

CTE Course Equivalency

Update on Implementation of ESSB 6552

Dr. Gil Mendoza, Associate Superintendent, OSPI
Mr. Ben Rarick, Executive Director, SBE
Ms. Becky Wallace, CTE Program Supervisor, OSPI
Mr. Clarence Dancer, CTE Program Supervisor, OSPI

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SENATE EARLY LEARNING & K12 EDUCATION COMMITTEE



Today's Overview:

- Historical Perspective
- State Board of Education Support
- ESSB 6552
- Progress on Implementation
- Statewide Frameworks
- Data
- Future Focus
- Questions



Historical Context on Math/Science Statewide CTE Equivalency Frameworks

2014 SESSION:

SBE Legislative Priorities

SBE Legislative Priority for
2014 session.

- How we increase flexible pathways to 24 credit diploma?
- How can increasing math & science credit requirements not impede CTE pathways?

Ample Provision

Make ample provision for K-12 education programs

Legislative Action: Identify a reliable and dependable revenue funding source for K-12 education to support a robust response to the McCleary Court Order, and to fully implement the provisions of ESHB 2261 and SHB 2776.

Career & College Ready

Authorization of a 24-credit career and college-ready graduation requirement framework

Math & Science Equivalencies

Expansion of math and science course equivalencies for vocational programs.

Legislative Action: The Board urges the Legislature to direct the development of statewide model course modules and frameworks that allow students to fulfill math and science credit requirements at skill centers and other high school programs across the state. The Board has an interest in ensuring that these credit equivalency opportunities are offered in an equitable manner across the state.

Math/Science Statewide CTE Equivalency Frameworks: Why the Need?

- Math & Science Equivalencies have existed for a long time. The statewide framework aspect was the key:
 1. Standardization of credit across regions for a particular course.
 2. Create confidence around coverage of math and science content relative to Washington State Learning Standards.



Purpose/Background of ESSB 6552

Summary of Engrossed Second Substitute Bill:

The Legislature intends to address **flexibility** for increasing instructional hours and implementing 24 credits for high school **graduation**. The intent includes the educational policy reason for shifting the focus and intent of the funding provided for the 2014-15 school year, from compliance with the minimum instructional hours offering to assisting school districts to **provide an opportunity for students** to earn 24 credits for high school graduation **and obtain a meaningful diploma**.

