

# LEGISLATIVE TASK FORCE ON CAREER EDUCATION OPPORTUNITIES

## Preliminary Report December 2013

### Task Force Membership:

**Senator Ann Rivers, Co-Chair**

**Representative Monica Stonier, Co-Chair**

**Senator Rosemary McAuliffe**

**Senator Mark Mullet**

**Representative Drew Hansen**

**Representative Brad Hawkins**

**Representative Dick Muri**

**Representative Chad Magendanz (alternate)**

**Representative Chris Reykdal (alternate)**

**Ramona Hattendorf, Governor Appointee**

**Kathleen Lopp, Superintendent of Public Instruction Designee**

**Isabel Munoz-Colon, State Board of Education**

**Eleni Papadakis, Workforce Training and Education Coordinating Board**

**Gene Sharratt, Washington Student Achievement Council**

**Shepherd Siegel, Washington Association for Career and Technical Education**

## Introduction

The 2013 Legislature established a Legislative Task Force on Career Education Opportunities (Task Force) as a proviso in section 719 of the 2013-15 Omnibus Appropriations Act. According to the proviso, the purpose of the Task Force is to identify strategies for how education that supports career readiness, including but not limited to career and technical education (CTE), may be better integrated into secondary education opportunities for all students. Strategies to be considered by the Task Force include state laws and policies, graduation requirements, and state funding for instructional programs. The Task Force must examine the barriers, incentives and disincentives, costs, and cost-effectiveness of current policies and practices.

The Task Force is expected to examine at least the following topics:

- 1) An analysis of the **Career and College Ready graduation requirements** proposed by the State Board of Education and any recommendations regarding graduation requirements;
- 2) Options for expanding **career education and career exploration and planning into middle school**;
- 3) Options for increasing student and parent **awareness of the multiple education and career pathways** available for students;
- 4) Strategies for enhancing and supporting **work-integrated learning opportunities** for students;
- 5) Recommended policies that both support and provide **appropriate state oversight and strategic planning for career and technical education** offered in middle schools, comprehensive high schools, and skill centers; and
- 6) Recommendations for how to maximize statewide use of the list of **career and technical education course equivalencies** identified by the Office of the Superintendent of Public Instruction (OSPI).

The OSPI was directed to identify a recommended list of course equivalencies for CTE courses and submit the list to the Task Force.

The proviso specifies the following membership of the Task Force:

- Four senators and four representatives, appointed respectively by the President of the Senate and the Speaker of the House of Representatives (House);
- The Superintendent of Public Instruction or a designee;
- A member appointed by the Governor; and
- One representative each from the Workforce Training and Education Coordinating Board, the State Board of Education, the Student Achievement Council, and the Washington Association for Career and Technical Education.

A list of the appointed members and alternates appears on the cover of this report.

The Task Force is to be co-chaired by one House and one Senate member. At the first meeting, the Task Force members selected Representative Monica Stonier and Senator Ann Rivers as Co-Chairs.

A preliminary report from the Task Force is due December 15, 2013, to include initial analysis and a plan for completion of the final report. A final report is due September 1, 2014.

## **Presentation & Discussion Summaries**

The Task Force met three times in 2013:

- Wednesday, October 2
- Monday, November 4
- Monday, December 2

Agendas for the meetings appear in Appendix A along with links to copies of presentation materials. The following topics were addressed:

### **Secondary CTE Overview**

*Presentation:* What was previously known as "vocational education" has become "career and technical education" - a complete range of career options for students intended to help them discover their interests and gain skills, technical knowledge, rigorous academic foundation, and real-world experience needed for today's careers. CTE programs operate under federal (Perkins Act) and state (OSPI approval standards) guidelines. CTE is provided through middle schools (STEM only), comprehensive high schools, and skill centers. CTE courses must be based on industry standards and competencies, aligned with Washington learning standards including the Common Core State Standards (CCSS), and aligned with 21st Century learning skills. CTE teachers must be endorsed in their fields, either through a traditional college/university preparation program or a business and industry route program for individuals with significant experience in a specialty area.

