CTE News & More

CTE Course Approval Process

Tips & Tricks to Make It Quick

February 5, 2026

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Please Note: Clock Hour is only available for attendees who virtually attended the meeting on February 5, 2026

Clock Hour Available!

1. **Rename your Zoom name (First & Last Name) so we have an accurate attendance list.**

2. Register for clock hours by using the link below or the link in the chat.

3. Take the pdEnroller survey that is automatically emailed to you.

4. OSPI will enter attendance, and the hour will show up on your transcript!

Registration Link: https://www.pdenroller.org/ospi/catalog/202193

Note: You must register by February 12, 2026, at 5pm to be awarded the clock hour for this session.

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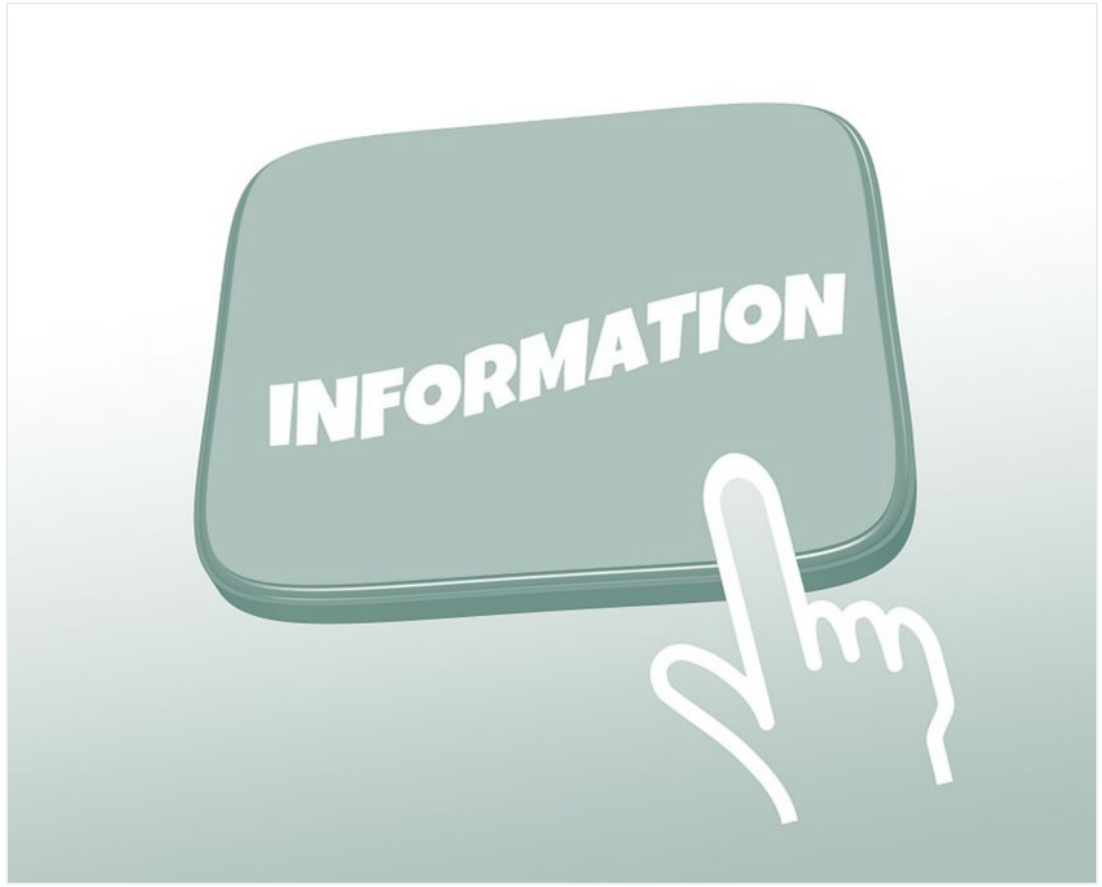
Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Agenda



- The Purpose & Process
- A Walk Through EDS
- Special Things
- Some Words About Frameworks
- Embedding AI & Frameworks

CTE Course Approval
The Purpose & Process

What the RCW Says

(1) To ensure high quality career and technical programs, the office of the superintendent of public instruction shall periodically review and approve the plans of local districts for the delivery of career and technical education.

RCW 28A.700

(2) To receive approval, school district plans must:

(a) Demonstrate how career and technical education programs will ensure academic rigor; align with the state's education reform requirements; help address the skills gap of Washington's economy; and maintain strong relationships with local career and technical education advisory councils for the design and delivery of career and technical education;

(b) Demonstrate a strategy to align the five-year planning requirement under the federal Carl Perkins act with the state and district career and technical program planning requirements that include:

(i) An assessment of equipment and technology needs to support the skills training of technical students;

(ii) An assessment of industry internships required for teachers to ensure the ability to prepare students for industry-defined standards or certifications, or both;

(iii) An assessment of the costs of supporting job shadows, mentors, community service and industry internships, and other activities for student learning in the community;

(iv) A description of the leadership activities to be provided for technical education students; and

(v) Annual local school board approval;

(c) Demonstrate that all preparatory career and technical education courses offered by the district meet the requirements of RCW 28A.700.030;

(d) Demonstrate progress toward meeting or exceeding the targets established under RCW 28A.700.040 of an increased number of career and technical programs in high-demand fields; and

(e) Demonstrate that approved career and technical programs maximize opportunities for students to earn dual credit for high school and college.

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RCWs > Title 28A > Chapter 28A.700 > Section 28A.700.010

28A.700.005 << 28A.700.010 >> 28A.700.020

PDF **RCW 28A.700.010**

Career and technical education—Plans—Standards—Technical assistance—Leadership development.

The purpose of the framework/course approval process is to make certain that all CTE courses:

- Ensure academic rigor;
- Align with the state's education reform requirements, including the Washington State Learning Standards;
- Help address the skills gap of Washington's economy;
- Maintain strong relationships with local CTE advisory councils for the design and delivery of career and technical education; and
- Align with current industry standards.

the curriculum of technical education programs.

(5) As used in this section, "career and technical education" means a planned program of courses and learning experiences that begins with exploration of career options; supports basic academic and life skills; and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education.

[2008 c 170 s 101; 2001 c 336 s 2. Formerly RCW 28C.04.100.]

What Makes CTE Special?

All Career Technical Education courses lead to occupational outcomes

Career and Technical Education Program Standards

Introduction

The Career and Technical Education (CTE) Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. Career and Technical Education programs must meet standards established by the Office of Superintendent of Public Instruction. These CTE standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

Career and Technical Education is a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education (RCW 28C.04.100).

Washington Career and Technical Education Foundations

1. Students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach.
2. CTE programs are an integral part of the K–20 education system and are coordinated with other workforce development programs.
3. Students that participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated throughout the content of each course. Students are encouraged to participate in career and technical student leadership organizations related to the program.
5. Employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program.
6. CTE programs of study assist students with career planning, career development, and/or transition to employment and post-secondary options.
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE programs are provided resources to connect student learning with work, home, and community.
10. CTE programs are structured so that supervision, safety, and the number of training stations determine the maximum number of students per classroom.

