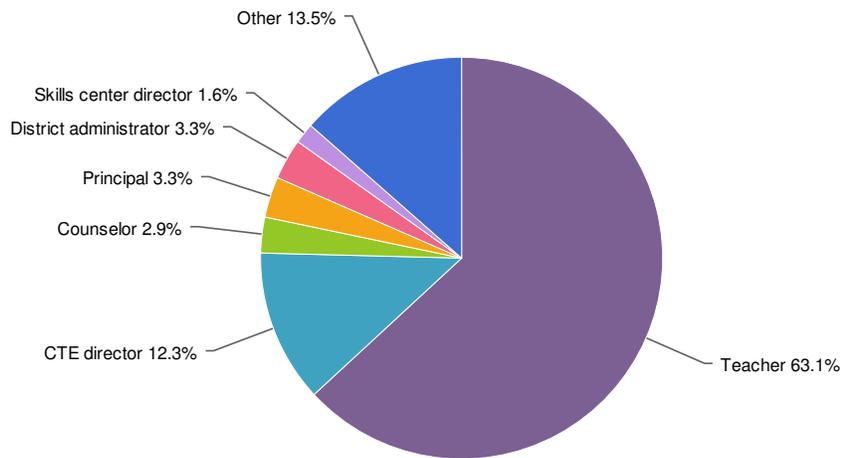


# CTE Course Equivalency survey

## 1. What is your position?

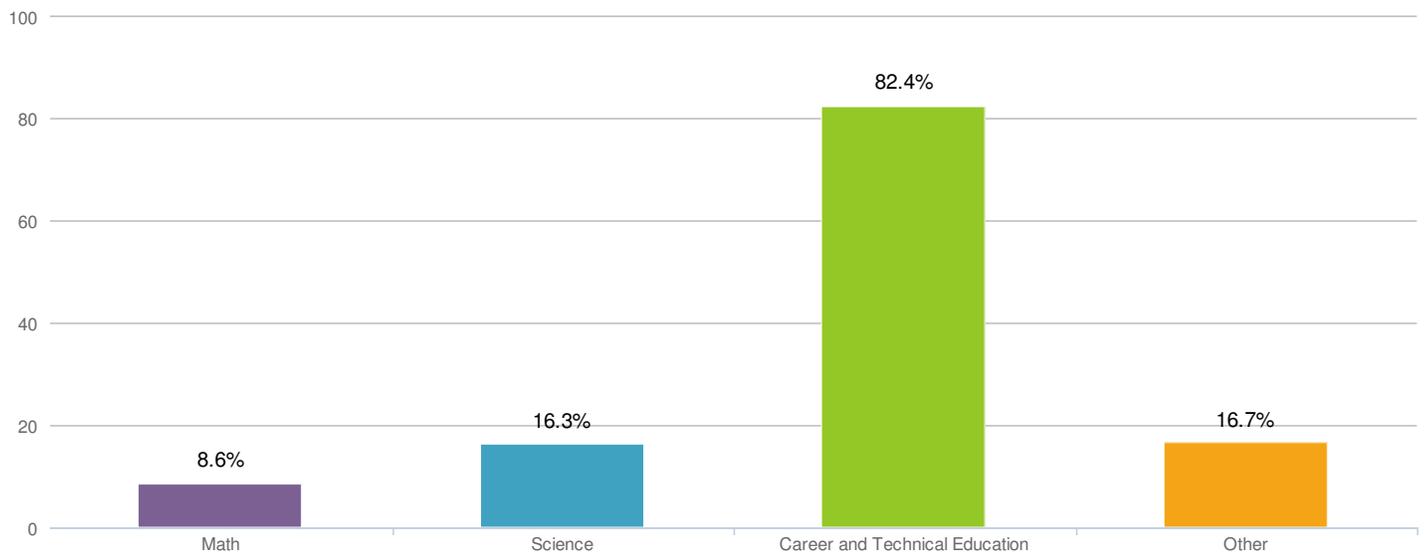


				<b>Statistics</b>	
Teacher	63.1%	<div style="width: 63.1%; height: 15px; background-color: #6a3d9a;"></div>	154	Total Responses	244
CTE director	12.3%	<div style="width: 12.3%; height: 15px; background-color: #00a0c9;"></div>	30		
Counselor	2.9%	<div style="width: 2.9%; height: 15px; background-color: #90d040;"></div>	7		
Principal	3.3%	<div style="width: 3.3%; height: 15px; background-color: #e69d00;"></div>	8		
District administrator	3.3%	<div style="width: 3.3%; height: 15px; background-color: #e91e63;"></div>	8		
Skills center director	1.6%	<div style="width: 1.6%; height: 15px; background-color: #9c27b0;"></div>	4		
Other	13.5%	<div style="width: 13.5%; height: 15px; background-color: #2196f3;"></div>	33		
Total			244		

<b>Responses "Other"</b>	<b>Count</b>
Left Blank	213
Academic Dean	1
Board Director	1
Business Owner	1
CCR Coordinator	1
CTE Advisor/Parent	1
CTE community advisor	1
Career Center Specialist	1

<b>Responses "Other"</b>	<b>Count</b>
Career Counselor	1
Center of Excellence	1
CoE director for ICT	1
Dean	1
Educational consultant STEM	1
Nurse Aide Training Program Director	1
RN Instructor/Director	1
STEM Education Consultant	1
School Board Director	2
School Board of Directors	1
School Director	1
School board member/voc adv chair	1
School director	1
Skill Center Dean	1
Spokane Valley CTE Health Sciences Committee Chair	1
Teacher and CTE director	1
Transition Specialist	1
board director	1
board member	2
sch bd member	1
school board member	1
skills center teacher	1

## 2. Do you have a subject area specialty?



				<b>Statistics</b>	
Math	8.6%		20	Total Responses	233
Science	16.3%		38	Max	30.0
Career and Technical Education	82.4%		192		
Other	16.7%		39		
			<b>Total</b>		<b>233</b>

<b>Responses "Other"</b>	<b>Count</b>
Left Blank	207
30+ master technician	1
Agriculture	1
Art	1
Business	2
Business/Industry for Health Sciences	1
CTC IT Programs	1
CTE Auto Collision repair	1
Career soft skills, scholarship and financial aid assistance.	1
Counseling	1
Educational Technology	1
Elementary/secondary	1
English Language Arts	1
English and History	1

<b>Responses "Other"</b>	<b>Count</b>
English, history, CWP	1
FACS	1
FACSE	1
FACSE/English	1
Family & Consumer Science	1
Health	1
Horticulture/Natural Resources	1
Industrial Education	1
Industry	1
Insurance	1
Medicine	1
Natural Resources	1
School Board	1
Special Education	2
Special Education and Social Studies	1
Theatre Arts	1
agriculture	1
all subject areas	1
counselor	1
dds, healthcare	1
nursing	2

