



Chairman Cupp, Ranking Member Sykes, and members of the Joint Education Oversight Committee,

My name is Amy Schakat, and I am the Director of Career-Technical Education with South-Western City Schools, the current President of The Comprehensive and City Schools Career Technical Association, and a member of both Ohio ACTE and OACTS. I am respectfully submitting comments on behalf of the career and technical education (CTE) community in the state of Ohio. I appreciate the opportunity to provide insight into ESSA and specifically how it impacts Career -Technical education in the state.

ESSA requires states to implement a single, summative rating for schools and districts. We support the state's proposal to use the overall A-F Report Card grade to meet the school and district summative rating. However, in order to more accurately reflect the extent to which our career centers and comprehensive schools prepare students for future options in the workplace and in post-secondary programs, our associations recently proposed to expand the Prepared for Success component of CTPD report cards by implementing several key changes. We believe that the report card should reflect **all college credits earned through CTE and not just CCP**. CTE has historically provided the opportunity for high school students to earn college credit through articulation agreements and Career-Technical Assurance Guidelines approved by the Ohio Articulation and Transfer Network. All career-technical centers have these agreements throughout the state and they transfer to any state institution of higher education. We look forward to the development of the state's ESSA report card proposal and will continue to share our input regarding the appropriate framework for the CTPD report card.

As part of ESSA, Ohio must reexamine its testing requirements. We generally support the state's ESSA proposal regarding Ohio's future academic standards, but as noted in the draft plan, the state should strategically reduce testing obligations where it makes sense to do so. Our associations support necessary ESSA modifications to the state testing system so long as additional testing requirements are not established. The amount of testing requirements limit the number of hours that our students can participate on internship and work based learning opportunities. Career-Technical students take an average of four additional assessments than other high school students.

The draft plan proposes to expand student access to CTE, beginning in 7th grade. Rather than focus on expansion, the state should look to strengthen existing CTE programs in Ohio, recognizing that the CTE community already faces significant policy challenges ahead. Our associations routinely work with ODE and the state legislature on numerous issues to ensure the existence of meaningful CTE programs that prepare students to enter the workforce or explore post-secondary educational opportunities. The state should address these issues prior to considering an expansion.

The draft plan proposes to build an online tool that will be used to create customized standards documents that integrate academic and technical content from CTE courses or

industry-recognized credentials. We support the use of an online tool/database to assist with aligning CTE standards to Ohio's Learning Standards. However, the state should still require collaboration between stakeholders and should continue to seek input from our associations as it works to develop and align Ohio's academic standards.

CTE can also be an effective strategy in dropout prevention initiatives. High quality CTE programs can help more students persist in and complete high school, preparing them for the post-secondary education and workforce training that will be critical to future economic successes. Therefore, the state should include CTE in its overall dropout prevention strategy. CTE has a strong history of engaging students to not only complete high school but to excel in their career field after high school.

Additional Clarifications: We seek clarification regarding two aspects of Ohio's draft state plan.

- a. Absenteeism / Student Discipline: The draft plan proposes to measure student engagement by considering "chronic absenteeism" and "student discipline" incidents. We seek clarification on the definitions of "chronic absenteeism" and "student discipline" incidents. We would like to better understand which actions qualify under these definitions.
- b. "Re-Take" Indicator: The draft plan proposes to add a separate "Re-Take" indicator for high school level end-of-course examinations and include only first-time test takers in the existing end-of-course indicators.² We seek additional clarification and detail regarding this proposal and the reasons for making the change.

Our Associations have a robust understanding of CTE in Ohio and are deeply interested in strengthening CTE for all students statewide. We would like to share our input as much as possible during ESSA deliberations and hope to remain a key resource for the state as it continues to refine its state plan. Thank you.
