

Career and
Technical
Education
Curriculum
Advisory
Committee
Final Report to the Legislature



Randy I. Dorn
State Superintendent of
Public Instruction

December 2009

Career and Technical Education Curriculum Advisory Committee

Final Report to the Legislature

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Table of Contents

| | |
|---|-----|
| Executive Summary..... | iii |
| I. Introduction..... | 1 |
| II. Curriculum Advisory Committee Members..... | 3 |
| III. Legislation Authorizing the Committee..... | 4 |
| IV. Summary of Activities 2007-09..... | 5 |
| V. Program of Work for 2009-10..... | 7 |
| VI. Equivalency Implementation and Grants..... | 9 |
| VII. Conclusion..... | 10 |

Executive Summary

ESSB 6023 (2007) directed the Office of Superintendent of Public Instruction (OSPI) and the Workforce Training and Education Coordinating Board (WTECB) to convene an advisory committee. The purposes of the committee were:

- To establish and pilot equivalency evaluation criteria, processes and tools which can be used at the state and district levels to determine Career and Technical Education (CTE) courses and curriculum which can be used as equivalencies for academic credit in the following core subject areas: Math, Science, Social Studies, English, Health/Fitness and Art.
- To evaluate existing CTE courses using these criteria, processes and tools to identify CTE courses and curriculum that will be approved at a state level as providing academic equivalency credit.

The committee surveyed CTE directors to gather information on needs, questions, struggles, and successes in establishing CTE equivalencies in local school districts.

In the spring of 2008, by direction of the Committee, CTE/OSPI published the *Equivalency Credit Toolkit 1.0*, an implementation guide for local school districts which defined terminology, set criteria, and established a process to identify CTE curricula. In July of 2008, OSPI distributed grants to school districts throughout the state to support development and implementation of CTE equivalency courses. The toolkit was updated to *Equivalency Credit Toolkit 2.0*. Numerous districts adopted board policies and procedures for determining and accepting CTE course equivalencies as viable options for meeting core academic requirements.

Many districts needed ongoing regional assistance and training beyond the fall OSPI/WA-ACTE conferences to successfully implement CTE equivalencies using the *Equivalency Credit Toolkit*. With the recent changes in the state Math, Science, Health, Fitness, and the Arts standards, the *Equivalency Credit Toolkit 2.0* was outdated and needed immediate revision.

In 2009, a variety of activities have been underway. CTE/OSPI has:

1. Updated to the [*Equivalency Credit Toolkit 3.0*](#) to include technical assistance information for transcription of equivalencies and reflect alignment to the High School Proficiency Exams and new standards for Math, Science, Arts, Health, and Fitness.
2. Provided a statewide conference (co-sponsored by OSPI and the Washington Association for Career and Technical Education (WA-ACTE)) focused on implementation of an updated equivalency credit toolkit, transcription strategies for CTE course equivalencies, and integration of core academic content within existing CTE courses.
3. Begun use of a “train-the-trainer” model, equipping trainers from each region of the state to provide localized workshops and assistance to districts on using the Equivalency Credit Toolkit to develop, adopt, and implement CTE equivalency policies, procedures, and courses. The first of these “train-the-

trainer” workshops was in November 2009, and the second will take place in February 2010.

4. Distributed a second round of equivalency crediting grants to help districts draft and implement equivalency crediting policies and equivalent courses.

In 2010, CTE/OSPI will:

1. Utilize regional trainers, providing at least one equivalency implementation workshop per region for area districts as a follow-up to the fall OSPI/WA-ACTE conference.
2. Develop and pilot implementation materials for at least one Art and one Health “CTE” Classroom-Based Assessment (CBA) specific to CTE courses.
3. Continue to provide technical assistance to districts that received equivalency crediting grants.

