



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Career Ready Transitions and Collaboration with the Workforce Training and Education Coordinating Board

As related to:

<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
<input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
	<input type="checkbox"/> Other

Relevant to Board roles:

<input checked="" type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
<input type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
<input type="checkbox"/> Advocacy	

Policy considerations / Key questions:

How should the State Board of Education (SBE) support career readiness for all students?

How should the Board collaborate with the Workforce Training and Education Coordinating Board (WFB) to support career readiness?

Relevant to business item:

The Board may consider approving a legislative priority related to supporting career readiness.

Materials included in packet:

Memo and materials on CTE funding from Lorrell Noahr, OSPI

Synopsis:

The Board will be discussing support for career readiness, and planning for a joint meeting between the SBE and the WFB. The Board may consider developing and approving a joint legislative priority with the Washington Workforce Training and Education Coordinating Board (WFB) that addresses career readiness, support for Career and Technical Education (CTE), and high school and beyond planning. To inform this discussion, the Board will hear a presentation from Lorrell Noahr, the Interim Director for School Facilities and Organization for the Office of the Superintendent of Public Instruction (OSPI) about CTE funding.



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CAREER-READY TRANSITIONS AND COLLABORATION WITH THE WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Policy Considerations

At the November 2016 meeting the State Board of Education (SBE) will be:

- Discussing how the SBE will support career readiness through initiatives and legislative priorities. The Board may consider developing a joint legislative priority with the Washington Workforce Training and Education Coordinating Board (WFB) that addresses career readiness, support for Career and Technical Education (CTE), and high school and beyond planning.
 - To inform this discussion, the Board will hear a presentation from Lorrell Noahr, the Interim Director for School Facilities and Organization for the Office of the Superintendent of Public Instruction (OSPI) about CTE funding.
- The Board will also be discussing planning for a joint meeting between the SBE and the WFB at the January 2017 meeting.

To provide information that may be useful to the Board in their discussion and considerations, this memo includes sections on:

1. Background—provided for context and reference, this section includes links and a brief description of work the Board has done during the past two to three years involving career readiness.
2. An overview of Career and Technical Education (CTE) and career readiness. This section includes an examination of the general secondary student population access to CTE programs.
3. An update on the Personalized Pathway Exploration course. High school and beyond planning is an important part of career readiness. Staff have been working with partners to explore the possibility of developing a course that teaches students career readiness skills while providing them an option to earn high school credits and meet a core graduation requirement.

Background

Since the SBE started work on a meaningful high school diploma a decade ago the Board has engaged in an ongoing discussion about career readiness and the relationship between career readiness and college readiness. Career readiness has been explicit or implicit in much of the work of the Board concerning standards, graduation requirements, and assessments. Over the past two years, efforts of the Board that focus on career readiness include:

- Graduation requirements (including personalized pathway requirements and one credit of Career and Technical Education)
- Career and Technical Education (CTE) course equivalencies
- High School and Beyond Plans (HSBP)
- Competency-based crediting
- Defining career readiness in collaboration with partners to identify and develop policies and initiatives that support career readiness

Recent work by the Board has focused these efforts through collaboration with partners and discussions concerning identifying policy levers to further career readiness for all students. Table 1 summarizes activities of the Board related to career readiness over the past three years.

