe explains, "One gap between us as professor parents and John's experience is that we do not really understand how Thaddeus Stevens works in the same way that we understand a liberal-arts college or university. We don't have much advice to give. Initially, we needed some clarity about what masonry exactly was. Does it include pouring concrete, for example?" (Since their son is studying brick masonry, his training will likely not include concrete work.) Deslippe's grandfather was a painter, and Kibler's grandfather was a woodworker, but three of their four parents were college grads. "It's been a long-standing idea that the next generation goes to college and moves out of 'working with your hands,'"

Kibler muses. "Perhaps we are in an era where that formula of rising out of trades through education doesn't make sense?"

College doesn't make sense is the message that many trade schools and apprenticeship programs are using to entice new students. What specifically doesn't make sense, they claim, is the amount of debt many young Americans take on to chase those coveted bachelor's degrees. There is $1.5 trillion in student debt outstanding as of 2018, according to the Federal Reserve. Four in 10 adults under the age of 30 have student-loan debt, according to the Pew Research Center. Master's and doctorate degrees often lead to even more debt. Earning potential does not always offset the cost of these loans, and only two-thirds of those with degrees think that the debt was worth it for the education they received. Vocational and technical education tends to cost significantly less than a traditional four-year degree.

This stability is appealing to Marsha Landis, who lives with her cabinetmaker husband and two children outside of Jackson Hole, Wyoming. Landis has a four-year degree from a liberal-arts college, and when she met her husband while living in Washington, D.C., she found his profession to be a refreshing change from the typical men she met in the Capitol Hill dating scene. "He could work with his hands, create," she says. "He wasn't pretentious and wrapped up in the idea of degrees. And he came to the marriage with no debt and a marketable skill, something that has benefited our family in huge ways." She says that she has seen debt sink many of their friends, and that she would support their children if they wanted to pursue a trade like their father.

In the United States, college has been painted as the pathway to success

for generations, and it can be, for many. Many people who graduate from college make more money than those who do not. But the rigidity of this narrative could lead parents and students alike to be shortsighted as they plan for their future careers. Yes, many college *graduates* make more money—but less than half of students finish the degrees they start. This number drops as low as 10 percent for students in poverty. The ever sought-after college-acceptance letter isn't a guarantee of a stable future if students aren't given the support they need to complete a degree. If students are exposed to the possibility of vocational training early on, that might help remove some of the stigma, and help students and parents alike see a variety of paths to a successful future.

We want to hear what you think about this article. Submit a letter to the editor or write to letters@theatlantic.com.

CARRIE Herringshaw - Fwd: Gongwer Report: Governor DeWines Remarks at CTE Legislative Seminar

From: CARRIE Herringshaw
To: CARRIE Herringshaw
Subject: Fwd: Gongwer Report: Governor DeWines Remarks at CTE Legislative Seminar

Governor Pledges Financial, Moral Support For Career-Tech

Gov. Mike DeWine on Wednesday told career-technical educators he would look to find ways to direct more state funding toward their facilities and equipment while working to bolster the field's image in the state.

The governor said part of his role will be highlighting the good work being done within the state's career centers and joint vocational schools.

"As we look to the future, and as we work with the legislature, this is a governor who's going to be very mindful of how important the career centers are," he said to applause during a speech at the Career-Technical and Adult Education Legislative Seminar in Columbus.

Gov. DeWine said he knows many of the state's career centers face challenges because they were established in the 1960s and 1970s and have since become somewhat outdated.

"Some are operating maybe not with all of the equipment that they should have," he said. "We've got to figure that out. We've got to figure out how the career centers can access the state money more in regard to building, maybe access it more in regard to having the real equipment that you need."

While the governor did not lay out any policies he intends to support, he said he looks forward to having discussions with leaders in the career-tech field to find out how he can best help them.

"I don't come here with a specific proposal, but I'm telling you...we want to work with you," he said.

Gov. DeWine said he has been impressed in his trips to career centers across the state. He said he encourages members of community groups he speaks with to visit their local career centers to see how much they have improved over time.

"They're doing some just amazing, exciting things," he said. "I think part of the job of the governor, frankly, is to talk about that and to maybe change the culture a little bit so that parents understand what really goes on in career centers today."

The governor said he also hopes to correct the false premise that career center students are not cut out for higher education. He said such students often see career-technical education as a step before college or other educational opportunities.

"That's another thing we've got to change people's perception about," he said.