



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	<u>Career and Technical Education Course Equivalency Frameworks</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The Board will review the Career and Technical Education (CTE) course equivalency list and frameworks and consider approving statewide course equivalencies. Key questions include:</p> <ul style="list-style-type: none"> • Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards? • Have the proposed CTE course equivalencies undergone appropriate review to confirm a sufficient commitment and fidelity to math, science and CTE standards to meet graduation requirements? • From the perspective of non-content-experts, do the CTE standards and the core content standards appear to mesh well into a single course? • Is the course likely to help students meet both academic and career goals? <p>The frameworks are available in the online meeting packet at: http://www.sbe.wa.gov/materials.php#_VyGRGDbn9D8</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>E2SSB 6552, passed in 2014, increased the responsibility of districts to provide students access to CTE course equivalency credit. In addition, the bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list. In May 2015 the Board approved 21 statewide CTE equivalency frameworks.</p> <p>At the May 2016 Board meeting a panel including Gil Mendoza, Deputy Superintendent, OSPI; Ken Emmil, Assistant Superintendent of Career and College Readiness; and, Dennis Wallace, Skilled and Technical Sciences Supervisor, OSPI, will present on the process of developing course equivalencies. Members will have the opportunity to ask questions about the frameworks, their development, and how they have been reviewed and evaluated by content specialists.</p> <p>The Board will consider approval of the course equivalency list and course frameworks at the May 2015 Board meeting.</p>	



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CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCY FRAMEWORKS

Policy Considerations

E2SSB 6552, enacted in 2014, increased the responsibility of districts to provide students access to Career and Technical Education (CTE) course equivalency credit. Course equivalencies are CTE courses identified as meeting academic core subject graduation requirements. The bill directed the Office of the Superintendent of Public Instruction to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements. E2SSB 6552 further directed that “The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval.”

In May 2015, the SBE approved 21 CTE course equivalency frameworks. Frameworks considered for approved by the Board this year would be the second group of statewide CTE course equivalency frameworks.

At the May 11-12, 2016 Board meeting, the Board will:

- Receive an update on the development of new CTE course equivalency frameworks.
- Hear from representatives from the Office of the Superintendent of Public Instruction and content specialists involved in developing and reviewing the frameworks.
- Consider approving new CTE course equivalency frameworks.

The language in the bill authorizing the SBE to approve course equivalencies does not provide any criteria or basis for approval, however, one stated purpose for the Board’s involvement is to provide an opportunity for public comment. By providing time on the agenda at the Board’s public meeting for discussing the equivalencies and through the public comment time scheduled during the meeting, the Board is meeting the legislative directive to provide an opportunity for public comment. Notice of the opportunity for public comment on the course equivalencies will be sent to SBE distribution lists, which includes superintendents, school board members, education professional associations, and others.

Without any stipulated basis in law for approval of course equivalencies, what criteria for approval should the Board apply? The staff recommendation is that the review should focus on broad questions:

- From the perspective of non-content experts, do the CTE standards and the core content standards appear to mesh well into a single course?
- Is the course likely to help students meet both academic and career goals?
- Is the course framework logically presented and understandable for an educator, student, parent or member of the public?

In addition, staff recommends that the Board examine the process that was used to develop and review the frameworks. OSPI staff will present on the process at the meeting. Key questions about the process include:

- Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards?

- Have the proposed CTE course equivalencies undergone appropriate review by both core and CTE content experts to assure a sufficient commitment and fidelity to math, science and CTE standards to meet graduation requirements?

The frameworks are available in the online meeting packet at: <http://www.sbe.wa.gov/materials.php#.VyGRGDbn9D8>

Background

CTE equivalency credits, CTE courses that meet core subject graduation requirements, have been recognized and encouraged by the Legislature since 2006 (SHB 2973, Chapter 113, Laws of 2006). RCW 28A.230.097 requires that each “high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers.”

An SBE legislative priority for 2014 was to expand CTE math and science course equivalencies, so the Board strongly supported the actions of the Legislature to expand math and science course equivalencies through E2SSB 6552. The bill increased the opportunities for students to access course equivalencies by mandating that in addition to any locally established course equivalencies, each district offer at least one math or science equivalency from the approved list of statewide equivalencies. A waiver from the requirement to offer at least one of the courses from the approved list of statewide equivalencies is available to districts with fewer than 2,000 students. The SBE adopted rules on this waiver in July 2014. As of April 2016 no district had applied for such a waiver.

The language in law authorizes the Board to approve equivalencies in math and science. Along with new equivalencies for math and science, OSPI, in collaboration with the Boeing Company, developed a manufacturing framework for English Language Arts. This framework is included in the online packet, but the Board will not be considering it for approval.

CTE programs and courses are characterized by:

- Alignment with proven workforce needs.
- Alignment with industry standards.
- Advisory committees of industry representatives.
- Teachers with substantial work experience in their teaching assignment.
- A curriculum framework: a document that describes the state core content standards, industry standards, and leadership and employability skills associated with the course. Frameworks are reviewed annually by program advisory committees and by OSPI program supervisors.

Resources and Past Work of the Board

High School Graduation and Career-Technical Education Program Completion: A Status Report to the State Board of education, January 2008.

(<http://www.sbe.wa.gov/documents/2013.04.25%2011%20Career%20and%20Technical%20Education%20Study.pdf>.)

Report to the Legislature: Statewide Strategic Plan for Secondary Career and Technical Education. December 2012.

(<http://www.k12.wa.us/LegisGov/2012documents/StrategicePlanforCTE2012.pdf>)

Equivalency Credit Toolkit 3.3. September, 2013.

(<http://www.k12.wa.us/CareerTechEd/Forms/EquivalencyCreditToolkit.PDF>)

Memo on CTE Equivalency Credit—A Practitioner’s Perspective, prepared for the May 2013 board meeting.

(<http://www.sbe.wa.gov/documents/2013.05.01%20CTE%20Course%20Equivalency.pdf>.)

Memo on CTE Course Equivalency, prepared for the July 2014 board meeting.

(<http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/07CTEEquivalency.pdf>)

Memo on CTE Course Equivalencies, prepared for the March 2015 board meeting.

(<http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CTE Course Equivalencies.pdf>)

Memo on CTE Course Equivalencies, prepared for the May 2015 board meeting, when the Board approved the first 21 statewide CTE course equivalencies.

(http://www.sbe.wa.gov/documents/BoardMeetings/2015/May/04CTE_CoursesMay2015.pdf)

Information on CorePlus: <http://core-plus.org/contact/>

Action

The Board will consider approval of CTE course equivalencies, including manufacturing frameworks for math and science developed in collaboration with the Boeing Company, called CorePlus Frameworks. Some Board member had the opportunity to tour a Boeing facility and discuss the frameworks with Boeing personnel prior to the March 2016 Board meeting.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.