Welcome
The presentation will begin shortly.

Test Audio
- Select the arrow ▲
- Select **Test Speakers**

Sound
- Let us know if your audio is working in the **Chat** or unmute and confirm.
We are happy you are here!

1. Click on **Participants** in the Zoom menu.

2. Find your name in the participants list. Choose **More**. Click **Rename**.

3. **First and Last Name** - **District/Organization** - **Role**

   - Chris Reykdal – OSPI – Superintendent
We acknowledge the pain and trauma resulting from 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as Black or African-American. Our work will lead with racial equity, inclusion, and a commitment to ensuring access for each and every student.

We invite accountability and partnership in the work of this department and OSPI.

Today’s Reflection:
Please use the chat to respond:
What data that is not presently available at the local or state level would be most beneficial in helping you address opportunity gaps for students in your community?
Quick Tips

Please **mute** yourself to minimize background noise.

You’ll get the **slides** in our follow up email & they will be posted to our website.

Please use the **chat box** to pose questions or provide responses to prompts.

You can send follow up **questions** to cte@k12.wa.us.
Plan for Today:

- Office of Superintendent of Public Instruction (OSPI) Updates
- CTE Updates
- CTE Sequence Graduation Pathway FAQs
- Partner Updates and Professional Development (PD) Opportunities
- Questions and Feedback
We encourage you to use the chat box to identify the tribal land you join us from today.

- School District & Nearest Federally Recognized Tribes
- Washington Tribes Map
OSPI Updates
OSPI Guidance and Resources

Check OSPI’s Novel Coronavirus (COVID-19) Guidance & Resources Webpage for updates.

• Bulletin: 2021 ArcGIS Online Competition for Middle School and High School Students – No. 093-20 (Published 12/3/20)
  • Schools can participate in a national online mapping competition for middle and high school students.

• Bulletin: New Requirements for Comprehensive Sexual Health Education Effective December 3, 2020 (Published 11/20/20)
  • Provide school districts with information about new requirements as they begin the implementation process.

Staffing Updates:

• Shandy Abrahamson, CTE/CCL Tribal Engagement Specialist, ONE Department
• Sue Anderson, Administrative Assistant, CTE Department
Inclusionary Practices Grant

• Discuss with district leadership the opportunity, and gather support prior to applying
• Inclusionary Practices Informational Flyer
• Inclusionary Practices Grant Informational Video
  • Accessing the application, acceptable uses, and more!
• This is a good opportunity for districts that identified within their CLNA that working with students with disabilities was a targeted area of interest
• Attend the technical assistance session on December 9th
• Contact david.green@k12.wa.us for more information
CTE Updates
Program Approval Update

• The Program Approval preview window is open December 1-31.
• The Anticipated submission window is January 1-30.
• As a reminder, if courses are missing from the assigned area (viewed through preview) applications will need to be submitted in the Application Management to be approved prior to January 1 to be included in the Program Approval.

• Additional uploads include - Preparatory Course Criteria Form, and Labor Market Demand Data with Advisory Board Minutes.
• Technical assistance for the Program Approval system is scheduled for Monday, December 14.
CTE Sequence
Graduation Pathway
FAQs with Friends

Katie Weaver Randall, Director of Student Information
Tania May, Director of Special Education
Kim Reykdal, Secondary School Counseling Program Supervisor Lead
Jason Boatwright, Multiple Pathways Dual Credit Program Supervisor
Rhett Nelson, Director of Alternative Learning
Nicole Gonzalez, Manager, Online Learning
Anissa Sharratt, Manager, Alternative Learning
Clarifying OSPI’s Role

• OSPI does not approve or authorize a student's graduation pathway
• OSPI uses data to reflect to the district what graduation pathway(s) the students have completed (met) to support the districts and to verify what will be reported to the legislature each January
• If a district has evidence that a student met a pathway, but it is not reflected in the OSPI data, the district can still use the completed pathway to meet the student’s pathway graduation requirement.
• OSPI CTE does approve Local CTE Graduation Pathways through the Graduation Alternatives application (in EDS)
• OSPI continues to refine data collection and reporting improved data and alignment to better align with the intention of policy.
• OSPI CTE does approve Core Plus programs and CTE courses and programs.
• Multiple offices and divisions respond to inquiries and customers should expect consistent responses.
• 7,000 students drop out of high school every day
• 6.5 million young adults not in school or working
• $1 trillion in higher education student loan debt
• 53% of recent college grads either underemployed or unemployed
• Only 50% of all college students graduate with a post-secondary degree
• 58% of employers report that graduates are not adequately prepared for work