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business/industry and labor reflecting the diversity of the community.

12. CTE programs are reviewed annually, and the results are used for continuous program improvement

into two areas:

rds-Exploratory

ntent standards in the context of preparing for living, learning, and

tional core content standards.
s required to meet current industry or nationally defined standards.
y defined standards, as evidenced in the curriculum frameworks, endorsed by
d by the CTE program supervisors at OSPI.
terrelationships of family, career, and community roles and responsibilities.
ommunity/family, and business/industry. Extended learning is managed and

h appropriate certification, knowledge, skills and occupational experience.
, certified CTE teachers should gain additional experience in one or more of
erience should take place every five years.
ments that support CTE program standards.
nd support the OSPI approved curriculum framework and industry training

ed federal, state and county safety standards.
antity to assure safe and appropriate supervision, delivery of instruction and

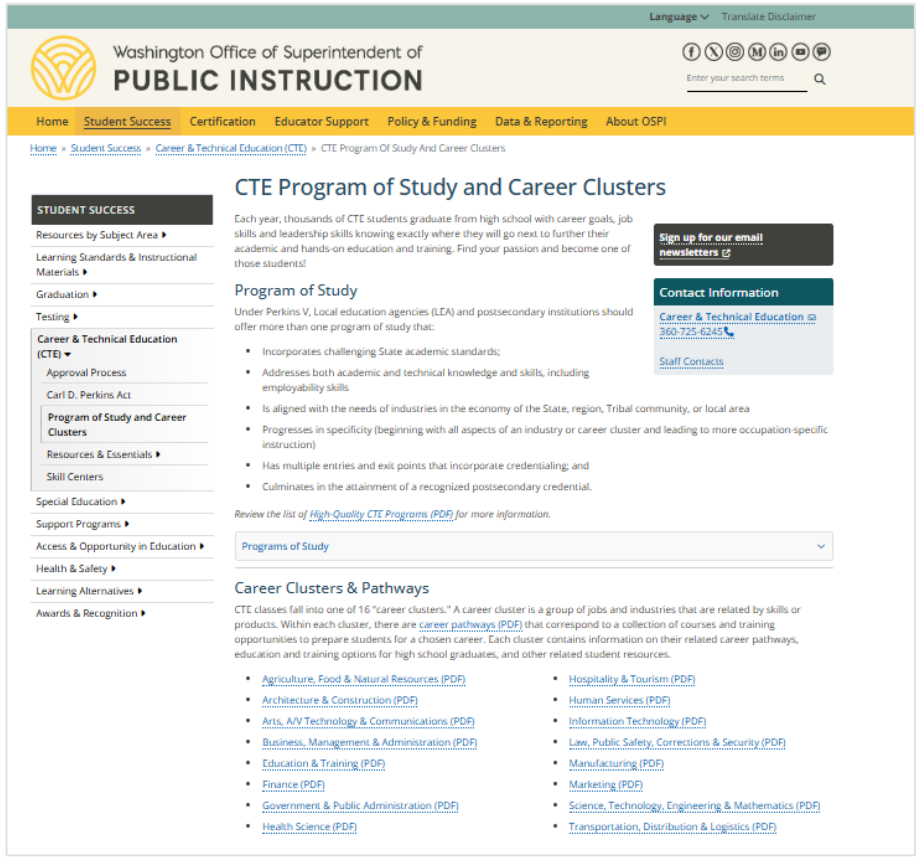
ed and maintained in consultation with program specific advisory

[CTE Program Standards]

[RCW 28A.700.010]

Cluster Resources w/ Standards

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics



CTE frameworks must include aligned industry standards

Academic Learning Standards

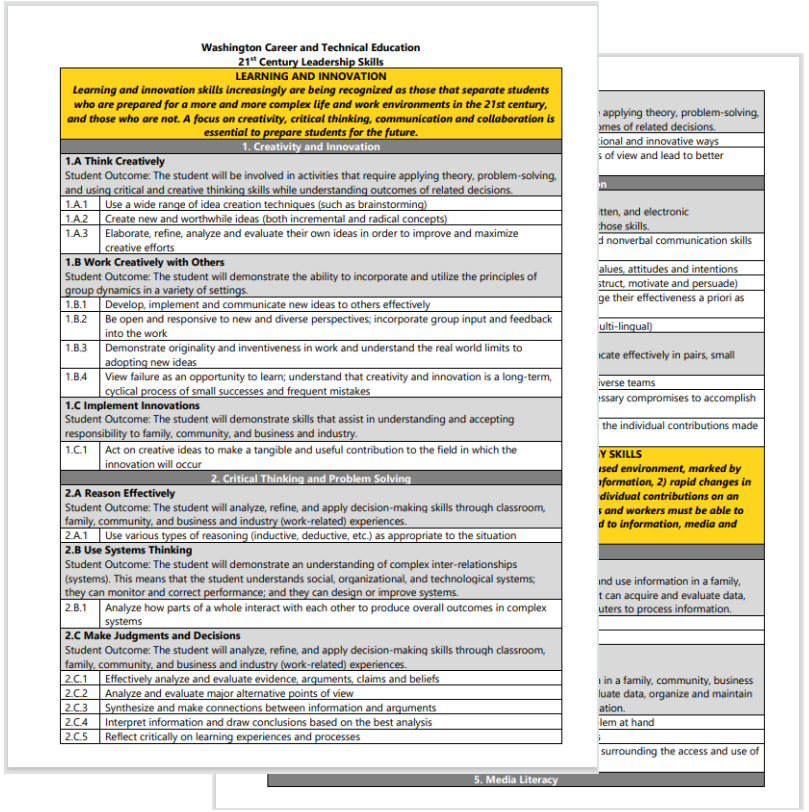
- The Arts (2017)
- Computer Science (2018)
- Early Learning (birth through 3rd grade) (N/A)
- Educational Technology (2018)
- English Language Arts (2011)
- English Language Proficiency (2021)
- Integrated Environment and Sustainability (2009)
- Financial Education (2016)
- Health and Physical Education (2016)
- Mathematics (2011)
- Science (2013)
- Social Emotional Learning Standards and Benchmarks (2020)
- Social Studies (2018)
- World Languages (2015)

Which academic standards should you include in the framework?

