

CTE Course Equivalencies

Budget Language

\$358,000 of the general fund—state appropriation for fiscal year 2024 and \$358,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the implementation of chapter 221, Laws of 2019 (CTE course equivalencies).

Proviso Purpose

RCW 28A.700.070 authorizes the Office of Superintendent of Public Instruction (OSPI) to develop, approve, and maintain statewide course equivalency frameworks for Career and Technical Education (CTE) courses that satisfy high school graduation requirements. In collaboration with technical work groups, OSPI ensures these courses align with Washington's K–12 learning standards and relevant industry expectations, establishing academically rigorous pathways that integrate both technical and academic learning. Funding associated with this legislation supports the continued expansion and implementation of statewide CTE course equivalencies, enabling students to meet graduation requirements through courses that reflect their career interests and postsecondary goals. The legislation also provides 1.0 full-time equivalent (FTE) positions at OSPI to sustain these initiatives and promote equitable access to high-quality, standard-aligned CTE opportunities across Washington state.

Services Provided

Funding was used to support the administration of CTE course equivalencies in the state. This includes staffing at OSPI to provide technical assistance and project management support for the revision and development of statewide course equivalencies. OSPI directed funds to convene subject matter experts and practitioners to develop, review, and implement new course equivalency frameworks that maintain academic rigor and industry relevance. Funds were also used to support the development of guidance materials, instructional resources, and professional development opportunities for educators, as well as to provide ongoing technical assistance to school districts in the implementation of CTE course equivalencies and accurate data reporting. In addition, grant funds were provided to districts and skill centers for work with local or state equivalencies.

Criteria for Receiving Services/Grants

Any entity (district, high school, skill center, or state-tribal education compact) that seeks support for CTE equivalency development or implementation is eligible to receive services. Educators and partners engaged in state course equivalency development may have expertise in a specific industry area, academic content, higher education, or CTE instructional area.

For the CTE Equivalency Grant, any school district or skill center that provided CTE programming was eligible to apply for grants of up to \$25,000 provided that funds were used in alignment



with the following use requirements:

- Determining and implementing best practices for high schools, school districts, and STEC in developing and adopting local course equivalencies
- Costs associated with the development, revision, expansion, and/or implementation of state or local equivalencies
- Costs 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
- Costs to purchase materials or equipment to support activities that will enhance the understanding of English language arts, mathematics, or scientific based concepts in CTE courses.

Beneficiaries in the 2024-25 School Year

Number of School Districts: 254; 26 Grant Recipients

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	\$358,000	\$348,675
2024	\$358,000	\$154,202
2023	\$358,000	\$211,649
2022	\$358,000	\$337,999
2021	\$358,000	\$256,346

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

Fiscal Year	Number of Beneficiaries
2025	254/26
2024	254
2023	254
2022	254
2021	254

Programmatic Changes Since Inception (If Any)

Since 2008, OSPI has played a central role in supporting districts with the implementation of Career and Technical Education (CTE) course equivalencies under RCW 28A.230.097. What began as local adoption efforts has expanded through successive legislative actions to ensure equitable access to rigorous, high-quality CTE programs aligned with academic standards and graduation requirements. Later amendments include:

- 2014: Legislature directed OSPI to create CTE curriculum frameworks meeting math and science graduation requirements and required districts to offer at least one qualifying course.
- 2018: Law expanded statewide equivalencies to all academic areas, aligning CTE with graduation pathways and postsecondary goals.
- 2019–22: Districts were required to offer and transcript at least one statewide equivalency course; later, this became a permanent requirement, with OSPI providing support to noncompliant districts.
- 2023: New laws required districts in cooperative agreements to recognize each other's equivalency courses and directed OSPI to develop a crosswalk for technology-based competitions like robotics and coding.

This year, OSPI dedicated funding from three sources to provide grant opportunities directly to school districts and skill centers to advance equivalency implementation.

This body of work is no longer managed as standalone proviso and was consolidated into OSPI's agency admin in the 2025-27 biennial operating budget. OSPI's agency admin appropriation was reduced in the 2025 budget, which could impact this work moving forward.

Program(s) Evaluation or Major Findings

This year, eleven new statewide frameworks were published following the equivalency development and approval process under the leadership of the CTE Course Equivalency Program Supervisor. The new frameworks and associated academic credit included:

1. 030506 Advanced Forest Management/1.0 credit English Language Arts

2. 030201 Advanced Restoration Ecology/0.5 credit Social Studies
3. 010303 Introduction to Aquaculture and Fisheries/1.0 credit Lab Science or Algebra I/Integrated Math I
4. 010303 Advanced Aquaculture and Fisheries/1.0 Lab credit Science or Geometry/Integrated Math II
5. 030501 Introduction to Urban and Community Forestry/1.0 credit Lab Science or Algebra I/ Integrated Math I
6. 030508 Advanced Urban and Community Forestry/1.0 Lab credit Science or Geometry/Integrated Math II
7. 480508 Welding Technology I/1.0 credit Integrated Math I
8. 480508 Welding Technology II/1.0 credit Lab Science
9. 110701 AI Literacy for Civic Engagement/1.0 credit Social Studies
10. 110204 Video Game Analysis/1.0 credit ELA or Art
11. 110803 Video Game Design & Development /1.0 credit third Year Math

Additionally, the newest updated CTE course equivalency frameworks included:

1. 260103 Biomedical Human System
2. 261202 Biotechnology
3. 510601 Dental Assisting
4. 512699 Home Care Aid
5. 511614 Nursing Assistant
6. 510913 Sports Medicine I
7. 510913 Sports Medicine II
8. 512208 Systems Medicine
9. 270301 Applied Algebra I
10. 270301 Applied Geometry

The development details of these course frameworks may be found on the OSPI Statewide Course Equivalencies webpage within each course's CTE Course Equivalency Framework. The Superintendent approved these 11 new courses on August 25, 2025.

Major Challenges Faced by Program(s)

Challenges related to data reporting accuracy, educator recruitment for technical workgroups, and limited industry partner capacity have slowed implementation during the 2024–25 fiscal year. Staffing transitions within OSPI have further reduced operational capacity, resulting in temporary delays to program development and statewide implementation. OSPI shall continue to prioritize stabilizing staffing, strengthening partnerships, and improving CTE data accuracy to support effective statewide course equivalency implementation.

This proviso was consolidated into OSPI's agency admin in the 2025–27 biennial operating budget. OSPI's agency admin appropriation was reduced in the 2025 budget, which could impact this work moving forward.

Future Opportunities

As part of OSPI's strategic goals, leveraging CTE course equivalencies to expand flexibility in meeting the 24-credit graduation requirements will remain a priority.

Other Relevant Information

As the OSPI 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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