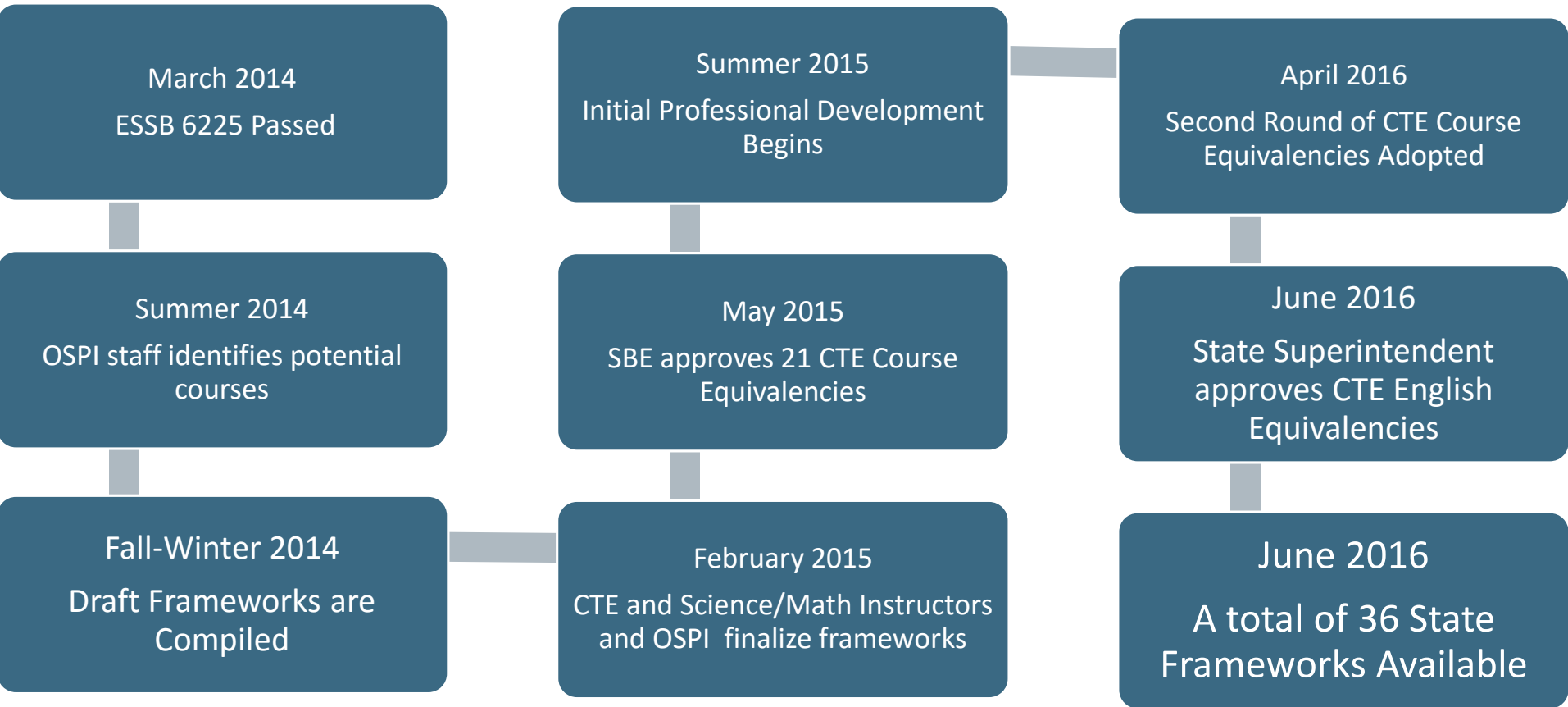


ESSB 6552 (2014)

Amended RCW 28A.700.070, RCW 28A.230.097

- OSPI would develop CTE curriculum frameworks that must align with WA State Learning Standards and industry standards.
- Beginning no later than the 2015-16 school year, a LEA must grant academic course equivalency in mathematics or science.
- High school students must have opportunity to access at least one CTE course that is considered equivalent to math or science as determined by the office of the superintendent of public instruction and the state board of education in RCW 28A.700.070.





