

Career & Technical Education State Course Equivalencies

1. **Purpose:** The purpose of the apportionment is to support statewide implementation of career and technical education course equivalency frameworks authorized under RCW 28A.700.070 for mathematics and science.
2. **Description of services provided:** Funds can be used to modify previously developed course equivalency frameworks, develop additional equivalency frameworks, create course performance assessments, and provide professional development for districts implementing the new frameworks. OSPI convenes teams to update and create frameworks as well as supplemental supports.
3. **Criteria for receiving services and/or grants:** Funds were used to convene teams to update previously approved frameworks in areas with newly updated industry standards. Those courses included Applied Mathematics, Consumer and Family Resources, Animal Science, Plant Science, Veterinarian Assistant, Natural Resources, and Natural Resources and Management. Teams were also convened to create and approve three newly developed course equivalency frameworks in the areas of biotechnology, automotive technician 1, and automotive technician 2, all eligible for science credit. Those convened included academic specialists, CTE educators, and industry partners.

Beneficiaries in 2017-18 School Year:

of School Districts: 25
 Other: 7 industry partners

Based upon data reported from school districts via the CEDARS system, 30,658 students were enrolled in statewide equivalency courses across the state.

of OSPI staff associated with this funding (FTEs): 00
 # of contractors/other staff associated with this funding: 00

FY 18 Funding: State Appropriation: \$31,000
 TOTAL (FY18) \$31,000

4. Are federal or other funds contingent on state funding? If yes, explain. No.
5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY18	\$31,000	\$24,754
FY 17	\$55,000	\$6,722
FY 16	\$31,000	\$0

6. Number of beneficiaries history:

Fiscal Year	# of school districts
FY18	25

7. **Programmatic changes since inception (if any):** The legislature amended the RCW during the 2018 session to provide that frameworks could be developed in all academic areas, and efforts will now expand beyond support of science and mathematics to all academic content areas.

8. **Major challenges faced by the program:** Staffing support to oversee the course equivalency process, updates to frameworks, and development of support materials continues to be a challenge.

9. **Future opportunities:** With the legislative authority of approving frameworks being moved to OSPI from the State Board of Education, staff have sought out stakeholder input in creating a process for consideration of statewide equivalency framework development, as well as assessed need for school districts to help guide future funding usage.

10. **Statutory and/or Budget language:**

Budget Proviso: Section 501 (21) \$31,000 of the general fund—state appropriation for fiscal year 2018 and \$55,000 of the general fund—state appropriation for fiscal year 2019 are provided solely for the office of the superintendent of public instruction for statewide implementation of career and technical education course equivalency frameworks authorized under RCW 28A.700.070 for math and science. This may include development of additional equivalency course frameworks, course performance assessments, and professional development for districts implementing the new frameworks.

11. **Program Contact Information:** Rebecca Wallace
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