-OSPI only requires those you will assess

Extra Resources

- Course Approvals: CTE Curriculum Framework
- Course Approvals: CTE Curriculum Framework Template Companion
- Course Approvals: CTE Curriculum Framework-Creating Performance Assessments Tech Assist
- Course Approvals: CTE Curriculum Framework-Developing Leadership Alignment Tech Assist
- Preparatory Course Clarity & Preparatory Course Criteria Form
- State Approved Industry Recognized Credential List 25-26
- Statewide Course Equivalencies
- Middle School CTE Guidance
- 21st Century Leadership Skills
- Career Technical Organization Fact Sheet
- Designing High Quality CTE Programs
- OSPI CTE Resources & Essentials



Washington Career and Technical Education
21st Century Leadership Skills

LEARNING AND INNOVATION

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

1. Creativity and Innovation

1.A Think Creatively
Student Outcome: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

1.A.1	Use a wide range of idea creation techniques (such as brainstorming)
1.A.2	Create new and worthwhile ideas (both incremental and radical concepts)
1.A.3	Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

1.B Work Creatively with Others
Student Outcome: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

1.B.1	Develop, implement and communicate new ideas to others effectively
1.B.2	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
1.B.3	Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
1.B.4	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

1.C Implement Innovations
Student Outcome: The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.

1.C.1	Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

2. Critical Thinking and Problem Solving

2.A Reason Effectively
Student Outcome: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.

2.A.1	Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

2.B Use Systems Thinking
Student Outcome: The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

2.B.1	Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

2.C Make Judgments and Decisions
Student Outcome: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.

2.C.1	Effectively analyze and evaluate evidence, arguments, claims and beliefs
2.C.2	Analyze and evaluate major alternative points of view
2.C.3	Synthesize and make connections between information and arguments
2.C.4	Interpret information and draw conclusions based on the best analysis
2.C.5	Reflect critically on learning experiences and processes

5. Media Literacy

What Leadership Skills should be included in a framework?
-OSPI requires 21st Century Leadership Skills included in every unit

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What You Need for Course Approval

- ✓Course Information: CIP Code, Local Course Title, Learning Type (online, HS, MS, SC)
- ✓Leadership: CTSO Proof of Membership & Program of Activities/Work or Leadership Equivalency
- ✓Sequence of Course(s) Titles
- ✓Framework (only 1)
- ✓Skills Gap: Advisory Committee Meeting Minutes and Labor Market Data
- ✓Preparatory Course form (preparatory CIPs only)

When to Submit the Application

Priority Dates

April 15th

October 15th

When to Submit the Application

Have all the documents!

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A Brief Pause for Questions

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Educational Data System
EDS

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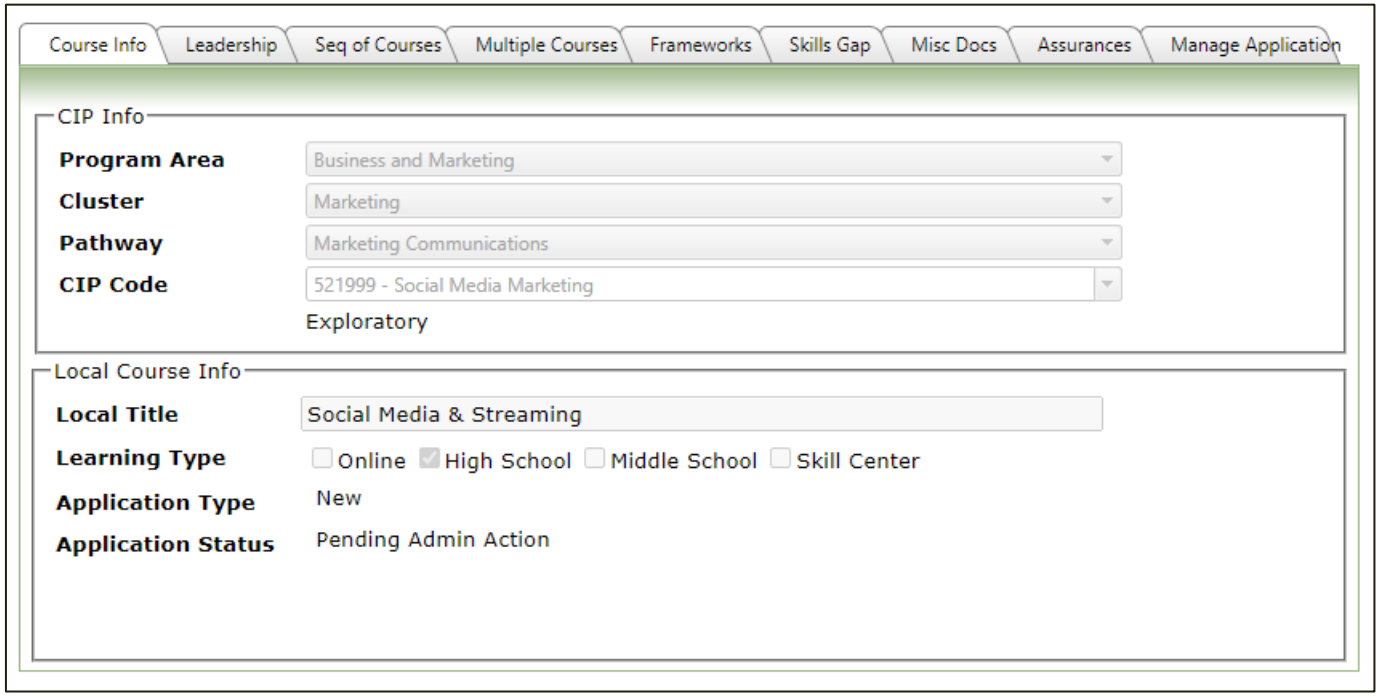
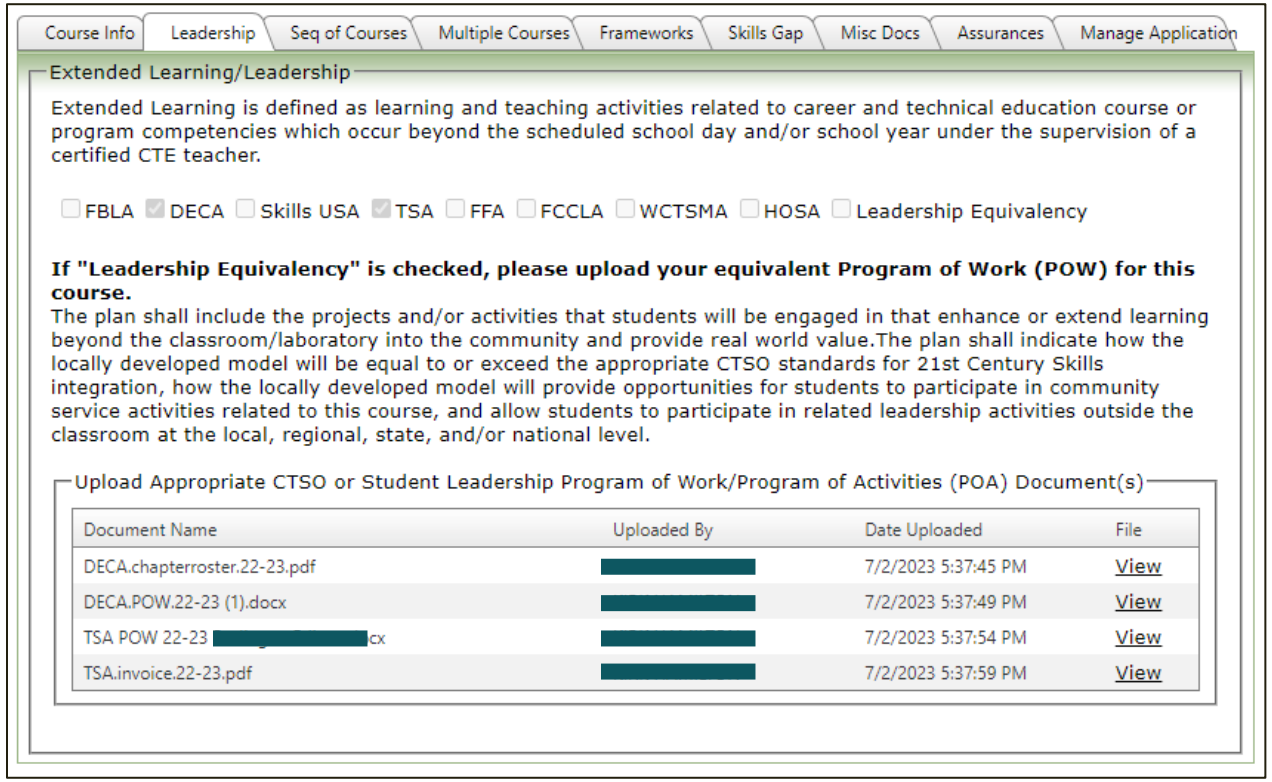
Course Info Tab



