



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 Equivalency Frameworks—Consideration for Approval		
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 type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	<ul style="list-style-type: none">• 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?• Did the process for developing the course equivalencies 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 help assure fidelity to math, science and CTE standards to meet graduation requirements?• How is the course likely to be taught?— If taught by a CTE teacher, will the teacher get core subject area professional development? Will the course be team taught?	
Relevant to business item:	Approval of CTE Course Equivalencies Recommended by the Superintendent of Public Instruction	
Materials included in packet:	In the meeting packet: <ul style="list-style-type: none">• Staff memo.• PowerPoint Presentation from OSPI in additional materials. ONLINE ONLY, at http://www.sbe.wa.gov/materials.php : <ul style="list-style-type: none">• CTE Course Frameworks.	
Synopsis:	<p>E2SSB 6552, passed in 2014, increased the responsibility of districts to provide students access to CTE course equivalencies in science and math. 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; in May 2016, approved 11 frameworks; and in May 2017, the Board approved an additional 2 frameworks for CTE course equivalency.</p> <p>At the May meeting, the Board will consider approval of three statewide CTE course equivalencies in science.</p>	



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CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCY FRAMEWORKS —CONSIDERATION FOR APPROVAL

Policy Considerations

Career and Technical Education (CTE) course equivalencies are CTE courses identified by districts as aligning with both professional and technical career standards and academic core subject learning standards. CTE courses recognized as equivalent to core subject area courses may meet both a CTE/occupational education graduation requirement and a core subject area requirement. Such courses allow for a “two-for-one” policy—students meeting two graduation requirements while earning one credit in one course. Course equivalencies allow important flexibility to students in CTE programs, such as most programs at skill centers, consisting of multi-course sequences leading to a professional technical certificate.

At the May 2018 Board meeting, the State Board of Education will consider approval of statewide course equivalency frameworks. Key questions for the Board include:

- 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?
- Did the process for developing the course equivalencies 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 help assure fidelity to math, science and CTE standards to meet graduation requirements?
- How is the course likely to be taught?— If taught by a CTE teacher, will the teacher get core subject area professional development? Will the course be team taught?

Background

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.

At this meeting, the Board will consider approving CTE frameworks for statewide course equivalencies. Course equivalencies in CTE have been recognized and encouraged by the Legislature since 2006 ([SHB 2973](#), Chapter 113, Laws of 2006). Figure 1 summarizes some of the significant legislation affecting CTE course equivalencies. 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 school and skill centers.” OSPI provides [guidance](#) to districts on the process for the development of local CTE course equivalencies.

When a student earns credit in a CTE equivalent course, generally the equivalent course in the core subject area is recorded on the student’s transcript. The student is given a certificate of completion for the CTE course to be included in the student’s high school and beyond plan, as the student’s record that they were taught the CTE standards associated with the course.

In 2014, [SB 6552](#) (Chapter 217, Laws of 2014) expanded the responsibility of districts to provide access to CTE course equivalencies and established statewide course equivalencies in science and math. The bill directed the Office of the Superintendent of Public Instruction (OSPI) to develop statewide CTE course frameworks equivalent to courses in science, technology, engineering and math. The bill 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 addition:

School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in [RCW 28A.700.070](#). Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses. ([RCW 28A.230.010](#).)

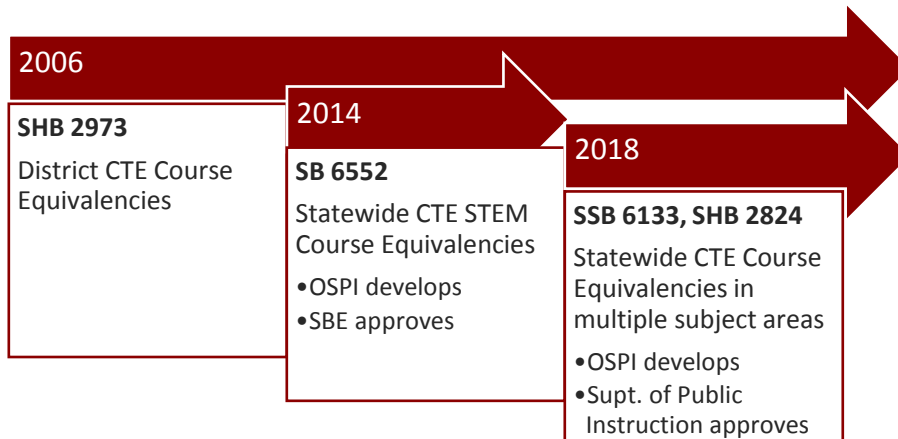
The bill provided a waiver to exempt districts with enrollments of fewer than two thousand students from the requirement to provide students with at least one CTE statewide course equivalency. Currently, only one district has this [waiver](#), which was approved by the Board in May 2017.

In the 2018 session, the Legislature passed [SHB 2824](#) (Chapter 177, Laws of 2018), which exchanged and realigned powers, duties and functions of OSPI and the SBE. Among the duties shifted from SBE to OSPI is approval of CTE course equivalencies. The course equivalencies approved at the May Board meeting are the last the SBE will approve. In the future, new statewide CTE course equivalencies will be developed by OSPI and approved by the Superintendent of Public Instruction. Also in the future, if districts with fewer than two thousand students wish to apply or reapply for a waiver of the requirement to offer at least one statewide course equivalency, the district will apply to OSPI rather than the SBE.

Additional legislative action in 2018, [SSB 6133](#) (Chapter 191, Laws of 2018), expanded the subject areas eligible for statewide course equivalencies from science, technology, engineering and math, to English language arts, math, science, social studies, arts, world languages, health and physical education.

The SBE approved 21 statewide CTE equivalency frameworks in 2015, 11 in 2016, and two in 2017.

Figure 1: Timeline of Significant Legislation Concerning CTE Course Equivalencies



Action

OSPI will be recommending CTE course equivalencies in science. [RCW 28A.700.070](#) directs that approval of statewide equivalencies involve review and the opportunity for public comment. Upon receiving the recommended CTE course equivalency frameworks from OSPI, the frameworks were posted on the SBE website. SBE staff solicited review and comments on the frameworks through contact lists of educational agencies and associations.

At the May 2018 meeting, the Board will hear a presentation from OSPI and educators on the development of the frameworks and review and hear any public comments received. The Board will consider approval of the statewide CTE course equivalencies.

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