### 3. Which courses?

Count	Response
1	AG
1	AP Computer Science, Cisco Networking, Web Design
1	AP Econ, Game Design, APCS, Microsoft Academy
1	AP Psychology, General Psychology, Child Psychology, Nutrition and Foods, Ethnic Foods
1	Accounting 1 and 2
1	Accounting, Computer Science
1	Aerospace Manufacturing/Engineering
1	Aerospace and Maritime
1	Ag Biology, vet science
1	Ag Sci, Natural Resources, Plant Science
1	Agricultural Biology, Animal Science, Horticulture, Floral Design
1	Agricultural Education
4	Agriculture
1	Agriculture Education
1	Alg. - Calculus
1	Algebra 1, Geometry, Algebra 2
1	Algebra I, II, Geometry, Financial Algebra
1	All
1	All CTE approved courses
1	All CTE-related Courses
1	All science, natural resources, and all math.
1	Animal Science
1	Applied Algebra, Principles of Technology, Small Engines, Automotive Technology
1	Applied Math, Financial Algebra, Business Communications, Web Design, Journalism, Technology
1	Applied Math, Principles of Technology, Welding, Alternative Energy
1	Applied Math, Statistics, and Financial Algebra
1	Applied Mathematics, Introduction to Engineering Design, and Principles of Engineering
1	Automotive Technology
1	Basic through AP Calculus
1	Biology and PBS

Count	Response
1	Biology, Chemistry, Biomed
1	Biology, Chemistry, Biotechnology
1	Biology, Horticulture, Plant Biology, Natural Resources
1	Biomedical Sciences
1	Biotechnology
1	Broadcasting and Journalism
1	Business Law
1	Bus Ed
1	Business
1	Business & Marketing
1	Business & Marketing/Computer Applications and Design
1	Business - Accounting, Computer Apps, etc.
1	Business Communications; Economic; Personal Finnce; Graphic Arts; Publishing; Careers
1	Business Education
1	Business and Computers
1	Business and Marketing Education
1	Business and Technology Education
1	Business, Marketing, Finance
1	CASE ASP AFNR NRE(next year) Agriculture Mechanics
1	CS
1	Career and College Readiness curriculum for entire high school
1	Careers and Biology
1	Chemistry/Physics/Math
1	Child psychology, Family Health
1	Communication Technologies
1	Composites, wood shop, metal shop/welding
1	Computer Applications, Digttools, Web Design, Introduction to Business, Yearbook,
1	Computer Applications, Natural Resources, Game Design, Carpentry
1	Computer Assisted Drafting, Fianancial Literacy Algebra (Financial Math)
2	Computer Science
1	Computer Science, Graphic Design, Computer Applications

Count	Response
1	Computers, Servers, and Networking at a Skills Center
1	Consumer & Family Resources
1	Consumer Economics, Family and Consumer Sciences
1	Consumer and Family Resources; Food Science
1	Criminal Justice
1	Culinary Arts 120503
1	Dental Assistant
1	Diesel power technology
1	Digital Design/Video Production
1	Digital Media Arts, TV, photography, videography
1	Engineering
1	Engineering and physics
1	Engineering drafting, manufacturing, woodshop
1	Engineering, Const, Arch
1	Engineering, Robotics, Physics, and Aerospace Manufacturing
1	Enviro science, floral, landscape design, animal science, biotechnology
1	Environmental Science (Natural Resources)
1	FACS
3	FACSE
1	FACSE; Food & Nutrition, Child Development, Health, Exploring FACS
1	Family & Consumer Science & STEM
1	Family & Consumer Sciences
1	Family Health
1	Family Health/Design in Fashion & Interiors/Independent Living
2	Family and Consumer Sciences
1	Family and Consumer Sciences Education - ProStart, Child Development, and Independent Living
1	Financial Algebra
1	Financial Algebra, IT Academy, Digital Tools
1	Financial Algebra, Principles of Engineering, AP Econ
1	Financial Literacy, busines managment, marketing, JAG
3	Financial Math

Count	Response
1	Food Production, Family Health
1	Foods & Nutrition, Child Development, Health, Teaching Academy
1	Foods and Nutrition, Chef School 1 & 2, Child Development, Child Psychology
1	Forensics, biotech, biology
1	Game Design, Web Design, Business Law, AP Comp Scie.
1	General Biology/Natural Resources/AP Environ Sci
1	Graphic Art and Digicom
1	Graphic Communications, Photography, Videography
1	Health Careers
1	Health Sciences Medical Assisting
1	Horticulture
1	Horticulture/Natural Resources
1	IED, POE
1	IT Academy, Financial Algebra, Digital Tools
1	IT, Business
1	Intro to Computer Science; AP Computer Science; CS Projects
1	Marine Science and Natural Resources
2	Marketing
1	Marketing & Comm. Technologies
1	Marketing Education
1	Marketing and Business Ed courses
1	Marketing, Store Operations, Accounting, Economics
1	Material Science
1	Materials Science, Engineering, Architecture, Computer Science
1	Math, Ag science, economic, management
1	Media Arts (animation, video, photography, imaging)
1	Media Literacy
1	Medical Science
1	Microsoft Academy, Independent Living, Intro to Culinary Arts, Business Math, IT Academy
1	NAC program
1	Natural Resources, Natural Resources - Advanced

Count	Response
2	Nursing Assistant
1	Nursing/Nurse Aid
1	Nutrition, Personal Finance, Wellness
1	Photography
1	Physics, Biology, General Science, Geometry, CS
1	Plant Biology, Biology, APES
4	Plant Science
1	Plant science, animal science, biology, Intro to Ag
1	Plant sciences
1	Pre-Engineering
1	Pre-Veterinary Technician
1	Precision Metals
1	Principles of Biomedical Sciences and Human Body Systems
1	Principles of biomedical science, medical interventions, biomedical innovation
1	Pro Start
1	Programming; Game Design
1	Residential Carpentry
2	STEM
1	Sports Medicine & Medical Careers
1	Sports Medicine, Intro to Medical Careers
1	Tech Ed
1	Technology
1	Technology Ed.
1	Technology Education, Desktop Publishing, Digital Photo
1	Veterinary Science, Agriculture Mechanics, and Natural Resource Science
1	Video Game Design/Computer Science
1	Video Game Programming, AP Computer Science, Algebra
1	Visual Communications, Do Media, Do IT
1	Welding & CAD
1	Woodworking, Construction, Engineering
1	ag ed

**Count Response**

1	biology, animal science
1	business & computer science
1	business & marketing, project management
1	college career and financial education, teen parent, foods and nutrition
1	construction
1	construction, shop, English, history, CWP
1	culinary arts
1	financial literacy, foods and nutrition, Advanced Foods
1	horticulture, floriculture and ag science
1	marketing, business law
1	most ag type classes
1	multiple
1	nat res
1	plant science (biology))
1	welding and fabrication
1	welding, electronics, electrical, systems
1	woods & metals
1	Life Issues, Nutrition and Wellness, Interpersonal Relationships, Independent Living, Human Development, Early Childhood Education
1	Agriculture Mechanics, Mechanics Technology, Horticulture, Plant Sciences, Natural Resources, all CTE curriculum
1	Woods Engineering, Robotics Foundations, Digital Communications, Construction Trades, Power TEchnology
1	Plant Science, Natural Resources, Computer Programming, Video Game, Engineering Design, Applied Algebra, Financial Math
1	100304: Animation Technology, 110201: Computer Programming - Math, 110201: Computer Programming - Science, 110803: Video Game Design - Math, 149991: Engineering Design I, 190504: Food Science Dietetics: Nutrition, 260102: Biomedical Sciences, 260103: Biomedical Human Body Systems, 270301: Applied Algebra 1, 270301: Applied Algebra 2, 270305: Financial Math, 279998: Business Statistics, 400891: Principles Technology Applied
1	Computer Science, Computer Applications, IT Academy, AP Computer Science, Personal Finance, Accounting I and II
1	Familiar with all courses listed except Applied Math, Animation Technology and the Biomedical courses
1	Biomed, Engineering, Aerospace manufacturing, Entrepreneurship, Environmental Engineering, Fire Science, Emergency Medical Technician, Sports medicine