Source: Janet Brady, Former ACTE National Exec Director (4-2017)
“...the legislature intends to create a system of multiple graduation pathway options that enable students to support their individual goals for high school and beyond”
Graduation Requirements

HIGH SCHOOL & BEYOND PLANNING

HIGH SCHOOL INSTRUCTION (24-CREDITS)

GRADUATION PATHWAY

MEANINGFUL DIPLOMA
Graduation Pathways are **NOT**: 

- “Alternatives” to the high school assessment
- Ways to track students
- New “boxes to check” for graduation

Graduation Pathways are:

- Aligned with the student’s HSBP
- Built with the year after high school in mind
- Equal in value and expectations
Graduation Pathways & the HSBP

“The pathway options...are intended to provide a student with **multiple pathways** to graduating with a **meaningful** high school diploma that are tailored to the goals of the **student**. A student may choose to pursue one or more of the pathway options ... but any pathway option used by a student to demonstrate career and college readiness must be in **alignment with the student's high school and beyond plan**.”

(HB 1599)
HB 1599: CTE Course Sequence Grad Pathway

“Complete a sequence of career and technical education courses that are relevant to a student’s postsecondary pathway, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, and that meet either: Core Plus or the minimum criteria of RCW 28a.700.030.”

Related definitions:

**CTE:** means a planned program of courses and learning experiences that begins with exploration of career options; supports basic academic and life skills; and enables high achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education.

**RCW 28a.700.030:** originates in Chapter 28A.700- Secondary Career and Technical Education; which gives OSPI responsibility to review and approve courses in alignment with established standards.
All approved preparatory secondary career and technical education programs must meet the following minimum criteria:

(1) Either:
   (a) Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or
   (b) Allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;

(2) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and

(3) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.
CTE Course Sequence Graduation Pathway

2 High School Credits in CTE courses
(State approved courses with identified CIP codes)

Same CTE Program Area or approved local sequence

Includes dual credit opportunity and/or leads to a credential

Or
Complete a Core Plus program
Local CTE Sequence Graduation Pathway

1. **2 High School Credits in CTE courses**
   (State approved courses with identified CIP codes)

2. **Approved locally (board, designee, advisory committee)**

3. **Approved by OSPI**

4. **Approved local sequence available statewide; must meet criteria to be adopted in other districts**
## Data Overview

<table>
<thead>
<tr>
<th>Graduation Pathway Criteria</th>
<th>District Responsibility</th>
<th>Data Reporting to Pathways Database</th>
<th>Future Collection Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence of CTE courses relevant to HSBP comprised of 2 credits A) within the same CTE program area that either leads to an Industry Recognized Credential (IRC) or provides dual credit and meets the minimum criteria identified in RCW 28A.700.030.</td>
<td>• 2 credits within the same program area (CEDARS-CIP code) • Dual Credit (CEDARS) • IRC – begins 20-21 SY (CEDARS – H31) • Courses that met IRC prior to 20-21, or that meet “lead-to” are locally determined</td>
<td>• Expand IRC collection to address “Lead to” language</td>
<td></td>
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<tr>
<td>Or B) a locally approved sequence approved by OSPI that either leads to an IRC or provides dual credit and meets the minimum criteria identified in RCW 28A.700.030.</td>
<td>• Pulling from database of approved local sequences</td>
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</tbody>
</table>
Understanding Graduation Pathways Reporting

• Students are counted in every graduation pathway they complete. There is no data hierarchy assigned by OSPI and OSPI does not know which graduation pathway is in students’ HSBP.

• OSPI reflects the data that has been received through multiple data sources; and the data is not compared to what is in a student’s HSBP, nor does OSPI determine whether a student graduates.

• Students are only counted in graduation pathways where completion criteria are met; if student was in progress, they are not reflected in data.
Graduation Pathway Data Sources

• The data source for course-based graduation pathways is CEDARS (Student Grade History).

• Data sources for assessment-based pathways include: College Board (AP, SAT), ACT, IBO, Cambridge, OSPI (Smarter Balanced and WA-AIM).

• School year 2019-20 ASVAB scores were reported by the district to OSPI; school year 2020-21 ASVAB scores are reported through CEDARS.
Graduation Pathway Database

• There is a Graduation Pathway Database located in the CAA/CIA Application in EDS.

