

## 2019-21 Biennial Budget Decision Package

**Agency:** 350 – Supt of Public Instruction

**DP code/title:** Expanding CTE Course Equivalencies

**Budget period:** 19-21 Regular Session

**Budget level:** PL

**Agency RecSum text:**

Our current K–12 system does not go far enough in providing pathways to high school graduation and beyond for students who do not plan to attend a 4-year university. The Superintendent requests \$727,000 in FY 2019–21 to support expanded pathways to graduation by bolstering statewide career and technical education (CTE) equivalency courses. Statewide CTE equivalencies offer flexibility for students to meet credit requirements on a pathway that aligns with their post-secondary plans. This request will provide additional academic course options, grants to school districts, statewide management and support, and further development and implementation of Core Plus, a manufacturing-based curriculum.

| Operating Expenditures    | FY 2020          | FY 2021        | FY 2022          | FY 2023        |
|---------------------------|------------------|----------------|------------------|----------------|
| Fund 001-01               | 369,000          | 358,000        | 358,000          | 358,000        |
| <b>Total Expenditures</b> | <b>369,000</b>   | <b>358,000</b> | <b>358,000</b>   | <b>358,000</b> |
| <b>Biennial Totals</b>    | <b>\$727,000</b> |                | <b>\$716,000</b> |                |
| Staffing                  | FY 2020          | FY 2021        | FY 2022          | FY 2023        |
| FTEs                      | 2.0              | 2.0            | 2.0              | 2.0            |
| <b>Average Annual</b>     | <b>2.0</b>       |                | <b>2.0</b>       |                |
| Object of Expenditure     | FY 2020          | FY 2021        | FY 2022          | FY 2023        |
| Obj. A                    | 156,000          | 156,000        | 156,000          | 156,000        |
| Obj. B                    | 55,000           | 55,000         | 55,000           | 55,000         |
| Obj. E                    | 41,000           | 40,000         | 40,000           | 40,000         |
| Obj. G                    | 12,000           | 12,000         | 12,000           | 12,000         |
| Obj. J                    | 10,000           | 0              | 0                | 0              |
| Obj. N                    | 95,000           | 95,000         | 95,000           | 95,000         |

## Package description

Senate Bill 6552 (2014) required the Office of Superintendent of Public Instruction (OSPI) to develop statewide model curriculum frameworks for career and technical education (CTE) courses specifically in the areas of science or mathematics. This legislation expanded previously authorized locally developed equivalencies. While the local authority to grant academic credit for CTE coursework existed prior to 2006, House Bill 2973 (2006) codified that local equivalency courses must be transcribed as the academic designation and title for full or partial credit. Local equivalency frameworks are developed and approved as being locally equivalent at the school district level, and are then submitted to the state for state approval. These courses could be developed as equivalent to any academic area.

Conversely, Senate Bill 6552 (2014) permitted statewide equivalency frameworks to be developed at the state level and adopted at the local level, solely in the areas of science or mathematics. Locally, state equivalency framework standards cannot modify the academic alignment developed at the state level. While there is no list of eligible local equivalency courses, there is a protected list of state equivalency courses, and corresponding required curriculum frameworks. Senate Bill 6133 (2018) expanded the statewide equivalency options into all academic credit areas.

This request seeks funding to support additional development of model curriculum frameworks across all academic content, including the newly established areas of English language arts, mathematics, social studies, the arts, world languages, and health and physical education, where appropriate. Requested funding will allow OSPI to provide statewide management of framework creation and approval, as well as the development of supporting resources to aid in equivalency adoption and implementation across the state.

This request supports Revised Code of Washington (RCW) [28A.300.236](#), which calls for OSPI to “create methodologies for implementing equivalency crediting on a broader scale, and facilitate its implementation.” Additionally, the requested funds will allow school districts to increase the number of CTE equivalency courses, expanding student access to courses that align with their post-secondary plans. This request also includes funding for curriculum development and management, as well as support for industry-based training, like the Core Plus manufacturing programs.

### **What is the problem, opportunity or priority you are addressing with the request?**

Revised Code of Washington (RCW) [28A.230.097](#) requires each high school or school district board of directors to adopt course equivalencies for career and technical education (CTE) courses offered to students in high schools and skill centers. The law states that local school boards must, at a minimum, grant academic course equivalency for a high school CTE course from the approved state equivalency frameworks, but the law also allows local equivalency courses to be accepted.

