



THE
PAST FOUNDATION

**Ohio Senate Education Committee
Interested Party Testimony
HB 33 – FY24-25 State Operating Budget**

**Marcy Raymond, Chief Strategy Officer, PAST Foundation
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Chairman Brenner, Vice Chair O'Brien, Ranking Member Ingram, and Members of the Senate Education Committee, thank you for the opportunity to testify in support of PAST Foundation's amendment to House Bill 33, which would increase funding for PAST Foundation's STEM Educator Workforce Collaborative.

My name is **Marcy Raymond, and I am the Chief Strategy Officer at the PAST Foundation.** In my role, I have the privilege of overseeing the implementation of the STEM Educator Workforce Collaborative and working with school districts across the state in this effort.

Dr. Corbin shared with you some of the statistics and outcomes of the STEM Educator Workforce Collaborative. I wanted to take this opportunity to also share some of the testimonials and feedback we receive from educator participants.

Sandy Reed, a teacher of 7th and 8th grade science and social studies at New Albany Middle School, has been teaching for over thirty years and has received recognition such as the Ohio Environmental Education Award and the National Outstanding Green Educator Award. Sandy shared that even with the depth and breadth of her previous experience, her fellowship on the PAST STEM Educator Workforce Collaborative has been a unique learning opportunity. Sandy is a fellow in the drone program. She began her journey to Industry Recognized Credential attainment as a PAST Fellow in the fall of 2021, thanks to the state legislature's partnership with PAST Foundation and their partnership with the Unmanned Safety Institute (USI). The program is designed to assist classroom teachers to learn about industry recognized credential opportunities that lead to employment in Ohio by first earning the credential herself, as an educator, and then assisting in the building of a program where students experience and are exposed to the opportunities afforded by earning the credential.

Sandy shares this statement: "This certification enables me to successfully file a flight plan for a drone and use it to instruct my students in the safe use of an unmanned vehicle as a component to their pathway to employment after graduation.

The drone industry is expected to expand by 51% over the next three years. There are seven Ohio industries that rely on drone flight including: transportation, agriculture, energy, construction, real estate, film-making and telecommunications. In each of these industries, the flight of the drone is but a component of the work required. Most drone pilots are required to stack certifications on top of the flying to create reports, edit videography, overlay on structural drawings and CAD images, and thermal imagery among others. Her role is to give my students the experience and exposure to unmanned flight, teach them the rules and regulations regarding flight plans and safety, assist them

in attaining the FAA part 107 certification and then to plan the stackable credentials that would be needed in the particular pathway that the student wants to explore for employment in the future.

She is passionate about giving students the experiences that engage and excite them to think about entry into the workforce. To see them light up with the problem that they can solve through work-based learning approaches that our PAST Fellowship encourages creates a “why” to the learning that students need to be engaged in things like physics. This program has enabled me as an instructor to implement creative opportunities for students and I am appreciative of my participation as a PAST Fellow.”

Tiffany Scanlan, a high school art teacher in East Guernsey Local School District in Southeastern Ohio is a PAST Fellow with the Entrepreneurship Credential. To Tiffany, rural areas face unique challenges in fostering entrepreneurship, such as limited access to capital and a smaller talent pool. That's where she believes that art classes can come in. Art classes can teach skills that are essential to entrepreneurship, such as creativity, problem-solving, and communication. Moreover, art classes can provide a platform for budding entrepreneurs to showcase their products and services.

Tiffany advocates that all art programs in school should have a focus toward building local community workforce talent. Through this fellowship, Tiffany has reframed local high school art shows and exhibitions to serve as a launching pad for new businesses, and the feedback and support from the community can be invaluable.

Tiffany shares this statement “Ohio is home to a rich tradition of arts and crafts, and rural Ohio is no exception. By combining this tradition with entrepreneurship education, we can create a new generation of rural entrepreneurs who can compete in the global economy.” The attainment of entrepreneurship credentials through art classes can provide rural Ohio with the tools it needs to build a vibrant local economy. With a renewed focus on creativity, problem-solving, and communication, we can unleash the entrepreneurial spirit of rural Ohio and create a brighter future for all.

