



Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent

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REPORT TO THE LEGISLATURE

UPDATE: Career and Technical Education Equivalencies

2018

Authorizing legislation: [RCW 28A.300.236](#)

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Executive Summary

Each year, school districts must report the annual number of students participating in state-approved equivalency courses and the annual number of state-approved equivalency credit courses offered (Revised Code of Washington [RCW] 28A.300.236). The Office of Superintendent of Public Instruction (OSPI) must then summarize the school district information and submit a report to the Office of the Governor and the appropriate committees of the Legislature.

This report reflects the data collected during the 2017–18 school year. The 2018–19 data will be available at the close of the school year and will be shared in the 2019 report. All data should be considered baseline and preliminary. The data reflects a slight decrease in the number of high school and skill center statewide equivalency courses offered from the 2016–17 to 2017–18 school years. This may be a result of the addition of local equivalency courses being added as a data element during the 2017–18 school year, refining and improving district reporting.

Introduction

Background

School districts have been able to adopt local career and technical education (CTE) equivalencies in all graduation requirement areas for more than 20 years. In 2014, the Legislature passed Senate Bill (SB) 6552, which created statewide CTE equivalency frameworks to support mathematics and science credit obtainment. The Office of Superintendent of Public Instruction (OSPI) supports school district efforts to adopt course equivalencies for CTE courses. The use of CTE equivalencies to achieve required graduation credit supports students' flexibility and choice while they are on their path to obtain a meaningful diploma.

Senate Bill 6552 (2014) amended Revised Code of Washington (RCW) 28A.700.070 by establishing a new section, providing OSPI the direction to develop curriculum frameworks in consultation with technical working groups. The curriculum frameworks built through the identified process must align with the appropriate state learning standards in the areas of mathematics or science and result in a course that qualifies for equivalency academic credit.

Update Status

Approval Process

The equivalency data included in this report reflects courses approved under the process as originally outlined in RCW 28A.230.097. In the past, this required initial approval by the State Board of Education (SBE). Once the SBE approved the course framework, the Office of

Superintendent of Public Instruction (OSPI) posted the framework document on its website. Statewide equivalency courses, as with all CTE courses, require approval by OSPI through the course approval process. This process requires school districts to clarify the course’s mandatory extended leadership (Career and Technical Student Organization [CTSO] or equivalency program of work), provide course and program level information, document the skills gap through employment demand data and approval of the course by the local advisory committee, and provide the course framework.

English Language Arts Credit

In 2016, former Superintendent Randy Dorn approved statewide equivalency in the area of English language arts (ELA) for Core Plus Aerospace frameworks. Multiple frameworks utilizing the Core Plus Aerospace curriculum—a manufacturing “common competency” curriculum—are aligned to mathematics, science, and ELA standards, resulting in a multitude of framework combinations available for school district adoption.

Data Reporting Methodology

School districts utilize the Comprehensive Education Data and Research System (CEDARS) to report statewide CTE equivalencies in Element D12, CTE Course Equivalency Identification; and Element D13, CTE Equivalency at the course identification level. School districts report whether a course is following the statewide equivalency framework (D12: Valid Value A) and report the type of equivalency applied (D13: Valid Value 01-19).

CTE State Equivalency Framework Information

Four sets of frameworks have gone through the process outlined in 28A.230.097 RCW to achieve approval from the SBE as statewide equivalency credited courses. Selection and development of the reviewed course frameworks has been an intentional process aimed at creating options for both comprehensive high school and skill centers, across the six CTE delivery programs, and among the various types of mathematics and science credits.

Table 1 lists the number of frameworks available in math, science, and English language arts; Table 2 identifies the number of frameworks available by CTE program area.