I. Introduction

Section 12 of ESSB 6023 (Chapter 354, Laws of 2007) directed the Office of Superintendent of Public Instruction (OSPI) and the Workforce Training and Education Coordinating Board (WTECB) to convene an advisory committee, comprised of legislators and others, to identify career and technical education curricula that will assist in preparing students for the state assessment system and obtaining a Certificate of Academic Achievement (CAA).

The Career and Technical Education (CTE) Curriculum Advisory Committee was formally convened in October 2007. The advisory committee established a working subcommittee to assist the committee in meeting its goals.

The purposes of the committee were:

- To establish and pilot equivalency evaluation criteria, processes and tools which can be used at the state and district levels to determine Career and Technical Education (CTE) courses and curriculum which can be used as equivalencies for academic credit in the following core subject areas: Math, Science, Social Studies, English, Health/Fitness and Art.
- To evaluate existing CTE courses using these criteria, processes and tools to identify CTE courses and curriculum that will be approved at a state level as providing academic equivalency credit.

The Committee surveyed CTE directors throughout the state to determine needs, questions, struggles, and successes in establishing CTE equivalencies in local school districts.

In the spring of 2008, the Committee published the *Equivalency Credit Toolkit 1.0*, an implementation guide for local school districts which defined terminology, set criteria, and established a process to identify CTE curricula.

In July of 2008, OSPI distributed grants to school districts throughout the state to support development and implementation of CTE equivalency courses. The toolkit was updated to *Equivalency Credit Toolkit 2.0*. Numerous districts adopted board policies and procedures for determining and accepting CTE course equivalencies as viable options for meeting core academic requirements; however, two concerns needed to be addressed:

1. Many districts needed ongoing regional assistance and training beyond the fall OSPI/WA-ACTE conference to successfully implement CTE equivalencies using the OSPI Equivalency Toolkit.
2. With the recent changes in the state Math, Science, Health, Fitness, and the Arts standards, the OSPI *Equivalency Credit Toolkit 2.0* was then outdated and needed immediate revision.

As a part of the comprehensive CTE bill 2SSB 6377 (2008), the activity and reporting period for the Committee was extended to December 2009.

In 2009, a variety of activities have been underway. CTE/OSPI has:

1. Updated to the [Equivalency Credit Toolkit 3.0](#) to include technical assistance information for transcription of equivalencies and reflect alignment to the High School Proficiency Exams and new standards for Math, Science, Arts, Health, and Fitness.
2. Provided a statewide conference (co-sponsored by OSPI and the Washington Association for Career and Technical Education (WA-ACTE) focused on implementation of an updated equivalency credit toolkit, transcription strategies for CTE course equivalencies, and integration of core academic content within existing CTE courses.
3. Begun use of a “train-the-trainer” model, equipping trainers from each region of the state to provide localized workshops and assistance to districts on using the Equivalency Credit Toolkit to develop, adopt, and implement CTE equivalency policies, procedures, and courses. The first of these “train-the-trainer” workshops was in November 2009, and the second will take place in February 2010.
4. Distributed a second round of equivalency crediting grants to help districts draft and implement equivalency crediting policies and equivalent courses.

In 2010, CTE/OSPI will:

1. Utilize regional trainers, providing at least one equivalency implementation workshop per region for area districts as a follow-up to the fall OSPI/WA-ACTE conference.
2. Develop, pilot, and create implementation materials for at least one Art and one Health “CTE” Classroom-Based Assessment (CBA) specific to CTE courses.
3. Continue to provide technical assistance to districts that received equivalency crediting grants.