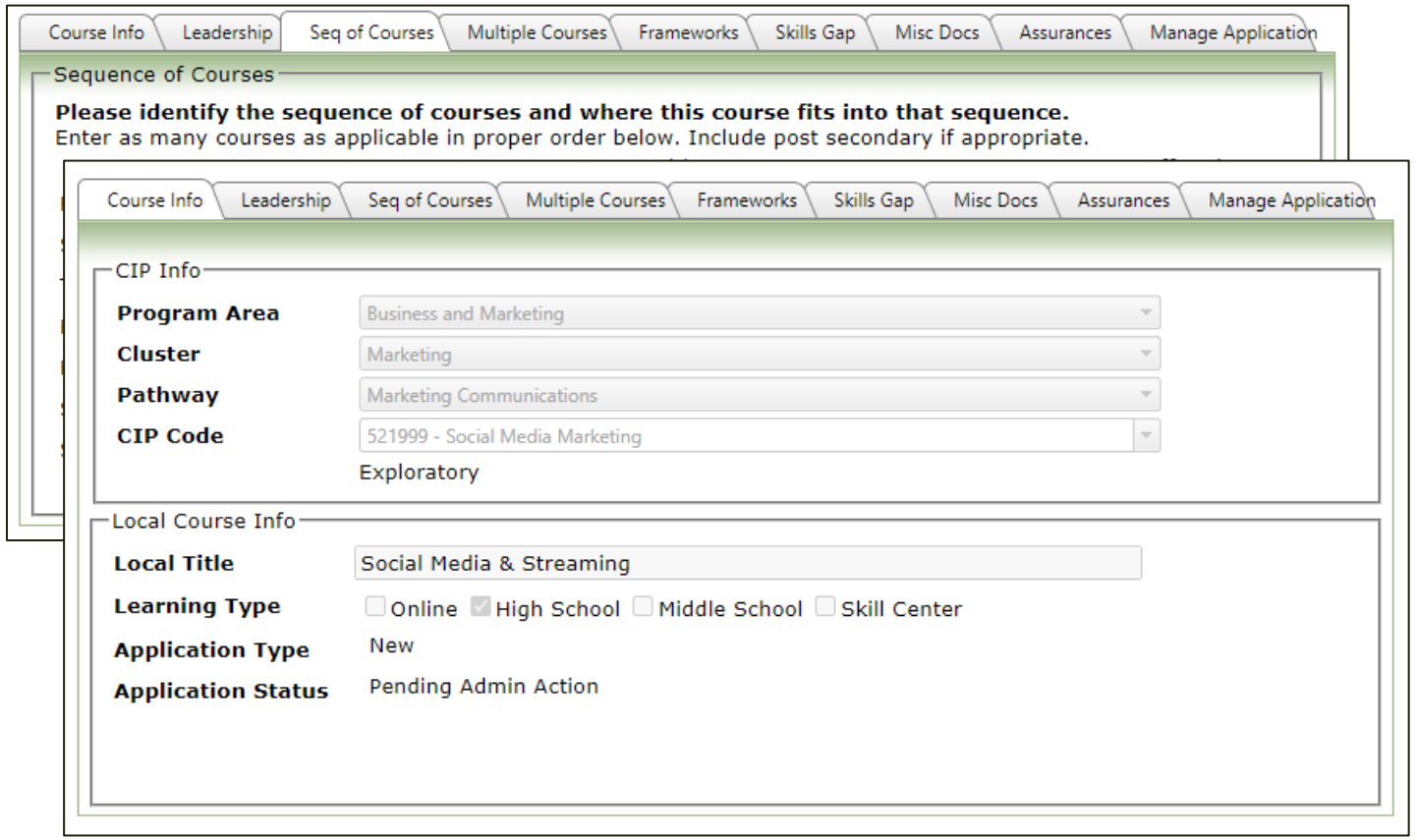
- District is required to fill out this tab.
- Only one learning type can be checked.
  - Online
  - High School
  - Middle School
  - Skill Center

Leadership Tab



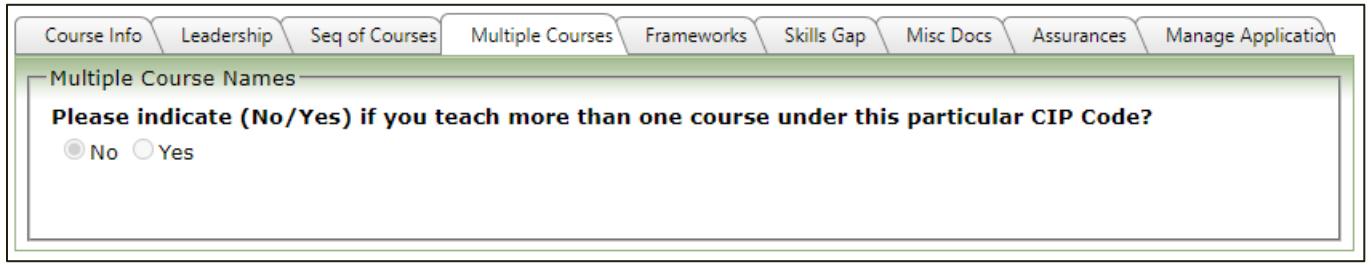
- At least one CTSO or Extended Learning/Leadership box should be checked.
- A current Program of Activities (POA)/Program of Work (POW) and proof of membership should be uploaded on this tab.
  - Proof of membership is an ***official*** invoice, roster, or letter of charter [for districts starting a CTSO charter]
- Leadership Equivalencies require the Program of Work (POW)