4. Will the courses based on the equivalency frameworks help students meet academic and career goals?

Count	Response
1	AP Computer Science should, but not the others
2	Absolutely
1	Absolutely!
1	Absolutely! Many districts are already doing this with great success.
1	Absolutely, because it is applied science.
1	Absolutely.
1	Absolutely.
2	All
1	All of them
1	All science, natural resources, and all math.
1	Applied Math 1 and 2 and Statistics.
1	Civics
1	College, Career and Financial Education class, Teen Parent Program, Foods and Nutrition
1	Composites, Engineering and Manufacturing will
1	Hopefully
1	I believe they will.
1	I believe they will. They are well thought out. I
1	I reviewed plant science and yes.
1	I think so.
1	IED,POE
1	In some classrooms...
1	In theory yes, in practice no.
1	It looks like they will.
1	Maybe
1	Maybe, they are very weak.
1	Most Likely, but not sure until the course is taught
1	Most definitely!
1	NA
1	Natural Sciences including marine biology and oceanography
1	No

**Count Response**

1	No- Need to be updated to the new Curriculum that is being supported by Code.org.
1	Not more so than what they are already receiving, and limiting in some career goals.
1	Perhaps
1	Perhaps, if the course work can be completed in the time allowed.
1	Perhaps, not always accepted by colleges, etc.
2	Possibly.
1	Science (advanced foods) math (financial literacy, single survival and food family and finance
1	Some absolutely will
1	They could, it all depends on the individual student.
1	They seem too light on cycles and on ecology to meet academic goals.
1	They will if they are implemented well.
1	YES
1	YES! Both
71	Yes
2	Yes
1	Yes - aligned to Common Core
1	Yes and they will help teachers too.
1	Yes definitely!
1	Yes they will and do.
1	Yes they will help meet both academic and career goals
1	Yes they will.
2	Yes!
1	Yes! I think they will be very helpful!
1	Yes, and we need to continue this work and expand credit equivalency options.
1	Yes, but we need more options for the third year of math. Algebra II is a real barrier
1	Yes, definitely
1	Yes, especially financial math/consumer family resources
1	Yes, it will help students to have substitutions for classes like Algebra I and Geometry.
1	Yes, the frameworks list all applicable CCSS and Next Gen science Standards.
1	Yes, they meet both goals especially career goals
1	Yes, very much so

**Count Response**

1	Yes- the learn so much more of the math and science in our courses.
1	Yes- they meet a majority of standards and assess students on current industry standards.
13	Yes.
1	Yes. These courses are aligned with CCSS.
1	Yes. Without a doubt.
1	Yes. from the ones that are listed.
1	Yes....they are3 designed to help stude3nts be career or college ready
1	Yes:
1	animal science
1	present courses taught will not
1	some but not all
23	yes
1	yes , my team is ready for the work force
1	yes it appears that the courses meet the state science standards as well as the AG competencies.
1	yes, definitely
1	yes.
1	Yes, many students have career goals for which these courses as Math equivalency options will help them complete their program of study in high school in preparation for continued career training and the post-secondary level.
1	Yes, but not necessarily any better than existing frameworks depending on the district it comes from.
1	They might if there is enough staff available to assist with this process. If there was a single staff person at a Tech Center that taught a collective applied math, or technical english, that would be helpful for all. The same teacher can tailor said English class to that particular student's CTE class to make the education more relevant and to assist with the CTE work.
1	Yes, Financial Literacy is critical for all students as either consumers or members of the work force
1	Yes, as long as the push from OSPI and/or the legislature is strong enough to convince districts to implement the equivalency credit.
1	Yes, but the courses listed are too few. What about auto mechanics, welding, etc? Also, why isn't an ELA equivalency prevalent? There are so many opportunities in a CTE class to provide instruction and assessment of functional ELA skills. I would argue, that a CTE is better suited to teaching necessary ELA skills for post secondary success than most ELA core classes.
1	ABSOLUTELY! These frameworks are very well done and will serve students, teachers and districts well as we work hard to provide flexible options for students to meet graduation requirements.
1	Yes. They allow for CTE Elective Credits, and provide a foundation for entry level positions in the health care field, or for further study in post-secondary education.
1	Yes, very comprehensive and broad reaching concepts. Will need to refine at higher levels (college) to acquire a position in Natural Resources

**Count Response**

1	I didn't see anything related to ProStart, but maybe it was really embedded somewhere in the Nutrition framework??? Also, the Child Development course I teach includes the MERIT modules from the Dept. of Early Learning which teaches students about working as a future teacher of young children. I didn't see a framework for that either. Where is that framework??? The should be a Human Development framework. We must support students who are interested in going into education. The business math could be a Financial Literacy class taught in my department? That would be my assumption since so many of us are doing it already. I know my district is looking at that model.
1	The opportunity to provide students with additional options that meet graduation requirements in math and science especially is critical to at least maintaining, and hopefully improving, graduation rates.
1	yes, and these are a rigorous approach to learning which means the students are subjected to writing, math, soft skills and other academics while in a CTE course. Society needs students with these skills.
1	As a stand alone program, I have concerns around the depth of knowledge and content. When I look at the number of hours dedicated to each of the ten strands, I think whoever designed these is not on the front-line with students and realistic about the amount of time it takes for students to meet standards or master skills.
1	It depends on the frameworks and which classes for "academic" goals. I think it should for career goals.
1	Yes, this is a great start to giving students flexibility to pursue higher level career training and to support the acquisition of core curriculum through applied learning.
1	The "Biomedical Science" and "Biomedical Human Body Systems" course look to be practical and well-conceived.
1	I hope so it has been vague, and very political. to keep skills centers all programs will need equivalency. I helped on the nutrition courses and for them to be equivalent, but not for the cip code that my class is taught under. sending schools do not want to give away their FTE, why would they want to approve other courses at other schools, when they can just cert their teachers and keep the kids and the cash. there has to be more help.
1	Yes , I believe they will. I think that we must have equivalency cerdits for are CTE course or students will not be able to enroll in your classes
1	When students are receiving the same level of content instruction from the equivalent courses, there will be a benefit to the student. However, if a Geometry credit, for example, is provided for an Animation class, yet student have not obtain a solid foundation in Geometry, we are providing a disservice to the student as s/he moves on to post-secondary instruction.
1	Based on what I reviewed, I seriously doubt it. What was presented appeared to be a slightly diluted extension of core 24. I saw nothing that prepare anyone to enter the occupation(s) I'm employed at
1	My courses are not covered in the ones you have for us to look at, except natural resources/enviro and mine is AP so a little more rigorous than yours.
1	Yes, including leadership skills with applied math for construction and career exploration will all help students be prepared for the construction industry.
1	Academic Achievement increases when academic content is applied in CTE context of problem solving, project based, and other hands on learning strategies such as using technology.
1	Vet science In my experience, I feel some of what is included in this framework could cause a school district/program to teach it as a biology equivalent.
1	Yes, & give students more access to elective classes that 80% of them will need for their careers.
1	Computer Programming (Math/Science): Might consider including: * Call subroutines and/or instantiate and use objects either from the standard library or a provided library * Diagram the control flow of a program or a subroutine using a flowchart * Express the design of an algorithm or the control flow of a program or subroutine using pseudocode (Reference: <a href="http://www.coeforict.org/resources/common-courses-in-information-technology-2014/it-111-programming-i-it-112-programming-ii/">http://www.coeforict.org/resources/common-courses-in-information-technology-2014/it-111-programming-i-it-112-programming-ii/</a> )