Second Substitute Senate Bill 6377 enacted in 2008 provided a state policy framework for retooling secondary CTE to improve rigor, relevance, and linkage to postsecondary education. Strategies included grants for high demand fields, development of model Programs of Study, support for CTE course equivalency, and expanding access and awareness of CTE.

### **Panel & Task Force Discussion:**

- CTE enrollment is generally expanding due to the addition of middle school and/or new programs, especially in STEM. Could more exploratory courses be moved into middle school? Is there a reason middle school CTE is limited to STEM?

- There is a need for CTE Business & Industry route teacher certification programs to be more customized and menu-driven to attract industry candidates. Perhaps local districts could be given more flexibility or candidates could have a one-year waiver from certain requirements.
- Challenges include course equivalency, especially for skill centers, and individualized course articulation agreements between high schools, skill centers, and colleges. Could there be state policies to improve consistency in these areas?
- Employers, especially small businesses, could use greater support for student internships. The need for internships must be reconciled with demands for more in-school instructional time. There are concerns about feasibility, plus the students who may most benefit from CTE courses with a community-based component may be prevented from participating because they must enroll in remedial courses.
- The Legislature could support CTE through continued enhanced funding (including the 1.6 FTE for skill centers) and providing for a statewide champion for CTE so that programs are better understood.

## **2012 CTE Strategic Plan/Recommendations for Legislative Action**

*Presentation:* In 2011 the Legislature directed the OSPI to convene a working group to create a statewide strategic plan for CTE. The four major goals outlined in the plan are:

1. Improve access to and quality of CTE to prepare students for lifelong learning and employment through the development of adaptable skills and knowledge;
2. Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study;
3. Require CTE teachers and administrators to be fully prepared and supported in their roles as educators and instructional leaders; and
4. Ensure that CTE is a results-driven education system and demonstrates a positive return on investment.

The Strategic Plan included the following priority recommendations from these goals:

### **Goal 1:**

- Rename the Occupational Education credit for graduation as a CTE credit
- Create model CTE course equivalencies
- Expand middle school CTE opportunities.
- Create a statewide database that connects students and teachers to job shadows/mentorships.
- Develop incentives for businesses providing worksite learning activities.

### **Goal 2:**

- Mandate statewide articulation between secondary and postsecondary programs, developed by education agencies.
- Deliver high quality professional development to teachers and counselors on High School and Beyond Plans (HSBPs), Programs of Study, industry partnerships, alignment of standards, and other topics.

### **Goal 3:**

- Develop Leadership Academy for CTE administrators.
- Develop flexible new CTE certification programs with Professional Educator Standards Board (PESB).
- Link CTE Director certification to enhanced CTE funding.

Goal 4:

- Require creation of a graduate follow-up system to track students after high school.

## **CTE Course Equivalency**

*Presentation:* "Equivalency" means a CTE course or sequence that meets academic requirements, including state or local graduation requirements. A CTE course equivalent could generate full or partial academic credit. The CTE course must be transcribed as the academic course equivalent in order to be recognized. Each district is required to adopt a course equivalency policy, but there is no requirement for particular courses to be recognized as equivalent. Under the State Board of Education's (SBE) new graduation policy, students are able to satisfy two graduation requirements (occupational education and an equivalent academic credit) with a single course.

According to OSPI data, 101 school districts (out of 249 districts with high schools) offer CTE courses that could receive equivalency credit. There are not data on how many students actually receive equivalency credit. Science, Art, and Math are the most common subject areas for CTE equivalency. Small districts are less likely to offer course equivalency than large districts.

