

**Ohio House  
Finance, Primary and Secondary Sub-Committee  
HB 49, State Biennial Budget  
Testimony of Amy Schakat, President  
Ohio Association of Comprehensive and Compact Career Technical Schools  
March 16, 2017**

Chair Cupp, Ranking Member Miller, and members of the committee, I am Amy Schakat, President of the Ohio Association of Comprehensive and Compact Career Technical Schools (Ohio CCS) and Coordinator of Career Technical Education with South-Western City Schools. Ohio CCS represents two of the three types of career technical education offered in Ohio. Our members offer career technical education through comprehensive single districts and compact districts. Comprehensive single districts have 1,500 or more students and offer career-technical education in career centers and/or at existing high schools in the district; this means we serve approximately two-thirds of all students enrolled in a career technical pathway. Compact districts are comprised of several school districts that have developed an arrangement among themselves to deliver career technical education. For example, our members include, the comprehensive career technical program like my own school, South-Western City Schools, Toledo City Schools, Sandusky City Schools, and Cincinnati City Schools, as well as, compact programs like Sylvania City Schools, Mayfield Excel TECC, and Canton Local Schools.

Thank you for the opportunity to provide testimony on HB49. I have brought with me today, Krista Hussar, current Legislative Chair and Ohio CCS Immediate Past President; Ben Brigham of Nidec Minster Corporation an Employer Partners and most importantly, Madalyn Burley, a student in the Health Technologies Program at South-Western City Schools. I hope with this complete compliment of Comprehensive, Compact, Employer and Student views, we will provide an all-inclusive overview of the Ohio CCS delivery systems.

For now, I would like to invite Madalyn to the podium to tell you why she chose career technical education and her experiences while she becomes both career and college ready.

*<Student Testimony>*

*<Employer Testimony>*

Earlier in my testimony, I described the two delivery systems of Ohio CCS; I pointed out that my own school, South-Western City Schools is a Comprehensive District. I'd like to share with you a short snapshot of what South-Western City Schools are doing.

South-Western City Schools is a comprehensive district in southwestern Franklin County. We are a district of 22,000 students with over 6,500 high school students. We have 694 students enrolled in CTE workforce development programs in the district at 5 high schools. We are unique in that one of our high schools is the South-Western Career Academy (SWCA). There are

13 workforce development programs at the SWCA and 4 programs located at the other 4 high schools. Of the 17 career-technical programs we offer, 14 have an industry credential. In addition to the career-technical programs, we have 15 career-technical electives at the high school level and 3 at the middle school level.

Ohio CCS has concerns regarding several provisions contained in the State's biennial budget and we felt compelled to come before you to explain our concerns. First and foremost, we appreciate the intention of the Department of Education to streamline and add flexibility to the licensure for Career Technical licensure process. However, one of our most prevalent concerns relates to this very provision. Limiting the teaching candidate to a required five years field experience is an obstacle to hiring what might be the most qualified candidate. Often a candidate with two years experience is a better fit to transition to teaching in a career-technical program. For example, in our pursuit of a Cyber Security Instructor, we found the most recent graduates to be the most familiar with recent technology trends and the most able to make the career leap from industry to teaching. The high demand career fields offer high wages which often do not equal the teacher salary.

We also have questions surrounding the requirement for the potential educator to hold the industry credential of the program has a applicable industry credential. Primarily, does the educator need to hold the entire 12 point credential that a student is required to obtain for graduation or is this specific to the portion of the program they are teaching? For example, our Graphic Design instructor has several years experience with Adobe InDesign, Illustrator and Photoshop and is very proficient in instruction but does not have the Adobe Suite credential. In addition, the Advisory committee for this program prefers to look at student portfolios when hiring to see what the students can do and know rather than looking for a credential or certificate. This example common to this industry and to other industries throughout the state of Ohio.

Before I turn the podium over to Krista Hussar, I would like to talk about one other concern contained in HB49. Starting in line 45909, changes are made to Section 4109.06 to include recognized pre-apprenticeship programs as an exempt class. We would like to see this language clarified to designate a *state recognized* pre-apprenticeship program. These pre-apprenticeship programs teach basic technical and job-readiness skills for a designated apprentice occupation or sector to prepare students for a formal Registered Apprenticeship training program; the required combination of related technical instruction and on-the-job training is critical to ensuring students receive adequate skills and training to further their life long career readiness.

I'm now going to invite Krista to the podium to provide an overview of her Compact delivery system and wrap up our concerns with HB49. Again, thank you for the opportunity to testify regarding HB49, and I would be happy to answer any questions, jointly with Krista after she completes her testimony.