Based on reported data in the Comprehensive Education Data and Research System (CEDARS), there are still school districts that do not report any available CTE equivalency courses to students. The amount of access varies across school districts, illustrated by the fact that a student can take a class at a skill center, and one high school will accept the coursework as an equivalency credit to mathematics, while another may only accept the work as a CTE or elective credit. State equivalency

coursework is a critical mechanism in which to support student choice and flexibility in meeting graduation requirements. However, there is a lack of consistency across school districts, which creates barriers for some students by decreasing portability and transparency.

This request includes:

1. **Expansion of statewide CTE equivalency frameworks and implementation support:**  
Current allocations are not adequate to support additional development of frameworks and curriculum supports, and to provide professional learning and training. Funding will allow the Office of Superintendent of Public Instruction (OSPI) to develop additional frameworks and provide grants to school districts to increase the number of statewide equivalency framework options across the state.
2. **Oversight of statewide CTE frameworks 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 frameworks. The increased demand for curriculum and transition of waiver approval process has created the need for staff support at OSPI.
3. **Oversight of the expansion of Core Plus:**  
The Core Plus aerospace manufacturing curriculum was designed in public-private partnership with the Boeing Company and has provided the framework for multiple school districts to adopt an industry-based program leading to immediate employment, as well as advanced post-secondary training opportunities. Statewide Core Plus equivalency frameworks were approved in the areas of mathematics, science, English language arts, and multiple combination options. Core Plus represents an exciting opportunity to include other advanced manufacturing fields, as the existing curriculum provides the structure for further development. However, development of additional curriculum and critical interactions with industry partners is only possible with additional funding.

### **What is your proposed solution?**

Utilizing state-developed equivalency frameworks provides a level of equity for students across our state, especially students that transfer between school districts. Supporting districts in the selection, adoption, and implementation of quality state equivalency course options is critical to support the legislative intent behind the authorizing legislation [Senate Bill 6552 (2014)]—for students to have the opportunity to earn 24 credits for high school graduation and obtain a meaningful diploma. This request seeks funding to allow OSPI to create additional models for adoptions by school districts across the state.

### **Expansion of statewide CTE equivalency frameworks and implementation support:**

This request will provide OSPI with the resources necessary to provide statewide support to educators and industry partners to design and develop new CTE frameworks in the areas of mathematics, science, English language arts, social studies, the arts, world languages, and health and physical education. In addition, the requested funding will allow OSPI to develop new statewide course equivalency frameworks, create professional learning supports, and provide grant funds to school districts to support adoption and implementation of equivalency frameworks.

**Oversight of statewide CTE framework and resource development:**

This request includes 1.0 full-time equivalent (FTE) staffing at OSPI to oversee the course equivalency approval process. This position will provide oversight of the expansion of framework development into all academic areas, make updates and amendments to previously passed frameworks as standards are revised and updated, and provide consistent professional learning support across all programmatic areas. This position will provide critical state support to school districts in increasing adoption of statewide course equivalency framework options for students.

**Oversight of the expansion of Core Plus:**

This request also includes 1.0 FTE staffing at OSPI to provide oversight of updates to the existing curriculum; develop new Core Plus curriculum in the areas of construction and maritime; and provide industry-partnered training for Core Plus instructors, administrators, and counselors. Additionally, this position will act as a liaison between school districts and business representatives, working in collaboration to build industry-based curriculum.

**What are you purchasing and how does it solve the problem?****Expansion of statewide CTE equivalency frameworks and implementation support:**

Requested funding will support OSPI in convening career and technical education (CTE) and academic specialists and post-secondary and industry partners to develop new frameworks in all academic credit areas. Funds will be used to develop supporting materials for curricula and implementation guidelines. Additionally, OSPI will distribute funds to school districts through grants to provide support for adoption and implementation of state equivalencies. Estimated FY 2019–21 cost: \$150,000.

**Oversight of statewide CTE framework and resource development:**

Requested funding will support the expansion of course equivalency frameworks. This includes costs to support 1.0 FTE program supervisor position at OSPI. Estimated FY 2019–21 cost: \$269,000.

**Oversight of the expansion of Core Plus:**

Requested funding will support the expansion of the Core Plus curriculum. This includes costs to support a 1.0 FTE program supervisor position at OSPI. Funding would also provide grants to school districts for Core Plus instructors, school administrators, and counselors to attend industry-partnered training. Estimated FY 2019–21 cost: \$309,000.

**What alternatives did you explore and why was this option chosen?**

The funding in this request is critical to OSPI being able to expand equivalency models for statewide adoption. We did consider including regional and other state-level staffing in this request, but decided to pursue the most cost-efficient option.

