



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 review the process for developing the course equivalency list and course frameworks. Key questions include:</p> <ul style="list-style-type: none"> Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards? What additional information is needed for the Board to consider approving the list and frameworks at the May 2015 meeting? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>E2SSB 6552, passed in 2014, increased the responsibility of districts to provide students access to CTE course equivalency credit. In addition, the bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list.</p> <p>At the March 11-12, 2015 Board meeting a panel including Kathleen Lopp, OSPI Assistant Superintendent of Career and College Readiness, Betty Klattenhoff, OSPI Director of Career and Technical Education, Anne Gallagher, OSPI Director of Mathematics, and Dr. Kristine Chadwick of the Educational Policy Improvement Center (contractor to OSPI), will present on the process of developing course equivalencies. Members will have the opportunity to ask questions about the process in preparation for consideration of approval of the course equivalency list and their frameworks.</p> <p>The Board will consider approval of the course equivalency list and course frameworks at the May 2015 Board meeting.</p>	



CAREER AND TECHNICAL COURSE EQUIVALENCIES

Policy Considerations

E2SSB 6552, enacted in 2014, increased the responsibility of districts to provide students access to Career and Technical Education (CTE) course equivalency credit. The bill directed the Office of the Superintendent of Public Instruction to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements. The list and the frameworks must be approved by the State Board of Education. Approval is planned for the May 2015 Board meeting.

At the March 11-12, 2015 Board meeting, the Board will:

- Receive an update on the development of the CTE course equivalency list and frameworks, in preparation for consideration of approval of the list and frameworks at the May 2015 meeting.

A key questions include:

- Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards?
- What additional information does the Board need to approve the list and frameworks?

Background

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

In practice, the application of CTE equivalency credit policy and opportunities created by credit equivalency is uneven around the state. (CTE Equivalency Credit memo prepared for the May 8-9, 2013 Board Meeting.) Skill centers face extra challenges in that each feeder district may have its own credit equivalency policy, and students in the same classroom may be earning different credit toward different graduation requirements.

E2SSB 6552 increases the opportunities for students to access course equivalencies by mandating that each district offer at least one math or science equivalency from the approved list. The bill also streamlines the process by ‘pre-approving’ course frameworks that would normally be developed locally and then be submitted to OSPI for review and approval.

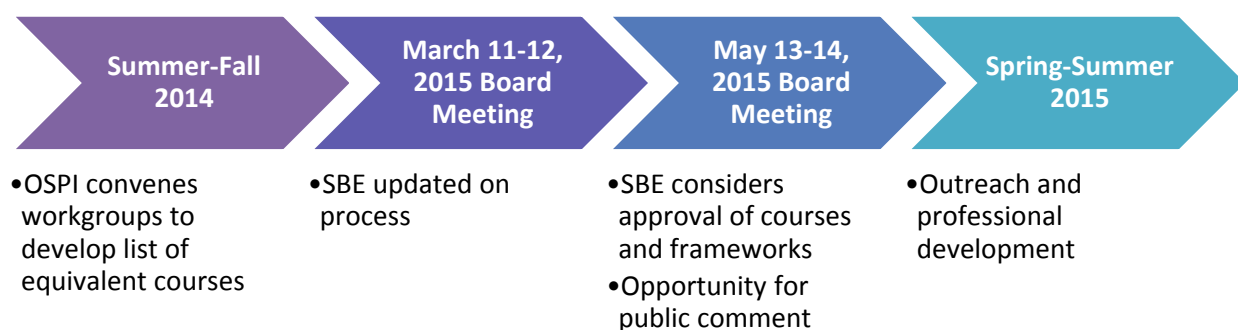
All districts, apart from those that have a waiver, must offer at least one course equivalency from the list, but as long as this requirement is met, any locally determined equivalencies would be unchanged. A waiver from this requirement is available to districts with fewer than 2,000 students. The SBE adopted rules on this waiver in July 2014.

Table 1 summarizes the provisions of E2SSB 6552 on course equivalencies.

Table 1: Summary of E2SSB 6552 on Course Equivalencies

Provision of E2SSB 6552:	Note:
<ul style="list-style-type: none"> OSPI shall develop curriculum frameworks for a selected list of career and technical courses that are equivalent to science or math courses that meet high school graduation requirements. 	SBE will be updated on this work at the March 2015 meeting.
<ul style="list-style-type: none"> The contents of the courses must align with math and science standards and industry standards. 	
<ul style="list-style-type: none"> A list of the courses and their curricula frameworks will be submitted to the SBE for review, an opportunity for public comment, and approval. 	Approval and an opportunity for public comment is planned for the May 2015 Board meeting.
<ul style="list-style-type: none"> First list of courses must be developed and approved before the 2015-2016 school year. 	
<ul style="list-style-type: none"> OSPI may periodically update or revise the list. 	
<ul style="list-style-type: none"> Beginning in 2015-2016, districts must grant equivalency to at least one math or one science course from the list. 	OSPI has a technical request bill to change this requirement to the 2016-2017 school year, since there is insufficient time for some districts to implement access to an equivalency by the fall.
<ul style="list-style-type: none"> Districts must provide access to at least one CTE course equivalent to math or one CTE course equivalent to science from the list through a high school, inter-district cooperative, skill center, branch or satellite skill center, online learning or Running Start vocational course. 	
<ul style="list-style-type: none"> Districts with fewer than 2,000 students may be granted a waiver by the SBE from these provisions. 	SBE adopted rules to implement in July 2014.

Figure 1: Timeline for Development and Approval of Course Equivalencies



CTE Program Standards

CTE programs and courses are characterized by:

- Alignment with proven workforce needs.
- Alignment with industry standards.
- Advisory committees of industry representatives.
- Teachers with substantial work experience in their teaching assignment.

- A curriculum framework: a document that describes the state core content standards, industry standards, and leadership and employability skills associated with the course. Frameworks are reviewed annually by program advisory committees and by OSPI program supervisors.

Resources

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

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

Equivalency Credit Toolkit 3.3. September, 2013.

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

Memo on CTE Equivalency Credit—A Practitioner’s Perspective, prepared for the May 8-9, 2013 Board Meeting.

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

Memo on CTE Course Equivalency, prepared for the July 9-10, 2014 Board Meeting.

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

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

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

Action

The SBE will review progress on development of the course equivalency list and frameworks. No Board action is required.

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