CTE Course Equivalencies

WEDNESDAY, MAY 11

Background/Purpose

➢ During the 2014 legislative session E2SSB amended RCW 28A.700.070, RCW 28A.230.097, and RCW 28A.230.010, which required the development of statewide course equivalencies in Mathematics and Science to enable districts to increase options for student choice in meeting graduation requirements.

➢ This list of courses was developed and approved prior to the 15-16 school year, with OSPI given the authority to propose further equivalencies to expand the list in the future.

➢ Approval and implementation of state level frameworks aligns specifically with the State Board of Education's first goal; Develop and support policies to close the achievement and opportunity gaps, as well as the third goal; Ensure that **every** student has the opportunity to meet career and college ready standards. *Flexible Crediting.*

➢ As part of the mission is to advocate for student success, equivalency opportunities ensure student choice and equal access to opportunities for students to meet graduation requirements.
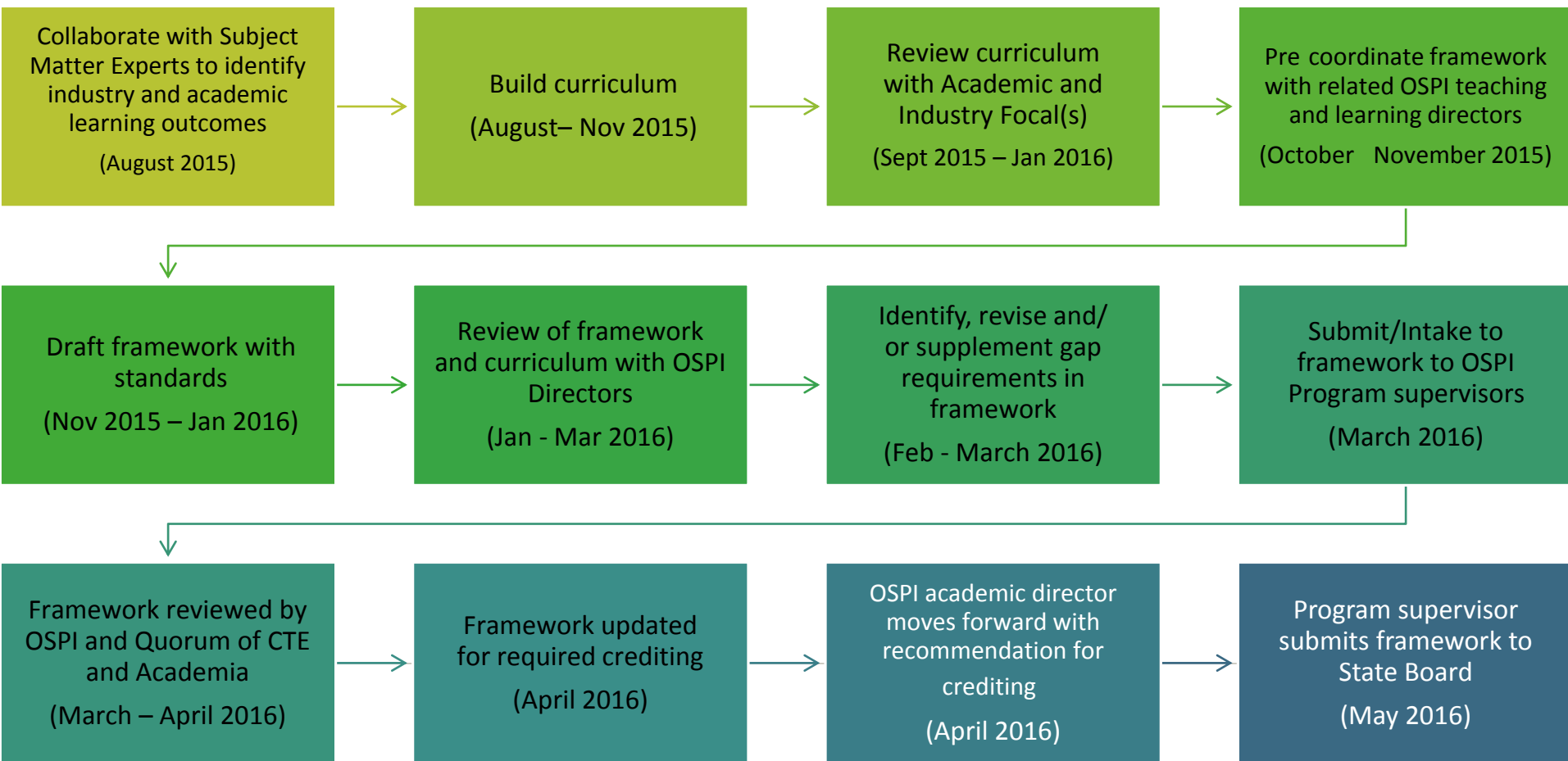
Career and Technical Education Frameworks

