

Since my testimony last fall for SB 178, I have had additional thoughts and observations. I wonder why we allow sixth grade students college credit, but not work experience? Certainly some students are not only prepared to work but would benefit from the educational experience. Knowing how to work to provide a service to someone in need is quite educational. Learning about taxes, savings, investments, and loans is best through actual experience. Quite possibly the disposable income acquired might dispel some of the negative perception of work vs college at the high school level.

We have a mismatch of education to employer needs. Our Tiffin Columbian 9-12 students recently completed the You Science Test. 75% completed the aptitude and interest survey. Several areas of student interest did not match aptitude. Likewise, aptitude was noted in career areas where students had no exposure thus no interest. This suggests an unexplored area of potential workers in fields of employee need.

Last session, a question was raised as to the apparent drastic measure SB 178 would impose. Frankly, I believe this problem is so deeply entrenched in our system that incremental change may take a generation or more to yield results. Clearly, we have a more urgent problem. As I say in medicine, the longer you delay treatment, the more drastic the treatment becomes.

I am a family doctor from Tiffin and a member of the Tiffin City Schools Board of Education for the past 7 years. During the course of my tenure, I have spent extensive time inventing our Business Advisory Council. My goal has been to educate our youth regarding work based learning and economic literacy.

As a Family Physician for over 35 years, I believe inductive learning or that knowledge acquired through experiential learning has been vastly underappreciated in our educational system. Historically our district has emphasized college preparatory education. This has helped around 50% of our graduating classes to advance to post-secondary education.

Unfortunately, this frequency leads to completion of a degree for which no jobs are available for the graduate. This of course is tragically coupled with those who have not been able to complete their degree and are left with debt and no credential.

Our experience in rural Ohio is duplicated in many communities our size. Our most educated often leave our community for education and stay in the larger cities which attracted them.

This phenomenon is not tragic but what is tragic is that the students who remain in our community are those whom we have invested the least amount of educating and/or preparing for a job/career. This lack of effort seems to come quite naturally for college educated teachers who have little experience with trades and experiential learning. In spite of our efforts, we have insignificant leverage our funding to make this effort sustainable.

Senator Bill Reineke, myself, and former Superintendent Mr. Gary Barber and Superintendent of Vanguard Sentinel Mr. Greg Eddinger were successful in developing a consortium of business, government and more than 25 local school districts to form Northwest Career Ready. Present efforts include student aptitude and personal interest data collection. This hopefully will translate to local business connections. I believe this same effort can be initiated at earlier points in a student's life, that is, before they have lost interest in the academic methods presently used.

I believe a separate director at the highest level is necessary to make this educational pathway available to all districts in the