II. Curriculum Advisory Committee Members

Members

Gov. Booth Gardner

Sen. Steve Hobbs, 44th Legislative District

Rep. Timm Ormsby, 3rd Legislative District

Rep. Skip Priest, 30th Legislative District

Eleni Papadakis, Exec. Director, Workforce Training & Education Coordinating Board

John Aultman, Asst. Superintendent, Career & College Readiness, OSPI, **Co-Chair**

Mark Madison, CTE Director, Edmonds School District

Dave Rudy, CTE Director, Sedro-Woolley School District

Roxanne Trees, Coordinator for Health & Human Services, Seattle Public Schools

Sub-Committee Members

Mark Madison, CTE Director, Edmonds School District, Chair

Wes Pruitt, Workforce Training & Education Coordinating Board

Jessica Vavrus, Curriculum & Instruction, OSPI

Betty Klattenhoff, Director, Career & Technical Education, OSPI

John Aultman, Asst. Superintendent, Career & College Readiness, OSPI, Co-Chair

Dave Rudy, CTE Director, Sedro-Woolley School District

Roxanne Trees, Coordinator for Health & Human Services, Seattle Public Schools

III. Legislation Authorizing the Committee

ESSB 6023 (2007)

New Section. Sec. 12. (1) The superintendent of public instruction and the workforce training and education coordinating board shall jointly convene and staff an advisory committee to identify career and technical education curricula that will assist in preparing students for the state assessment system and provide the opportunity to obtain a certificate of academic achievement.

(2) The advisory committee shall consist of the following nine members:

(a) Four members of the legislature, with two members each appointed by the respective caucuses of the House of Representatives and the senate;

(b) One representative from the career and technical education section of the office of the superintendent of public instruction;

(c) One member appointed by the workforce training and education coordinating board; and

(d) Three members appointed by the superintendent of public instruction and the workforce training and education coordinating board based on recommendations from the career and technical education community.

(3) The advisory committee shall appoint a chair from among the non-legislative members.

(4) Legislative members of the advisory committee shall be reimbursed for travel expenses in accordance with RCW 44.04.120. Non-legislative members, except those representing an employer or organization, are entitled to be reimbursed for travel expenses in accordance with RCW 43.03.050 and 43.03.060.

(5) By January 15, 2008, the advisory committee shall provide an initial report to the governor and the legislature and, if necessary, a work plan with additional reporting deadlines, which shall not extend beyond December 15, 2008.

2SSB 6377 (2008)

Sec. 402

(5) By December 2009, the advisory committee shall report to the governor and appropriate committees of the legislature with an evaluation of the status of the recommendations made in the initial report and any additional recommendations the advisory committee finds necessary to accomplish the goals of the initial report.

IV. Summary of Activities 2007-09

2007-08 Activities

In November 2007, the CTE Curriculum Advisory subcommittee surveyed CTE directors throughout the state to gather information on needs, questions, struggles, and successes in establishing CTE equivalencies in local school districts. Using information obtained through this survey, the CTE Curriculum Advisory Committee adopted a work plan to meet the legislative objectives for the committee and to provide relevant support to districts needing assistance with implementing CTE course equivalencies.

In the spring of 2008, the subcommittee published the *Equivalency Credit Toolkit 1.0*, an implementation guide for local school districts which defined terminology, set criteria, and established a process to identify CTE curricula that can “enhance” preparation for the WASL subjects, as well as curricula that could be deemed “equivalent” to core academic subjects. In August 2008, this initial toolkit was distributed at the Washington Association for Career and Technical Education (WA-CTE) conference for official use at the local district level.

As a part of the comprehensive CTE bill 2SSB 6377 (2008), the activity and reporting period for the Committee was extended to December 2009.

2008-09 Activities

In July of 2008, OSPI distributed grants to school districts throughout the state to support development and implementation of CTE equivalency courses, policies, and procedures using the initial version of the equivalency toolkit. Based on feedback and suggestions from the field, this toolkit was updated to *Equivalency Credit Toolkit 2.0*, which was distributed to district teams attending the OSPI/WA-CTE Integration and Equivalency Conference in fall, 2008. This conference provided numerous technical assistance workshops on how to use this newly revised toolkit to develop CTE equivalencies at the local level. Presenters included CTE instructors and OSPI content area leads in CTE, Math, Science, Social Studies, Arts, Health and Fitness.

