

CTE Equivalency Frameworks

Budget Language

\$55,000 of the general fund—state appropriation for fiscal year 2024 and \$55,000 of the general fund—state appropriation for fiscal year 2025 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.

Proviso Purpose

Funding is provided to support Career and Technical Education (CTE) courses determined to be equivalent, in whole or in part, to mathematics and science courses required for high school graduation. Grant funds may be allocated to school districts to strengthen the alignment of CTE courses with the Washington State Learning Standards for mathematics and science. Districts are encouraged to utilize these funds to facilitate collaboration among CTE and secondary content-area teachers in the development and implementation of course equivalencies.

Services Provided

The Office of Superintendent of Public Instruction (OSPI) advanced its commitment to expanding course equivalency implementation in mathematics and science by providing targeted grant funding to school districts. These funds, combined with other state Career and Technical Education (CTE) equivalency allocations, maximized the overall award potential and enhanced district capacity to align CTE coursework with academic standards. Individual grant awards ranged from \$7,000 to \$20,800.

Criteria for Receiving Services/Grants

OSPI will allocate funds to approved school districts and skill centers for their work with CTE course equivalencies in math and science. For school districts and skill centers to be eligible for CTE course equivalency grants, they must offer CTE equivalency coursework. Districts are encouraged to use the funds for the following expenses in the 2024-25 school year:

- Determining and implementing best practices for high school, school districts, and State-Tribal Education Compacts (STEC) in developing and adopting state and local course equivalencies.
- Cost associated with the development, revision, expansion, and/or implementation of state or local equivalencies.
- Cost associated with increasing the rigor of academic instruction in CTE courses.



- Supporting teams or workgroups of academic and technical teachers to collaborate, inclusive of professional learning or release time associated with the work related to developing or updating course frameworks.
- Increasing the reliability of data reporting related to course equivalency use.
- Costs to purchase materials or equipment to support activities that will enhance understanding of English Language Arts, mathematics, or scientific based concepts in CTE courses.
- Funds may not be used for general training, certification, or costs unrelated to CTE coursework. Grant funds are not to exceed \$25,000 per recipient and available district codes include:
 - Supervision-Instruction
 - Learning Resources
 - Teaching
 - Instructional PD
 - Instructional Tech
 - Curriculum

Beneficiaries in the 2024-25 School Year

Number of School Districts:	26
Number of Schools:	Undetermined
Number of Students:	Undetermined
Number of Educators:	Undetermined

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$55,000	\$51,300
2024	\$55,000	\$813
2023	\$55,000	\$5,003
2022	\$55,000	\$7,692
2021	\$55,000	\$10,868

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2025	26
2024	79
2023	25
2022	35
2021	51

Programmatic Changes Since Inception (If Any)

In the past, this funding has been used for costs associated with work groups to develop equivalencies. This year, OSPI decided to administer funding directly to districts for maximum use and support of advancing increased access for students to existing equivalency courses. This body of work has been discontinued by the legislature. Beginning July 1, 2025, OSPI is no longer implementing this program.

Program(s) Evaluation or Major Findings

The combination of multiple funding sources into a singular grant program allowed OSPI to provide funding amounts that districts found meaningful enough to substantiate the processes required to apply for funding.

Major Challenges Faced by Program(s)

As school districts continue to implement statewide course equivalencies, elevated levels of administrative turnover have resulted in loss of historical knowledge, consistent implementation practices, and teacher support. Many districts are also working to improve the accuracy of data reporting related to course equivalency adoption and the awarding of equivalent credit. To address these challenges, OSPI continues to provide support to district administrators through office hours, webinars, and targeted professional development opportunities.

Future Opportunities

Funding for this work has since been discontinued by the legislature. Future opportunities will depend on future legislative direction and resources dedicated to this work.

Other Relevant Information

As the OSPI Secondary Education Content department advances efforts to update state learning standards across all core content areas, existing statewide CTE course equivalency frameworks will require comprehensive review and alignment with the revised standards.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

Program Contact Information

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