

Career and Technical Education Curriculum Advisory Committee

Initial Report to the Legislature

**Prepared By the Workforce Board and the
Office of Superintendent of Public
Instruction**



January 15, 2008

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CTE Curriculum Advisory Committee Initial Report to the Legislature

Introduction

Student achievement is best served when students receive content aligned to clear, consistent, and rigorous standards; have curriculum that is relevant to them; and form supportive relationships with caring adults. Quality Career and Technical Education (CTE) programs provide the rigor, relevance, and relationships students need to achieve; however, the ability of quality CTE programs to deliver academic as well as technical content is often overlooked. In its wisdom, the Legislature recognized the need to create clear and easily articulated crosswalks between traditional academic courses and CTE courses.

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 (Workforce Board) 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 language in Sec. 12 also directed the advisory committee, by January 15, 2008, to provide an initial report to the governor and the legislature and, if necessary, a work plan with additional reporting deadlines, that is not to extend beyond December 15, 2008.

This report goes further than required. The advisory committee undertook a process to survey CTE educators and is committed to developing an on-going process of CTE course equivalency that is grounded in evidence and evaluation. We request that the legislative authority of this committee therefore be extended to December 2009.

Summary of Activities

The Career and Technical Education Curriculum Advisory Committee was formally convened in October of 2007. The advisory committee established a working subcommittee to assist the committee in meeting its goals. The purposes of the subcommittee are:

- To establish and pilot equivalency evaluation criteria, processes and tools which can be used at the state and district levels to determine 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 subcommittee surveyed CTE directors throughout the state in November, 2007, to gather information on needs, questions, struggles, and successes in establishing CTE equivalencies in local school districts.

On January 8, 2008, the CTE Curriculum Advisory Committee adopted a work plan to meet the legislative objectives for the committee. The work plan includes the following steps:

- Defining terminology, setting criteria, and establishing 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.
- Determining initial CTE curricula to be reviewed using the criteria.
- Establishing evaluation tools for CTE pilot curricula.
- Soliciting “volunteer” local districts to pilot CTE curricula that incorporate the enhanced and equivalent criteria in the fall of 2008.
- Identifying additional CTE curriculum to be piloted in the fall of 2009.
- Compiling a list of recommended CTE enhancement and equivalency curricula, reporting preliminary results of the initial pilots, and making recommendations for the implementation of the 2009 pilots in a December 2008 report to the Legislature.

CTE Curriculum Advisory Committee Work Plan

Timeline	Targeted Outcomes
December 15, 2007	<p>Determine related questions and issues from the field.</p> <ul style="list-style-type: none"> ▪ <i>Gather and review equivalency survey data to determine questions and issues.</i>
January 15, 2008	<p>Submission of approved work plan and initial report from the entire committee.</p>
January to April, 2008	<p>Sub-committee is expanded to include content specialists, basic education teachers and administrators, postsecondary representatives, and business and labor representatives.</p> <p>Criteria, Terminology, and Process are clearly defined and ready for piloting</p> <ul style="list-style-type: none"> ▪ <i>What does “equivalency” mean?</i> ▪ <i>What does “cross-crediting” mean?</i> ▪ <i>What is difference between an “enhancement course” and an “equivalent course”?</i> ▪ <i>What specific core subject standards are to be used for evaluating a course for equivalency?</i> ▪ <i>How many core subject standards need to be addressed within a CTE course for an equivalency?</i> ▪ <i>How much coverage time for these standards is required within a CTE course for equivalency?</i> <p>Determine initial CTE curricula to be reviewed.</p>
April to June, 2008	<p>Review identified CTE Curricula to determine “Enhancement” or “Equivalent” status and which curricula will be implemented in volunteer pilot districts in the fall of 2008.</p> <p>Establish evaluation tools for piloted CTE Curricula with regard to preparing students for the state assessment.</p> <p>Solicit volunteer pilot school districts and implement pilots.</p>
June to November, 2008	<p>Identify additional CTE curricula to review for piloting in the fall of 2009.</p> <p>Review additional CTE curricula to determine “Enhancement” or “Equivalent” status.</p> <p>Determine CTE Curricula to be implemented in pilot districts for fall of 2009 and any funding needed for pilots, including technical assistance and evaluation.</p>
December, 2008	<p>Submit a list of recommended CTE curricula (enhancement and equivalency) based on criteria developed and curriculum reviewed.</p> <p>Submit report to the Legislature.</p>

The CTE Curriculum Advisory Committee requests that the committee’s work be extended to allow sufficient time for data collection, evaluation of tools and process, and for the expansion of approved CTE courses for academic equivalency and enhancement in multiple subject areas. The committee would follow the following timeline for 2009 if their work is extended:

Timeline	Targeted Outcomes
January to August, 2009 (rather than June to November of 2008)	<p>Identify additional CTE curricula to review for piloting in the fall of 2009.</p> <p>Review additional CTE curricula to determine “Enhancement” or “Equivalent” status.</p> <p>Expand list of CTE curricula to be implemented in pilot districts for fall of 2009 and determine any funding needed for second round of pilots, including technical assistance and evaluation.</p> <p>Solicit volunteer school districts for fall 2009 pilots.</p>
August, 2009	Collect evaluation data from 2008–09 school year pilot districts to analyze impact of equivalent and enhancement courses.
September to December, 2009	Implement and begin evaluation of second round of piloted curricula.
December, 2009	<p>Develop an updated and expanded list of recommended CTE curricula (enhancement and equivalency) based on evaluation results and additional curriculum reviewed.</p> <p>Submit report to the Legislature.</p>

ESSB 6023 (Chapter 354, Laws of 2007)
Prime Sponsor: Sen. McAuliffe

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.