### Panel & Task Force Discussion:

- CTE courses are considered elective, and there is decreasing space for electives in student schedules.
- Universities do not often share the acceptance of CTE equivalencies as meeting core requirements. There may be issues with National Collegiate Athletic Association (NCAA) definitions of approved coursework for university admission. Washington has no control over out-of-state colleges.
- Students are counseled away from taking CTE. Faculty express concern about the integrity of CTE courses.
- In some districts, the equivalency approval process is quite detailed and complex. There is a desire to assure courses truly are academically equivalent. Attempts at streamlining are challenging because determinations are faculty-driven.
- Equivalencies at skill centers are a particular challenge. One district may approve a course for a credit in science, another may allow partial credit, but only as an elective, and still another no credit at all.
- Teacher qualifications limit the ability to grant course equivalency. The CTE certification can be very narrow, which limits the ability to offer content that is equivalent to an academic course.
- The issue seems to be inconsistency, especially as it pertains to skill centers. There are situations where district-driven decisions about equivalency are working out, but this is not consistent.
- There is tension between the use of statewide equivalencies and local control. There are reasons why districts need to have some freedom to set their own unique policies: local control, the fact that districts vary greatly by size, funding issues.
- A statewide course equivalency list might help small or rural districts; however, just producing a course equivalency list may not solve the problem because districts will still have to go through a process to confirm that a CTE course contains the same level of rigor and content as its academic course equivalent.
- Perhaps there are options short of a course equivalency list that still provide state support for districts through stronger content templates, data, training, and other technical assistance -- things that reduce the workload at the local level without removing local control.

- It could be helpful to provide regional training regarding CTE course equivalencies. A blog could be utilized to connect different districts and share different strategies for course equivalency.
- To what extent could the "equivalency" discussion be avoided by focusing instead on demonstrated competencies, regardless of course?

## Recent Legislation Related to the Task Force

Presentation: The following bills were introduced in 2012 and 2013 pertaining to topics before the Task Force:

- **Multiple CTE Topics:** SHB 1650 (McCoy);
- **Graduation Requirements:** HB 1656 (Stonier); SHB 1692 (Sullivan); SB 5501 (Hobbs); HB 2411 (Haigh); HB 2268 (Angel);
- **Awareness of Multiple Education and Career Pathways:** SHB 1823 (Sells); SHB 1320 (Zeiger)/SSB 5544 (Ranker); 2SSB 5624 (McAuliffe); SB 6119 (McAuliffe)/ 2SHB 2170 (Probst);
- **Work-Integrated Learning Opportunities:** SSB 5754 (Litzow)/ HB 1871 (Maxwell); and
- **Course Equivalency:** SHB 1472 (Hansen)

Task Force Discussion:

### Graduation Requirements:

- What is the "flexibility" issue with proposed graduation requirements? How much flexibility is needed?
- There is a desire for sufficient flexibility to accommodate students who are not on-track for on-time graduation or who are pursuing a Program of Study that requires a sequence of courses. We have to create competency-based approaches flexible enough to accommodate individual HSBPs. There is also a need for a system flexible enough to accommodate English Language Learner (ELL) students and students with special needs, as well as their families.
- However, "flexibility" can be difficult to navigate. Many students have no parental involvement in their education. Those students often come to school for the social environment and to obtain food. CTE can make a huge difference in their lives. The key is creating a system flexible enough to prevent students from shutting doors to their educational future without their realizing. Are you asking too much from students who don't have support at home to figure out what they want to do? Some families, including of ELL students, don't always realize that the student has control over their educational pathway.
- Some are unconvinced that delaying or changing the proposed graduation requirements is something that the state should pursue. There are concerns about taking away a guaranteed default that prepares all students for postsecondary study if there is not a viable local alternative for them.
- Some believe that in school districts where students are consistently lacking equitable access to multiple pathways to career and college preparedness, it is the role of the state to provide direction, accountability, and resources to ensure students are well-served.
- Will there be opportunities in the near future to replace "credits" with "competencies" using statewide assessments? The Common Core assessments in English Language Arts and Math are intended to measure college and career readiness. Perhaps assessments of the Next Generation Science Standards could also be used once they are developed.
- The Task Force could consider allowing districts to waive certain graduation requirements for students completing a CTE Program of Study, similar to what is allowed in current law for an IB diploma.

### **Other Topics:**

- More attention must be paid to the system of counseling, advising, and career guidance so that individual student needs are addressed in the development of HSBPs and Programs of Study. Some of these resources and activities need to be pulled back into 7th and 8th grade. A system includes not only "counselors" as people but also the counseling function, such as occurs through Navigation 101.
- Analysis of the Common Core standards indicates that career planning and technical skills are "blind spots" that are not adequately addressed, and further highlight the need for CTE. The Task Force should examine ensuring there are adequate resources for CTE educators to align curriculum with the Common Core standards.