Seq of Courses Tab



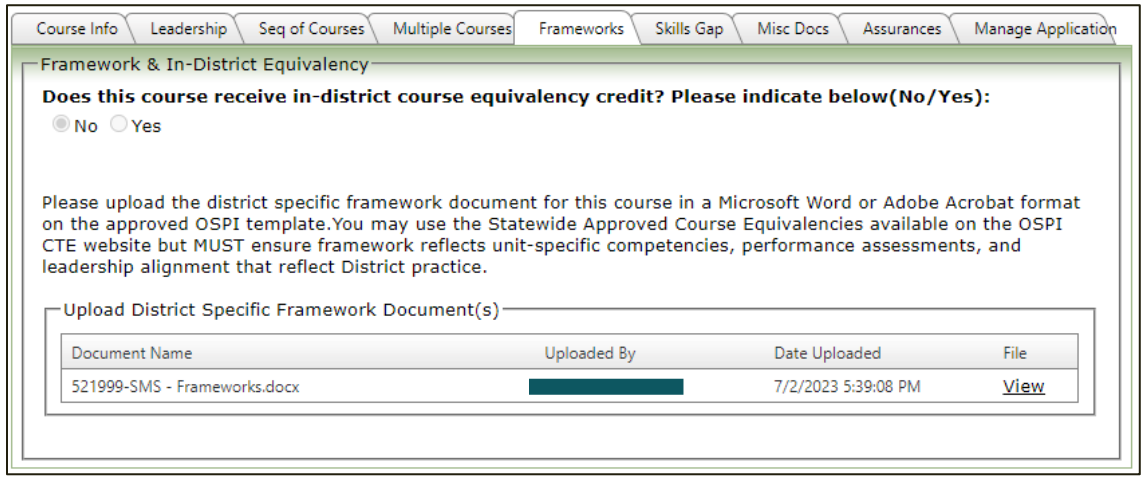
- District is required to fill out this tab.
- Hours offered should match the submitted framework.
- One course listed must match (exactly) the title of the course name under the Course Info tab.
  - Recommend copy and paste
- List all courses in industry pathway, including this course.
- [Preparatory CIP codes should indicate 1 or more courses leading to this course (see RCW 28A.700.030)]

Multiple Courses Tab



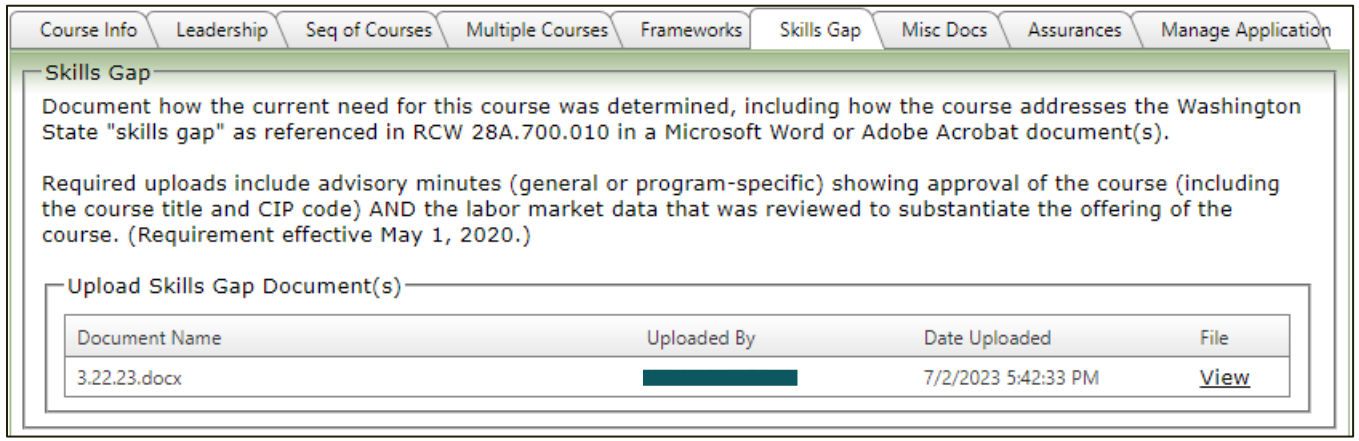
- Select "No."
- The 'Multiple Courses' tab is no longer being used in the EDS Course Application system.

Frameworks Tab



- Upload one (1) framework per application
- If resubmitting the framework for a second or third or fourth review, delete the previous framework

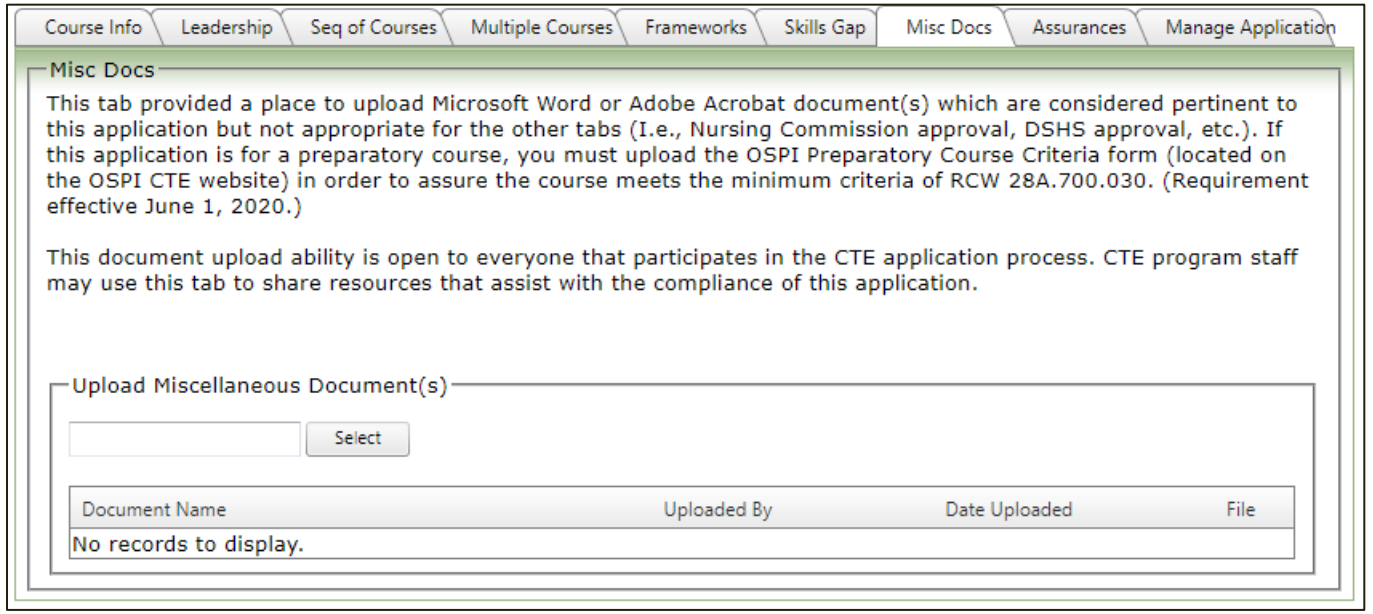
Skills Gap Tab



- Advisory meeting minutes must include local course name with CIP Code
  - When submitting equivalency courses, include the agreed academic credit (subject area & credit earned)
- Labor Market Data* may be embedded in the minutes but cannot be linked to a Website.