**Count Response**

1	Yes, the biomedical sciences course equivalency to science is the right move. It is aligned with NGSS and 21st century skills.
1	Absolutely. It will level the playing field so students from all of our sending districts will have the same opportunity for equivalency rather than a district to district choice.
1	Yes, 1.5 Occupational Elective, 1.0 lab Science, and 0.5 Technical English credits from my class help all the students.
1	The CS aligned to Math seems to be the AP CS course that I currently teach, and it would be easy to make adjustments to the new framework. The CS aligned to Science seems to be more in line with the CS Principles course that is a more over-arching CS class, and doesn't get too much into computer programming. I think students that want to take a programming class would steer away from this course, and I'd rather see a programming class similar to the Math aligned one for Science as well.
1	While 260102: Biomedical Sciences 260103: Biomedical Human Body Systems may prepare students for pre-nursing and pre-med programs, neither will prepare students for positions in a research lab.
1	Yes, they will allow students to have more flexibility in their schedules and be able to take courses that allow them to explore more career options.
1	I think so. It will certainly expose more students to fields they might not have considered as a career, especially if their only other exposure had been as a patient.
1	Yes, I would like to see more frameworks done. I worked on 2 and would be willing to work on others if the framework work is expanded.
1	I looked at several frameworks and believe they will help instructors in meeting academic and career goals.
1	Yes. However, there needs to be a change and equivalency credit should be given to students who take Automotive Technology since STEM is imbedded in much of the tasks.
1	I looked at the Food Science, Dietetics & Nutrition and believe it would help students meet academic and career goals.
1	It may, although I really think that a framework should not exceed a school year in length. It is highly unlikely that we have students from one term to the next, never mind years at a time.
1	They have been for the past three years (15.0613)and prior to that they were based on the Drafting (15.1301, 02, 03, 04, 05, & 06) frameworks
1	Yes, as freshman they will cover much of the material they will cover again in biology as sophomores.
1	Yes if properly planned with teachers given the skill sets to do cross curricular education. Academic teachers need to understand application as well as CTE knowing the academic application.
1	The frameworks align well with the requirements students have to meet state testing and career readiness standards.
1	The equivalency frameworks will help students, but we need equivalency frameworks that match the graduation requirement areas of Social Studies and Fine Arts. It would also be helpful to have more "Third Year" Math and Science options. Our students are graduating with many CTE credits, but even with course equivalencies, struggling to get credits in the core content areas.
1	Yes. I believe that the frameworks for Plant Science cover a broad spectrum of the material that will allow a student to meet science standards through an agricultural pathway.
1	Yes....but only if colleges accept them. Right now we can do these adaptations at the local level, but still run into problems when colleges don't recognize the equivalency classes.

**Count Response**

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1	In my role as Career Center Specialist, I have limited knowledge of the various program curriculums our instructors teach. I think our existing programs do meet our students academic and especially, career goals. Incorporating equivalency credits will very much assist our students to meet the state's 24 credit requirement while achieving the desired knowledge and skills for their chosen careers.
1	Yes. These frameworks are written and tailored to foster a learning environment that educates and prepares students for careers in that specific content area.
1	CTE equivalence enhances student learning, it gives a students purpose for academics with real world experience. For an example, when students who has the ability to write, but doesn't understand how to format a letter, they learned the purpose for writing, this builds confidence. Also students who struggle with writing now realize the purpose for writing. CTE enhance learning it gives students a difference avenue to learning academic. Students learn health by doing health, such as; blood pressure, oral hygiene, HIV, CPR and first aid, body systems, embryology, tooth development and many more. Students learn by experience, CTE helps bridge that gap from regular academics.
1	These will probably work well for the four year bound student. I am not as sure about the student who is not four year bound, is unsure about post-secondary education offerings, or the student seeking an alternative to the four year system (ie CTC system, apprenticeship or other training opportunities).
1	No. I don't see the animation course reaching geometry equivalency. There is so much packed in there, it needs some editing and smoothing out. It seems to be cobbled together from prior frameworks, some of which are showing their age.

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5. What are your thoughts about the challenges and benefits of the course equivalency frameworks?

Count	Response
1	I think they are great.
1	A one-page executive summary would make the documents far more useful for staff and parents.
1	All the standards to match.
1	Another hoop to jump through to justify something that we know works (CTE).
1	Beneficial to students to receive math/science credit in non-tradition types of elective courses.
1	Business Law is real life
1	CTE is the way to go!
1	Challenge is to meet all of the standards in the frameworks.
1	Challenges are generally too steep for this job description
1	Don't have any thoughts at this moment.
1	Getting core teachers to agree.
1	Having the district be accepting of the cross credit
1	I don't believe there is enough math in Personal Finance to give a math credit.
1	I feel as though the benefits far out weigh the challenges
1	I see three subject areas in one framework, which is really nice.
1	I think it is a great idea. I.E. Marketing should equate to an economics class, etc.
1	I think they can be solved. It does take constant revision.
1	I'm not sure what courses they would be matched up with. Not sure my content fits the goal.
1	Il have no thoughts nor challenges regarding the equivalency frameworks.
1	If done well, it will be much more engaging for students than many of the current courses.
1	It allows for greater exploration on the applications of the content areas
1	It helps identify standards
1	It provides real life application of math skills.
1	It will help kids who pursue a career instead of a college education.
1	Keeps kids in school because they can relate the curriculum.
1	Making sure that students are prepared for the SBAC
1	Milestone Work for Washington State!!! Excellent job - keep up the great work!
1	NA
1	Need to ensure students still meet appropriate standards within the equivalent course.
1	No place for them in a Tech Center, should be taught at their home school.