➤All frameworks for Career and Technical Education are required to have academic and industry standard alignment for approval, whether they receive in-district equivalency or not. Legislation specifically states to receive approval, school districts must demonstrate how CTE programs will ensure academic rigor.

➤Local school districts can grant in-district course equivalency for art, English, health, math, PE, science, and social studies.

➤Upon submitting frameworks to OSPI for course approvals, districts must assure that the course aligns with current state and/or nationally recognized industry standards, and must retain documentation demonstrating application and contextualization within course content of all state academic learning standards- including skills needed to meet state assessments.

➤Owning the intentional instruction and assessment of academic and industry standards in CTE courses is not a new requirement.

➤State Board approved frameworks are focused more intentionally on the specific academic alignment (science equivalencies will not necessarily have mathematics standard alignment, even though there is likely to be instruction and assessment of mathematics within the course)

➤State Board approved frameworks will allow for OSPI to collect student achievement data to determine the effectiveness of CTE equivalencies

Process

➢ The 2015 process to meet the technical workgroups was facilitated by EPIC. OSPI Program Supervisors provided the sample frameworks that teacher workgroups reviewed in Phase 1; CTE and academic teaches and content specialists, and OSPI personnel worked to finalize draft frameworks in Phase 2 in a facilitated session by EPIC. All frameworks were than reviewed with final amendments being made by OSPI staff (CTE and Teaching and Learning) prior to going forward for SBE approval.

➢ The 2016 process has maintained the involvement of OSPI Program Supervisors and Teaching and Learning staff, as well as CTE and academic teachers and ESD content specialists to create the proposed frameworks.

➢ The required components of the 2016 submissions are consistent with 2015 adopted frameworks.

➢ 2016 proposed frameworks were identified in a similar fashion as the 2015 with priority given to:
   a. Program area and pathway diversity to ensure school district staffing is not a limitation – HS/Skills Center diversity
   b. CIP code counts dictate need
   c. Existing success in local science/math equivalencies
   d. District or industry stakeholder request and feedback

Collaborate with Subject Matter Experts to identify industry and academic learning outcomes

(August 2015)

→

Build curriculum

(August– Nov 2015)

→

Review curriculum with Academic and Industry Focal(s)

(Sept 2015 – Jan 2016)

→

Pre coordinate framework with related OSPI teaching and learning directors

(October   November 2015)

Draft framework with standards

(Nov 2015 – Jan 2016)

→

Review of framework and curriculum with OSPI Directors

(Jan - Mar 2016)

→

Identify, revise and/ or supplement gap requirements in framework

(Feb - March 2016)

→

Submit/Intake to framework to OSPI Program supervisors

(March 2016)

Framework reviewed by OSPI and Quorum of CTE and Academia

(March – April 2016)

→

Framework updated for required crediting

(April 2016)

→

OSPI academic director moves forward with recommendation for crediting

(April 2016)

→

Program supervisor submits framework to State Board

(May 2016)

Courses For Consideration - May 2016

CIP Code	Course	Credit Type
010000	Introduction to Agriculture, Food, and Nat. Resources (180 hrs)	1 credit of laboratory science
010308	Agroecology and Sustainability (180 hrs)	1 credit of life science or laboratory science
011001	Food Science and Safety (180 hrs)	1 credit of laboratory science
030104	Advanced Placement Environmental Science * (180 hrs) **	1 credit of laboratory science
030104	Environmental Science * (180 hrs)	1 credit of life science or 1 credit of laboratory science
261201	Agricultural Biotechnology (180 hrs)	1 credit of life science or 1 credit of laboratory science
120503	Culinary Arts and Food Science (1080 hrs at Skills Center)	1 credit of laboratory science
120505	Food Production and Services (180 hrs)	1 credit of laboratory science
150613	Manufacturing Technician (540 hours at Skills Center)	1 credit of science and 1 credit of math
150613	Manufacturing Technician (360 at HS)	1 credit of science
150613	Manufacturing Technician (360 at HS)	1 credit of math