Rural areas face unique challenges in fostering entrepreneurship, such as limited access to capital and a smaller talent pool. That's where art classes can come in. Art classes can teach skills that are essential to entrepreneurship, such as creativity, problem-solving, and communication. Moreover, art classes can provide a platform for budding entrepreneurs to showcase their products and services. Local art shows and exhibitions can serve as a launching pad for new businesses, and the feedback and support from the community can be invaluable.

Ohio is home to a rich tradition of arts and crafts, and rural Ohio is no exception. By combining this tradition with entrepreneurship education, we can create a new generation of rural entrepreneurs who can compete in the global economy. According to Tiffany, “The attainment of entrepreneurship credentials through art classes can provide rural Ohio with the tools it needs to build a vibrant local economy. With a renewed focus on creativity, problem-solving, and communication, we can unleash the entrepreneurial spirit of rural Ohio and create a brighter future for all.”

As we look toward the future, we can see that the demand for jobs in information technology (IT) is growing rapidly. With the world becoming increasingly digital, the need for skilled professionals in the field of IT has never been greater.

Susan Grassos, a Cincinnati Public School lead pathway instructor at Hughes High School joined the PAST Fellowship to embed the workforce credentials ComptiaA+, Comptia Security+ and Comptia Network+ into current coursework within the high school. According to Susan, workforce credentials in IT provide students with valuable skills that are highly sought after by employers. These credentials are a form of training that demonstrate a student's mastery of specific IT skills that are required by workforce partners to implement. By embedding these credentials into existing coursework within the high school students can set themselves apart from their peers from other districts and position themselves for success in the job market.

There are a number of reasons why high school students should consider obtaining workforce credentials in IT. First and foremost, these credentials can lead to higher paying jobs. According to a recent study by the Georgetown University Center on Education and the Workforce, workers with IT credentials earn an average of 29% more than those without credentials.

Secondly, workforce credentials in IT can provide students with a competitive edge in the job market. With so many people pursuing careers in IT, having a credential can help a student stand out from the crowd and demonstrate their expertise to potential employers.

Finally, obtaining a workforce credential in IT can provide students with a sense of accomplishment and confidence in their abilities. By obtaining a credential, high school students can demonstrate to themselves and others that they have the knowledge and skills necessary to succeed in the field of IT with fidelity to what the employer wants.

Through the Fellowship, Susan has found ways in which her instructors can pursue training and then implement programs that will prepare them to enter the workforce in IT. This may lead to students involve enrolling in courses at a community college, participating in a training program offered by an IT company, or starting a company on its own.

Cincinnati Public Schools believes that workforce credentials in IT can provide high school students with valuable skills, higher paying jobs, and a competitive edge in the job market. By pursuing these credentials, students can position themselves for success in the rapidly growing field of information technology.

As a 35 year educator, I believe that the implementation of credentials that are of importance to Ohio's emerging workforce gives us the potential to positively impact the future of our workforce in Ohio.

As we all know, the job market is constantly changing and becoming more competitive. It is essential for our students to be prepared and equipped with the necessary skills to succeed in their future careers. Workforce credentials are a valuable tool that can help high school students achieve this goal and the PAST STEM Educator Workforce Collaborative is one of the best ways to implement this strategic focus. With a more skilled and qualified workforce, we can attract more businesses and opportunities to our state, ultimately boosting our economy.

Furthermore, workforce credentials can also provide a pathway for students interested in pursuing job placement out of high school as well as a traditional four-year college degree. These credentials can lead to high-paying and in-demand jobs in fields such as healthcare, information technology, and manufacturing. It is important to note that the implementation of workforce credentials for high school students does not mean that college is no longer a viable option. On the contrary, these credentials can actually enhance a student's college application and give them a head start in their desired field of study.

As a community of Ohioans, we must continue to support and invest in these programs to ensure that our students are prepared for the future and that our workforce remains competitive. By doing so, we can create a brighter future for Ohio and its residents.

In conclusion, the implementation of workforce credentials for high school students is a crucial step in preparing our students for the future and creating a stronger workforce in Ohio. Let us work together to support and invest in programs like the PAST STEM Educator Workforce Collaborative, so that our students can succeed in their careers and our state can thrive.

Thank you.
Marcy Raymond