CTE Curriculum Advisory Committee Membership

MEMBERS:	SUB-COMMITTEE MEMBERS:
<p>Gov. Booth Gardner</p> <p>Sen. Steve Hobbs 44th Legislative District</p> <p>Rep. Timm Ormsby 3rd Legislative District</p> <p>Rep. Skip Priest 30th Legislative District</p> <p>Eleni Papadakis, Executive Director, Workforce Training & Education Board</p> <p>John Aultman, Co-Chair, Assistant Superintendent, Career & College Readiness, OSPI</p> <p>Mark Madison, CTE Director, Edmonds School District</p> <p>Dave Rudy, CTE Director, Sedro-Woolley School District</p> <p>Roxanne Trees, Coordinator for Health & Human Services, Seattle Public Schools</p>	<p>Mark Madison, Chair</p> <p>Wes Pruitt, Workforce Training & Education Board</p> <p>Jessica Vavrus, Teaching and Learning, OSPI</p> <p>Betty Klattenhoff, Interim Director, Career & Technical Education, OSPI</p> <p>John Aultman, OSPI</p> <p>Dave Rudy, Sedro-Woolley School District</p> <p>Roxanne Trees</p>

CTE Director Survey

In accordance with ESSB 6023, the 2007 Legislature has directed the Office of Superintendent of Public Instruction and the Workforce Training and Education Coordinating Board to "jointly convene and staff and advisory committee to identify Career and Technical Education (CTE) curricula that will assist in preparing students for the state assessment system and provide the opportunity to obtain a certificate of academic achievement. This committee was convened in October 2007, and has begun its work with a focus on two primary objectives:

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

In approaching this work, the committee is very interested in completing these objectives in a manner that will provide support and assistance to CTE programs which are encountering confusion and resistance to conversations about or determination of equivalencies within their respective districts. Consequently, it is important to the committee that we receive input from our CTE constituents concerning their needs, questions, struggles, and successes as they relate to establishing CTE equivalencies for academic credit.

Instructions for the survey

The questions in this survey are designed to gather important information from the field regarding your needs, questions, struggles, and successes as they related to establishing CTE equivalencies in your districts. Please answer these questions honestly and completely, as this will be important information we will use as we complete our work.

Questions for the Survey

What are the questions and areas of confusion regarding equivalencies that you need this committee to address?

What are the points of resistance and obstacles that you are encountering with regard to establishing CTE Equivalencies in your district?

What criteria does your district currently use in establishing equivalencies for CTE courses, and what is the basis for that criteria?

If you have been successful in establishing equivalencies in your district, what has proven to be instrumental and effective for you in achieving this success?

What are other considerations that we need to be mindful of as we approach this work?

Summary of Equivalency Survey Results

What are the questions and areas of confusion regarding equivalencies that you need this committee to address?

1. What part of the core subject needs to be included?
 - knowledge and skills tested on the WASL?
 - knowledge and skills on the collection of evidence? Same?
2. How much time needs to be spent on the core subject concepts (versus application of the concepts)?
 - required 150 hours of contact for a credit may present a problem
3. Need for a stronger state-level role in determining equivalencies.
 - definition - confusion over “equivalency” versus “cross-crediting”
 - recommendations; approved list of courses
 - standardized procedure, process or prototype
4. Availability of curriculum
 - access to what other districts are doing
 - remediation courses
5. “Highly Qualified” issue
 - teacher preparation restrictions
6. College admission concerns
 - will not always recognize, despite district granting equivalency
 - how designated on the transcript
 - can CTE be equivalent to an AP or Honors class?

What are the points of resistance and obstacles that you are encountering with regard to establishing CTE equivalencies in your district?

1. People
 - department heads; academic teachers
 - administrators and school boards
2. Attitude toward CTE
 - emphasis on four year
 - focus on WASL
 - CTE teachers viewed as less competent; not “highly qualified”
3. Time and organization (takes work)
4. Quantity of CTE subjects, courses
5. Dilution of CTE focus

What criteria does your district currently use in establishing equivalencies for CTE courses, and what is the basis for that criteria?

1. Many have none or and no process in place yet.
2. Some have an informal process in place
3. Match or align with ELR/GLEs; use frameworks
 - amount of subject (in hours)

- 80% of target core course objectives; percent of pertinent GLEs
 - Partial credit if include 50% of EALRs
 - align to level three benchmarks
 - same unit and course end tests
4. Variety of approval processes in place
 - principal or department head decides
 - curriculum committee makes determination
 - district team or building level team
 - Special Ed IEP

What has proven to be instrumental and effective for you in achieving success in establishing equivalencies in your district?

1. Not done yet
2. Documentation of academic content/alignment with GLEs
 - frameworks
 - review of course materials
3. Relationships with administrators/teachers
4. Established process in place
 - administrative support
 - CTE at the table
 - Teamwork/interdisciplinary
5. Academic success of students in CTE coursework
 - providing applied learning option
6. Colleges recognizing the course

What other considerations do we need to be mindful of?

1. Training of CTE staff in implementing WASLs in curriculum/assessment
 - are teachers actually teaching core requirements
2. Difference between cross-crediting and equivalencies
3. OSPI recommendations
 - joint committee work
 - use state frameworks
 - eliminate discrepancies between districts/develop consistency to be fair to all students
 - don't sabotage what has already been done
 - misleading statements from OSPI on WACs
 - statewide support and encouragement
4. College admittance
5. Collecting data on student achievement in CTE courses/value of applied learning
6. Replace occupational education with CTE
7. Collection of evidence
8. Skills centers role
9. Don't forfeit industry skill and soft-skill training
10. Highly qualified
11. Absence of credit based on competency