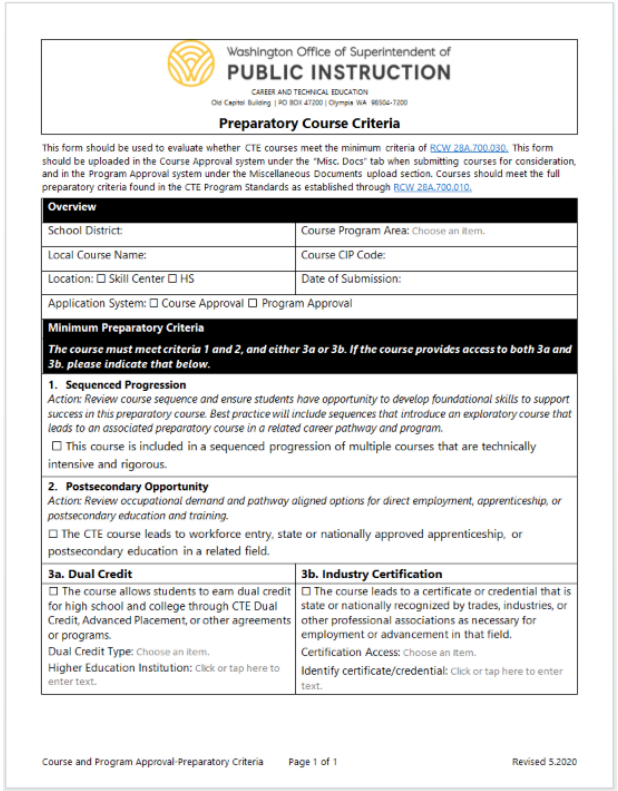
**Labor Market Data is a tool used to assess the difference between the actual state, and a future, goal state of job skill(s) demand. It identifies 5- 10 years projected employment need in the community or state.*

Misc. Docs Tab



- All preparatory courses require the Preparatory Course Criteria form.

1. Sequenced Progression
2. Postsecondary Opportunity
3. Dual Credit **or** Industry Certification



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Preparatory Course Criteria

This form should be used to evaluate whether CTE courses meet the minimum criteria of RCW 28A.700.030. This form should be uploaded in the Course Approval system under the "Misc. Docs" tab when submitting courses for consideration, and in the Program Approval system under the Miscellaneous Documents upload section. Courses should meet the full preparatory criteria found in the CTE Program Standards as established through RCW 28A.700.010.

Overview	
School District:	Course Program Area: Choose an item.
Local Course Name:	Course CIP Code:
Location: ☐ Skill Center ☐ HS	Date of Submission:
Application System: ☐ Course Approval ☐ Program Approval	

Minimum Preparatory Criteria

The course must meet criteria 1 and 2, and either 3a or 3b. If the course provides access to both 3a and 3b, please indicate that below.

1. Sequenced Progression

Action: Review course sequence and ensure students have opportunity to develop foundational skills to support success in this preparatory course. Best practice will include sequences that introduce an exploratory course that leads to an associated preparatory course in a related career pathway and program.

☐ This course is included in a sequenced progression of multiple courses that are technically intensive and rigorous.

2. Postsecondary Opportunity

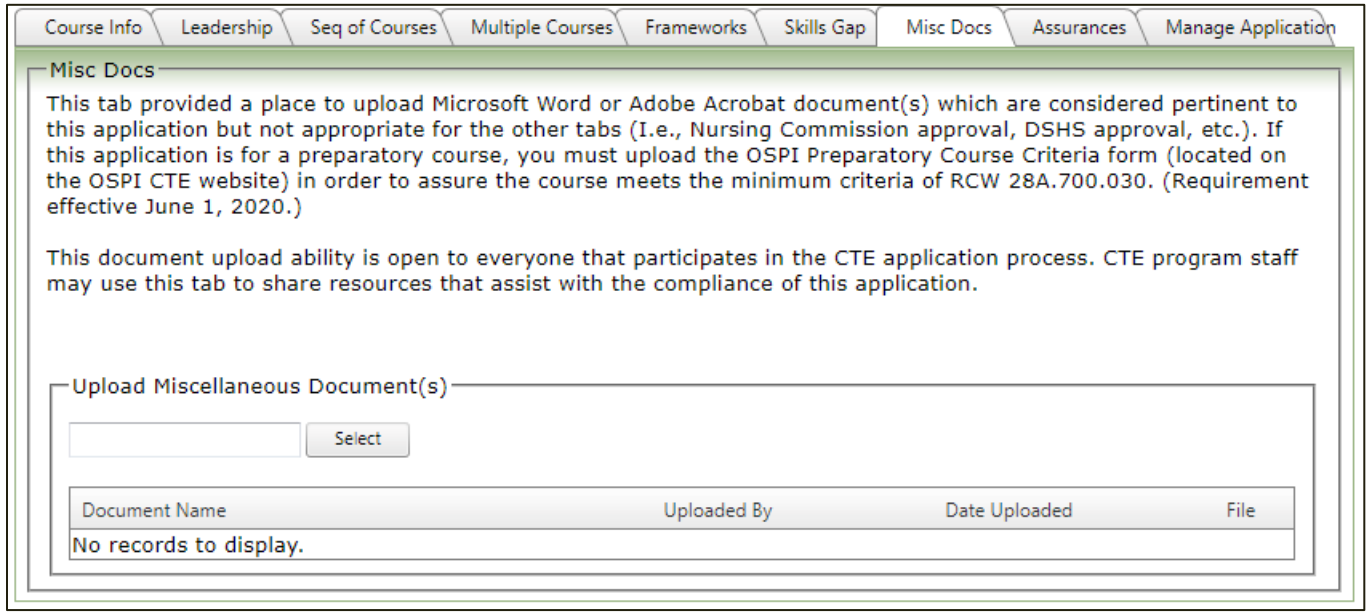
Action: Review occupational demand and pathway aligned options for direct employment, apprenticeship, or postsecondary education and training.

☐ The CTE course leads to workforce entry, state or nationally approved apprenticeship, or postsecondary education in a related field.