• Students who met the CTE Course Sequence Graduation Pathway indicate “Y,” course information is listed in the “Courses Taken” tab.

• Access to this application is given at the district level (District Data Security Manager) – NOT OSPI
# Pathways Database – District View

<table>
<thead>
<tr>
<th>Student</th>
<th>SSID</th>
<th>District Student ID</th>
<th>Grad Year</th>
<th>Current Grade</th>
<th>ELA</th>
<th>Math</th>
<th>CTE</th>
<th>ASVAB</th>
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<td>State Test</td>
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</table>
Common Q+A

Sources: Submitted to cte@k12.wa.us, sent via email to CTE or other OSPI staff
Question 1

If a student took the same two courses two years in a row and earned 2.0 CTE credits, should they meet the criteria for the CTE Graduation Pathway?

• Scenario: the same course = same state course code, course ID & course title, and the course is marked as “T” as dual credit was provided.
No. This does not meet the intention of the pathway; identical courses which are repeated are not counted as meeting this graduation pathway.

• What about students with disabilities?
  • Per WAC 180-51-115, an IEP team can, in limited circumstances, substitute comparable coursework to meet graduation credit and subject area requirements. However, the student still needs to meet the requirements of the specific graduation pathway.
Question 2

Please clarify the CTE courses that cross all Program Areas; which courses “count” towards all Program Areas?
Answer

The following CTE courses apply to all program areas to meet the CTE Graduation Pathway requirement:

Career Choices (CIP 320107)
Careers in Education (CIP 130101)
Applied Math (CIP 270301)
Question 3

Can a CTE graduation pathway include a career course?
Answer

If a career course is a “Worksite Learning” course with an 888 ending CIP code – then yes, this would count as credit is aligned in the specific program area. Remember, previous or concurrent related enrollment is required for WSL placement.

Career Choices, previously addressed, can align, but is an hour limited CIP. Districts should consider the appropriateness of this course in meeting requirements, including alignment with the student’s HSBP and postsecondary goals.
Question 4

We have sequences of CTE classes (Construction 1-4, Ag Mech 1-4, and Computer Science 1-4) which meet the criteria of "sequenced progression of technically intensive and rigorous courses" but have not been approved at the state level.

Can we use local board approval for our CTE sequential courses?
Answer

If the classes are indeed state approved CTE courses/programs with approved CIP codes, then the sequence examples provided contain courses in the SAME Program Area, and therefore, do not require OSPI approval for CTE Graduation Pathway purposes.
Question 5

Can districts rely on the "system" to determine "met" for CTE Graduation Pathway purposes?
Answer

Yes, districts can rely on the system to reflect in the pathways database the information entered into CEDARS Student Grade History, which DOES NOT consider the student’s HSBP.

The pathways database is a tool to show all the graduation pathways a student completed, the fidelity to ensure alignment with HSBP, and transition plan (if applicable) is on appropriate school staff.
Question 6

Is the current list of 25 IRCs in CEDARS the "final" list for the 2019-20 and 2020-21 data reporting? What if I have students completing certificates not on the list?
Answer

No, the list is not final and the current data element for capturing "attained IRC" includes an "Other" category.

The list of IRCs will be modified with the adoption of a statewide adopted IRC list as well as part of the annual review process.
Question 7

Is there a deadline for submitting another district's approved Local CTE Sequence Graduation Pathway in the Graduation Alternatives Application to be used in our district?
Answer

No, at this time the application remains open year-round. However, districts are encouraged to submit new or adopted Local CTE Graduation Pathways prior to the start of the school year, so students and families are aware of their options and can plan accordingly.

• Any outstanding Local CTE Graduation Pathway submissions for the current/previous years, they should be submitted ASAP. OSPI will need this data for our Legislative Report.
Question 8

If the Pathways Database shows a student has met the CTE Graduation Pathway criteria based on course taking but those courses do not align with their HSBP, how do we reconcile that at the district and state level?
Answer

• OSPI does not reconcile at the state level
• Every pathway a student has completed will be reflected in the Pathway Database based on Legislative report requirements for OSPI, which are not contingent upon HSBP alignment.
• For students with disabilities, the IEP team would work with staff to ensure alignment between the HSBP and the transition plan, per the requirement of 1599.
• The database reflects information back to the district – but is not used at the state level to determine whether a student should or should not graduate. That remains a district decision.
Question 9

Can approved online course provider courses count towards the CTE Graduation Pathway? They are being advertised as CTE courses.
A course needs to have an **approved CIP code**, which is achieved through submitting an application through the EDS system. For ALE and online programs, this occurs at the district level.

