



**Ohio House of Representatives
Education and Career Readiness Committee
The Honorable Andrew Brenner, Chairman
HB108 (Hagan) Financial Literacy**

Please accept this testimony on behalf of the career-technical education community in Ohio, represented by the Ohio Association of Career Technical Superintendents, Ohio Association of Career Technical Education and Ohio Association of Comprehensive and Compact Career Technical Schools.*

We appreciate the opportunity to provide comment on HB108 (Hagan) that would require a half-credit of Financial Literacy for graduation taught by an educator holding one of the following licenses: social studies, business education, or consumer and family sciences.

Under current Ohio law, the study of economics and financial literacy can be integrated into one or more existing social studies credits or "into the content of another class." As you are aware, HB108 eliminates this provision and replaces it with an independent half-unit financial literacy requirement.

There is no argument that Financial Literacy is important whether going to college, military or directly into the workforce or an apprenticeship program. The Bill says a review of the FAFSA and comparing college costs must be part of the instruction, but the take away from the class should be the importance of having a strong knowledge of handling personal finances, no matter what path a student chooses after graduation.

Additionally, under current law, social studies, business education, marketing education, and family and consumer sciences teachers are eligible to teach financial literacy. This bill eliminates the ability for an educator holding a marketing education license to teach financial literacy by specifying the only educators that may teach financial literacy are those holding a social studies, business education, or consumer and family sciences license.

Many of our career-technical programs utilize the inclusion of financial literacy as a component of another class because of the content of the course and the time constraints faced by many career-tech students. . These students balance both a rigorous academic schedule while maximizing the rest of their time in the lab of their chosen field. Requiring a stand-alone half-credit of financial literacy would add additional requirements that could take away from the students' overall career-tech experience and reduce the time available for the CTE lab instruction.

Career-tech programs maximize the knowledge of staff. Numerous programs, most notably agricultural education, currently utilize the marketing education license as the educator responsible for the current Financial Literacy requirement. Removing the ability of an educator holding a market education license would put many of our programs at an extreme disadvantage.

We respectfully request that the provisions requiring a stand-alone half-unit of financial literacy and the removal of an educator holding a marketing education license be removed from the bill. If you have any questions, please do not hesitate to contact us.

**In Ohio there are 91 Career Technical Planning Districts. There are three career-technical delivery models at the secondary education level that focus on workforce development. They are Career Centers, also known as Joint Vocational School Districts, single traditional school districts, and Compacts. Compacts share delivery and costs through service agreements between multiple school districts. The Ohio Association of Comprehensive and Compact Career Technical Schools, represents 42 Compact and Comprehensive career-technical planning districts with the Ohio Association of Career-Technical Superintendents represent 49 Career Centers, and the Ohio Association of Career Technical Education represents the entire career-tech community, including superintendents, administrators, teachers and school board members.*