### **Discussion with School Counselors**

#### Panel & Task Force Discussion:

- There are numerous standards for career education and college and career readiness that counselors use to help students make intentional decisions about who they are and where they want to go.
- Schools use different models for implementing these standards and utilizing counselor expertise. The advantage of a model that relies on counselors to deliver guidance curriculum is a consistent message and familiarity with the standards and curriculum supporting career education. It also permits counselors to develop relationships with students. The disadvantage is lack of adequate staffing ratios, which then negatively impacts relationship-building. Also, some counselors are not comfortable serving as teachers.
- A big challenge for counselors is simply locating information regarding careers and pathways, particularly when they are faced with the day-to-day challenge of dealing with so many students.
- Overall, the current counseling system is inadequate in a number of ways: the small counselor to student ratio, the time allocated to career counseling, and the grade level when counseling generally starts for students. Students need not only information but the opportunity to experience and explore different options.
- There is a perception challenge that CTE is not the same as "college-bound." These are not necessarily different pathways. More time is needed to incorporate Common Core standards into CTE courses. Increased graduation requirements are limiting students' ability to enroll in skill centers.
- Differences in student learning styles are important. Allowing young people to learn in modalities that complement their learning styles as well as their interests should improve learning outcomes. Identifying student learning styles should be a shared responsibility among teacher and counselors.
- In addition to a solution to counselor/student ratios, counselors also need professional development on career guidance and career education.
- OSPI supports counseling in a number of ways, including Navigation 101 (rebranded as Career Guidance WA), career-ready lesson plans, participation in a six-year College Readiness Initiative in partnership with the College Spark Foundation, and identification of career exploration resources that counselors can use.
- The HSBP is a valuable tool for students to align their interests and goals with their education, especially when combined with student-led parent/teacher conferences and student-driven course scheduling. This gets students engaged in school, which then prevents dropout.
- There is only anecdotal evidence of the effectiveness of the HSBP, and certain students (such as ELLs) need additional support. There is also not a good way to measure the effectiveness of counseling in general. In part this is because counselors are responsible for so many students. There is not currently a revised evaluation (TPEP) specifically for counselors.

## Discussion with Higher Education

### Panel & Task Force Discussion:

- One point of intersection between secondary CTE and colleges is through Tech Prep. Tech Prep is a program where faculty use curriculum matching to assure the high school course provides college-level content based on industry-defined competencies. Because it is faculty-to-faculty driven, there can be issues with articulation across colleges. As with the transfer of any course from another college, it is within the discretion of the receiving institution about how to treat the course.
- In addition, Tech Prep had previously been supported with \$2 million per year in federal Perkins funds, which have been eliminated. Articulation work must be maintained through periodic meetings and communication among faculty, which is now not supported. There has been a decline in the number of students who seek Tech Prep credits.
- A promising higher education initiative is the use of prior learning assessments, which is another approach to recognizing competencies rather than only credits earned in approved courses. A workgroup has been identifying available assessments and developing best practices to expand recognition of prior learning.
- As the Common Core is implemented and assessed, colleges and universities should recognize those standards rather than using their own individual assessments. The attainment goals and strategies under the Student Achievement Council 10-year roadmap should provide improved alignment between the education systems.

## Preliminary Findings & Observations from the Task Force

1. **Assuring Options for Students.** There is a need for *policies that maintain high expectations for students to be college and career ready, but also allow for flexibility* for programs around the state that are focused on the "career" side of readiness. **All forms of educational attainment should be honored and valued**, whether an apprenticeship, certificate program, technical degree, or baccalaureate or other college degree.

Tomorrow's workers are today's students, and they **all must have the opportunity to pursue quality career pathways**. There must be particular attention to assure pathway options for students with special needs, including ELLs. The state's high school dropout rate is not what it should be, and not enough attention is paid to the 30 percent of students who leave high school without a diploma. There is concern about universal, equitable **access to quality CTE** course offerings, particularly those that also meet graduation requirements.