Table 1: Activities of the Board Related to Career Readiness Since 2014

Date	Description of Board Activities and Actions, Links to Further Information
July 2014	<p>The SBE adopted rules to implement E2SSB 6552, including approval of rules requiring one credit of CTE and regarding the waiver of districts with fewer than 2,000 students from the responsibility to provide access to at least one math or one science equivalent course from the list of CTE course equivalencies developed by OSPI and approved by the SBE. http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/02PublicHearing6552.pdf</p> <p>The SBE received an update from OSPI on development of the list of statewide math and science course equivalencies. http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/07CTEEquivalency.pdf</p> <p>The discussed competency-based crediting and career readiness as part of its strategic planning discussion. Briefs on these topics start on page 74 of the strategic planning section of the Board packet. http://www.sbe.wa.gov/documents/BoardMeetings/2015/July/04StrategicPlanning.pdf</p>
Sept 2014	<p>The SBE reviewed and discussed the development and implementation of high-quality High School and Beyond Plan. http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/06HighSchoolAndBeyondPlan.pdf</p>
Jan 2015	<p>The SBE reviewed and discussed assessments required for high school graduation, including a discussion of career readiness assessment. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Jan/03%20Assessment%20Requirements.pdf</p>
March 2015	<p>The Board received an update on the process for developing CTE course equivalencies http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/02CTECourseEquivalencies.pdf</p> <p>The Board also discussed alternative assessments for high school graduation. Dr. Doug Kernutt prepared a memo that discussed alternative assessments including career readiness assessments and career programs of study as possible alternatives. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/03AssessmentAlternatives.pdf</p>
May 2015	<p>The Board approved the first set of statewide CTE course equivalencies. http://www.sbe.wa.gov/documents/BoardMeetings/2015/May/04CTE_CoursesMay2015.pdf</p>
Sep 2015	<p>Discussion of competency-based crediting. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Sept/05Competency-BasedCreditRetrieval.pdf</p>
Nov 2015	<p>The Board heard from Tim Probst, Director of Workforce Development Initiatives at the WA State Employment Security Department, on outcomes from the first phase of the Career Readiness for a Working Washington program. http://www.sbe.wa.gov/documents/BoardMeetings/2015/Nov/06_CareerReadinessC.pdf</p>
Jan 2016	<p>Career readiness discussion with the National Association of State Board of Education and with members of the Workforce Training and Education Coordinating Board (WFB). http://www.sbe.wa.gov/documents/BoardMeetings/2016/Jan/04_CareerReadiness.pdf</p>
Mar 2016	<p>Discussion on Competency-based Learning for Career and College Readiness with Alissa Peltzman of Achieve. http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/04CBL.pdf</p>

	<p>Prior to the March meeting, members had to opportunity to visit the Hazen High School manufacturing program, have lunch with Boeing representatives, and tour the Renton Boeing facility.</p> <p>March 2016—The Board approved the Deeper Learning grant from NASBE to support work on developing, with the WFB, a statewide understanding of career readiness. The application starts on page 191 of the packet: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/14_BusinessItems.pdf</p> <p>The two-year grant supports facilitation of the development of a statewide understanding of career readiness, a self-audit of the state’s strengths and weakness regarding career-readiness, including an examination of equity for traditionally underserved student groups, and recommendations for policies or law-making that support career-readiness.</p>
May 2016	<p>The Board conducted small group discussions on career readiness, reviewed a draft white paper on career readiness, and approved a letter to the WFB to continue the discussion with the WFB. http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/030_CareerReadiness.pdf</p> <p>The Board also approved the second set of statewide CTE course equivalencies for math and science, including the Core Plus equivalencies for manufacturing, developed in collaboration with the Boeing Corporation. http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/020_CTEframeworks.pdf</p>
Jul 2016	<p>SBE staff attended the WFB Special Meeting to discuss career readiness, and share information on the NASBE Deeper Learning work.</p>
Jul 2016	<p>The Board continued discussing career readiness with representatives of the WFB. The Board approved a Career and College Planning Equivalency Course of Study concept brief, and the Competency-Based Crediting Handbook. http://www.sbe.wa.gov/documents/BoardMeetings/2016/July/09_CareerReadiness.pdf</p>
Jul 2016	<p>SBE Executive Director attended the WFB Retreat to discuss cross-agency support for career readiness and career learning standards.</p>

An Overview of Career and Technical Education and Career Readiness

Career and Technical Education has long helped students become career ready. CTE includes both programs in Washington high schools and the state’s Skill Centers’ main, branch, and satellite campuses. CTE is funded through a combination of federal Perkins legislation (administered by the Workforce Training and Education Coordinating Board) and state CTE funds. CTE funding per student is enhanced over the Basic Education per student allocation because vocational education, including specialized equipment and materials, smaller class sizes, and more staff time to support the CTE student leadership component, is understood to be more expensive than Basic Education. However, both state and federal funding for CTE has diminished over time.

