

C407L23 (Career and Technical Education)

Budget Language

\$51,000 of the general fund—state appropriation for fiscal year 2024 and \$36,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of Substitute Senate Bill No. 5617 (career and technical education courses).

Proviso Purpose

This initiative expands the delivery of state and local equivalencies with three primary actions:

1. That an interdistrict cooperative agreement for skill center participation in state and local equivalencies shall:
 - a. Require participating school districts to honor and accept state and local equivalency courses approved and offered by the host district as equivalent courses within districts aligned with the skill center; and
 - b. Mandate public school districts serving students in grades 9–12 to publish approved state and local equivalencies annually.
2. OSPI must conduct a review of equivalency implementation requirements and provide technical assistance to districts to ensure state course equivalencies are being consistently offered for academic credit for students at high schools and skill centers; and
3. That a standardized system shall be established to:
 - a. Validate and adapt new statewide equivalency courses that align technology-based competitive student activities with traditional academic high school standards; and
 - b. Develop an equivalency crosswalk creating alternative pathways for fulfilling academic requirements through technology-focused extracurricular participation linked to career interests.

Services Provided

Alignment between Skill Centers and Host Districts and Notification Requirements

OSPI worked with the Washington State Skill Center Association (WSSCA) to support common understanding and language expectations to support the updating of local administrative agreements as required by legislation. Skill centers expressed that the language is present in their existing agreements. Skill centers and local districts reflect the equivalency status of their CTE courses, inclusive of both locally developed and state adopted courses.



OSPI Evaluation of CTE Equivalency Implementation

OSPI staff continue to provide technical support for course adoption, implementation, and statewide evaluation. Efforts to support districts with relevant workshops included workshops during the 2024 Washington Association of Career and Technical Education (WA-ACTE) summer and fall statewide CTE conferences, Washington Association of Career and Technical Administrators (WACTA) statewide fall conference, and virtual webinars, including Graduation Equity Webinar held September 11, 2024, and CTE News & More, February 20, 2025. These engagements provided opportunities to connect districts and skill centers with key requirements of SSB 5617, existing course equivalency requirements, and professional development for implementation.

The OSPI CTE Equivalency Program Supervisor provides technical assistance as needed to skill centers and local districts through virtual meetings, workshops, emails, and phone calls.

The following resources are posted on the [OSPI Statewide Course Equivalencies](#) webpage:

- CTE Course Equivalency Framework Application Form to request the development of a new statewide equivalency framework.
- State Equivalency Certificate Template for documentation of CTE equivalencies to meet core academic content credits.
- CTE Statewide Course Equivalency Framework list, including both the corresponding CTE program area and equivalent core content area.

School districts and skill centers report participation through CEDARS, which is monitored by the OSPI CTE Equivalency Program Supervisor. Continued program evaluation is improved through data collection technical assistance and increased district monitoring.

Statewide Equivalency Courses that Align Technology-based Competitive Student Activities

In coordination with the Washington State Scholastic Esports Association, a diverse technical workgroup was established in 2024, bringing together educators with expertise in technology-based competitive student activities, career technical education business and information technology courses, and core academic standards. Selected participants demonstrated proficiency in technical gaming programs, equity-based pedagogy, universal design for learning, and maintain affiliations with Career Technical Student Organizations (CTSOs) offering technology-based competitions. The group represents a geographic cross-section of Washington state educators actively involved in coaching Esports clubs.

In 2024–25, four educators from the assembled group drafted two statewide equivalencies targeting high school students likely to participate in technology-based competitive afterschool activities, typically aligned with Esports events. These courses offer students a career technical education course sequence that allow for the development of Python and C# programming

skills while connecting and emphasizing academic mastery of English language arts, advanced mathematics, and media arts skills.

Criteria for Receiving Services and/or Grants

Course equivalency technical assistance is provided to all school districts, schools, state and tribal education compacts (STECs), and skill centers. Funding was used to support the outcomes identified in this report, and beneficiaries reflect districts supported in course equivalency implementation and reporting. The number of students reported as enrolled in equivalency courses, and the number of educators involved with the technical workgroup are included in the chart below. For the purposes of calculating beneficiaries of services there were 18 skill centers supported in updating administrative agreements, 213 school districts reported offering equivalency coursework, 439,447 enrolled students in either state or local equivalencies, and four educators that took part in the technical work group to create statewide equivalencies.

Beneficiaries in the 2024–25 School Year

Number of School Districts:	213
Number of Schools:	18 Skill Centers
Number of Students:	439,447
Number of Educators:	4

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$36,000	\$28,728
2024	\$51,000	\$0

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

Fiscal Year	Number of Beneficiaries
2025	439,682
2024	499,061

Programmatic Changes Since Inception (If Any)

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

Alignment between Skill Centers and Host Districts and Notification Requirements

Communication through the WSSCA was successful, and skill centers continue to implement the necessary changes to administrative agreements. Skill centers maintain collaborative work with their member school districts to ensure communication is consistent and available for students and families to make informed decisions about course equivalency opportunities. The requirement for participating school districts to honor and accept state and local equivalency courses approved and offered by the host district as equivalent courses within districts aligned with the skill center supports increased opportunity for students and families to utilize local and state equivalencies as an option for meeting high school graduation requirements.

OSPI Evaluation of CTE Equivalency Implementation

School districts have been able to adopt local career and technical education (CTE) equivalencies in all graduation requirement areas for more than 20 years, with statewide equivalencies first made available prior to the 2015–16 school year, first in mathematics and science but expanding to all credit areas. OSPI continues to revise approved frameworks to correspond with updated academic and industry standards and refined frameworks to better support local implementation of the Washington State Learning Standards. OSPI continues to engage in technical assistance, professional learning and development, and improvement in data quality while partnering with local skill centers' and school districts' administrators, teachers, and industry partners to streamline implementation and communication. OSPI continues to review submitted data to inform technical assistance plans in support of district reporting requirements.

Statewide Equivalency Courses that Align Technology-based Competitive Student Activities

In spring 2024, the technical workgroup developed a crosswalk aligning technology-based competitive student activities with core academic standards. The group identified potential career technical education courses that support transferable job skills found in technology-focused extracurricular competitive events, associated industry recognized credentials, and prospective statewide academic equivalencies, aiming to broaden student engagement in STEM and business fields relevant to competitive gaming and business industries.

Two statewide equivalencies targeting high school students likely to participate in technology-based competitive afterschool activities, typically aligned with Esports events were completed and approved. These courses offer students a career technical education course sequence that allow for the development of Python and C# programming skills while connecting and emphasizing academic mastery of English language arts, advanced mathematics, and media arts skills.

Major Challenges Faced by Program(s)

None.

Future Opportunities

This body of work has been discontinued by the legislature. Future opportunities will depend on future legislative direction and resources dedicated to the work.

Other Relevant Information

OSPI provides an annual report to the state legislature that identifies the number of students accessing equivalency coursework, and the number of courses being offered as state and local equivalencies.

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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