Welcome!

Thank you for coming!

We’re glad you’re here!
Connect to Audio

You can **join** by computer audio or call in.

Dial +1 669 900 6833 or +1 346 248 7799
Webinar ID: 857 389 673

Test Audio

Welcome! We’ll be starting in a few minutes.
Sound Check

We’re going to get started in a few minutes.

Can you hear us?
Please let us know in the chat!

Test Audio
Tips for Participating

• Share comments and questions in the Chat panel (send to “All”)

• Comments and questions may be shared verbally to group, towards the end of the presentation

• Not all questions will be addressed during this webinar, but we will provide follow up to submitted questions

• Questions may always be submitted to cte@k12.wa.us following this webinar
Protocols

• Utilize the chat box to submit questions related to the topic.
• We will provide follow up to questions that are not covered during the presentation
• General CTE questions may be submitted within the chat box or via email at cte@k12.wa.us

Questions?
Use the chat feature!
Poll Response: Who is Joining Us Today?

• CTE Director
• CTE Educator
• Director/Educator
• District Admin - Superintendent
• Building Admin - Principal
• OSPI or SBCTC staff
• Community and Tech. College Staff
• CCL Coordinator – ESD staff
• Business/Community Partner
• Other (identify in chat box)

Respond with appropriate role!
Novel Coronavirus (COVID-19) Guidance & Resources

Many areas of the world, including the United States, are experiencing an expanding outbreak of respiratory illness caused by a novel (new) coronavirus, COVID-19.

On March 11, the World Health Organization characterized COVID-19 as a pandemic. To slow the spread of the virus, on March 13, Governor Inslee ordered all public and private K-12 schools in Washington state to close through April 24. On April 6, the Governor announced all schools would remain closed from providing traditional, in-person instruction through the rest of the 2019-20 school year.

As schools, students, families, and communities plan for and experience closures, OSPI is committed to providing ongoing guidance and resources as we sort through this unprecedented situation together. The most current guidance and resources are provided below.

Other sources of information educators and families should monitor are the:

- Washington State COVID-19 Information Website
- Washington State Department of Health (DOH)
- U.S. Centers for Disease Control and Prevention (CDC)

For School Districts

4/27/2020

Student Learning & Grading (NEW)
OSPI Guidance

- OSPI COVID-19 guidance and resources
  For School Districts / Recent Updates
  - Student Learning and Grading Guidance (4.21)
  - Supt. Reykdal Explains Learning and Grading Guidance (YouTube – 4.21)
  - All videos, previous guidance, bulletins and publications may be found on the COVID-19 guidance and resource page of the OSPI website
CTE Resources

We have compiled a list of resources including Updates & New Information to keep you up to date with CTE.

- CTE FAQs (PDF)
- CIP Codes

Updates & New Information

- April 17 CTE Meeting PPT presentation (PDF)
- April 10 CTE Meeting PPT presentation (PDF)
- April 10 CTE Meeting Special Education PPT presentation (PDF)
- CTE Updates During COVID-19 Follow Up Questions (PDF) (posted April 6)
- April 3 CTE Meeting PPT presentation (PDF)
- CTE Updates During COVID-19 School Closures (PDF) (Issued 3.20.2020)
- CTE Updates During COVID-19 Follow Up Questions (PDF) (posted March 20)
- Perkins V Comprehensive Local Needs Assessment (CLNA) Template (DOCX)
- Early Childhood Education (ECE) Toolkit (PDF)

Contact Information

Career & Technical Education
360-725-6245
cte@k12.wa.us

Webinars & Office Hours

Wednesday, April 22
4/27/2020
General CTE Updates  
– Perkins Reserve Grants

• If you are unable to spend your allocations on the intended use of the grant (i.e., Professional Development), you may NOT spend it on “other items.”

• All federal allocations must be obligated by August 31.