At the November 2016 meeting, the Board will hear from Lorrell Noahr, the Interim Director for School Facilities and Organization for the Office of the Superintendent of Public Instruction (OSPI) about CTE funding. A copy of the presentation on funding is provided in this section of the meeting packet.

CTE encompasses both the teaching of specific knowledge and skills for particular careers, and the intentional teaching of career readiness skills such as leadership, teamwork and problem solving. CTE instruction tends to be hands-on and often competency- and project-based. CTE courses must include a leadership component that is often fulfilled through student involvement in CTE student organizations such as DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), Skills USA, and FFA (Future Farmers of America), which provide activities designed to help students prepare for the world of work.

Key components of CTE programs in Washington include:

- Enhanced funding through Perkins and state CTE funds.
- CTE certificated instructors who must have significant work experience in their field.
 - A conditional and limited certification option is available for districts that cannot find a regularly certificated teacher in a specific CTE area.
- An industry advisory panel for each program composed of industry representatives.
- State approval of CTE course frameworks. Course frameworks must show:
 - Connection to specific careers or career areas and postsecondary training programs through identification of a CIP (Classification of Instructional Program) code.
 - Alignment with applicable industrial skill standards, academic learning standards, and 21st Century Skills.
 - A workforce need in the state of Washington.

SBE policy has recognized and promoted the importance of CTE for all students through several areas of Board policy including 1) CTE/Occupational Education graduation requirement, and 2) CTE Equivalency Credit in science and math.

The 24-Credit Graduation Requirements for the Class of 2019 and beyond requires one credit of CTE or at minimum one credit of ‘occupational education’ for a course whose competencies align with an exploratory CTE course. Prior to the Class of 2019, CTE was not specifically mentioned in the graduation requirements, although the requirement of occupational education was met primarily with CTE courses. Occupational education was defined so small districts without a CTE program or a CTE credentialed teacher could still provide a means for students to meet the graduation requirement.

Course equivalencies are CTE courses identified as meeting academic core subject graduation requirements. Statute directs OSPI to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements ([RCW 28A.700.070](#)). The SBE is directed to review the frameworks that OSPI recommends, provide an opportunity for public comment, and approve frameworks.

Access to CTE by the General Secondary Student Population

To what extent do students in our state have access to CTE programs? Figure 1 is a histogram of students in the 2014-2015 school year enrolled in CTE as a percent of total secondary students. This figure illustrates that most districts have 50 percent to 75 percent of their secondary students enrolled in CTE courses. Fourteen districts out of 249 districts reported no CTE enrollments. Figure 2 is a state map showing the geographic distribution of district CTE enrollment.

In Figure 2, districts with no shading are elementary district that have no secondary students. Districts with lighter shading (yellow or light green) have fewer than 50 percent CTE enrollments, and districts with darker shading (green and dark green) have over 50 percent CTE enrollments. Stars indicated the approximate location of the main campus of Skill Centers. More information about Skill Centers may be found here: <http://washingtonscenters.org/>. Satellite and branch campuses extend the geographic reach of Skill Centers, and a map may be found on the OSPI website <http://www.k12.wa.us/SchFacilities/Programs/SkillCenters.aspx>.

Districts with lowest percentage of CTE enrollments tend to be smaller, remote districts. However, other small remote districts have high enrollments.