3a. Dual Credit	**3b. Industry Certification**
☐ The course allows students to earn dual credit for high school and college through CTE Dual Credit, Advanced Placement, or other agreements or programs. Dual Credit Type: Choose an item. Higher Education Institution: Click or tap here to enter text.	☐ The course leads to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field. Certification Access: Choose an item. Identify certificate/credential: Click or tap here to enter text.

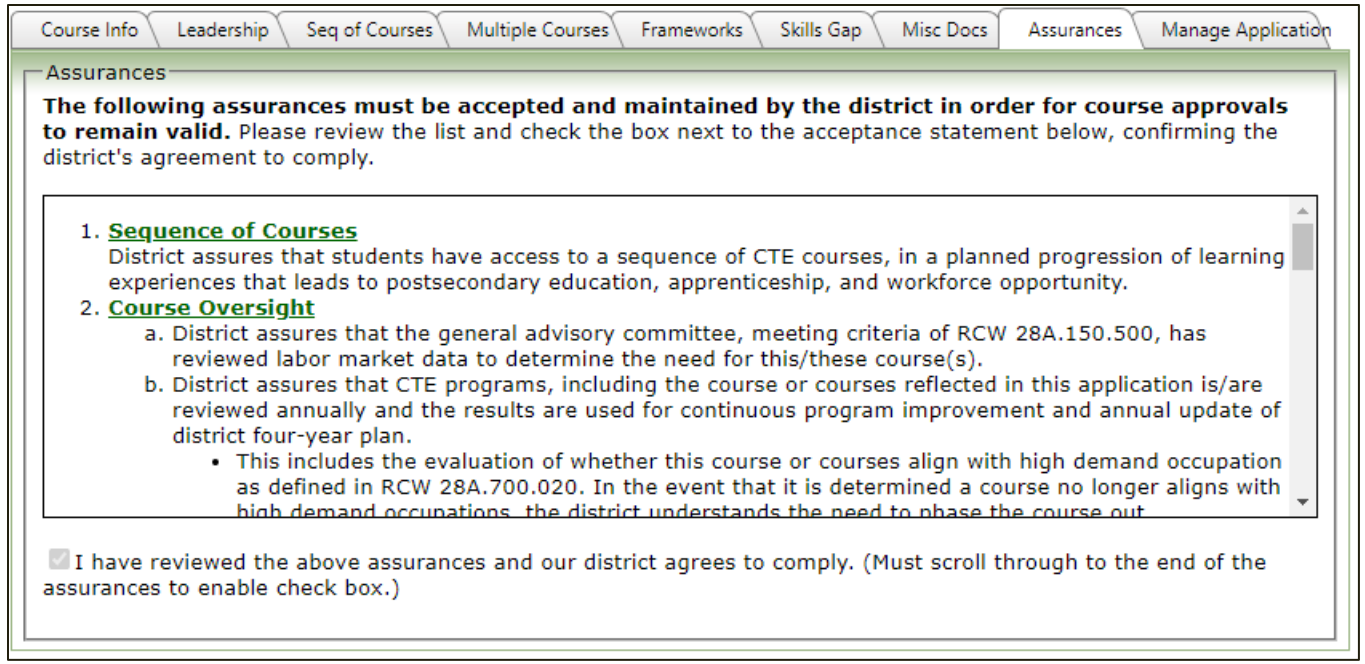
Course and Program Approval-Preparatory Criteria Page 1 of 1 Revised 5.2020

Misc. Docs Tab cont.



- OSPI CTE uses this section to share forms not included in the submission.

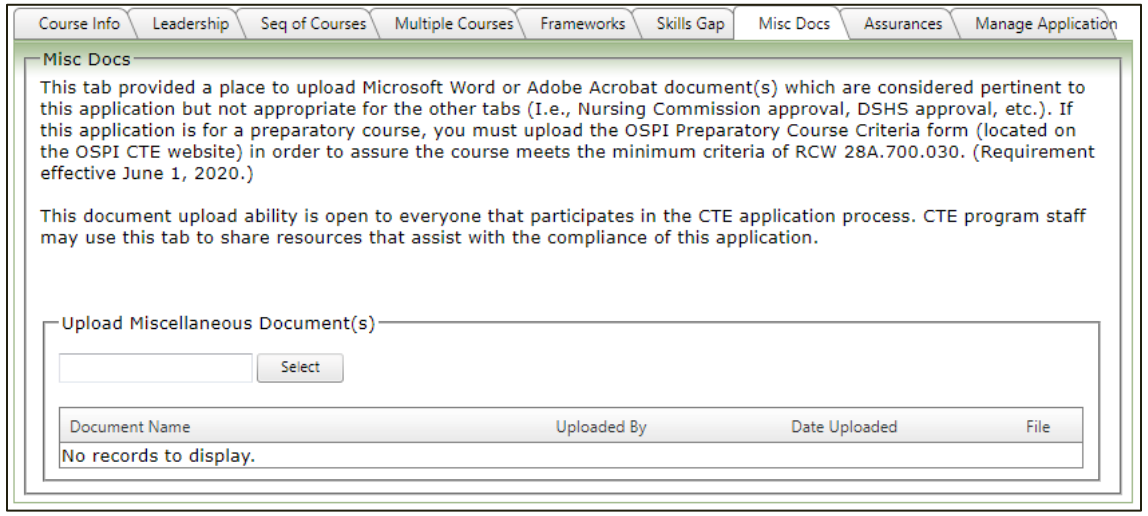
Assurances Tab



- District is required to read through the assurances by scrolling all the way down the window box.
  - If a district is unable to check the assurances button, use the Microsoft Edge Internet Explorer Compatibility Mode Instructions document or reach out to CTE@k12.wa.us for technical assistance

Special Things

Health Science Courses



- These Health Sciences courses require additional documentation:

Dental Assistant CIP Code 510601	Washington State Dental Asst Commission
Medical Assistant CIP Code 510801	DSHS
Nursing Assistant CIP Code 513902 (formerly 511614)	Nursing Commission WABON

Home Care Aide (HCA)

- What is Home Care Aide?
- Home Care Aide Model Framework
- High School Home Care Aide Resource Guide
- Statewide Course Equivalencies

CIP Codes with Limited Hours

100301	470000	091001	470600
110103	480000	100201	470601
110601	520208	150406	500499
310504	521401	220001	510000
430100	521801	320107	520486
520501	520701	521400	231101

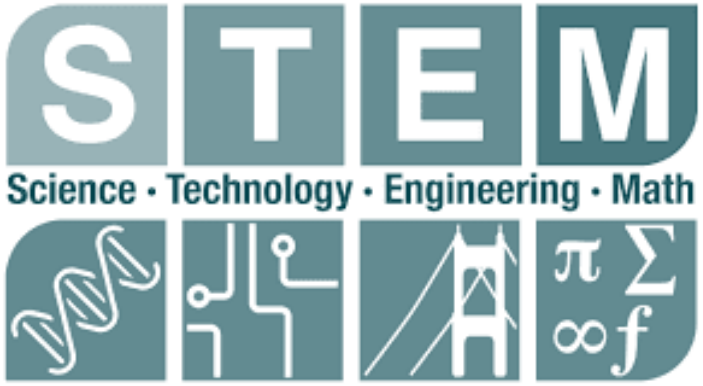
COURTESY REMINDER: CIP Code xxxxxx is identified and limited to a maximum number of hours that can be transcribed for CTE Credit (90 or 180 total hours).

