



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Career and Technical Education Course Equivalencies	
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 consider approval of Career and Technical College (CTE) course equivalencies. Key questions could include:</p> <ul style="list-style-type: none"> • Is there a face-value logic to the equivalencies? • Is the structure and format of the frameworks clear and understandable? • 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? 	
Possible Board Action:	<input 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>At the March 11-12, 2015 the Board heard about the process of developing course equivalencies.</p> <p>At the May 2015 meeting the Board will hear again from Assistant Superintendent Lopp, Ms. Klattenhoff, and Dr. Chadwick presenting the list of CTE equivalencies and their frameworks. Dr. Doug Kernutt has looked at the frameworks on behalf of the Board, and some of his observations of the frameworks from the perspective of a knowledgeable educator, but not a content expert, will be presented. In this memo, Dr. Kernutt has compiled some initial district concerns for implementing these equivalencies.</p> <p>The frameworks are posted on the State Board of Education website at: http://www.sbe.wa.gov/materials.php#.VUFVUzbn9D8</p>	



CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCIES

Policy Considerations

E2SSB 6552, enacted in 2014, directed the Office of the Superintendent of Public Instruction (OSPI) to develop Career and Technical Education course frameworks equivalent to core math and science subject graduation requirements. The bill requires that:

The office [OSPI] 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.

At the May, 2015 Board meeting, the Board will:

- Consider approval of the CTE course equivalencies list and frameworks developed by OSPI.
- Provide an opportunity for public comment through the public comment portion of the Board meeting.

Key questions include:

- Is there a face-value logic to the equivalencies?
- Are the structure and format of the frameworks clear and understandable?
- 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?

The frameworks are included in the State Board of Education (SBE) online packet only, posted on the SBE website at: <http://www.sbe.wa.gov/materials.php#.VUFVUzbn9D8>.

Background

At the March 2015 Board meeting, the Board heard a presentation on the development of the course equivalency frameworks. Below is a link to OSPI's presentation and the staff memo that gives an overview of the requirements and timeline for course equivalency development and approval.

OSPI presentation an Update on Career and Technical Education Course Equivalencies, a presentation on the equivalency development process.

http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CourseEquivalencies_WA.pdf

Memo on CTE Course Equivalency, prepared for the March 2015 Board Meeting.

<http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CTECourseEquivalencies.pdf>

CTE Course Equivalency Implementation

Initial communications with districts concerning implementation of CTE Course Equivalencies resulted in the following observations and concerns:

1. Local districts will save time, energy, and associated cost by not having to run their own equivalency process.
2. CTE funding enhancements will provide an additional incentive to provide the equivalency courses.
3. School size will have an impact on the ease of implementation, number of courses offered, etc.
4. Highly qualified teacher regulations will need to be explained. Also, state teacher endorsement rules will also need to be examined for possible impact.
5. Teacher background, training, and abilities will be key factors in assuring the rigor of courses.
6. The courses should provide students with the same ability for success on the Smarter Balanced assessment (and other assessments) as non-equivalency courses. This should be examined over time via research.
7. Training will need to be provided for district level administrators, high school principals, counseling staff, and potential instructors on how to support these equivalencies. This is a critical aspect to the early success of the model.
8. Implementation in the 2015-2016 school year will need to be explored given the short timelines involved. A rollout over several years should be expected.
9. Using CTE courses to provide an avenue for students to learn core content may end up having a major, positive impact on student learning. However, care needs to be taken to assure that the core strengths of CTE are maintained in the process.

Action

The SBE will consider approval of the CTE course equivalency frameworks.

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