Figure 1: Histogram of the 2014-2015 CTE Enrollments as a Percent of Total Secondary Enrollments in Districts

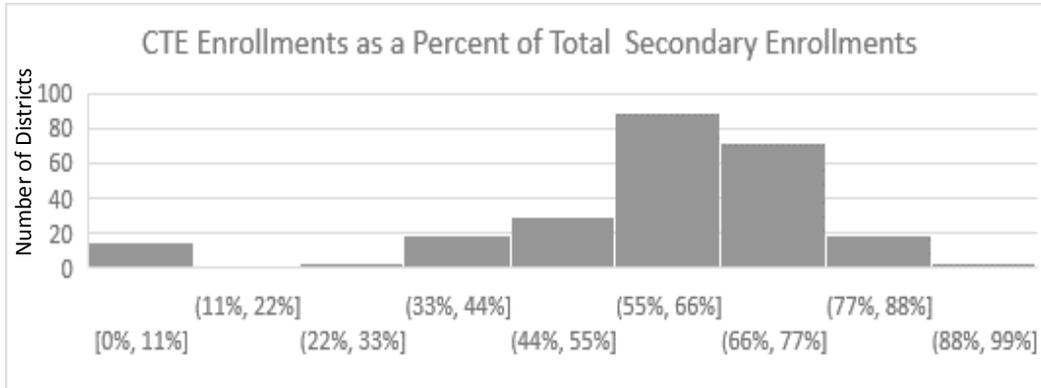
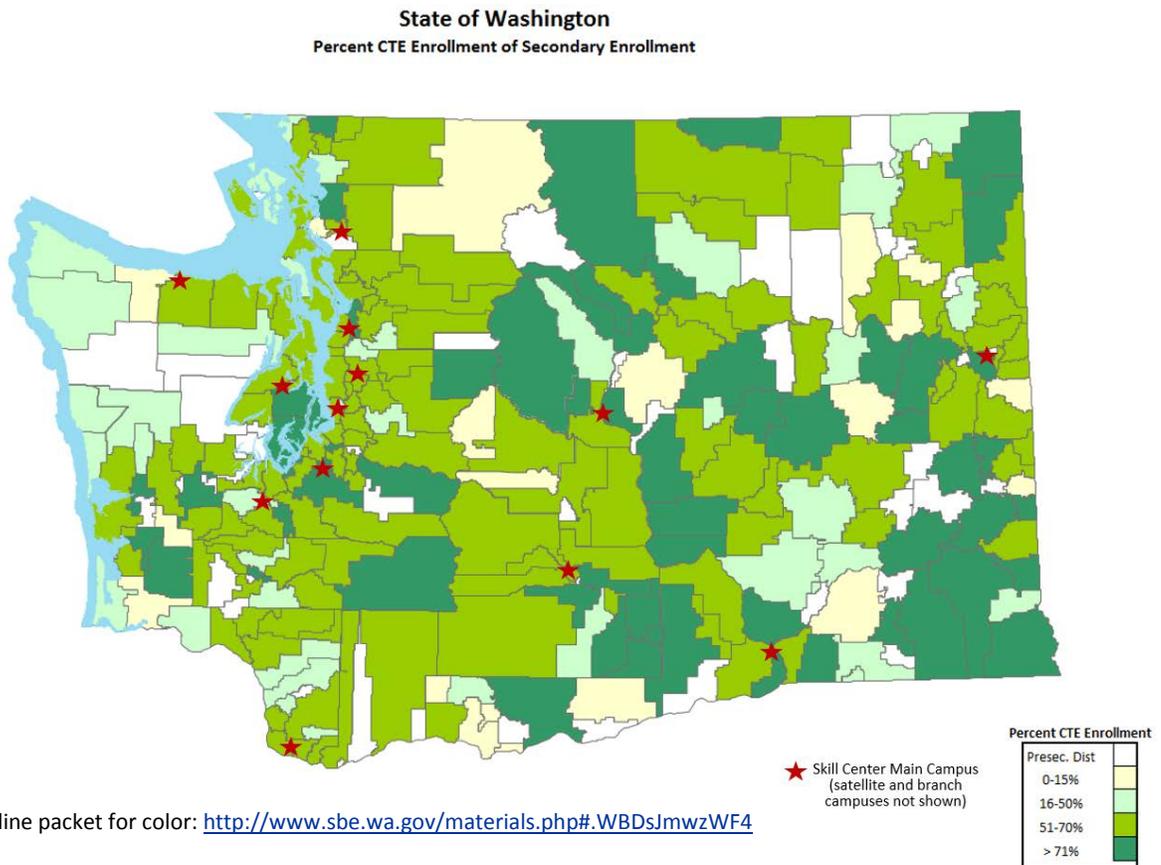