Approved online course providers need to work with school districts and Tribal Compacts to submit applications.

All standards and requirements for state approved CTE programs and courses apply for students to utilize the CTE Course Sequence Graduation Pathway.
Question 10

An online general education course has the same state course code as a CTE course our district offers, can the course be used to complete a CTE Graduation Pathway?
Answer

Only state approved CTE courses (which have CIP Codes) count towards the CTE Graduation Pathway.
Question 11

Students are taking single college courses that convert to more than 2.0 high school credits in a CTE program area. Which takes priority: the 2.0 credits or the sequence of courses?
Answer

• If the college course agreement converts to 2.0 or more HS credits, the intention of the law ensuring the student is ready for a meaningful next step has been demonstrated.

• The transcription policy should be followed, and the CTE Graduation Pathway could be met if the course aligns with the student’s HSBP.

• CiHS or Dual credit agreement will be > or = 10 quarter credits

• RCW 28A.230.090 citation: "(6) At the college or university level, five quarter or three semester hours equals one high school credit."
Question 12

If a CTE class where an articulation agreement states that a student must earn a “B” or better to earn the college credit, can the student still meet the criteria for the graduation pathway if they don’t earn a B?
Answer

Yes, the district can determine that the student had access to dual credit through the course, which had the rigor level necessary to be deemed college level through agreement (CTE Dual Credit or CiHS most common).
Question 13

Does EVERY course in the CTE Graduation Pathway have to contain either dual credit and/or an Industry Recognized Credential (IRC) or is it the entire sequence must have either dual credit and/or an IRC?
Answer

No, within the learning experience the student must have access to dual credit, or the sequence must include access to or lead to an IRC.
Question 14

Must the IRC be obtained in HS or does listing an IRC that is aligned with the sequence that can be obtained AFTER high school meet criteria?
Answer

The language is "leads to" so it can be obtained after high school in a related program at the postsecondary level such as two- or four-year college, apprenticeship, military, etc.
Question 15

Do CTE courses taken at the middle school level count towards the CTE Course Sequence Graduation Pathway?
Answer

• No. Middle School (MS) courses can either be funded for CTE or can be used for academic credit but not be approved as CTE.

• For MS approval, the course must be aligned to the appropriate grade level (MS) standards and show alignment to STEM to be approved for CTE funding.

• If a school submitted a MS course with HS standards, it would not be approved. To be eligible for HS credit – the student has to take a course that is aligned with HS standards.
Question 16

When will there be clear guidance if Running Start courses can be used to complete a CTE Graduation Pathway?
Answer

Now! Yes, Running Start in CTE/Prof Tech courses SHOULD count towards the CTE Course Sequence Graduation Pathway.

• Since CEDARS data will not be available, this will be a local decision.

• We are working with our partners at SBCTC to explore how to share CIP related data.
Question 17

How should districts help transfer students (from WA schools) that were in a pathway meet the CTE Graduation Pathway option if the new district doesn't have the corresponding course. How will the record reflect that student as met/Y?
Answer

• The CTE courses are in the student’s CEDARS Student Grade History record. If the new school does not have the CIP code or the program, they can’t add the course level detail into CEDARS.

• Previous course(s)/info should carry over regardless of where the student completed the course/pathway.
Question 18

Where are the approved Local CTE Graduation Pathways located? Since they “count” for everyone we would like to review the list.
Answer – Part 1

The OSPI approved Local CTE Graduation Pathways can be found on the CTE homepage and also in the Graduation Alternatives app in EDS under the “Local CTE Graduation Pathway” tab.
If your district offers the CIPs indicated in the approved Local CTE Graduation Pathway, your district will need to “Add a Local CTE Graduation Pathway” in the Graduation Alternatives application.

• Please indicate
  ➢ Use Approved State Local CTE Graduation Pathway
  ➢ Then the OSPI Approved Local CTE Graduation Pathway
  ➢ And indicate the high school and course information
Answer – Part 3

• If your district doesn’t have the CIPs approved in the pathway, you won’t be able to submit that as a local option.

• If your district has the approved CIPs, but the courses do not meet the requirements (i.e. the pathway was approved due to a dual credit agreement, which your district does not have – the district may not be approved until proving that the pathway criteria may be met

• The system is not intended to create a pathway for every potential combination of courses, based upon what a specific Senior has already taken. Yes, we get this question often – and it makes us sad. This only further does a disservice to our students.
Question 19

How can Open Doors Programs who are not attached to a Skill Center or a CTC help students attain the CTE Graduation Pathway? Most of the students end up with Industry Recognized Certificates when they complete their technical training.

