



Testimony of

Ohio Association for Career and Technical Education (Ohio ACTE)
Ohio Association of Career Technical Superintendents (OACTS)
Ohio Association of Agricultural Educators (OAAE)
Ohio Association of City Career Technical Schools (CCS)

To the

Ohio House of Representatives
Extended Subcommittee on Primary and Secondary Education

August 22, 2012 6:00 p.m.
Senator Oliver R. Ocasek Government Building
Akron, Ohio

Introduction: We are pleased to present on behalf of Ohio’s Career and Technical Education (“CTE”) community. We are testifying jointly on behalf of four groups including the Ohio Association for Career Technical Education, which represents 2,100 career-technical educators, including those testifying today. I am Joyce Malainy, Superintendent of Career and Technology Education Centers (Licking County). I also represent the Ohio Association of Career Technical Superintendents, which is comprised of the superintendents of Ohio’s 49 career centers. Also represented in today’s hearing by Scott Sharpe is the Ohio Association of Agricultural Educators. Dan Murphy is representing the Ohio Association of City Career Technical Schools, an affiliation of forty-two Compacts and Comprehensive Schools in Ohio and Joe Dannemiller is the President of Ohio ACTE.

Background: Ohio is well-served by a robust, statewide career technical education system, one of the best in the nation. Part of Ohio’s public K-12 system, career technical programs educate high school students to prepare them for a career and for college. Ninety-eight percent (98%) of CTE students graduate and fifty-eight percent (58%) go on to postsecondary or advanced training. In addition to the diploma, many CTE students also receive college credit for their work as well as an industry-recognized credential or license with tremendous value in the workplace.

Historically known as “vocational education,” CTE is on the front lines training students for the jobs that exist in the marketplace today and preparing them to serve the growth industries of tomorrow. Specializing in practical instruction with a rigorous academic component, in many ways CTE is the “original STEM school.” Working with area employers to identify labor needs, CTE programming ranges from agriculture to

health science and health informatics; from manufacturing to information technology; from transportation and logistics to aerospace and aviation. Attached to our testimony are two pieces that provide more background on CTE and the integral role we play in ensuring Ohio business and industry has access to a skilled workforce.

Through innovative models of collaboration and shared services, some of which you heard about at the field hearing in Warren County, CTE is available to every interested high school student in the state. In addition, many of our schools educate, train, and retrain adult students. We are now serving approximately 126,000 high school students and 89,000 adults statewide. By serving both populations, and keeping the doors open day and night, CTE delivers an excellent return on the state's investment. This ROI is greatly enhanced by our connection to local employers, the availability of college credit and industry credentials, and because many of our facilities are open day and night and all year long, training high school students and adults.

Weighted Funding: This evening's topic of "weighted funding" is critically important to the CTE delivery model. Ohio policymakers have long recognized that the industry-specific equipment and materials required for CTE is more expensive than the textbooks and other basic supplies required in traditional classrooms. Hands-on instruction in heavy manufacturing, robotics, and aviation maintenance (to name a few) comes with a cost. And as Ohio companies continue to adopt new technologies to remain globally competitive, CTE's costs can escalate as we ensure our students are not being trained to operate tools that are outdated or obsolete.

Ohio has addressed the increased incremental costs of CTE through weighted funding. From FY 2000 through FY2009, CTE funding was based on a weighted student full-time equivalency (FTE) representing the portion of school time each student spent in approved CTE programming. The most recent weights were .57 for Workforce Development programs and .28 for Family and Consumer Sciences and Career Based Intervention programs. School districts received per-pupil funding in addition to the weighted funding for students enrolled in CTE programs. For FY2010-2011, CTE programs received a small inflationary increase of .75 percent over the prior year funding. For FY2012-2013, CTE programs received the same level of career-technical education funding as was provided to them in FY11.

Without this weighted funding, or some funding stream to recognize the additional costs associated with CTE, career technical education in Ohio would not be able to fulfill its mission and contribute positively to Ohio's economy by providing a skilled workforce to meet the needs of business and industry.

Innovating New Programming: We have emphasized that weighted funding is essential to preservation of CTE. Weighted funding as it stands today is keeping us afloat and allowing us to maintain existing programming. Of course, we are constantly prioritizing and re-prioritizing our offerings based on the needs of business and interest from students. However, the State might also consider some sort of funding stream for innovative new CTE programs to rapidly respond to market demands. In today's school

funding model, weighted funding allows CTE to maintain the *status quo*. There is a lack of funding for expansion of programs, as many students are turned away from classes at capacity. There is also no funding for responding to critical workforce shortages facing certain Ohio industries.

For example, the shale gas industry is taking Eastern Ohio by storm and presents unprecedented opportunities for students in the region. CTE is adapting its programming accordingly, but when already operating at full capacity and with no additional resources available, the ability to innovate is limited. We would welcome the opportunity to work with you to develop a mechanism to identify and fund new CTE initiatives that will help train our students for careers in emerging industries.

Conclusion: As this committee considers revisions to the school funding formula, we urge you to maintain CTE's ability to provide business and industry with a highly skilled workforce in Ohio and to ensure we have the resources we need to meet your high expectations, and those of the students, parents, employers, and communities we serve.

Thank you and we would be glad to take your questions.