Figure 2: Map of 2014-2015 CTE Enrollments as a Percent of Total Secondary Enrollments in Districts



It is interesting to note that almost all the districts with the lowest CTE enrollment have a neighboring district with a very high CTE enrollment, suggesting that geographically similar district make different choices or experience different circumstances that affect the size of CTE programs. The greatest variation

in percent enrollment is in districts with fewer than 1,000 secondary students. Some of these districts report no enrollments, while other report over 90 percent enrollments. There are a number of possible reasons for high CTE enrollments in relatively small districts including:

- A rich CTE program that offers a number of attractive options for students.
- A small CTE program with a dynamic teaching staff that attracts students.
- Limited course offerings that includes a small CTE program, with most students taking a similar schedule that includes CTE.

Table 2 shows the number of secondary CTE concentrators, students who took two or more CTE classes in the same pathway, by career cluster in 2014-2015 (From the [2014-2015 Perkins Consolidated Annual Report](#) for Washington State). This shows the general career areas of the classes that male and female CTE students are taking.

Table 2: Numbers of CTE Concentrators by Career Clusters

Career Cluster	Males	Females
Agriculture, Food & Natural Resources	2,773	4,109
Architecture & Construction	2,882	451
Arts, A/V Technology, & Communications	16,723	16,920
Business Management, & Administration	108	132
Education & Training	5,115	10,060
Finance	1,270	1,233
Government & Public Administration	3,309	1,382
Health Science	3,922	7,130
Hospitality & Tourism	2,864	3,458
Human Services	342	2,216
Information Technology	13,650	6,607
Law, Public Safety & Security	1,438	1,048
Manufacturing	6,252	932
Marketing, Sales & Services	2,726	2,760
Science, Technology, Engineering & Math	1,946	670
Transportation, Distribution & Logistics	5,044	452

CTE programs exist in all but a handful of small, remote districts. The law allows for districts with fewer than 2,000 students to apply for a waiver of the requirement to recognize at least one CTE course equivalency from the list of statewide course equivalencies in science and math approved by the SBE. As of this date, no district has applied for such a waiver, suggesting that even small districts do not find this requirement to be an intractable challenge.

As the SBE moves forward with exploring the development of a Personalized Pathway Exploration course, CTE will be an important partner. One CTE class that may provide a basis for the Personalized Pathway Exploration is the Career Choices class. The OSPI CTE office pulled preliminary information on Career Choices for 2015 and found 88 Career Choices Classes offered, serving 11,108 total students. The number of students served by grade level in Career Choices classes were:

- 6th – 38
- 7th – 208
- 8th – 176
- 9th – 3,739

- 10th- 1,929
- 11th – 2,915
- 12th – 2,103

Update on The Personal Pathway Exploration Course

At the July 2016 meeting the Board approved a Career and College Planning Equivalency Course of Study Concept Paper to develop a course, The Personalized Pathway Exploration. Since July, SBE staff as met with OSPI Counseling and Guidance, OSPI Career and Technical Education, OSPI Learning and Teaching, Washington STEM, the Workforce Education and Coordinating Board, and the Governor’s Office. There is general agreement among partners that such a course would be useful to students and helpful to districts in providing flexibility to students in meeting the 24 credit graduation requirements.

New aspects of the course that are being explored include:

- Offer a version of the course in middle school for high school credit. This would allow middle school students who took the course to enter high school with a High School and Beyond Plan, as well as some high school credit.
- Equivalency crediting in CTE and social studies, so that students could meet core academic graduation requirements while earning a CTE credit. CTE Career Choices, civics and personal finance are possible subjects that could be addressed in the course. The course would directly address Goal 4 of Basic Education: “Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.” (RCW 28A.150.210.)
- The course should include career connected learning—there may be ways of tying the course into Washington STEM’s Career Connected Learning Initiative. Washington STEM Networks are developing on-site business learning experiences, teacher and business collaborations, job shadows, virtual internships, and other career connected learning opportunities.