As a result of this conference and the newly revised equivalency toolkit, numerous districts adopted board policies and procedures for determining and accepting CTE course equivalencies as viable options for meeting core academic requirements. In addition, many districts adopted CTE course equivalencies as a vehicle for obtaining the additional math credit requirements for students failing to meet standard on the state math assessment.

However, while great strides were made through this initial work, reports from CTE Directors indicated that a number of districts across the state were in need of additional technical support to meet the CTE Curriculum Advisory Committee’s goal of expanding CTE equivalencies statewide. The issues and challenges reported from the field included:

1. Many districts needed ongoing regional assistance and training beyond the fall OSPI/WA-ACTE conference to successfully implement CTE equivalencies using the OSPI Equivalency Toolkit.
2. With the recent changes in the state Math, Science, Health, Fitness, and the Arts standards, the OSPI Equivalency Toolkit 2.0 was now outdated and needed immediate revision.

Implementing the transcription of CTE equivalencies for academic core credit was proving to be problematic because of technical issues related to using various student information management systems. Targeted technical support and training around transcription of CTE equivalencies using student information systems was needed.

V. Program of Work for 2009-10

In June 2009, OSPI, WA-ACTE, and Mark Madison, CTE Director for Edmonds School District and chair of the CTE Curriculum Advisory Sub-Committee which developed the *Equivalency Credit Toolkit*, convened to formulate a program of work to address the implementation assistance needs and issues reported by various CTE Directors.

In 2009, a variety of activities have been underway. CTE/OSPI has:

1. Updated to the [Equivalency Credit Toolkit 3.0](#) to include technical assistance information for transcription of equivalencies and reflect alignment to the High School Proficiency Exams and new standards for Math, Science, Arts, Health, and Fitness.
2. Provided a statewide conference (co-sponsored by OSPI and the Washington Association for Career and Technical Education (WA-ACTE) focused on implementation of an updated equivalency credit toolkit, transcription strategies for CTE course equivalencies, and integration of core academic content within existing CTE courses.
3. Begun use of a “train-the-trainer” model, equipping trainers from each region of the state to provide localized workshops and assistance to districts on using the Equivalency Credit Toolkit to develop, adopt, and implement CTE equivalency policies, procedures, and courses. The first of these “train-the-trainer” workshops was in November 2009, and the second will take place in February 2010.
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In 2010, CTE/OSPI will:

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2. Develop, pilot, and create implementation materials for at least one Art and one Health “CTE” Classroom-Based Assessment (CBA) specific to CTE courses.
3. Continue to provide technical assistance to districts that received equivalency crediting grants.

Calendar of Activities for 2009-10

| Target | Activity | Status |
|-------------------|---|--|
| October 30 | Update and release OSPI Equivalency Toolkit 3.0 which will include: <ul style="list-style-type: none"> • Technical assistance information for transcription of CTE equivalencies. • Alignment of materials and information to High School Proficiency Exams and new standards for Math, Science, Arts, Health, and Fitness. | Completed and distributed to districts. |
| November 5-6 | Provide the OSPI/WA-ACTE “Integration Creates High Demand” Fall Conference will include training on: <ul style="list-style-type: none"> • Implementation of CTE Course Equivalencies using the OSPI Equivalency Toolkit 3.0. • Strategies for transcription of CTE Course Equivalencies. • Integration of core academic content within CTE courses to create new CTE Course Equivalencies. | Completed and attended by 450 participants. |
| November 5-6 | Provide <u>initial</u> training and preparation for regional equivalency implementation trainers. | Completed at the OSPI/WA-ACTE Fall Conference. |
| December 20, 2010 | Reformat the OSPI Equivalency Toolkit 3.0 to a new version (3.5) which will serve as a more “user friendly” training tool for regional trainers. | In Process |
| February 2010 | Provide full-day follow-up training for regional trainers using the reformatted OSPI Equivalency Toolkit 3.0 prior to implementation of region CTE Equivalency workshops. | Future |
| March 2, 2010 | Provide a 2-hour debrief and training workshop for regional trainers at the Washington Vocational Administrators (WAVA) conference in March. | Future |
| Spring 2010 | Regional trainers provide at least one Equivalency Implementation training for districts in their region. | Future |
| March-June 2010 | Develop and pilot Arts and Health Classroom-Based Assessments (CBA’s) for specific CTE courses. These “CTE” CBA’s would align to both technical and academic subject area standards. | Future |
| June-July 2010 | Provide full-day Scoring Workshop for teachers piloting “CTE” CBA’s to identify and collect agreed-upon exemplary Anchor Materials for “CTE” CBA toolkit. Refine “CTE” CBA Toolkit for large scale training and implementation. | Future |
| August 2010 | Provide large scale training to CTE teachers at WA-ACTE Summer Conference using “CTE” CBA implementation materials developed through pilot process. | Future |

