



# Washington Office of Superintendent of **PUBLIC INSTRUCTION**

## *CTE Course Equivalencies*

### 1. **Purpose:**

This funding provides support of statewide implementation of 2SHB 1424 (2019 Session), career and technical education (CTE) course equivalency frameworks authorized under RCW 28A.700.070 and supports the expansion of Core Plus curriculum, a model statewide course equivalency framework. This legislation included the costs associated with staffing 2.0 FTE at OSPI to support CTE equivalency coursework. The expansion of CTE course equivalencies and Core Plus programs are intended to support students accessing courses that meet graduation requirements aligned with their interests and postsecondary plans.

### 2. **Description of services provided:**

**Oversight of the expansion of Core Plus:** The Core Plus manufacturing curriculum was initially designed in public-private partnership with the Boeing Company and gave the foundation for leading to expansions into both the construction sector with the Associated General Contractors Education Foundation, and the maritime sector with the Manufacturing Industrial Council (MIC). Framework development has led to implementation for adoption of industry-based programs in all three sectors, leading to immediate employment, as well as advanced postsecondary training opportunities. Statewide Core Plus course equivalency frameworks were approved in the areas of mathematics, science, English language arts (ELA), and multiple combination options, allowing students to meet core credit requirements with this comprehensive CTE program. The approach to building Core Plus programs represents an innovative opportunity to include other advanced manufacturing fields, as the existing curriculum provides the structure for further development across multiple industry sectors.

**Oversight of the expansion of CTE equivalency courses:** Additional services provided include the collection and analysis of CTE course equivalency data for the purpose of supporting the development of new statewide and local CTE course equivalencies. These course frameworks align academic core content to relevant CTE courses, providing students with flexible course options to meet specific credit requirements. These proviso funds also result in expanded development of resources and guidance tools and the provision of both professional learning for educators teaching these courses and technical assistance to school districts with implementation of CTE course equivalencies. Funds are also utilized to support educator convenings to support the development of equivalency frameworks for statewide adoption.



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### 3. **Criteria for receiving services and/or grants:**

Regarding the provision of oversight for statewide CTE framework, professional learning and resource development, RCW 28A.700.070 provides the mechanism for OSPI to develop additional frameworks in all academic content areas, and RCW 28A.230.097 gives OSPI authority for the approval of statewide equivalency course frameworks. The increased demand for new CTE equivalency course framework development and the responsibility of the waiver approval process on OSPI generates the need for consistent staff support at OSPI. This funding ensures statewide support of CTE course equivalency development, adoption and implementation.

#### **Beneficiaries in the 2022-23 School Year:**

|                                    |              |
|------------------------------------|--------------|
| <b>Number of School Districts:</b> | 254          |
| <b>Number of Schools:</b>          | Undetermined |
| <b>Number of Students:</b>         | Undetermined |
| <b>Number of Educators:</b>        | Undetermined |
| <b>Other:</b>                      | N/A          |

### 4. **Are federal or other funds contingent on state funding?**

☒ No

### 5. **State funding history:**

| <b>Fiscal Year</b> | <b>Amount Funded</b> | <b>Actual Expenditures</b> |
|--------------------|----------------------|----------------------------|
| 2023               | \$358,000            | \$211,649                  |
| 2022               | \$358,000            | \$337,999                  |
| 2021               | \$358,000            | \$256,346                  |
| 2020               | \$369,000            | \$217,683                  |

### 6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

| <b>Fiscal Year</b> | <b>Number of School Districts</b> |
|--------------------|-----------------------------------|
| 2023               | 254                               |
| 2022               | 254                               |
| 2021               | 254                               |
| 2020               | 254                               |



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## 7. **Programmatic changes since inception (if any):**

This is the fourth year of funding with no programmatic changes.