Students need to have sufficient opportunity to pursue courses and topics of interest to them. Policymakers should promote block schedules and other ways to structure student learning to provide **more elective opportunities**, and should promote improved access to CTE courses at high schools and skill centers. There is evidence that schools with more elective opportunities are more engaging to students. Student engagement is key to dropout prevention.

One way to monitor this is to **track elective fulfillment rates**. There is no customer satisfaction index for high schools, but the act of tracking whether or not students are able to enroll in subjects that interest them would increase awareness of whether there are sufficient electives for students to follow their chosen career pathway.

2. **Increased Counseling.** A consistent message is that the **current ratio of counselors to students is not satisfactory**. Career counselors in particular are a specialized resource of which parents and students should be made more aware. A career guidance system cannot be successful without the infrastructure to support counseling. The state should invest in adequate career guidance counselors concurrent with the implementation of the proposed graduation requirements. One recommendation would be to **increase the Basic Education funding formula to improve the counselor/student ratio**. A specific numeric target could be considered, along with similar recommendations from the Quality Education Council.

Another recommendation is to recognize that the **counseling function is done by the entire community of a school**. There should be a performance metric to assess how well the school as a whole is performing the counseling function. High school graduation rates and college entrance rates are part of that metric, but there also needs to be a metric for meaningful student engagement in a career pathway.

All educators, including counselors, need **professional development** opportunities in order to understand and then develop and implement a multiple pathways approach to career education and guidance for students. Professional development should include at least a comprehensive presentation and virtual or physical tour of all career and college preparatory programs offered in the school district, updated statistics on earning potential and rates and times of completion, and HSBP models.

3. **Incorporating Common Core Standards & Assessments.** The state should **avoid requiring both assessments and course credits** for graduation in the same subject area. This is particularly true for the new Smarter Balanced Assessment Consortium (SBAC) assessments of English Language Arts and Mathematics, which are expected to be set at a "college and career ready" level. This would provide more flexibility for students, as long as there is an assurance that students have an **opportunity for a meaningful senior year**, particularly those who do not meet the standard on the assessment.

Second, if the SBAC assessments are truly an indicator of college readiness, they must be **accepted as entrance requirements for colleges and universities**.

Finally, there must be **support and resources to assure that Common Core standards are embedded in CTE courses**. Industry professionals are content experts, but are not necessarily steeped in the

pedagogy of how to incorporate Algebra into a Construction Trades course. Professional development and support from OSPI are needed.

4. **Improvements to the High School & Beyond Plan (HSBP).** It is worth considering *new standards for the HSBP*, including making sure the plan is refreshed annually and is supplemented with a curriculum on career education. There is too much inconsistency now and no good way to assess how well it is working. There is concern about equity in meaningful and timely engagement in the HSBP. Furthermore, there needs to be a *formal touch-point in middle school* when preliminary exploration can occur before the HSBP is developed.
  
5. **Statewide Policies for CTE.** The Task Force had extensive discussions about course equivalency that should not be forgotten. Assuring that students have *equitable access to equivalency crediting* for CTE courses is important. This Task Force should help tackle course equivalencies, in hopes of making it easier for educators to offer more innovative, hands-on learning. The Task Force should explore whether students enrolled in a sequence of classes at skill centers need an *exemption from proposed graduation requirements*, or whether the issues and concerns of skill center students can be addressed through course equivalencies.

Similarly, there is a need to initiate some *statewide articulation agreements* between secondary and postsecondary education. Continued reliance on faculty-to-faculty arrangements results in too much inconsistency.

## **Task Force Proposed Work Plan**

The table on the next two pages shows the topics the Task Force is expected to address per the budget proviso, work sessions and discussions on those topics to date, and possible work sessions and discussions for 2014.

The Task Force intends to hold a meeting during the first week of the legislative session to hear about the "Career Readiness for a Working Washington" pilot project co-sponsored by the Employment Security Department (ESD) and the OSPI. The project will match students with mentorships, internships, and other work-based learning opportunities in five school districts, as well as provide up to 35 teachers the opportunity to participate in business externships.

The Task Force also intends to hold a meeting before the end of the 2013-14 school year at a local high school or skill center in order to have the opportunity to discuss career education opportunities with students.