• Reserve dollars not obligated by districts this fiscal year will be recouped and redistributed by OSPI next year; districts are not guaranteed to be reallocated all funds they did not spend this year in next year’s allocations.
General CTE Updates
– CTE Graduation Pathways

• Reminder: Courses that are repeated, (Example: Student took a yearbook class as a junior and earned an “A”, and again enrolled as a senior) require an advancement in the standards and learning experiences. The student should not be repeating the same course over and over again – the district should submit a new course framework that identifies the “advanced” course.
Poll Response: Grading Decisions

What local grading decision has been made?

- Undetermined/Unsure
- A/B/C/D/I
- A/B/C/I
- A/B/I
- A/I
- Other (chat box)

Please respond to the poll.
Grading Decision/Impact Questions

• What questions do you still have related to grading for this school year?

  Please submit questions in the chat box.

• Feedback will inform OSPI agency guidance.
Poll Response: CTE Dual Credit

Webinar Attendance:
1. Did you attend yesterday’s (9AM) CTE Dual Credit webinar?
   • Yes or no
2. Have you read and reviewed the CTE Dual Credit guidance document released Wednesday, April 22?
   • I have read the document
   • I have not yet read the document

Please respond to both prompts
What is the biggest concern you have related to CTE Dual Credit, impacting this school year?

- Seniors not meeting Dual Credit requirements.
- Our students in hands on classes are not able to meet their learning outcomes.
- Grading and Credits, Learning Outcomes
- Supporting students.
- The idea of incompletes
- How to ensure our students are demonstrating proficiency on all competencies per the articulation agreements.
- Ensuring students meet requirements.
- The B+ requirement with the course as stipulated in the articulation agreements when our districts move to a grading policy that does not reflect that nuance.
- Being able to show hands on competencies.
What is the biggest concern you have related to CTE Dual Credit, impacting this school year?

- Supporting students who will now be issued high school grades and then plan to access DC.
- Awarding of college credit
- Second semester not in the classroom for lab classes
- CC not honoring articulations when schools have met criteria of the articulation
- Ensuring that we are accurately assessing meeting competencies.
- Are HS students required to meet the 80% of standards or are they able to mirror what their CTC counterparts are doing?
- Making sure that the hard work that students have put into their work counts and they get the credit they deserve
- Students being prepared to go on to college in this new learning environment
- How to ensure content is met, especially on the project-based classes when students do not have the resources at home.
What is the biggest concern you have related to CTE Dual Credit, impacting this school year?

- How would an incomplete be made up and communicated?
- Standards based grading translating to B or better and meeting the college competencies.
- Equitable access and parents/students becoming disillusioned with dual credit options because of conflicting information or lack of clarity.
- Making sure all classes we are thinking of articulating will be accepted.
- School closure.
- Equity: Students who do not have access to tools they need to prove competency.
- Our high school and college instructors not collaborating with each other to best serve students in these dual credit classes, through distance learning.
- Basically, we are to keep going as if nothing else, if the student wants to attempt the college credit.
- How are we supposed to match up our grading process for the remainder of the year?
What is the biggest concern you have related to CTE Dual Credit, impacting this school year?

- **Students have next year to make up the incompletes, but the colleges only give students 2 weeks.**
- **Assisting hs teachers navigate the sers process**
- **classes with extended lab/shop**
  - Being able to articulate my class for this year so students who meet the requirements can receive the credit.
  - Maintaining the integrity of articulations and opportunity for high school students--especially seniors--to earn/credit their work.
- **Students meeting competencies in hands-on courses, and teachers realistically assessing the competencies/student learning. Are we doing the students any favors by giving the credit if they're not ready in all aspects of the course.**
- **This being my first year teaching I'm not quite even familiar with dual credit and that way have I don't know if I have any good answers**
- **Accessibility for continued paired rigor of content and paired assessment methods.**

No face to face labs/shops that will put students behind on their path for credits/graduation. I work with Running Start students and am concerned about RS funding ending this quarter. What if students have to complete in summer or fall?
What is the biggest concern you have related to CTE Dual Credit, impacting this school year?