**Count Response**

1	No sure if we would hit everything that would be needed for a science credit or a math credit.
1	Provides an alternate way for students to achieve required credit
1	Real world job skills and experience
1	Shouldn't this be a local decision and based off of locally developed frameworks?
1	The SBE shodul not be involved. Keep the control local as it has been for years.
1	The benefits are that students will have more choices in meeting their requirements
1	The challenge is teaching to the curriculum outlined.
1	The challenge will be in the teaching to the suggested rigor of the framework.
1	The frameworks establish a solid COMMON curriculum.
1	The frameworks look extremely detailed.
1	They are a good start.
1	They are not as dual purpose as needed.
1	They don't seem to be the same for each building nor from district to district.
1	They need to be expanded to include acting as a profession as well as Technical Theatre.
1	They need to be updated but are a good base line to go from.
1	Unsure
1	We already have course equivalency
1	Work in progress
1	aligns well with the new science standards
1	getting everyone on board and having an administration that knows how to help
1	helpful to cross credit, unfortunate that we do have to
1	i'm glad I am retiring
1	its a good thing
1	meeting ALL science and math standards
1	more opportunities to assist students in decisions beyond high school the better
1	none
1	not consistent with the needs of employers and preparing students for the real world
1	not sure3
1	science teachers are jealous that CTE courses are able to teach science or math skills better
1	the framework is a great outline that addresses our science and CTE needs.
1	they can and should be able to receive math and computer credit in addition to science credit.

**Count Response**

1	they will help outline the major topics being addressed
1	Benefits-Understanding of application of standards Students understanding frameworks in a classroom moves from compliance in the classroom to engagement. Finally C.T.E. and the academic world are equal. Challenges-Getting academic systems to believe C.T.E. is not less than. Proper implementation.
1	These are not that different from 2012's. I am willing to adopt these if I can give my students the math credit they deserve. Then with that said how do I prove this to who ever? Thank you for your hard work. It is appreciated.
1	"Academic teachers" don't have the exposure or experience in applying their focus so they don't "get it" and dismiss the concept that there are more ways than theirs to teach their subject area. They also think that out in the business/manufacturing world all math is high level calc. and trig.-it's not...
1	Challenge is taking a 90 day course and expanding it to 180 days. Benefit would be cross crediting the course (elective) with a required course (math, science, etc.)
1	There are many benefits to the course equivalency frameworks. They alleviate the workload needed to build the frameworks at the district and/or school level. They provide models for the depth and breadth of how CTE frameworks match standards and outcomes in other areas. The challenges are that many more are needed.
1	Course equivalency for the courses listed has the practical upshot of increasing student choice in their scheduling.
1	The Challenge is the Assessments. From a Career standpoint assessments is greatly different from the education system. Career assessment it is the finish product working in a team collaboration environment. Education State assessment is, can a student pass an EOC a individual exam. Two different systems with different outcomes if we are assessing for Math outcomes and assessing CTE Teachers on those outcomes. I feel the assessment will be low. Because the frameworks are built around industry outcomes. I truly believe the Math is present but how a student is assessed is can he or she make that correlation . Then we are back to teaching to the test not in a true visual, auditory, and kinesthetic way... we to be providing students "Creativity" which in return will provide Cognitive Thinking.
1	Once completing all the units, students will gain a clear understanding of finances that they can immediately apply to themselves. They are also gaining some advanced information so that they can start thinking about how they'd like to invest in the future.
1	It gives students an opportunity to learn academic ideas in a different way, making it relevant in their world. This should work hand in hand with "regular" classes. CTE classes for equivalency credit is a great way for kinetic type of learners and enforce ideas for other type of learners
1	They appear to be well thought out - they look like they cover a wide range of standards which will require a conscientious effort to cover all of them.
1	Benefits: Students have flexibility in meeting graduation requirements Challenge: Post-secondary institutions accepting the equivalent course (ie transcribing issues provide a challenge)
1	Students will have many more options. Taking my classes for a mathematics credit would allow for much needed flexibility.
1	The frameworks gives guidance to the teacher in their planning of their scope and sequence of their classes.
1	I really like have an approved framework with the course equivalency having the state stamp of approval, eliminating a lot of local arguments
1	I believe that CTE students are in the lead as far as meeting High School and Beyond standards. They score higher on academic test yet the State keeps adding class requirements that are not CTE courses! They don't even want to fund us. I believe that all of the data gathered proving that CTE students perform better than the average student should be "plastered" via the media. Maybe then society would view CTE as an integral part of a students' education.

**Count Response**

1	The biggest benefit will be the students, employers & communities because there is a significant workforce shortage and it is only going to get worse with the aging population. It is imperative that opportunities for course equivalency in CTE are expanded as much as possible to meet this significant need. CTE courses are the best way to meet current/future workforce needs in secondary education.
1	State approval will be more likely be accepted as equivalent with districts than others that are locally developed.
1	Benefits- Great for students to have another avenue to meet requirements, especially related to possible post high school plans. Challenges- Making sure enough of the core material is covered to warrant equivalency; something has to go to balance the material. Planning and preparation time to change classes.
1	Frameworks are fast becoming obsolete as they do not meet the needs required of TPEP. One or the other needs to go away.
1	Benefits: creates consistency for students across the state develops appropriate across-content expectations Challenges: districts may choose not to implement teachers may not teach with fidelity
1	The challenges are that the frameworks are fairly comprehensive and could pose difficulty to cover all the materials. The benefits are that they do give you a framework to follow.
1	It just makes sense for kids to have more options as the state is requiring more credits for graduation and pathways.
1	It is a benefit to have the state bring together CTE and core curriculum areas to collaborate in this process. It gives more validity for adoption at the district level.
1	All courses should have such requirements to help students be successful in post secondary and career choices.
1	When institutions have a clearing house of data to refer to when determining equivalency, it incentivizes them to accept them as long as they see the development process as viable rather than attempting to do them on their own. This promotes consistency, but it also encourages them to follow them more often.
1	I think there will be push back at the district level about the state wide equivalency. I also believe the teachers will need some PD to ensure they are teaching to the standards at a high enough level of rigor.
1	The course equivalencies will help students understand that applied mathematics and applied sciences are part of real world solutions to real world problems. The connection between theoretical and application are well grounded in the curriculum for both Intro to Engineering Design 1 and Principles of Technology.
1	Whenever they align to what is being offered at the college level (whether it's a community or technical college, or a 4-year) it's a good thing. The challenges might be how well is the student prepared prior to taking this to succeed.
1	I feel it is a great opportunity for students who are not on a traditional college track to get the same knowledge but in more of a career related context.
1	I believe the challenges for instructors will be additional documentation (paperwork) required to prove learning targets for equivalency requirements. However, the benefits of offering equivalency credits to our potential students far outweighs the challenges. The increase to 24 credits for graduation are creating a large barrier for admittance to our school for some of the very students who would most benefit from a Skill Center education. Another challenge will be educating, encouraging and assisting HS counselors at our sending schools to work with us to help our shared students who fail required courses at their school, to seek alternatives to leaving the skill center and still acquire the credit retrieval required for graduation. Having equivalency credits in place will assist this issue, but also informing students of alternatives to leaving the skill center. Online classes, summer school, or even the addition of a semester or year to finish school should be offered to the student to choose, rather than a directive that they must quit the Skill Center to graduate.
1	When everyone works together everyone achieves more. Collaboration is necessary from a variety of expertise areas.
1	I think there will be challenges to seamlessly imbed math and science into the framework BUT once it has been done will be fairly easy to carry forward with great benefit to students.