<b>Budget Proviso Topics</b> <b>The Task force shall examine at least the following:</b>	<b>Work Sessions/Discussion to Date</b>	<b>Possible Work Sessions/Discussion for 2014</b>
(a) Analysis of Career and College Ready <b>graduation requirements</b> proposed by SBE and any recommendations regarding graduation requirements.	<ul style="list-style-type: none"> <li>• Staff Summary/TF Discussion: Recent WA legislation on graduation requirements.</li> <li>• Counselor Panel: How are High School &amp; Beyond Plans used? How could they be improved?</li> <li>• Higher Education Panel: What is "college" ready? What is "career" ready? How does CTE fit into college &amp; career readiness from a higher ed perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Private Trade School/Business/Apprenticeship Panel: What is "career" ready? What strategies could improve readiness for all students?</li> <li>• Student Panel: Do you face challenges in meeting high school graduation requirements while also taking CTE and other courses that pertain to your college &amp; career plans? What is your HSBP?</li> <li>• Briefing on the process used by the SBE in developing its original 24 credit graduation proposal.</li> <li>• Discussion: Options for exemptions or waivers for certain skill center students.</li> <li>• <i>Staff Research: Examples of policies supporting career readiness in other states (e.g. CTE diploma endorsements, use of Career Readiness assessments)</i></li> </ul>
(b) Options for expanding career education and career exploration and planning into <b>middle school</b>	<ul style="list-style-type: none"> <li>• Counselor Panel: What career education and career exploration occurs in middle schools?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To be determined.</i></li> </ul>
(c) Options for increasing student and parent <b>awareness of the multiple education and career pathways</b> available for students	<ul style="list-style-type: none"> <li>• Staff Summary/TF Discussion: Recent WA legislation on pathways.</li> <li>• Counselor Panel: What is the current "lay of the land" on counseling and career guidance in public schools?</li> <li>• OSPI Presentation: Navigation 101 &amp; state support of counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Readiness for a Working Washington (new pilot project with school districts, Workforce Development Councils, OSPI, ESD).</li> <li>• Student Panel: What college and career guidance do you receive? How aware are you about multiple pathways and options for the future?</li> <li>• Panel: Models of family and community involvement in career readiness and guidance.</li> <li>• <i>Presentation/speakers to examine "career readiness" more thoroughly.</i></li> <li>• <i>Career exploration tools presentation: nConnect (Southwest WA), Inspire WA (Spokane), Career Bridge (Workforce Board)</i></li> </ul>

<b>Budget Proviso Topics</b> <b>The Task force shall examine at least the following:</b>	<b>Work Sessions/Discussion to Date</b>	<b>Possible Work Sessions/Discussion for 2014</b>
(d) Strategies for enhancing and supporting <b>work-integrated learning opportunities</b> for students	<ul style="list-style-type: none"> <li>• Staff Summary/TF Discussion: Recent WA legislation on work-integrated learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Readiness for a Working Washington (new pilot project with school districts, Workforce Development Councils, OSPI, ESD).</li> <li>• <i>School District Panels: Options for work-integrated learning.</i></li> <li>• <i>Opportunity Internship Program Presentation.</i></li> <li>• <i>Other internship/work-integrated learning programs: Shin-Etsu America High School (Evergreen), Youth Building Tacoma, Experience Work Project (Mount Vernon), WA Business Week.</i></li> </ul>
(e) Recommended policies that both support and provide appropriate <b>state oversight and strategic planning for CTE</b> in middle schools, comprehensive high schools, and skill centers	<ul style="list-style-type: none"> <li>• OSPI Presentation &amp; School District Panel: Overview of Secondary CTE, including CTE standards and course/program approval.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Should there be additional strategic planning associated with CTE, particularly skill centers? What form would it take?</i></li> </ul>
(f) Recommendations for how to maximize statewide use of the list of <b>CTE course equivalencies</b> identified by OSPI ( <i>OSPI must identify a recommended list of course equivalencies for CTE courses and submit the list to the Task Force by October 1, 2013</i> )	<ul style="list-style-type: none"> <li>• OSPI Presentation: Course Equivalency Overview (laws, policies, toolkit, &amp; data on district practice).</li> <li>• School District Panels: What are district policies regarding course equivalencies? What are the challenges?</li> <li>• Higher Education Panel: How do higher education institutions treat CTE course equivalencies? What are the challenges?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is being done to provide more CTE courses that could be equivalent to academic courses? What would it take to achieve broader availability of these courses?</i></li> <li>• <i>What data should be available to monitor access to course equivalencies?</i></li> </ul>

