Blending Career & Technical Education and a Career and College-Ready Diploma Through "Personalized Pathways"

Senate Bill 6552 and the Work of the State Board of Education

BEN RARICK, EXECUTIVE DIRECTOR

PRESENTATION TO CAREER EDUCATION OPPORTUNITIES TASK FORCE

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Structure for Today

1. What did Senate Bill 6552 Do?
2. What did the Rulemaking to this Legislation Resolve?
3. What does the 24 credit framework look like, both generally and as it applies to students pursuing a CTE program of study?
4. What are some CTE implementation issues as we transition to the 24 credit diploma?
    1. Math and science course equivalencies
    2. “Personalized pathway” to post-secondary
5. How is the achievement index incorporating CTE-related metrics?

E2SSB 6552: Instructional Hours for Basic Education

- One thousand hours in grades 1 to 8 and 1,080 in grades 9 to 12, "**all of which may be calculated…using a district-wide annual average…over grades one through twelve**."
  - SBE rule, compliance can be:
    - 1,000 hours in grades 1 to 8 and 1,080 in grades 9 to 12

      Or
    - A district-wide average of 1,027 hours.
- Effective with the 2015-16 school year.
- About $97 million provided for an instructional hours increase last year is "redirected" to guidance counselors, materials and operating costs, and lab science class size.

E2SSB 6552 Graduation Requirements

- 24 credit graduation requirements for the Class of 2019. Including:
  - A third credit of science (two of the three must be lab science)
  - Up to 3 personalized pathway credits chosen in the student's High School and Beyond plan
- Districts that need extra time to implement shall be granted one or two-year extensions (class of 2021 would be last class that could phase-in)
- Districts may waive up to 2 credits for individual students for "unusual circumstances." WSSDA directed to develop model policy, but districts ultimately on their own to define "unusual circumstances" through local policy.
- Culminating project eliminated as a state requirement for the class of 2015 and beyond.

Rules adopted to implement new grad requirements

- Schools must give precedence to the direction of the parent or guardian, if provided, on the choice of the third math and science credits.
- Students granted waiver of up to two credits by their district must earn the 17 core subject credits for graduation.
- School board resolution required for waivers for districts to delay implementation of the grad requirements for up to two years.
- “Laboratory science” defined to be flexible (no science lab necessarily required for purposes of compliance).
- Clarifies that CTE courses can meet core subject area requirements (refers to math and science equivalency frameworks being developed by OSPI)

How Do the 24-Credit Graduation Requirements Add Up?

17 Core Credits + 3 Personalized Pathway Requirements

- **4** English
- **3** Math
- **3** Science
- **3** Social studies
- **1** Career and Technical Education
- **2** Health and Fitness
- **2** Arts — **1** Arts, **1 PPR**
- **2** World Language — **2 PPR**

4 Elective Credits

24 Credit* Career- and College-Ready Graduation Requirements for the Class of 2019 & Beyond

PPR = Personalized Pathway Requirements: Three locally determined courses that lead to a specific post-high school career outcome chosen by the student, based on the student's interest and High school and Beyond Plan.

***For individual students, 2 credits may be waived**: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

How Much Student Choice?

4 Elective Credits

+

Credits that must be based on a student's High School and Beyond Plan

3 Personalized Pathway Requirement Credits

Courses that lead to a specific post-high school career and educational outcome chosen by the student.

Also, the content of the 3rd credit of math and the 3rd credit of science are student choice, with the agreement of a parent, guardian, counselor or principal.

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7 Flexible Credits

For students to explore and to pursue a pathway that leads to a post-high school career or educational outcome of their choice.

Career and Technical Education courses determined to be equivalent to core requirements and competency-based credits provide additional flexibility for students.

24-Credit Career- and College-Ready Graduation Requirements:

What Flexibility is There for Districts?

For districts that need extra time: one or two year extensions to implement the 24 credit graduation requirements granted to districts that apply to the State Board of Education.

Non-credit requirement removed: the Culminating Project is removed as a state requirement for the Class of 2015 and beyond.

Definition of lab science: not all lab science classes need to be taught in a specialized laboratory facility.

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science." The National Research Council. (2006) America's Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes.

What are Personalized Pathway Requirements (PPR)?

High School and Beyond Plan (HSBP)
Plan for attaining post-secondary career and education goals, created in collaboration between the student, parent/guardian, and high school staff.

Personalized Pathway
Locally determined high school course work necessary to prepare for the particular career and education goal chosen by the student.

Personalized Pathway Requirements (PPR)
The three credits that a student must specify in their HSBP that meet both graduation requirements and helps to prepare for the particular career and education goal chosen by the student.

24-Credit Career and College Ready Requirements Compared to Minimum College Admission Standards

Credits in **bold red** meet Minimum College Admissions Standards, established by the Washington Student Achievement Council (formerly the Higher Education Coordinating Board).

Subject	24-Credit Requirements	Minimum College Admissions Standards
English	**4**	**4**
Math	3	**3 (including a senior year quantitative course)**
Science	**3 (including 2 labs)**	**2 (including 2 labs)**
Social Studies	**3**	**3**
Career and Technical Education	1	not specified
Health and Fitness	2	not specified
Arts	**2 (1 can be PPR*)**	**1**
World Language (or) Personalized Pathway Requirements (PPR*)	**2 (Both can be PPR*)**	**2**
Electives	4	not specified
Total	24	not Specified

*Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning. There are a total of three Personalized Pathway Requirement credits.

CTE Course Equivalency: a 2014 State Board of Education Legislative Priority & Collaboration with Skill Center Directors

Math & Science Equivalencies

Expansion of math and science course equivalencies for vocational programs.

