

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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BULLETIN NO. 073_-20 CAREER AND TECHNICAL EDUCATION

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School Principals
CTE Directors

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Career and Technical Education Guidance for 2020–21

CONTACT: Becky Wallace, Executive Director, Career and Technical Education
360-725-6245, rebecca.wallace@k12.wa.us

PURPOSE/BACKGROUND

The purpose of this bulletin is to clarify requirements to implement approved Career and Technical Education (CTE) courses during school year 2020–21. While the instructional approach for the 2020–21 school year may be different than the in-person model commonly required to provide CTE coursework, the requirements for courses that receive [CTE enhanced funding](#) will not change.

Approved Washington state CTE courses will still be required to align with and implement the CTE model, which includes utilizing lab and shop environments, classroom instruction and theory, and extended learning. The three overlapping components in the CTE model are bound together with the student leadership experience.

This school year will require many school districts to adopt a new approach to meet these requirements as they engage students remotely, under a hybrid model, or in-person under existing and future Department of Health (DOH) guidelines. The CTE instructional model typically relies on hands-on experiences to provide students the opportunity to develop and demonstrate technical skills, utilizing lab or shop spaces. Until students can be served in-person, project-based and hands on-learning opportunities will need to be redesigned, focusing on projects that can be completed and assessed remotely. As educational facilities are reopened for

in-person instruction, districts should prioritize opportunities for students to demonstrate hands-on skills aligned with CTE course academic, industry, and leadership standards. Districts are encouraged to review current CTE dual-credit articulation agreements to prioritize learning activities that will maintain existing college credit opportunity for enrolled students.

CTE Instruction and Course Curriculum Modifications

Approved CTE courses are required to align with and implement the CTE model. While 2020–21 district schedules may temporarily require a modified approach, students must be given the opportunity to demonstrate specific skills required to meet academic and industry- or nationally-defined content standards. Even if fully remote, districts are encouraged to find ways for students to have hands-on opportunities to practice and demonstrate skill development.

Districts should ensure curriculum is aligned to appropriate Washington learning standards, course appropriate industry standards, and 21st century leadership skills. CTE program standards require that CTE course curriculum be based upon occupational needs and be developed and maintained in consultation with advisory committees. Districts exploring the use of alternative curriculum (even temporarily) should assure that the above criteria are met; in addition, districts should:

- Review existing articulation agreements to assure that students' ability to earn CTE dual credit is not impacted.
- Recognize that vendors may offer curriculum or instructional supports that align with a "CTE topic" but the curriculum may not meet CTE course requirements.
- Ensure all state approved CTE courses are taught by an appropriately certified instructor.

A modification to curriculum would typically change the alignment of standards and assessments, triggering a change to the course framework. Courses with current approval will **not** require a new course approval application due to curriculum modification this year. Educators may choose to update their course framework locally as an instructional tool; however, that decision is entirely up to the school district.

Once a district achieves approval through the Application Management system in EDS, the course framework is updated and maintained at the local level. New course approvals should only be pursued for new courses that are being added to the master schedule by approval of the General Advisory Committee and/or courses that were previously found out of compliance and require new course application approval prior to being claimed at the district level to avoid audit risk. OSPI will **not** be requiring new course approval submissions of currently approved CTE courses due to a change in the course framework because of a curriculum modification this school year.

Extended Learning and Leadership Requirements

Extended learning is defined as learning activities related to a CTE course or program competencies, which occur beyond the scheduled school day or school year, under the supervision of a certified CTE teacher. Extended learning requirements include students having access to either a Career and Technical Student Organization (CTSO) or a leadership equivalent program aligned with their enrolled CTE course. Districts should continue to offer participation opportunities with the extended leadership entity identified in the CTE Application Management system.

Leadership development through participation in a CTSO provides students with skills that are necessary to be successful in any career. CTE program standards identify that leadership and employability skills are developed and practiced at the highest level through CTSO activities. CTE educators should continue to work with students to develop an annual program of work/program of activities to reinforce the extended learning opportunities required of CTE courses through approved CTSOs or equivalent leadership programs. Engaging students in this planning process will provide creative alternatives to traditional participation. The state's eight recognized CTSOs continue to provide regional, state, and national virtual engagement opportunities. While CTSO competitive opportunities are often highlighted, 2020–21 may be an important time to focus on the various service-learning, community service, and civic engagement opportunities; personal and professional skill development activities; and the social-emotional and peer-engagement opportunities, which may be planned and accessed virtually. OSPI does not dictate a minimum number of annual activities and encourages districts to empower students to develop local options with the support of available regional, state, and national activities.

Work-Based Learning Requirements and Cooperative Worksite Learning

The Washington State Career and Technical Education Program Standards define and require work-based learning (WBL) as a component of all approved CTE programs. Work-based learning activities extend the classroom into the workplace, connecting acquired knowledge and skills to a student's future employment. Work-based learning comprises a wide range of activities that provide students an opportunity for experiential learning activities that may be accessed in-person or virtually. These experiences may include, but are not limited to, guest speakers, field trips, career mentors, internships, and school-based enterprises.

Worksite learning (WSL), a subset of WBL, includes cooperative worksite learning where the student is placed with an approved worksite. Cooperative worksite learning requires a student worksite learning file with required documentation, and monitoring completed by an appropriately certified individual. School district personnel should review guidance from Labor and Industries when placing and monitoring students in worksite learning opportunities. Youth work hours will resume once school is in session, regardless of the instructional school schedule. This means that students that are less than eighteen years old are limited to working twenty-

hours per week; this includes a limitation of 4 hours per day Monday through Thursday, and may not be scheduled to work before 7am, after 10 pm, or during school hours. Students are eligible to work up to 8 hours per day Friday through Sunday, consistent with [WAC 296-125.027](#).

For more information related to work-based learning, contact [Lance Wrzesinski](#). Contact [Josie Bryan](#) with Labor and Industries for information related to youth employment.

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Becky Wallace, Executive Director, Career and Technical Education at 360-725-6245 or email rebecca.wallace@k12.wa.us. OSPI TTY number is 360-664-3631. For general information about CTE please email cte@k12.wa.us.

This bulletin is also available on the [Bulletins and Memos](#) page of the OSPI website.

Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent

Kathe Taylor, Ph.D.
Assistant Superintendent
Learning and Teaching

Becky Wallace
Executive Director
Career and Technical Education

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