**Count Response**

1	Challenges: misperceptions regarding equivalency credit; efficiently recording the credit within the student record management systems Benefits: provides more opportunities for students to enhance their educational experience
1	I like it. But there is going to have to be huge amount of re-educating of counselors and college admittance personal around these equivalencies.
1	Course equivalencies are vital to student success by meeting graduation requirements and connecting students to career pathways.
1	When students are receiving the same level of content instruction from the equivalent courses, there will be a benefit to the student. However, if a Geometry credit, for example, is provided for an Animation class, yet student have not obtain a solid foundation in Geometry, we are providing a disservice to the student as s/he moves on to post-secondary instruction.
1	Could put agriculture teachers out of jobs, if they are not endorsed or prepared to teach science courses for third year requirements.
1	The challenge is being able to keep the credit in my class because the standards are to high. The benefits are for the students. It allows students that are low on a credit be able to bring that credit up in a class they enjoying.
1	Not really sure what to think because there were no equivalency frameworks for what I teach, nor will there be, except for maybe some type of English, and a more basic math from Excel use. But some areas that must be taught do not fall in a common core category, yet they must be taught.
1	They are too limited. Our students will not have the room in their schedules to take advantage of CTE programs unless we expand credit equivalencies.
1	Benefits- standardized instruction for students who move to other districts, basis for instructional outcomes Challenges- Meeting the individual needs/culture at various districts
1	I think that course equivalency is a must, we need to be able to free students up to take elective CTE courses. We must also find away to get students that are not college bound the needed skills through CTE programs to secure good jobs while also setting themselves up to farther their Education
1	I feel it would be good for schools and students as their work should be very similar in all districts so if a student moved from one area of the state to another their work/credits should be accepted because all programs in that area should have the same outcomes for the given area.
1	It is only works if the leadership supports and follows the frameworks according to the outline as written.
1	I think they can be really useful at helping plan. But often the frameworks are such an overloaded grab bag of borrowed content that they offer little real use in real teaching.
1	I think providing students with options where they can gain and apply knowledge in an area they are interested in is beneficial.
1	With Core 24, the equivalency at least allows students to take some classes that they would otherwise be unable to take because of schedule restrictions. It is challenging because the "traditional" classes will be viewed as "better" but over time I anticipate that misconception dissipating.
1	The game design framework needs to be pared down. That framework is at 540 hours. If there are 5 hours of class per week, it would take 108 weeks to complete it, which is way over a school year. What pieces are optional and which pieces are mandatory?

**Count Response**

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1	Time. While application of the mathematics is the ultimate goal, not having a solid foundation in the skills will effect the confidence of any person in a field where they need to be able to apply the math. Time is limited. Therefore, I say that we focus on skill development now so students are confident in their ability to apply the math later. When we spend precious time on time-consuming applications and activities, we lose time providing students with a depth of knowledge and skills that provide future workers with mathematical confidence. CTE advocates are going to tell you that there is time for both. I have been in the high school mathematics classroom for over 25 years both in rural and urban area schools, both large and small schools. I can tell you with 100% confidence that there is not time for both!
1	Time consuming for staff to create and keep updated. However, they serve as a guide for what they are teaching.
1	Will these frameworks align with multiple courses? What about alignment with different CTSOs? How much can these frameworks be manipulated? Thanks for all your hard work!
1	Very pleased that "Financial Math" is on your list equivalent to Algebra 1. Now, what about "Accounting 1 & 2"?
1	Relevance of the material to interesting topics should help many students rise to the challenge of the standards they must meet. Some of the courses may still be perceived as "less than academic" even though they are as rigorous (or more so) than they courses they are equivalent to. The CS classes may prove to be more challenging than students anticipate if students have no prior experience with Computational Thinking Practices.
1	I looked at Statewide Framework Document for: 100304. The first 7 units total 78 hours of basically non hands on activities. If I spent the first 78 days of school w/o any hands on activities or actually learning anything about animation, video graphics or special effects most students would not take the class.
1	Teachers will still need updated curriculum and professional development to help students learn the math and science needed to make the necessary connections to pass the non-CTE-related Smarter Balance questions.
1	Unfortunately the introductory comments provided don't allow me to understand the point of this question.
1	Benefits - students will have more time freed from other courses to attend usually time consuming 2-3 periods CTE classes. Challenges - CTE teachers might need additional training to be able to deliver quality equivalency credit.
1	CTE needs to make sure the instructors are trained. CTE will provide a context for many students that is just not there is some "academic" classes.
1	Training teachers from both areas to meet in the middle. Having the school system understand the challenges that students face that "don't do school" well.
1	Challenges; Meeting or reaching the standards provided (Common Core). Assisting all to understand that the standards are being met (including post Secondary Institutions)
1	I see plant science as losing some of the specific skills used in pure Horticulture such as pruning, irrigation and landscape design. But these topics and others could be added to an advanced Hort class with Plant Sci as the pre- req.
1	Science is best taught through the hands on approach provided through CTE programs. This equivalency will only benefit the students of Washington.
1	Career and Technical education offers the most practical application of Applied learning in our schools today.
1	I like the benefit that Applied Algebra would all be on the same page, but it then is limited by being more academic focused and less career oriented. I don't see any equivalency frameworks for Automotive, or Small Engines. Are these equivalencies specific to a State approved credit in math??? Will a student passing Applied Algebra then be given approval for the Algebra 1 by following these frameworks requirements?
1	Students should have the opportunity to earn dual credit during their high school experience. It would be especially beneficial to students are credit deficient who need any additional time/space in their schedule to retrieve credit.

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**Count Response**

1	I think they help give teachers a guiding light of where they are headed. I am glad we had the opportunity to create frameworks that fit our specific classes and schools
1	They are very detailed, almost overwhelmingly so, but the opportunity of college credit is worth it. It will take very well prepared instructors to accomplish.
1	I think the practical, real life scenarios and problem solving skills that will be derived from the framework are well constructed and the students would emerge well prepared.
1	I'm not sure that Financial math will prepare students for taking Algebra 3-4. I'm also concerned that there will be difficulty submitting a more rigorous course (Financial Algebra) under the same CIP.
1	Trying to create learning activities and assessments that are authentic reflections of mastery between 21st Century Standards and Common Core State Standards is a challenge.
1	It allows students to do CTE classes that incorporates english, health, PE, or Science as they are able to get their credit obligations filled while learning a skill or trade. I love CTE!
1	I think that CTE is a necessary part of each student's education and these equivalency frameworks will help students get the credits that they earn.
1	It works well as long as the job industry is in considerations along with academics, and keeping in mind the skills needed for employment outlook.
1	Our district has to prioritize a teacher/FTE teaching a lab science credit. They look for the easy way of certifying an existing teacher through the conditional certificate loophole that has been abused by many districts and Project Lead the Way curriculums.
1	All CTE teachers need to be on the same page with the scope, sequence and depth of the curriculum. This will meet the needs of those students who learn better in a vocational setting and will provide more science learning and opportunities for those students.
1	They are perhaps to restrictive to get the full affect of the course and the desire to succeed in the "real" world
1	The biggest challenge in my opinion is getting basic ed on board and buying into the fact that CTE can do a quality job getting kids ready for the world.
1	I believe to many resources are being allocated to the course equivalency frameworks. These should be viewed as simply guidelines and treated as such. Having the state step in and demand what the frameworks include, undermines real teaching.
1	They will require some changes to courses but they will create a common set of expectations across the state.
1	For a few courses, what math equivalency level will they be placed (algebra, geometry, etc.)? At the local level, this could be important for subsequent math placement.
1	Knowing that the equivalency frameworks will create more work, it will also positively benefit students. Students should be our main focus.
1	I think students need to have several options as ways to succeed. This is a great option for some.
1	Appears to me that to fully understand the large quantity of subject matter it would take more than the allotted time per subject area. This appears to take more than one "period" per class day to absorb and complete the tasks assigned.
1	I think that equivalences can increase the flexibility in student schedules and choices that are complicated as state requirements are increased. The opportunities do not seem to be equitable across the different CTE areas. Some of frameworks offer very little or insufficient leadership elements.