- Students will not meet the agreed upon standards as a part of the articulation agreements. Now, with the possibility of all students earning an A or incomplete it feels like this is very diluted.
- College system not accepting the articulation they originally signed and adding addition requirement such has passing exams.
- One concern is that there has been so little guidance on dual credit before the pandemic that we aren't clear about what we are doing now. Funding was cut at the college level and dual credit is not the only priority for a lot of workforce deans.
- That we are able to honestly do diligence to the agreements we have signed with the higher ed entities as well as do justice and be fair with our students.
What is the biggest concern you have related to CTE Dual Credit, impacting this school year?

Can I get dual credit for my Financial Literacy course, or my Entrepreneurship?

explaining it to kids’ advisors

Low end school district with students without tech and/or internet. Over all access to Me the teacher and the work that needs to get done.

what requirements will my students have to earn dual credit with school closure

We are currently working to put dual credit in place for next year. My concern is having the time to get it done, as this year is very different because of the pandemic.

Making my class equitable for all students. Many do not have technology access, but those who do should still be able to get the credit they originally planned to earn by the end of the school year. I want to make sure this isn’t deemed as unfair.

Making sure that if an individual teacher says that a student met the requirements outlined in the articulation agreement, the student is allowed the credit...the college can’t say no.

Not being able to award credit for kids because of lack of equipment even with access to learning pieces.

Making sure counselors and staff truly understand how dual credit works so students are able to get dual credit when able. Or the appropriate credit.

Washington Office of Superintendent of PUBLIC INSTRUCTION

4/27/2020

21
Initial Feedback: Concerns

• Ensuring students meet requirements and are adequately prepared for postsecondary experiences
• Supporting students to access college credit and having articulation agreements honored consistently
• Honoring students work and accomplishments
• Impact of grading decisions and unknowns
• Lack of collaboration between college and high school
• Full understanding of CTE dual credit system
CTE Dual Credit Partners – SBCTC + OSPI

Nate Humphrey, Director of Workforce Education, SBCTC

Tim McClain, Program Administrator for Workforce Education, SBCTC

Becky Wallace, Executive Director of Career and Technical Education, OSPI

Samantha L. Sanders, Assistant Director of Career and Technical Education, OSPI

Clarisse Leong, CTE Operations Manager, OSPI

4/27/2020
Framing

• Improvement of CTE Dual Credit is state goal; however immediate focus is administration of CTE Dual Credit for this school year.

• Considerations for statewide/regional approaches that impact articulation agreements, or requirements (such as grade requirement differences) across consortia be addressed in future dual credit work.

• Expectations for CTE Dual Credit should not differ (less or more rigorous) than other dual credit programs.
Process

Questions, feedback, and updates from CTC and K12 practitioners related to CTE Dual Credit shared with partners.

Late March/Early April

April 10

SBCTC/OSPI Partner Meeting: Goal for shared guidance document.

April 15

SBCTC Led WEC Meeting: CTC Workforce Deans and Dual Credit Leads provide CTE DC feedback (OSPI invited to listen).

OSPI Led CTE Meeting: Representatives provide CTE DC feedback (20 attendees, WACTA regions).

April 17

CTE Friday Webinar SBCTC co-presents CTE DC feedback (~200 attendees)

SBCTC/OSPI Partner Meeting: Draft recommendations.

April 21

OSPI releases Grading and Instruction Guidance.

April 22

SBCTC + OSPI jointly release CTE Dual Credit Guidance.
## Considerations/Recommendations

<table>
<thead>
<tr>
<th>Topic</th>
<th>Summary</th>
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<tbody>
<tr>
<td><strong>Grading</strong></td>
<td>• Students must earn grade as reflected in the articulation agreement to earn the CTE Dual Credit.</td>
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<td></td>
<td>• High School/Skill Center educators will determine if the student has met requirements.</td>
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<td></td>
<td>• “Incomplete” final grade may be replaced by grade. If student meets requirement, they earn dual credit.</td>
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<td></td>
<td>• District policies must follow <em>Student Learning and Grading Guidance</em>.</td>
</tr>
<tr>
<td><strong>Content Alignment</strong></td>
<td>• Educators will ensure the competencies identified in the articulation agreement will be met for any student that earns the CTE Dual Credit.</td>
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<td></td>
<td>• Educators may prioritize learning outcomes as identified in the articulation agreement for focus during the rest of this school year.</td>
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<td></td>
<td>• Continuous Learning expectations from OSPI, reinforced by Governor.</td>
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</table>
## Considerations/Recommendations

