

## CTE Course Equivalency AL

**Agency:** 350 Office of Superintendent of Public Instruction  
**Budget Period:** 2015-17

### **Recommendation Summary Text:**

The Superintendent requests \$250,000 to develop additional statewide Career & Technical Education (CTE) course equivalency frameworks that expand the course options students may choose to meet academic credit requirements for high school graduation. This allocation will provide for the development of additional statewide equivalency frameworks beyond the 21 frameworks created under 2014 Legislation. In addition, funding is needed to create related performance assessments and provide professional development for educators and administrators to navigate the adoption of and implementation of the statewide equivalent frameworks.

### **Fiscal Detail**

<b>Operating Expenditures</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
General Fund	001-01	0	\$250,000	\$250,000
<b>Total Cost</b>				

<b>Staffing</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Annual Avg.</b>
<b>Total FTEs Requested</b>	0	0	0

### **Package Description**

#### **Background**

The 2014 Legislature passed SSB 6552 which called for OSPI, in consultation with technical working groups, to develop curriculum frameworks for Career and Technical education courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements.

More than a syllabus or other course outline, a framework is a guide and a tool that aligns national and industry standards to state core content standards, performance assessments, leadership, employability, relevance to work and thinking skills all in one document. Frameworks provide an overview of the outcomes that students meet in the CTE course.

In line with the Superintendent's goal of an increased graduation rate for all students, and CTE students in particular, the Legislature appropriated \$287,000 in fiscal year 2015 for the development and implementation of CTE equivalencies in math and science. The initial goal was to complete 15 frameworks in this timeframe. That being accomplished, OSPI has identified over 80 frameworks in not only math and science,

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but also art, social studies, health, and English that could be developed into statewide equivalency frameworks to meet high school graduation requirements in the future.

### **Current Situation**

As a result of the 2014 legislative change local school board directors must provide students with the opportunity to access at least one Career and Technical Education course that is considered equivalent to a mathematics or science course as determined by OSPI. Up until this change equivalency crediting was a locally determined option. Increasing statewide approved equivalencies will assist districts in allowing students to receive not only math and science credit through CTE, but credit in other academic areas as well.

Once the academic and technical standards are aligned for each course, sample performance assessments need to be developed for the competencies that should be mastered upon completing each unit. Performance assessments differ from typical assessments in that they require students to demonstrate what they know and can do. Relevant performance assessments contain a real-life purpose for completing the task, usually based on a scenario that requires students to solve a problem and make strategic choices.

### **Proposed Solution**

Given the significantly higher graduation rate percentage achieved by students concentrating in our CTE programs, we are hoping that increasing the opportunities for all students to participate in CTE coursework will yield a similar positive impact it has with other students involved in CTE. Increasing statewide approved equivalencies will assist districts in allowing students to receive credit through CTE in curriculum areas other than just math and science.

The Superintendent is requesting additional funding to develop performance demonstrations, as part of CTE course frameworks, which correspond to the statewide CTE course equivalencies in math and science that the agency is in the process of developing. Additional funds are requested to ensure that the performance demonstrations (assessments) that are a part of these frameworks are aligned to both Common Core State Standards (CCSS) and (Next Generation Science Standards).

These performance assessments will allow students to demonstrate that they have developed the competencies the frameworks have identified as relevant to the current needs of their program of study's industry and national standards. Frameworks, of which performance demonstrations are a part, support the continuous improvement of CTE programs because they are reviewed annually by program advisory committees and by program supervisors at OSPI.

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As districts phase in the 24-credits graduation requirement they are thinking through ways to provide a variety of course options that will help to keep students engaged up to graduation. To help support this effort, the Superintendent is also requesting funds to develop additional statewide equivalencies in other content areas to increase students' options for meeting high school graduation requirements.

Finally, the Superintendent is requesting funds to hold trainings for teachers across the state to teach to the increased rigor in the statewide framework models.

### **Contact person**

Ken Emmil, Ed.D.

Assistant Superintendent, Career and College Readiness  
Career and Technical Education

Office of Superintendent of Public Instruction

W: (360) 725-6256 C: 509.690.7414

### **Narrative Justification and Impact Statement:**

#### **What specific performance outcomes does the agency expect?**

Through increased course equivalency options, students will have an additional pathway to learn and understand the information required to pass assessments as well as be career, college and life ready.