## Appendix A - 2013 Task Force Meeting Agendas

### Wednesday, October 2

1. Introduction of Members and Staff
2. Overview of Task Force Proviso
3. Task Force Governance
4. Review of Background Materials
  
5. Secondary Career and Technical Education (CTE) Overview
  - a. Office of the Superintendent of Public Instruction  
*Kathleen Lopp, Asst. Superintendent, Career & College Readiness*  
*Betty Klattenhoff, Director, Career & Technical Education*

Presentation:

[http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Oct02/CTE\\_Overview\\_OSPI.pdf](http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Oct02/CTE_Overview_OSPI.pdf)

- b. School District/Skill Center Panel  
*Susan Dixon, CTE Director, Evergreen School District*  
*Neil Musser, CTE Director/Assistant Principal, Ellensburg School District*  
*Michelle Ledbetter, CTE Director, Pierce County Skill Center*
  
  - c. Member Discussion: Observations/Questions about Secondary CTE
  
6. CTE Course Equivalency
  - a. Office of the Superintendent of Public Instruction  
*Kathleen Lopp, Asst. Superintendent, Career & College Readiness*  
*Betty Klattenhoff, Director, Career & Technical Education*

Presentation:

[http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Oct02/CourseEquivalencyOverview\\_OSPI.pdf](http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Oct02/CourseEquivalencyOverview_OSPI.pdf)

- b. School District/Skill Center Panels  
*Jeff Broome, Principal, Tumwater High School*  
*Edri Geiger, School Director, Vancouver Public Schools*  
*Susan Dixon, CTE Director, Evergreen School District*  
*Neil Musser, CTE Director/Assistant Principal, Ellensburg School District*  
*Michelle Ledbetter, CTE Director, Pierce County Skill Center*
  
  - c. Member Discussion: Observations/Questions about Course Equivalency
  
7. Discussion: Future Meetings and Work Plan

### Monday, November 4

1. Options for Legislative Action from CTE Strategic Plan.  
*Kathleen Lopp, Asst. Superintendent, Career & College Readiness, OSPI*  
*Betty Klattenhoff, Director, Career & Technical Education, OSPI*

Presentation:

[http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/CTE\\_StrategicPlan-OSPI.pdf](http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/CTE_StrategicPlan-OSPI.pdf)

[http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/CTE\\_Plan-Priorities.pdf](http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/CTE_Plan-Priorities.pdf)

## **2. Review of Recent Legislation.**

*Katherine Taylor, Task Force Staff, Senate Committee Services*

*Barbara McLain, Task Force Staff, House Office of Program Research*

Presentation:

[http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/RelatedLegislation-SCS\\_OPR.pdf](http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/RelatedLegislation-SCS_OPR.pdf)

[http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/GradRequirementsHandout-SCS\\_OPR.pdf](http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/GradRequirementsHandout-SCS_OPR.pdf)

## **3. Task Force Discussion.**

### **Monday, December 2**

#### **1. School Counselor Panel**

*Kim Reykdal, Olympia High School Counselor (Olympia SD)*

*Brandon Ervin, Lincoln High School Counselor (Tacoma SD)*

*Andra Kelley-Batstone, former Bush Middle School Counselor (Tumwater SD)*

*Danise Ackelson, Guidance and Counseling Program Manager, OSPI*

Presentations:

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Dec02/CounselorPanelPresentation.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Dec02/MiddleSchoolCounseling.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Dec02/CounselingProgramsOSPI.pdf>

#### **2. Higher Education Panel**

*Jim West, Associate Director of Policy, Planning, and Research, Student Achievement Council*

*Tiffany Merkel, Workforce Education Program Administrator, State Board for Community & Technical Colleges*

#### **3. Task Force Discussion: Work Plan and Preliminary Report**