<table>
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<th>Topic</th>
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<tr>
<td><strong>Demonstration of Skills</strong></td>
<td>• Students may demonstrate competency mastery through a variety of assessment styles – learning outcomes as identified in the articulation agreements are the focus areas.</td>
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<td></td>
<td>• Students have had opportunities to demonstrate competency prior to school facility closure.</td>
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<td></td>
<td>• Opportunity to network, learn, and share resources across K12 and CTC system.</td>
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<tr>
<td><strong>Articulation Agreements</strong></td>
<td>• Prioritize honoring current articulation agreements without modification.</td>
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<td></td>
<td>• Agreements represent an understanding between the two systems; any change in process or requirements will require a conversation and shared agreement – and should be explored only through amendments or MOUs for this school year, including course contingency plans.</td>
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<td>• Major changes could be initiated in future year agreements</td>
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</table>
Considerations/Recommendations

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<tr>
<td>Additional Requirements</td>
<td>• Agreements should be maintained and honored for achieving students.</td>
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<tr>
<td></td>
<td>• Students and school districts should not face additional requirements to access credits outside of what is reflected in the articulation agreement.</td>
</tr>
<tr>
<td></td>
<td>• Now is the time to demonstrate the trust and collegial professionalism or our educators, and honor the collaborative and accessible model of CTE Dual Credit.</td>
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</tbody>
</table>

**Check in:**

✓ Do you agree with the state recommendations?

_If so, use the “thumbs-up” from “Reactions” in the toolbar._

✓ If you feel something is missing, please add it to the chat box.
Next Steps

• Wednesday, April 29th: WEC Deans and Directors
  • CTE Dual Credit Guidance Q+A from SBCTC System, OSPI guest
• Determine need for additional FAQ/Guidance based upon feedback

Future considerations

• Inviting aligned program faculty, educators, and partners, such as the Centers of Excellence, to share promising practices and resources
• Survey to K12 and CTC leads to determine decisions impacting CTE Dual Credit and to inform future funding of pilots for the improvement of CTE Dual Credit across the state
• CTC Perkins Leadership Block Grant application to support statewide and regional partnerships: engage with dual-credit partners to support dual credit and program of study work
What can our agencies do in partnership to support state-level CTE Dual Credit or high quality CTE programming?

- Continue the communication
- Continue to look at potential for state-wide agreements.
- Outline a recommended timeline so that this isn't a last priority.
- Work towards the alignment of CTE Dual Credit with CIHS and RS for the classes to automatically be included on a student's transcript.
- Provide funding!!! You can't provide or issue "guidance" without regulatory control. With funding comes policies and procedures and from that, the consistency and accountability!!
- Since many of our high schools work with different colleges for CTE DC, it would benefit to have some sort of a standard form, MOU, articulation agreements, etc. so there is some consistency for all involved.

- Funding for colleges to run the CTE Dual Credit program!
- Consistent policies and procedures
- Provide collaborative opportunities for teachers to meet.
What can our agencies do in partnership to support state-level CTE Dual Credit or high quality CTE programming?

I think if there was a collaborative workspace for high school educators it could be very beneficial.

Times like this to come together and be positively engaged in decision-making collaboratively.

Include high school teachers in decision making process, so we have our voices heard.

Make the dual credit equal across the state so the credit has value. Now the credits are only good at certain schools and not transferable. Concern I hear from parents.

Ensure each articulation is based on industry standards and avoid one systems view over the other.

Statewide articulation agreements are a must! This is a smarter and more equitable way to support students in WA. K12 CTE uses state approved frameworks, and many CTC courses are statewide as well. Should be same as statewide equivalency credits!

Share what courses have been approved for dual credit at the CTE district level.

Communication is the best tool at this time.