OSPI hopes that the additions of statewide CTE course equivalencies will also reduce the number of small districts (less than 2,000 students) who exercise their ability to apply to the State Board of Education for a waiver from the requirement to offer at least one CTE course equivalency.

#### **Performance Measure Detail**

To measure the success of this strategy OSPI will track the number of districts that offer statewide equivalency courses, the number of districts that apply for a waiver from the State Board of Education from the requirement to offer at least one CTE course equivalency, and the number of performance assessments that are developed and implemented.

#### **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

This package is supportive of four of the agencies Performance Indicators. These include:

- Percentage of students meeting standards on 8<sup>th</sup> & 11<sup>th</sup> grade assessments;
- Percentage of students enrolled in and who percentage who earn credits in Algebra 1/Integrated Math 1 by the end of 9<sup>th</sup> grade;
- The 4-year and 5-year graduation rate;
- Percentage of students of students who persist in post-secondary programs and complete certificates and degrees.

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### **Reason for change:**

This change will help to increase options for students to meet 24 credit graduation requirements.

### **Does this decision package provide essential support to one of the Governor's priorities?**

This decision package is supportive of the Governors goals to increased graduation rates, and to ensure that students obtain 21<sup>st</sup> century skills.

### **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities? If so, describe.**

This decision package provides essential support to the Governor's Results Washington priority to "increase project-based, career, workplace, community learning opportunities that provide STEM and 21<sup>st</sup> century skills," by providing students with additional options for accessing core content in a context that is centered around also developing competencies that are relevant to STEM industry and national standards.

### **What are the other important connections or impacts related to this proposal?**

In the 2013 Legislative session the Legislature created the Legislative Taskforce on Career Education Opportunities. This Taskforce has recommended that the state invest in "Assuring that students have equitable access to equivalency crediting..."

### **Impact on Other State Programs**

#### **What alternatives were explored by the agency, and why was this alternative chosen?**

Performance assessments are an essential piece of CTE frameworks. OSPI determined that developing these demonstrations is a critical to ensuring that statewide CTE course equivalencies are implemented successfully.

#### **What are the consequences of adopting or not adopting this package?**

If this decision package is not funded there will be fewer CTE options for students to earn core credits that meet high school graduation requirements.

#### **What is the relationship, if any, to the state's capital budget?**

None

#### **What changes would be required to existing statutes, rules, or contracts, in order to implement the change?**

None

#### **Expenditure and revenue calculations and assumptions:**

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### Revenue Calculations and Assumptions:

None

### Expenditure Calculations and Assumptions:

OSPI estimates that the total cost to develop performance demonstrations to go along with statewide Career & Technical Education (CTE) course equivalency frameworks in math and science, to expand the availability of statewide CTE equivalency frameworks, and to convene trainings in the use of the new frameworks is \$250,000 in fiscal year 2017. Of the total amounts OSPI anticipates contracting with a vendor to develop the assessments for \$75,000. Additional equivalency frameworks will also be developed with state-wide stakeholder group assistance for \$75,000, \$25,000 will support communications, training materials and equipment, and the remaining \$75,000 will be used to conduct statewide trainings on the new frameworks and performance assessments.

### Object Detail

		FY 2016	FY 2017	Total
A	Salary and Wages	\$0	\$0	\$0
B	Employee Benefits	\$0	\$0	\$0
C	Contracts	\$0	\$75,000	\$75,000
E	Goods/Services	\$0	\$75,000	\$75,000
G	Travel	\$0	\$75,000	\$75,000
J	Equipment	\$0	\$25,000	\$25,000
N	Grants	\$0	\$0	\$0
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
<b>Total Objects</b>		<b>\$0</b>	<b>\$250,000</b>	<b>\$250,000</b>

### Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2016	FY 2017	Avg	FY 2016	FY 2017	Total
A035 Career & Technical Ed	010	0	0	0	\$0	\$250,000	\$250,000
<b>Total Activities</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>\$0</b>	<b>\$250,000</b>	<b>\$250,000</b>

### Six-Year Expenditure Estimates

Fund	15-17 Total	17-19 Total	19-21 Total
<b>General Fund 001-1</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$0</b>

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	<b>Expenditure Total</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$0</b>
<b>FTEs</b>		<b>0</b>	<b>0</b>	<b>0</b>

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

The costs identified for developing performance assessments and training staff on the new frameworks and assessments are all one-time.