**Count Response**

1	The frameworks help guide the curriculum to meet academic standards as well as place an emphasize in exploring potential career interests.
1	They are a lot of work to do correctly but do have some benefit in overall planning and guidelines for courses
1	Since the AP CS course can be taken as Math or Science credit, we should try to create a programming framework similar to the Math aligned one you have for Science. This would help instructors make sure they are hitting all equivalencies for that course.
1	Challenges are that they take up a lot of precious time that could be spent on other things. Benefits are that they give us a guide to work from when teaching our classes and they provide us with a document that we can share with advisory members and partners as we try to explain our classes to them.
1	In my program, I do offer equivalence credit; health, science and english. I am excited to meet the challenges. Offering students who learn differently an avenue to meet their learning style, I gives students more opportunity to learn. This helps build confidence and esteem. In CTE we do more than the particular course, we help build responsible adult. We help students learn ways to achieve their goals and academics.
1	The benefits for students are so important, we need to work beyond any challenges to see them implemented.
1	I think it is a great thing to pursue to benefit of students, as long as the frameworks are observed.
1	There is a double-edged sword, in that we've shown that CTE courses are invaluable to increase post-secondary & career readiness skills. Synchronizing standards from core subjects to CTE frameworks will affect the style & sequence of teaching.
1	It should be conscientious throughtout the state with skill center. If it's criminal justice class all skills centers should give the same equivalency credit.
1	We are supposedly preparing a College AND Career Ready student population... course equivalency seems to support that notion.
1	The challenges for my program are still getting schools to accept the equivalencies, even though we do more in-depth and useful writing (technical), for example, than an English class at the high school. Some will take special projects because they don't believe we do enough, yet in my program I have two finals that require a written proposal of 4000 words each. Having them secured through the state offers a form of legitimacy we should not need, but apparently do need.
1	Allows students to learn math in practical application; more meaningful for them to learn how the math is applied.
1	More options for kids to take CTE classes that will prep them for the workforce needs. Flexible crediting options for new grad requirements.
1	Challenge: All Districts seem to require a different percentage meeting equivalency varying from 80% - 100%. Benefit: This would allow students more options in their course taking
1	Benefits: Frameworks provide a clear and concise map for the course curriculum and standards; Frameworks show how other academic areas are included in CTE classes. Challenges: None that I can think of
1	We need to provide more options for students to apply their learning within a context to help them understand the application of standards. Equivalency credits in CTE courses is long overdue.
1	I would like to see more rigor and relevancy regarding the applied course outcomes. As exploratory courses, these are satisfactory, however, could be stronger with more of a focus on industry or multi-industry relevancy.
1	Benefits: will help with career pathways and academic goals. Challenges: teachers will need significant amounts of professional development to feel confident teaching STEM related curriculum.
1	Gaining knowledge and skills that can transfer over to other areas, and being able to receive credit at different levels with fewer overall classes

**Count Response**

1	The biggest challenges aside from capital facility issues include training staff (assuming you have them!) to teach these courses and providing professional development to counselors so they know how to advise students to take them. The benefits include greater connection with career pathways, alternatives to the "traditional" routes to meet graduation reqs in math and science, and the ability for students to have more choice in their personalized pathways.
1	Academics realizing the need for hands on application rather than theory based instruction. Not everyone does or needs to earn a 4-year degree.
1	Increased academic rigor in CTE classes cuts down on CTE lab time. If done correctly CTE course equivalencies will show the relevancy of how all the academic classes tie together for success in their chosen careers
1	It has the potential of being a nightmare for the counselors to keep track of or know what counts for what when students transfer from school to school. We will need a clear way to communicate on the transcript if a class is counting as a dual credit and in what areas.
1	It's becoming harder & harder for students to fit coming to the skills center into their schedule. I especially am noticing a decrease in 2nd year students since students aren't able to choose to come back for a 2nd year (like they want to.)
1	OSPI and State Board must continue to identify credit equivalencies across the state. By doing this, it levels the field for all students and eliminates boundaries that hamper districts from providing equivalencies.
1	This generic framework represents an overall focus for Nursing Assistant training. It is not reflective of local institutional goals/changes/needs/focus. As long as the OSPI/CTE listed framework is listed as generic it will be acceptable.
1	equivalency gives students an alternate path to success in the areas of math that may be more relevant to them
1	Biggest challenge is convincing the "powers to be" within our school districts that change is positive for our students and our state.
1	These would give students other opportunities to get credits and standards in a relevant meaningful class.
1	They will open up options for students to take CTE classes that can be used as core credit allowing the students the opportunity to design their 4 year plan to explore specific career paths.
1	IT will take some time with teachers to be sure they are covering the content in these frameworks.
1	Benefits: Students have an alternative way to earn credit in a more hands on way Challenge: Structuring/developing courses.
1	It can be difficult to align industry needs with academic achievement but in the end the benefit to the student as a future employee is improved through applied learning and career exposure.
1	I see big challenges for FACSE if that is the only frameworks available for our field. I will be incredibly disappointed to think that the other topics we teach Fashion, Interior Design, Child Development, and ProStart programs etc. are not valued by your committee. Maybe I'm way off base and don't quite understand what's going on here, but you don't show frameworks that would easily incorporate these programs. Just my thoughts. Thanks...
1	the frame works and the curriculum for the classes, teaching the classes, that is the easy part. Getting 10 sending districts to approve the equivalency, well now that is the tricky and difficult process. Mandating that all skills centers get equivalency levels the playing field. Make all the stake holders responsible, because otherwise the students are the only ones that lose.
1	Intergrating new curriculum into an already established course. The benefit would be intentionally teaching science and math that is already in the course so that students would see it's application in real life
1	I think these are the only way a course should be organized. I was pushing for statewide standards for the drafting industry in 1998.