**Assumptions and calculations****Expansion or alteration of a current program or service**

**Expansion of statewide CTE equivalency frameworks and implementation support:**

The Legislature provided \$86,000 in each of the two most recent biennia (2015–17 and 2017–19) to develop statewide equivalency frameworks. This request seeks an additional \$150,000 in the 2019–21 biennium to provide increased development and implementation of new equivalency frameworks and curricula in all academic credit areas. The funding will also allow OSPI to provide grants to school districts to support the new frameworks.

**Detailed assumptions and calculations**

Expansion of statewide CTE equivalency frameworks: \$75,000 per year to create new frameworks, curriculum supports, and to provide grants to school districts to support adoption and implementation of state equivalencies.

**Workforce assumptions**

Oversight of statewide CTE framework and resource development: 1.0 full-time equivalent (FTE) Washington Management Service (WMS) program supervisor with a projected cost of \$137,000 in FY 2020 for compensation, goods and services, travel, and a one-time cost of \$5,000 for office set-up. Annual ongoing costs will be \$132,000.

Oversight of the expansion of Core Plus: 1.0 FTE WMS program supervisor with a projected cost of \$137,000 in FY 2020 for compensation, goods and services, travel, and a one-time cost of \$5,000 for office set-up. Annual ongoing costs will be \$132,000. This request also includes \$20,000 per year in grants to school districts to cover the cost of sending staff to industry-partnered training.

**Strategic and performance outcomes****Strategic framework**

This request supports the Results Washington K–12 goals related to student success by expanding options for students to learn 21st century skills with career and technical education (CTE). This request also supports the Results Washington goals related to a prosperous economy by preparing students to enter the workforce and contribute their knowledge and skills to the different industries that are important to our state.

Statewide equivalency courses have previously been developed in the areas of agriculture, information technology, aerospace, and life sciences. Future development in the area of climate science and clean technology, and systems medicine will support these identified areas. Core Plus programming specifically supports the aerospace and advanced manufacturing fields, with development now shifted to a focus on maritime technologies. Student experience in these pathways should support an increase in individuals pursuing these career pathways and support the employment pipeline for business in our state.

Finally, this request directly supports the Office of Superintendent of Public Instruction (OSPI) goal of “multiple pathways for all.” The long-term goal is for every student to have access to a pathway to graduation that prepares them for college, industry credentials, or post-secondary training. OSPI aims to design an education system that enables and empowers students to make informed decisions

about their lives after graduation. Increasing the opportunity to earn academic credit through CTE equivalency coursework supports valued pathways toward earning a meaningful high school diploma.

## **Performance outcomes**

### **Statewide CTE Equivalency Frameworks**

An expected performance outcome is an increase in the number of state equivalency frameworks utilized as additional pathways to support academic proficiency. To measure the success of this strategy, OSPI will use the annual review and reporting of the number of school districts that offer statewide equivalency courses as required in Revised Code of Washington (RCW) [28A.300.236](#). OSPI will also analyze data to determine if trends exist in comparison to the use of local equivalency courses. OSPI expects to see less local equivalencies used in areas where state equivalencies are developed and made available.

Additionally, OSPI will monitor the number of school districts applying for a waiver to offer equivalency courses. We expect to see an increase in the number of schools offering manufacturing programs utilizing the Core Plus curriculum. If funded, we would expect the Core Plus curriculum to be finalized in the areas of maritime and construction, and OSPI would monitor the adoption and implementation of those courses. OSPI is also interested in determining what locally developed assessments are being used that align with state equivalency frameworks, and we expect to see an increase in model assessments for use across the state.

### **Other collateral connections**

#### **Intergovernmental**

Not applicable.

#### **Stakeholder response**

We anticipate business and industry partners in manufacturing fields will be in support of the request for the expansion of the Core Plus curriculum. Additionally, we expect school districts to be supportive of increased opportunity for the development and implementation of course equivalencies.

#### **Legal or administrative mandates**

Not applicable.

#### **Changes from current law**

Not applicable.

#### **State workforce impacts**

Not applicable.

#### **State facilities impacts**

Not applicable.

**Puget Sound recovery**

Not applicable to OSPI.

**Other supporting materials**

Not applicable.

**Information technology (IT)**

**Information Technology**

Does this DP include funding for any IT-related costs, including hardware, software (including cloud-based services), contracts or IT staff?

☒ No

☐ Yes

Please download the [IT-addendum](#) and follow the directions on the bottom of the addendum to meet requirements for OCIO review. After completing the IT addendum, please upload the document to continue.