



REPORT TO THE LEGISLATURE

Career and Technical Education Equivalency

2017

Authorizing legislation: RCW 28A.300.236

[\(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.236>\)](http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.236)

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Executive Summary

In 2017, House Bill 2242 established a new section to be added to Chapter 28A.300 RCW which requires:

“(2) Beginning in the 2017–18 school year, school districts shall annually report to the office of superintendent of public instruction the following information:

- (a) The annual number of students participating in state-approved equivalency courses; and
- (b) The annual number of state approved equivalency credit courses offered in school districts and skill centers.

(3) Beginning December 1, 2017, and every December 1st thereafter, the office of the superintendent of public instruction shall annually submit a summary of the school district information reported under subsection (2) of this section of the office of the governor and the appropriate committees of the legislature.”

This report will reflect the data collected during the initial reporting period at the end of the 2016–17 school year. The data requested for the 2017–18 school year will be available at the close of the school year, once student grade history can be captured, and will be shared in the 2018 report. All data is considered baseline data and in preliminary form.

Introduction

Background

Senate Bill 6552 (2014), Chapter 217 amended 28A.700.070 RCW by establishing a new section, which reads:

“(3) The office of the superintendent of public instruction, in consultation with one or more technical working groups convened for this purpose, shall develop curriculum frameworks for a selected list of career and technical courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements. The content of the courses must be aligned with state essential academic learning requirements in mathematics as adopted by the superintendent of public instruction in July 2011 and the essential academic learning requirements in science as adopted in October 2013, and industry standards. The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval. The first list of courses under this subsection must be developed and approved before the 2015-16 school year. Thereafter, the office may periodically update or revise the list of courses using the process in this subsection.”

Local CTE equivalencies in all graduation requirement areas have been an option that many school districts have adopted for more than 20 years. The passage of SB 6552 created statewide CTE equivalency frameworks to support mathematics and science credit obtainment. OSPI supports school district efforts to adopt course equivalencies for career and technical 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.

Approval Process

The process to approve statewide equivalency courses includes initial approval by the State Board of Education (SBE) as outlined in 28A.700.070 RCW. Once the SBE approves the course frameworks, the framework document is posted on the Office of Superintendent of Public Instruction (OSPI) website for statewide access. 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); provide course and program level information; document the skills gap either through employment projection data or 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 for CORE Plus frameworks. Multiple frameworks utilizing the CORE Plus curriculum—a manufacturing common competency curriculum—are aligned to mathematics, science, and English language arts standards; resulting in a multitude of framework combinations available for school district adoption. Current law (28A.700.070 RCW) only outlines the process to approve statewide equivalency frameworks in mathematics and science.

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

Three sets of frameworks have gone through the process outlined in 28A.230.097 RCW to achieve approval from the SBE to be considered 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: Number of Frameworks Available by Content Area

Type of Equivalency Credit	Number of Frameworks
Algebra 1	4
Geometry	3
Algebra 2	1
Credit Beyond Geometry	1
3 rd Year Math	1
Statistics	1
Biology or Lab Science	4
Lab Science	12
Physics or Lab Science	1
Science	2
Life Science or Lab Science	3
3 rd Year Math and Science	1
English	1
English, 3 rd Year Math, and Science	1
English and Science	1

Type of Equivalency Credit	Number of Frameworks
English and 3 rd Year Math	1

Table 2: Number of Frameworks Available by CTE Program Area

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

Legislation directs OSPI to report statewide equivalency courses offered and students enrolled during the 2017–18 school year. This data will not be available until after the conclusion of the school year. The required data elements were added to the CEDARS system during the 2016–17 school year, enabling OSPI to provide preliminary reports in the required areas of number of courses offered and number of students enrolled, based on reports at the conclusion of the 2016–17 school year.

There is an expected margin of error in reporting newly established data elements. Additionally, this data will serve as a baseline, as OSPI continues to provide guidance and technical assistance in reporting expectations in relation to statewide course equivalencies. OSPI is also interested in the 2017-18 year end data as data elements related to local course equivalencies have been added to the CEDARS system. The local and statewide equivalency data will enable staff to establish a baseline of equivalency courses to compare future year data and determine trends in courses and enrollment. This additional element will add another level of validation to ensure that local equivalency courses are not being reported incorrectly as statewide equivalency courses. Additionally, this data will provide opportunities to investigate potential correlations between local equivalency usage and statewide equivalency usage in common CIP code areas.

Table 3 summarizes the 2016-17 statewide equivalency course data.

Table 3: School District Reported Statewide Equivalency Course Data (2016–17)

High School Courses Offered	Skill Center Courses Offered	Number of Students
1,689	125	30,658

Conclusion and Next Steps

Increased guidance on reporting requirements and the increase in the total data collected will provide a more complete picture of the usage of CTE course equivalencies across the state. 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. This year, previously passed frameworks are being updated to reflect the changes in the following standards: Financial Education; Computer Science; and Agriculture, Food, and Natural Resource Sciences.
 - OSPI continues to refine frameworks to better support local implementation of the Washington State Science Learning Standards (WSSLS) by embedding the science and engineering practices within the performance assessment sections.
2. New Framework Development:
 - Through school district feedback and engagement with our business and industry partners, OSPI continues to identify needed areas of development for new frameworks.
3. Professional Development:
 - OSPI will continue to provide resources and technical assistance to promote the adoption of course equivalency frameworks across the state.
4. Data:
 - The addition of local equivalency data will provide local district feedback to help direct decisions for future development and determine potential reasons that districts elect *not* to adopt and implement state equivalency frameworks at the local level.
 - Additional years of data collection will allow for analytics and increased time for processing and validation, providing greater opportunity for detail and comparison.
5. Legislative Opportunities:
 - OSPI will continue to explore legislative opportunities to strengthen and expand equivalency frameworks across the state.

APPENDICES

Appendix A: Current Statewide Equivalency Frameworks

The current CTE frameworks in both Microsoft Word and PDF formats, and associated equivalency credit are available on the [OSPI website](#).

Appendix B: CEDARS Manual for the 2017-2018 School Year

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

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