Legislative Action: The Board urges the Legislature to direct the development of statewide model course modules and frameworks that allow students to fulfill math and science credit requirements at skill centers and other high school programs across the state. The Board has an interest in ensuring that these credit equivalency opportunities are offered in an equitable manner across the state.

Career and Technical Education Course Equivalency (E2SSB 6552)

- OSPI will develop a selected list of Career and Technical Education courses that are considered equivalent to science or math courses that meet high school graduation requirements.

- Districts must offer at least one CTE math or one CTE science equivalent course.

- Districts with fewer than 2,000 students may seek a waiver.

Waiver Process for Districts with Under 2,000 Students

- "Districts with fewer than two thousand students" defined as October 1 headcount of fewer than two thousand students as of January of the same school year.

- District must demonstrate in the application that its students do not have reasonable access, through means set forth in Sec. 103 of E2SSB 6552, to at least one CTE course equivalent to a math or a science course as determined by OSPI and the SBE.

- Application must be signed by the local school board chair/president and superintendent.

Proposed Timeline

OSPI awarded the contract to develop the list of CTE course equivalencies to David Conley of Educational Policy Improvement Center

Summer-Fall 2014

- OSPI convenes workgroups to develop list of equivalent CTE courses

March 11-12, 2015 Board Meeting

- SBE updated on process
- Opportunity for public comment

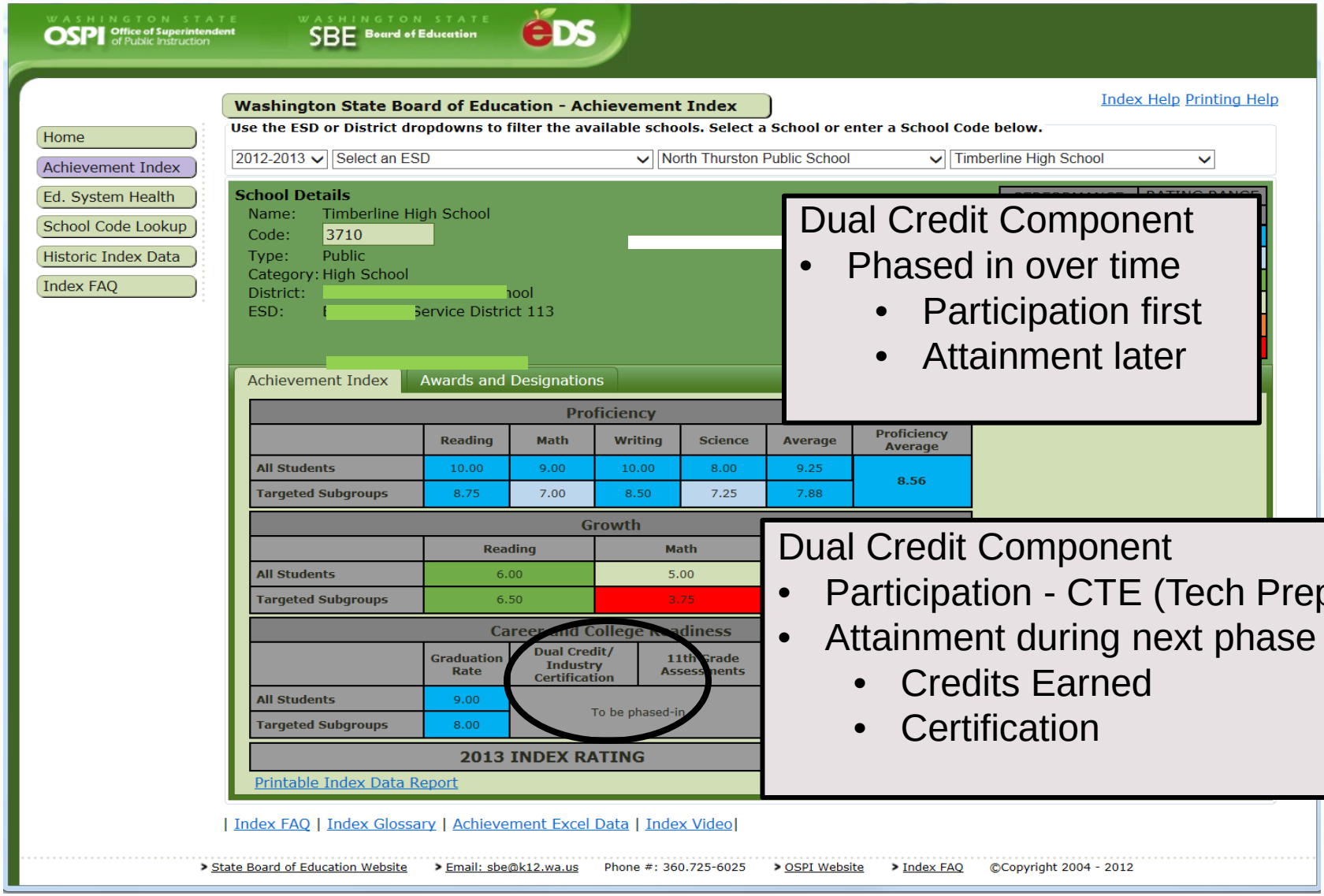
May 13-14, 2015 Board Meeting

- SBE considers approval of courses and frameworks

Spring-Summer 2015

- Outreach and professional development

Inclusion of Dual Credit and Industry Certification in the Achievement Index



Resources

Website: www.SBE.wa.gov

Blog: washingtonSBE.wordpress.com

Facebook: www.facebook.com/washingtonSBE

Twitter: www.twitter.com/wa_SBE

Email: sbe@sbe.wa.gov

Phone: 360-725-6025