## 8. **Program evaluation or evaluation of major findings:**

This year, seven new statewide frameworks were published following the equivalency development and approval process under the leadership of the CTE Course Equivalency Program Coordinator. The process includes identifying the need for the course, drafting the framework, convening technical working groups, refining and evaluating the framework for academic and CTE learning standard alignment, and finalizing the framework for review and approval by the Superintendent. The new frameworks included:

1. CIP 520501: Business Communications (1.0 credit of ELA)
2. CIP 151302: Computer Aided Drafting (1.0 credit of Fine Arts)
3. CIP 510601: Engineering Essentials (1.0 credit of Lab Science)
4. CIP 010608: Floral Design (1.0 credit of Fine Arts)
5. CIP 510913: Sports Medicine 1 (0.5 credit of Health)
6. CIP 430203: Sports Medicine 2 (1.0 credit of Lab Science)
7. CIP 190901: Textiles and Apparel (1.0 credit of Fine Arts)

These frameworks were built with core academic content and CTE educator experts, and key industry and postsecondary partners. The development detail of these course frameworks may be found on the [OSPI Statewide Course Equivalencies webpage](#) within each course's CTE Course Equivalency Framework. The Superintendent approved these seven new courses on March 22, 2023.

In addition to these courses, OSPI's CTE Course Equivalency Program Coordinator is starting the next round of framework creation and multiple other equivalency courses are under consideration for development with multiple technical working groups. The equivalency course development process may be accessed by any member of the public, and framework development may be suggested by members of the school district, partners from business, industry, labor, or postsecondary, parents or students, or staff at OSPI. The OSPI development process begins with the [CTE Course Equivalency Frameworks Request Form](#) which can be accessed on the OSPI Statewide Course Equivalencies webpage.

The Core Plus Program Coordinator provided support to the expansion of programs by promoting, monitoring, and managing the Core Plus professional development, tracking grant awards, leading data collection development, cultivating industry buyin and leading necessary employer engagement activities to build systems for strategic scale up of Core Plus programs. A Core Plus grant program includes grant opportunities for school districts



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and skill centers, providing funding for annual startup or expansion of Aerospace Manufacturing, Construction and Maritime programs, and for professional development of instructors leading these programs.

## **9. Major challenges faced by the program:**

A vacancy in the Core Plus Program Coordinator position as current staff transitioned to a new role in the agency and new staff were hired, as well as changes in other staff partially funded with these funds, created a more significant than usual reduction in the use of this proviso for the 2022-23 fiscal year.

## **10. Future opportunities:**

OSPI staff will continue to rely on business, industry, and educational partnerships to build and promote opportunities for expansion of CTE course equivalency and Core Plus programs. With the improvement in accessible data due to data request refinement, future opportunities will be explored to include expanding dual credit articulation agreements by enlisting postsecondary partners to be included in the framework build and implementation of trainings. Also to be explored is potentially working with postsecondary partners to build CTE course equivalencies for college level courses and transparent alignment with the College Academic Distribution Requirements (CADRs) required for admission to Washington's public baccalaureate institutions. Support for the development and delivery of new professional learning and resources for educators will also continue via both agency roles. Finally, research into, and identification of, disaggregated student data continues to impact program work as OSPI staff seek to improve equitable access to course equivalencies and Core Plus programs for underrepresented student groups in particular.

Both the Core Plus Program Coordinator and the CTE Course Equivalency Program Coordinator's work continue to support OSPI's Strategic Goal to increase flexibility with meeting specific credit requirements needed for graduation, and ensure students develop relevant connections between their course choices and postsecondary goals, as outlined in their High School and Beyond Plan.

## **11. Statutory and/or budget language:**

\$358,000 of the general fund—state appropriation for fiscal year 2022 and \$358,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the implementation of chapter 221, Laws of 2019 (CTE course equivalencies).



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## 12. **Other relevant information:**

The passage of Substitute Senate Bill (SSB) 5617 in 2023 is now mandating that “an interdistrict cooperative agreement between all participating school districts in a skill center... must stipulate that any approved state and local equivalency courses offered by the host school district must be honored as equivalency courses by all school districts participating in the skill center.” This requirement is prompting OSPI to develop new guidance and support for skill centers to assist with communications to participating districts about all the approved course equivalencies and supporting partner districts with updating their courses in their student information system to ensure accuracy with SSB 5617.

In addition, as OSPI’s Secondary Content department continues their work to update state learning standards for core content areas, all existing statewide CTE course equivalency frameworks and Core Plus curriculum frameworks will need to be adapted to align with the newly revised learning standards.

## 13. **Schools/districts receiving assistance:**

[preliminaryfy23state-fundedprovisograntawardsupdated-42823.xlsx \(live.com\)](#)

## 14. **Program Contact Information:**

|               |                                                                         |
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