Somehow issuing a single transcript more or less from the SERS CTE system for a students credits earned across the colleges would be great. Students should not have to attend a college in order to get the credits. That is an equity issue.
What can our agencies do in partnership to support state-level CTE Dual Credit or high quality CTE programming?

- Recommend that college and K12 staff zoom to compare how they're assigning hands on skills and evaluating them in order to meet the SLO and competencies. It's been frustrating to have a contingency denied but no feedback provided about how to meet it.

- Because the state is making this a requirement, it seems reasonable that there would be more support. I am new to this, so maybe I am unaware of what support is available. I would like to be able to easily contact schools with similar agreements.

- State agency personnel need to do a much better job working together to develop cohesive understanding before messaging out to dual credit practitioners. Scatter gun approach leads to misinformation, general confusion. Ultimately wasting our time.

- Include more voices in the planning - I realize you are doing a great job of getting things done in a short period of time, but more voices from all levels.

- Come up with agreement on how we will ensure both college and BS students are able to receive the dual credit. With grades as A/I not clear what that means for meeting competency. What if they are at the c level of competency?

- Issue shortened guidance to college deans and presidents.

- We are rural school. Large percentage of our students do not have computers or internet. We need a way to provide tech to students.

- Focus is on the qualification & certification of CTE teachers. State & Nation-wide there is limited research or emphasis is on CTE director qualification & standards (or CTE PD). This is a critical issue for CTE programming.
Initial Feedback

**Communication**
- State agency personnel working together
- Lead statewide communication
- Create opportunity for teacher and faculty collaboration
- Increase representation/voice in feedback and decision making

**Standardization**
- Statewide articulation agreements
- Increase student transferability
- Consistent policy and practice
- Standardize/model forms and formatting
- Aligned competencies and standards
- Single student transcript

**Funding**
- Provide funding
What’s Missing?

List looks good to me!
1. Thumbs up reaction in tool-bar

Have an idea?
1. Go to www.menti.com
2. Enter code: 81 76 14
3. Respond to: What can our agencies do in partnership to support state-level CTE Dual Credit or high quality CTE programming?
Other Dual Credit Guidance

**Joint Dual Credit Statement:** “Our goal is to adjust policies and practices in flexible, student-focused ways that ensure quality, student-focused dual credit programs to ensure students are successful in attaining their education and career goals.”

(SBCTC, WSAC, Council of Presidents, Independent Colleges of Washington, AWSP)

**Running Start:** Moved to online learning. SBCTC guidance can be found [here](#).

**College in the High School:** Strongly encourages colleges to “reach out to K-12 partners to determine if and how course may be completed and how enrolled students will receive equitable access and support.” *(April 9 guidance)* Course contingency forms are not referenced in guidance.

**AB/IB/CI:** IB/CI: Cancelled testing portion of examination process for students. Students will submit body of evidence to receive a score to be applied towards dual credit.

**IB Updates** and **CI Updates**

**AP/College Board Updates:** Modified spring exams
Upcoming CTE Webinar & Office Hours

Monday, April 27
• 1-1:30pm: CTE Pathways Office Half-Hour (Renee Lafreniere)

Tuesday, April 28
• 9-10am: Career Launch Office Hours (Sheri Tucker)
• 11am-12pm: Perkins/CLNA Webinar (Clarisse Leong & Doug Meyer)
• 3-4pm: MBA Research Resources-Deeper Dive Webinar (Lance Wrzesinski)
Upcoming CTE Webinar & Office Hours

Wednesday, April 29
• 12-1pm: Agricultural Education Sciences Office Hours (Denny Wallace)
• 1-2pm: Business & Marketing Office Hours (Lance Wrzesinski)

Thursday, April 30
• 12-1pm: Health Sciences Office Hours (Marianna Goheen)
• 3-4:30pm: Family & Consumer Sciences Tech Tools Webinar (Michelle Spenser)
Poll Response: Friday Lunch Zoom

Should we continue Friday’s lunch Zoom meeting on Friday, May 1 (next Friday)?

a. Yes, please
b. No, I prefer focused topic webinars and office hours
c. Cancel May 1, resume May 8th
d. Other: (use chat box to specify)

Please respond to the poll