*meets 2015 legislative mandate in section 21 of 6052
**meets RCW 28A.700.070 (2)

What's Next

Turn focus to RCW 28A.700.070: 1b, 1c, and 2

1. OSPI shall support school district efforts under RCW 28A.230.097 to adopt course equivalencies for career and technical courses by:

b) Publicizing best practices for high school and school districts in developing and adopting course equivalencies;

c) In consultation with WA-ACTE, providing professional development, technical assistance, and guidance for school districts seeking to expand their list of equivalent courses

2. OSPI shall provide professional development, technical assistances, and guidance for school districts to develop career and technical course equivalencies that also qualify as advanced placement courses

Professional Development

➢Family and Consumer Science Training (May Vancouver and additional throughout the year)

➢Agricultural Educators State Equivalency Lesson Building: to be completed prior to June 30, 2016

➢Washington Association of Agricultural Educators Summer Conference: June 26-30

➢Materials Science Summer Camp: Aug 1-5

➢WA-Association of Career and Technical Education Summer Conference: Aug 7-10

➢CorePlus Expo: TBD October 2016

➢ Some frameworks are built from a specified curriculum which may include additional professional development requirements

➢Various fall/spring PD based upon funding and time availability

➢CTE and subject matter experts from ESD's, and formal and informal educator partners have been and will be invited to partner for developing and implementing professional development opportunities for school districts.

➢Funding is required for adequate awareness and implementation of the state level frameworks

OSPI Contacts – Questions?

Name	Area	E-mail
Gil Mendoza	Deputy Superintendent	gil.mendoza@k12.wa.us
Ken Emmil	Asst. Supt. Of College and Career Readiness	ken.emmil@k12.wa.us
Kathe Taylor	Asst. Supt. of Teaching and Learning	kathe.taylor@k12.wa.us
George Aszklar	CTE Director	george.aszklar@k12.wa.us
Ellen Ebert	Science Director	ellen.ebert@k12.wa.us
Anne Gallagher	Mathematics Director	anne.gallagher@k12.wa.us
Dennis Wallace	Skilled and Technical Sciences	dennis.wallace@k12.wa.us
Rebecca Wallace	Agriculture	rebecca.wallace@k12.wa.us
Mary Nagel	Family and Consumer Sciences	mary.nagel@k12.wa.us

Academic Alignment Mathematics

The Washington State K-12 Mathematics Learning Standards are the Common Core Math Standards

The math standards can be found http://k12.wa.us/Mathematics/Standards.aspx

Math alignment has been completed at the cluster level

If a course has been passed as a statewide science equivalent, mathematics standards will not be present in the document

Academic Alignment Science

The 2013 Washington State Science Standards ARE the Next Generation Science Standards

The standards and background information can be found at www.nextgenscience.org/

The science standards are aligned at the performance expectation level "HS.LS1-1" which reflects an integration of the three domains (Science and Engineering Practices-SEP, Disciplinary Core Idea-DCI, Crosscutting Concept-CCC) – This level is the alignment expectation for summative assessments

Additional SEP's, CCC's, and DCI's may be aligned to formative assessments but must be integrated

CTE Industry Standards

Each program area has unique Industry Standards. Information for specific Industry Standards can be found on the Framework Resource Companion in the standards and competencies section. The Framework Resource Companion is located on the OSPI-CTE website:

http://www.k12.wa.us/CareerTechEd/A-Z.aspx

Academic Alignment
English Language Arts

The K-12 English and Language Arts Learning Standards are the Common Core State Standards.

The standards and background information can be found at http://www.k12.wa.us/ELA/Standards.aspx

While these frameworks are not pursuing academic alignment in this area, the state level frameworks do have integration where appropriate.