VI. Equivalency Implementation and Grants

Equivalency Implementation

A survey conducted in December 2008 showed that, out of 134 school district respondents, 47 percent had established and implemented course equivalencies, totaling 692 individual courses. Below is a table showing the core academic areas where equivalencies within CTE have been established.

Number of Equivalencies by Core Course Area (Sampling of 134 School Districts)

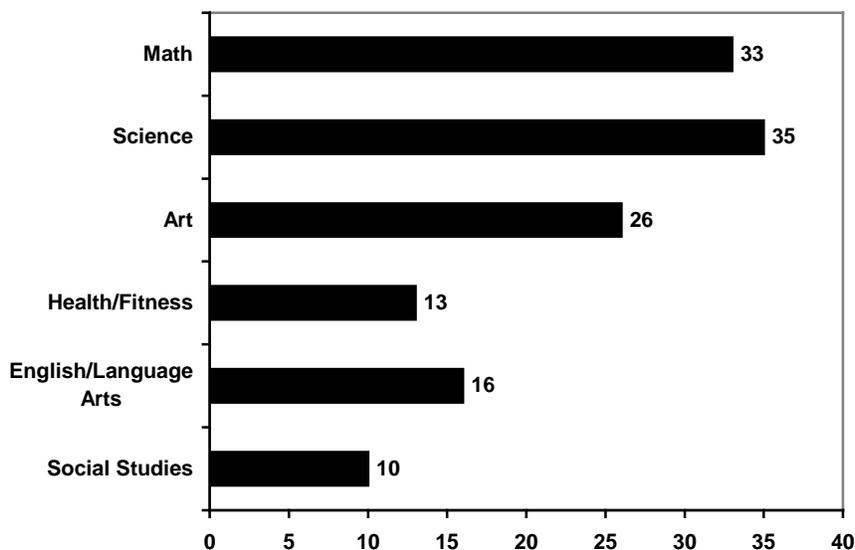
| Core Academic Area | Number of Equivalencies |
|--------------------|-------------------------|
| Art | 205 |
| Science | 176 |
| Math | 142 |
| Health and Fitness | 61 |
| English | 58 |
| Social Studies | 28 |
| World Languages | 12 |

Grants

In 2008, through funding from the Legislature, OSPI awarded 41 grants to school districts and skill centers to support development and implementation of CTE equivalency courses. Grants totaling \$200,000 were awarded.

In 2009, as a part of a renewed appropriation, \$285,000 was awarded to 48 school districts and skill centers. Below is a chart of the course areas in which awards were given, in some situations more than one to one district.

2009 Course Equivalency Grantees by Course Area



VII. Conclusion

As of December 15, 2008, the Curriculum Advisory Committee (Committee) has no longer been in operation. However, the goals of the Committee have continued to effect change in the state through the ongoing distribution of grants, continued professional development, and updates to the *Equivalency Credit Toolkit*.

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