April 2017
Deadline for additional equivalencies to SBE



ONGOING:
Evolving professional development around equivalencies



Implementation Timeline

Selection of Courses

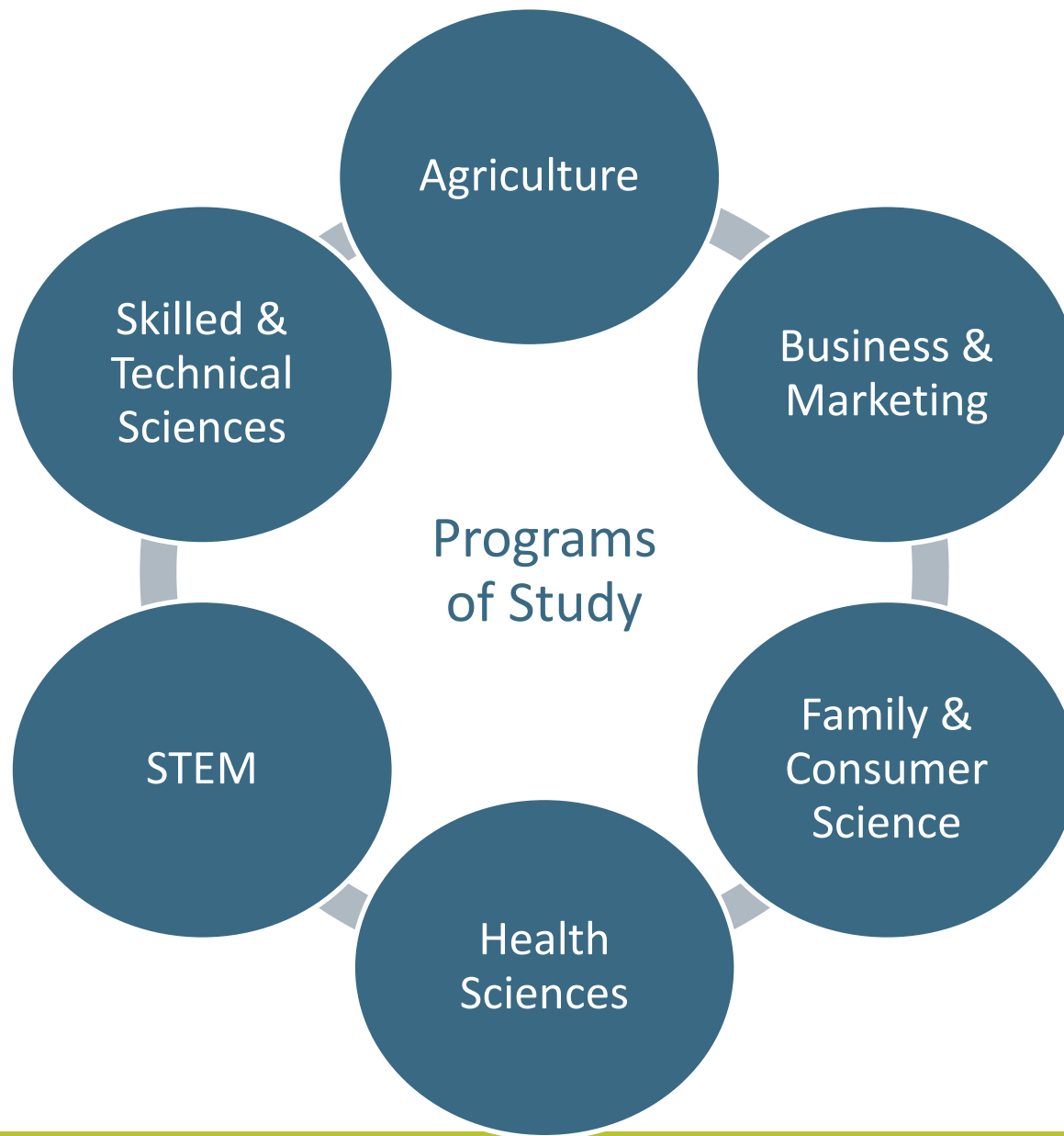
- OSPI Program Supervisor nomination
- Strength of academic alignment
- Review of courses offered statewide
- Emphasis on
 - Comprehensive High School and Skills Centers options
 - Mathematics and Science credits
 - Variety of program areas and pathways to meet diverse program offerings across state



Every Career and Technical Education class falls into one of 16 national career clusters

- Agriculture, Food and Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics





Statewide CTE Framework

- Industry Standards and Competencies
- Aligned Washington State Learning Standards
- 21st Century Leadership Standards
- Performance Assessments – summative and formative
- Leadership Alignment by unit

Standards may be added to the document prior to submission, but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within the framework.

Courses are eligible for specified credit.





Statewide Framework Document for: 030104- AP ENVIRONMENTAL SCIENCE

Standards may be added to this document prior to submission, but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1 credit of laboratory science.** The Washington State Science Standards performance expectations for high school blend core ideas (Disciplinary Core Ideas, or DCIs) with scientific and engineering practices (SEPs) and crosscutting concepts (CCCs) to support students in developing usable knowledge that can be applied across the science disciplines. These courses are to be taught in a [three-dimensional manner](#). The details about each performance expectation can be found at [Next Generation Science Standards](#), and the supporting evidence statements can be found under [Resources](#).

AP Environmental Science

Course Title: AP Environmental Science		Total Framework Hours: 180
CIP Code: 030104	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 4/11/2016
Career Cluster: Agriculture, Food, and Natural Resources		Cluster Pathway: Environmental Service System
Eligible for Equivalent Credit in: <input type="checkbox"/> Math <input checked="" type="checkbox"/> Science		Total Number of Units: 8

Course Overview

Summary:

A course that focuses on the application of biological, chemical, and physical principles to the study of the physical environment and the solution of environmental problems, including subjects such as abating or controlling environmental pollution and degradation; the interaction between human society and the natural environment; alternative energy, and natural resources management. Includes instruction in biology, chemistry, physics, geosciences, climatology, statistics, and mathematical modeling.

