



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. This legislation included the costs associated with staffing 2.0 FTE at OSPI who oversee and implement Course Equivalency and Core Plus. 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 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 framework development and the transition of waiver approval process from the State Board of Education to OSPI has created the need for staff support at OSPI.

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 their core credit requirements with this comprehensive CTE program. Core Plus represents an exciting opportunity to include other advanced manufacturing fields, as the existing curriculum provides the structure for further development across multiple industry sectors.

Additional services provided include the collection and analysis of equivalency data for statewide and local CTE course equivalencies to expand the development of resources and guidance tools while providing technical assistance to school districts.

3. Criteria for receiving services and/or grants:

Funding is provided for statewide support of CTE course equivalency development, adoption and implementation, and the expansion of Core Plus programs.

Beneficiaries in 2021-22 School Year:

Number of School Districts:	254
Number of Schools:	0
Number of Students:	0
Number of Educators:	0
Other:	N/A

Number of OSPI staff associated with this funding (FTEs): 2.1

Number of contractors/other staff associated with this funding: 0

FY22 Funding:	State Appropriation:	\$358,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	TOTAL (FY22)	\$358,000

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

No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
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:

Fiscal Year	Number of School Districts
2022	254
2021	254
2020	254

7. Programmatic changes since inception (if any):

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

8. Evaluations of program/major findings:

During the past year, OSPI supported five new statewide frameworks through the equivalency development and approval process under the leadership of the CTE Course Equivalency Project Coordinator. This includes identifying the need for the course, drafting the framework, convening technical working groups, refining and evaluating the CTE course framework for academic learning standard alignment, and finalizing the framework for review and consideration by the Superintendent. These frameworks included CIP 480511: Core Plus Aerospace, CIP 510601: Dental Assisting, CIP 260102: Principles of Biomedical Sciences, CIP 190003: Family Health and CIP 430203: Fire Science and Emergency Services. 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 at the OSPI webpage, in the [Career and Technical Education Course State Equivalency Frameworks Process and Frameworks document](#). The Superintendent approved these five new courses on March 31, 2022.

In addition to these courses, multiple other equivalency courses are under consideration and development with multiple technical working groups. The OSPI 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 website as [Form SPI/CTE 1719](#).

The Core Plus Project 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 buy-in 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 and skill centers, providing funding for annual start-up 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:

COVID-19 impacted staff ability to hold equivalency work groups in-person and travel to provide direct, in-person technical assistance throughout the 2021-22 school year. This impacted projected budget use because all workgroups were held

online. Staff were able to utilize virtual methods to connect with district staff and industry-based partners to accomplish work plan goals but this inherently extended the amount of time needed to develop course equivalency frameworks and caused barriers to the program work. Other challenges include educators time and schedule constraints (e.g., new presentation platforms, grading protocol and systems, and asynchronous/synchronous teaching and learning).

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 efforts. OSPI intends to support the development and delivery of new professional learning and resource development for educators. Research and identifying data for review continues to impact program work and will be critical for impact evaluation and improvement.

The CTE Course Equivalency Project Coordinator will support all areas of Graduation and Pathway Preparation including relevant connections to the High School and Beyond Plan and dual credit. 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.

11. Statutory and/or budget language:

ESSB 5693, Sec. 501(4)(i) - \$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).

12. Other relevant information:

N/A

13. Schools/districts receiving assistance:

See [OSPI’s grantee list](#).

14. Program Contact Information:

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