Are they eligible to receive CTE funding in addition to Open Doors funding?
Answer

• State approved CTE courses may be offered in Open Doors program as long as they are being taught by a properly certificated CTE teacher in the CTE area of assignment and meet all Washington CTE Program Standards.

• The CTE Graduation Pathway is determined by meeting all pathway requirements (credits in a program area), not only with IRCs.

• Open Doors and Alternative Learning Experience (ALE) programs are currently excluded from the CTE enhanced funding and are funded under different models.
Question 20

What about students with significant support needs who do not meet criteria for WA-AIM?
Answer

• Through the class of 2021, the Certificate of Individual Achievement (CIA) continues to be an option, even if the student will continue in school up to age 21.

• For students in the class of 2022 and beyond, school staff and IEP teams should plan ahead for additional special education services, accommodations, and modifications are needed to support students with disabilities with completing their HSBP and accessing a graduation pathway.

• The SBE is reviewing current data and graduation pathway access to determine the potential need for additional pathway options that would provide increased opportunity for all students.
Question 21

What’s next?
• SBE is seeking early action on a bill that will provide graduation credit and pathways waivers during an emergency, similar to the waiver offered at the end of the 2020 school year.

• OSPI is supporting this bill. Hope is to see the bill passed early in the session so that districts can best support students who are set to graduate in 2021.

• Would give SBE authority to grant permission to districts to waive some credit requirements or grad pathway requirements at a student level if an emergency prevented the student from completing those requirements but the student is otherwise prepared for graduation.
Hope

• This may address some of the immediate concerns for c/o 2021 considering impact of pandemic, and eventual ability for a refocus on ensuring implementation of graduation pathways and requirements are focused on supporting integrity in processes, robust and intentional high school and beyond planning, and meaningful learning experiences for students so that we see improved outcomes for ALL students, and not additional gaps in preparation, persistence, and success when students exit our system.
Celebrations

• Congratulations to Kianna Bolante of Fife High School!
• Kiana is one of nine high school students in the world who is a Registered Parliamentarian.
Partner Updates

State of Innovation Challenge Launch
Now Open: State of Innovation Challenge Launch

State of Innovation Challenge Open Now through March 4

Industry Engagements beginning soon
• “Human Centered Design 101” with UW’s Project EMARS
• Wildland firefighting careers with Jason Ramos, author of *Smokejumper*

Website is now updated – [www.innovationwa.org](http://www.innovationwa.org) – Please encourage teachers to join email list via website for further updates!

Background
The State of Innovation Challenge is a virtual career-connected problem-solving challenge for Washington state middle school, high school, and out of school youth. The goals of the challenge are to:
• Empower youth voice in solving Washington’s biggest challenges
• Encourage collaboration between teachers & adult advisors as they adapt to virtual career connected learning
• Engage industry and postsecondary directly in the virtual classroom
Professional Development Opportunities
Upcoming CTE Professional Development

Tuesday, December 8
• 11-12 pm: MOA Civil Rights and Equal Access to CTE Technical Assistance (Deifi Stolz)

Wednesday, December 9
• 12-1 pm: CTE Inclusionary Practices Grant Technical Assistant (David Green/Tania May)

Monday, December 14
• 10-11 am: Program Approval Technical Assistance for Beginners (Lance Wrzesinski/Samantha L. Sanders)
• 4:15–5 pm: Program Approval Technical Assistance for Repeaters (Lance Wrzesinski/Samantha L. Sanders)

Tuesday, December 15
• 10-11 am: Career Connect Washington Office Hour (Sheri Tucker)
Partner PD Opportunities

**Inclusionary Practices Project – Professional Development Offered through CCTS**

**Increasing Access to CTE Classes**
January 21, 2021: 3-4 pm
[Register for Event]

**IPP Third Thursday – Co-teaching with CTE**
February 18, 2021: 3-4 pm
[Register for Event]
Questions and Feedback

• Use the chat box to submit any questions you still have or topics you’d like covered in upcoming meetings.

• CTE Check-In on Friday, December 18 will include updates on Program Approval and Course Approval.
Next CTE Check-in

Friday, December 18
12–1 pm
See you then!
Connect with us!

k12.wa.us

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