**Count Response**

1	I think they put certain specifics in the framework that need to be there that might not be there otherwise depending the district and CTE Director. My experience is, after viewing many frameworks from other districts, that not all frameworks are equal or rigorous. These frameworks allow for amendments but do require certain things that can't be changed. A challenge I see is that the state frameworks may make it difficult for districts to personalize the document to fit the needs of the district, area, students. In other words, a district may still create their own framework for a course instead of using the equivalency framework.
1	There are many benefits to the frameworks. I wish that general education courses met all of the frameworks that CTE does. If it did, we would have an OUTSTANDING educational system in Washington State.
1	As long as the SBE continues to apply the one size fits all approach to public education, this will be a challenge. Not every career, contrary to popular belief, does not require high level math skills. It's unfortunate that the members of the SBE are too far removed from boots on the ground and hands on tools (not the ones on your computer's desk top) to recognize what's important to employers.
1	I think teaching a class such as financial algebra, is more challenging for students , there is more work, more expectations. The benefits include receiving a math credit from a non traditional math class. CTE classes are more hands on and more applicable.
1	Much of the Biomedical Science course appears to contain material related to a standard Biology course and would compliment such courses well. As presented, it does not appear to be an upper-level course.
1	I worry about the extra work for students and teachers and not having enough class time to cover everything.
1	I'm concerned about the time frame for the turn around. I want to make sure I have enough time to get the approved framework to see what changes I would need to make and have time to submit them to OSPI for my district approval.
1	It appears that the Preparatory Natural Resources framework has a lot of overlap with the exploratory one. The preparatory framework also defines specific lab activities....will these be available to instructors and will other labs be able to replace the ones that are listed?
1	I think that they are well aligned with CC, NGS and will be engaging for the students taking the courses.
1	My district will likely decline to offer the Algebra 1 and Geometry equivalency credits through CTE. Some of the district decision-makers believe that CTE classes do not provide the rigor necessary for equivalency credit for specific general education classes, particularly for math requirements.
1	I feel that the course equivalency is very vital to our programs. It brings rigor and relevance as well as value to our programs throughout our communities.
1	I looked at four frameworks and feel they set clear standards. I think this was important work and strengthens equivalency credit in math and science across the state.
1	It may be a challenge to complete all the work listed. Otherwise, I think it would be very beneficial for teachers to teach the same content for the same classes across the state.
1	They will help provide students with more opportunities and move more students to HS graduation and then into post secondary education and or training.
1	I think it lays out the academic piece that regular ed teachers complain about not being in our curriculum, when it really is they just don't see it.
1	The challenges includefor the Engineering Design 1 frameworks involve the Project Lead the Way standards and examples. Not all schools are involved in PLTW. When schools are not involved in PLTW the standards and examples and projects are inaccessible.
1	Challenges include keeping students interested and motivated to complete coursework. Benefits include exposure to work-centered real-world projects and interactions.

**Count Response**

1	I think that many students will benefit because they will be able to get their basic credits and also get skills for a career. A side benefit is that students tend to see applied knowledge as more real and will retain it better.
1	I don't think introductory programming courses are worthy of college credit. The AP Computer Science should though. I've never done a course equivalency before so I don't know what the challenges would be. The obvious benefit would be college credit during high school for the kids.
1	I think it's a great idea that there is work on course equivalencies for CTE courses. I don't know enough about each one to determine whether they are in fact challenging enough. I realize that math and science folks worked with CTE teachers, who are also math and science folks, know what they are talking about. My concern is that districts still will not take the frameworks seriously enough.
1	It's a step in the right direction. I personally believe nott students are career ready after high school. More is needed to prepare them for an office enviroment, factory positions, and service industries.
1	I think the challenge is that not all districts can offer all classes, as the demand for the class has to be there to justify the teacher expense. You can't have a class for only a few students.
1	They are beneficial in showing students outcomes, however the verbage is not written in a way that it is understandable.
1	I think one of the challenges will be how to fit them into our schedule as well as finding teachers who are qualified in those areas. Often a teacher can be qualified through CTE but not have a passion for that particular course. Benefits is knowing ahead of time!!
1	The benefits are students will be able to see how "real" life and what they are learning go together.
1	Course equivalency frameworks will benefit any of the CTE classes by providing additional guidance along side our own course frameworks to insure the highest quality instruction and student learning. Challenge could be having enough class time to implement all the framework standards in our individual CTE classes.
1	Students need many opportunities and different courses to fit their needs. All students do not fit into a nice box.
1	our nation uses core subjects, such as math, science, reading and writing, in all aspects of life. When classes are cross credited students are allowed to see those applications and connections between real world and school learning.
1	I think that it may be a bit of a challenge to cover so much material in a single course but am very interested in exploring how that would all come together when laying out the specifics for the course. Students interested in agriculture would benefit tremendously with this Plant Science course.
1	I believe they are very vague and do not give enough specific examples of assessments for teachers new to teaching the course.
1	The challenge is teaching that much content when struggling to fulfill needs for materials. Budgets never have enough money to buy all needed supplies so work arounds much happen which impact lesson timing.
1	Professional Development is the biggest challenge I envision. How will teachers be trained to teach to the framework standards? Who will provide this training and when? As for benefits, it will allow students to take courses and programs that meet their goals and interests. Without these equivalencies, many of these courses and programs will die as students are forced to take traditional math sequences instead.
1	Consumer & Family Resources 190401 has great information, but 39 pages of the framework is a lot of details to cover for grades 9-10 and seems more appropriate for grades 11-12. Food Science, Dietetics, & Nutrition 190504 seems appropriate for a grades 10-12 and has specific curriculum such as the textbook, DVDs, and experiments that would need to be purchased. The current school budgets would not be able to afford this from my experience.
1	Merging these skills with colleges helps students earn articulations and helps substitute for other subject areas like english, fine art and AP 2D Studio Art.

**Count Response**

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1	We have worked hard to incorporate challenging curriculum that meets national standards. By using the frameworks, we meet the needs of more students and provide options that meet the needs of all students.
1	Preparatory courses should not have be subjected to the same whimsical changes as an exploratory course like bio. There is no example for the leadership component, which seemed to be the biggest piece where people struggled getting their frameworks approved. It is a great idea to have a topic outline like this for the state where everyone can start out on the same foot and provide some consistency in their classroom expectations.
1	Benefits: Allows students different opportunity to gain the knowledge/skills within a framework that makes sense for them. G.CO.A.5 standard seems out of place within this. To be successful course must focus less on "language of Math" and more on the practical application of the math concepts.
1	We need to be able to provide dual credits for cute classes that emphasize an academic area, otherwise cte is toast with new grad credit requirements.
1	Teachers will be challenged to use materials & lessons that encourage deep, creative thinking and provide hands-on LEARNING rather than hands-on practice of a memorized procedure.
1	Students sign up for the CTE courses only to have access to the equivalency credits, and not for the primary CTE course. This is a burden to the class and instructor, and is unfair for the student in question. It is also difficult to teach the core class as completely due to the weight of these equivalency courses.
1	These are rigorous, relevant science courses that are engaging, but also provide students with science content applicable to their future in college or as voting, healthy citizens. I have no concerns with the equivalency recommended.

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