As with all agriculture courses, instruction and assessment in the Supervised Agriculture Experience (SAE) is a requirement. The Supervised Agriculture Experience includes placing a student in a position where he or she will learn the practices of entrepreneurship and the fundamentals of research and experimentation in the agricultural field. Participants in the SAE will conduct exploratory projects with the purpose of learning about and improving practices in their surroundings.

SAE.01. This course will include instruction in and Student involvement in Supervised Agriculture Experience Projects (SAE).



Mathematics Equivalency

CIP Code	Course	Equivalency
149991	Engineering Design 1	Algebra 1
190401	Consumer and Family Resources	Algebra 1
270301	Applied Algebra 1	Algebra 1
270305	Financial Math	Algebra 1
100304	Animation Tech. Video Graphics	Geometry
110803	Video Game Design/Digital Computer Animation	Geometry
460201	Residential Carpentry	Geometry
270301	Applied Algebra 2	Algebra 2
110201	Computer Programming	1 credit beyond Geo.
150613	CORE Plus	3 rd Year Math
279998	Business Statistics	Statistics



Science Equivalency

CIP Code	Course	Equivalency
010901	Animal Science	Biology or Lab Science
011101	Plant Science	Biology or Lab Science
030101	Natural Resources	Biology or Lab Science
030201	Natural Resources Management and Policy	Biology or Lab Science
010000	Intro to AFNR	Lab Science
011001	Food Science and Safety	Lab Science
030104	AP Environmental Science*	Lab Science
120503	Culinary Arts and Food Science	Lab Science
120505	Food Production and Services	Lab Science
190504	Food Science, Dietetics, and Nutrition	Lab Science
260102	Biomedical Sciences	Lab Science



Science Equivalency, Continued

CIP	Course	Equivalency
260103	Biomedical-Body Systems	Lab Science
510808	Veterinarian Assistant	Lab Science
511614	Nursing Assistant	Lab Science
400891	Principals of Technology Applied	Physics or Lab Science
110201	Computer Programming	Science
150613	CORE Plus	Science
010308	Agroecology and Sustainability	Life Science or Lab Science
030104	Environmental Science	Life Science or Lab Science
261201	Agricultural Biotechnology	Life Science or Lab Science



Multiple/English Equivalency

CIP	Course	Equivalency
150613	CORE Plus	3 rd Year Math and Science
150613	CORE Plus	English
150613	CORE Plus	English, 3 rd Year Math, Science
150613	CORE Plus	English and Science
150613	CORE Plus	English and 3 rd Year Math



Data

- Data collection for statewide equivalency has been added to the Comprehensive Education Data and Research System (CEDARS) for school year 2016-2017
- Districts will report the use of state equivalency in the grade history file, which is collected at the end of the term.
- For school year 2017-2018 schools districts will report courses offered as local and statewide equivalencies, and the basic education credit the course is equivalent to.



Future Opportunities?

Explore the concept of a Civics/CTE Equivalency Class

Civics/CTE Equivalency Idea

Satisfy three graduation requirements:

- Social Studies: 3 credits (.5 must be civics)
- CTE/Occupational Ed: 1 credit
- High School & Beyond Plan: Non-credit requirement

Civics as part of career readiness

- *The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship (RCW 28A.230.090)*

Embed the concept of high school and beyond plan in a credit-earning course.

Provides more flexibility on course-taking options (satisfy two requirements with one class).



Questions?

Dr. Gil Mendoza, Associate Superintendent, OSPI

gil.mendoza@k12.wa.us

Ben Rarick, Executive Director, SBE

ben.rarick@k12.wa.us

Becky Wallace, Program Supervisor, OSPI

rebecca.wallace@k12.wa.us

Clarence Dancer, Program Supervisor, OSPI

clarence.dancer@k12.wa.us