Action

At the November Board meeting, the Board will discuss planning the joint January 2017 meeting with the with the WFB. Members may consider:

- What should the format of the joint meeting be?
- The NASBE Deeper Learning stipend will support a few SBE members, and perhaps some WFT members, on a site visit to another state. Which states are implementing career readiness supports that members might like to visit first-hand?
- What external presenters or guests should be invited to the January meeting?

The Board will also be considering approval of legislative priorities, one of which may be a joint legislative priority with the WFB that addresses career readiness, support for Career and Technical Education (CTE), and high school and beyond planning.

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

Vocational Education Funding Formulas

LORRELL NOAHR, OSPI



RCW 28A.700.030 - Preparatory secondary career and technical education programs

All approved preparatory secondary career and technical education programs must meet the following minimum criteria:

(1) Either:

- (a) Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or
- (b) Allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;

(2) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and

(3) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.



Skill Center Statutes

28A.245.010 - Skill centers—Purpose—Operation

A skill center is a regional career and technical education partnership established to provide access to comprehensive industry-defined career and technical programs of study that prepare students for careers, employment, apprenticeships, and postsecondary education. A skill center is operated by a host school district and governed by an administrative council in accordance with a cooperative agreement.

28A.245.020 - Funding—Equivalency and apportionment

Beginning in the 2007-08 school year and thereafter, students attending skill centers shall be funded for all classes at the skill center and the sending districts, **up to one and six-tenths full-time equivalents** or as determined in the omnibus appropriations act. . .



Overview of the Issue

Vocational enhancements to the general education funding has decreased since the implementation of ESHB 2261 (2009), SHB 2776 (2010), and E2SSB 6552 (2014).

Causes

- Materials, Supplies, and Operating Costs (MSOC) enhancement only provided to general education funding formula. – Previously, vocational MSOC was increased as a ratio to general education.
- Funding formula changes for increased instructional hours directed toward general education allocation