Table 1: Frameworks Available by Content Area During the 2017–18 School Year

Type of Equivalency Credit	Number of Frameworks
Algebra 1	4
Geometry	3
Algebra 2	1
Credit Beyond Geometry	1
3rd Year Math	1
Statistics	1
Biology or Lab Science	4
Lab Science	13
Physics or Lab Science	1
Science	4
Life Science or Lab Science	3
3rd Year Math and Science	1
English	1
English, 3rd Year Math, and Science	1
English and Science	1
English and 3rd Year Math	1

Table 2: Frameworks Available by CTE Program Area During the 2017–18 School Year

Program Area	Number of Frameworks
Agriculture	13
Business & Marketing	4
Family & Consumer Science	4
Health Sciences	3
Skilled & Technical Sciences	10
Science, Technology, Engineering, and Mathematics (STEM)	4

Statewide CTE Equivalency Courses

Data Limitations

This report reflects the second year of available data, and there is an expected margin of error in reporting newly established data elements. Staff will target technical assistance to address data quality. The 2016–17 data provided a baseline on state equivalency; the 2017–18 data will provide a better picture of the adoption and impact of course equivalencies statewide because

CEDARS added a new data element related to local course equivalencies. This additional data element provides another level of validation to ensure local equivalency courses are not reported incorrectly as statewide equivalency courses. Additionally, this data provides opportunities to investigate potential correlations between local equivalency usage and statewide equivalency usage in common Classification of Instructional Program (CIP) code areas.

Table 3 summarizes the current statewide equivalency course data as reported by school districts in CEDARS.

Table 3: School District Reported Statewide Equivalency Course Data

School Year	High School Courses Offered	Skill Center Courses Offered	Number of Students
2016–17	1,689	125	30,658
2017–18	1,347	104	30,422

Legislative Changes

Two pieces of 2018 legislation impact state equivalencies. Senate Bill (SB) 6133 amended RCW 28A.700.070 to expand the academic content areas eligible for statewide equivalency frameworks beyond science and mathematics to include English language arts, social studies, the arts, world languages, and health and physical education. With the passage of SB 6133 (2018), OSPI now has authority to develop course frameworks in all of these academic areas.

Additionally, House Bill 2824 (2018) amended RCW 28A.230.097 by moving the authority to approve statewide equivalency frameworks from the State Board of Education to OSPI. With this authority, OSPI has created an approval and development process for state equivalencies that invites stakeholders to suggest development of additional course frameworks.

Additional Options for Districts

In May of 2018, the State Board of Education adopted Automotive Technology 1, Automotive Technology 2, and Biotechnology as being eligible for equivalency credit in science. These courses became available for school district use for the 2018–19 school year and may be reflected in the 2019 report.

Conclusion and Next Steps

Increased guidance on reporting requirements and an increase in the total data collected will provide a more complete picture of the usage of CTE course equivalencies across the state. The

Office of Superintendent of Public Instruction (OSPI) will continue to seek avenues to support local school districts in the adoption and implementation of statewide equivalency courses.

Next steps include:

1. Framework revisions:

- As academic and industry standards are updated and adopted, previously approved frameworks will require revision.
- OSPI continues to refine frameworks to better support local implementation of the Washington State Science Learning Standards by embedding the science and engineering practices within the performance assessment sections.

2. New framework development:

- Through school district feedback and engagement with business and industry partners, OSPI continues to identify needed areas of development for new frameworks.

3. Professional learning and development:

- To promote the adoption of course equivalency frameworks across the state, OSPI will continue to provide resources and technical assistance to school districts and partners.

4. Improvement in data quality:

- The local equivalency data will enable OSPI to understand the breadth of equivalency opportunities available and provide a basis for understanding district choices for state vs. local equivalency frameworks.
- Additional years of data collection coupled with technical assistance should improve data quality.

APPENDICES

Appendix A: Current Statewide Equivalency Frameworks

The current CTE frameworks and associated equivalency credit are available on the [OSPI website](#).

Appendix B: CEDARS Manual

The current CEDARS manual including data element descriptors is available on the [OSPI website](#).

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