2016-17 Vocational Funding Formulas

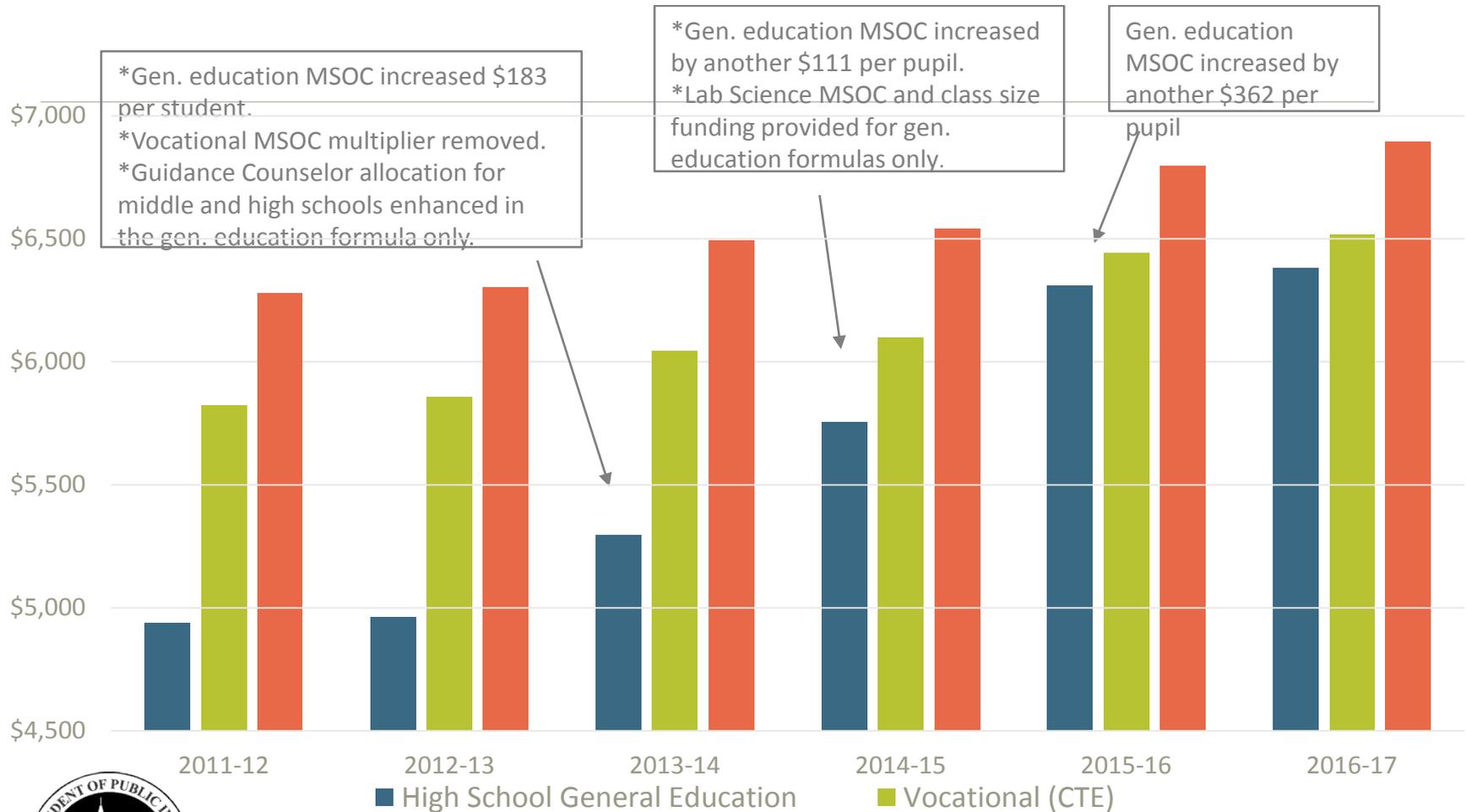
Funding Drivers Per 1,000 Students	General Ed	CTE	Skill Centers
Teachers	41.75	45.16	52.73
Lab Sci Teacher (2 credits)	1.83	-	-
ESAs	5.30	3.07	3.41
Classified	17.01	17.14	17.14
Cert. Admin	3.22	4.14	4.80
Total Staff Units	69.11	69.51	78.08
Per Student Rates	General Ed	CTE	Skill Centers
MSOC	\$ 1,223.36	\$ 1,286.99	\$ 1,447.40
MSOC Lab Sci	\$ 168.05	\$ -	\$ -



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

10/31/2016

Since 2011, the Vocational enhancement above general education has declined



Aligning OSPI Rules to Statutory Instructional Hour Changes

E2SSB 6552 (2014) amended RCW 28A.150.200 to increase instructional hours from 1,000 annual hours to 1,027 annual hours averaged among all grades.

RCW 28A.150.260 requires OSPI to define annual average full-time equivalent students based on RCW 28A.150.200.

Annual Hours	Daily Hours	FTE-ness for One Class
900 hours	5h	0.2
1,000 hours	5h 33min	0.18

Reduction of FTE for vocational programs results in lower funding, unlike the general education program which received about \$120M per school year to make up this change.



OSPI 2017-19 Vocational Funding Decision Packages

Increase Vocational Funding Formula Drivers and Funding **\$115M**

- Increase MSOC funding
- Align ESA funding ratios with General Education funding formula
- For CTE funding formula provide a vocational education director in lieu of the current principal allocation
- Lower vocational class sizes

Vocational Instructional Hour Hold Harmless **Cost Neutral**

- Adjust funding formula drivers for ESA and Class Size to account for the reduction of funding created by increasing the instructional hours.