OSPI CIP Code Chart

Middle School Courses

Middle school frameworks must focus on at least two of the aspects of STEM in the assessment of academic standards throughout the framework. This is in accordance with SSHB 1906, Sec. 13(3).

- ✓ Every unit must include multiple STEM academic standards
- ✓ Standards are not duplicated
- ✓ Standards are from the same two STEM academic areas



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Middle School CTE Guidance

ALE & Online Courses

Online/Alternative Course: Alternative Learning Experience (ALE) courses are not eligible for enhanced CTE funds. Additional guidance is available in the OSPI Guide to Offering Alternative Learning Experiences.

ALE courses need approval before qualifying as a Grad Pathway offering

Frameworks

Frameworks

A guiding document that outlines what students should know and be able to do in a particular course or program, while giving teachers the flexibility to choose how to get them there. Think of it as the "big picture" that ensures all students, no matter which classroom they're in, are working toward the same essential skills and knowledge.

Why does it matter?

- ✓ A strong curriculum framework ensures consistency and quality across programs while still honoring teachers' professional expertise.
- ✓ In CTE especially, where staying current with industry needs is crucial, the framework serves as a living document that can evolve while maintaining the core competencies employers are looking for in employees.

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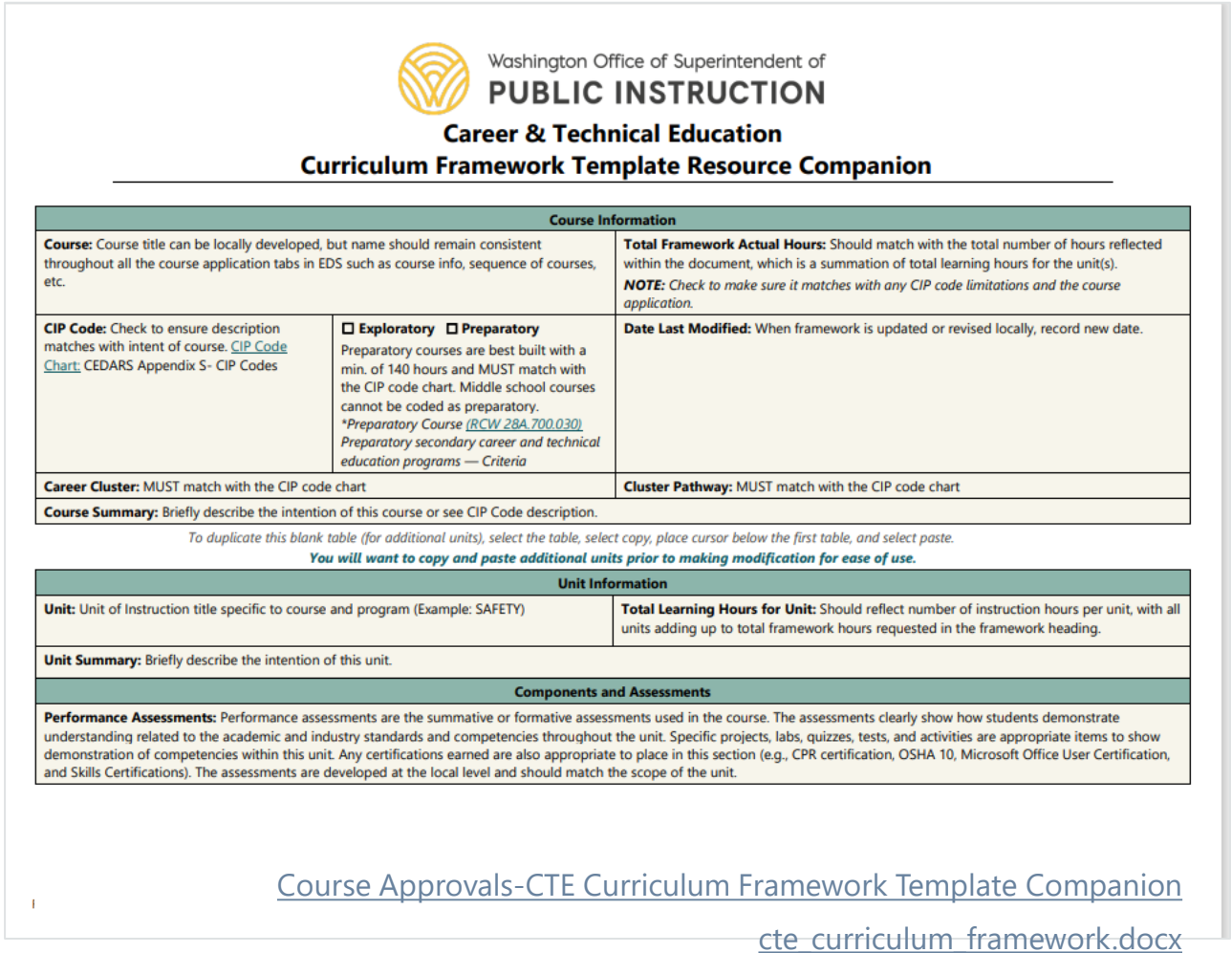
Frameworks

Course Approvals_CTE Curriculum_Framework_Creating_Performance_Assessments_TechAssist

Course Approvals_CTE_Curriculum_Framework_Developing_Leadership_Alignment_TechAssist



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Career & Technical Education
Curriculum Framework Template Resource Companion

Course Information		
Course: Course title can be locally developed, but name should remain consistent throughout all the course application tabs in EDS such as course info, sequence of courses, etc.		**Total Framework Actual Hours:** Should match with the total number of hours reflected within the document, which is a summation of total learning hours for the unit(s). ***NOTE:*** *Check to make sure it matches with any CIP code limitations and the course application.*
CIP Code: Check to ensure description matches with intent of course. CIP Code Chart: CEDARS Appendix S- CIP Codes	☐ **Exploratory** ☐ **Preparatory** Preparatory courses are best built with a min. of 140 hours and MUST match with the CIP code chart. Middle school courses cannot be coded as preparatory. **Preparatory Course (RCW 28A.700.030) Preparatory secondary career and technical education programs — Criteria*	**Date Last Modified:** When framework is updated or revised locally, record new date.
Career Cluster: MUST match with the CIP code chart		**Cluster Pathway:** MUST match with the CIP code chart
Course Summary: Briefly describe the intention of this course or see CIP Code description.		

To duplicate this blank table (for additional units), select the table, select copy, place cursor below the first table, and select paste.
You will want to copy and paste additional units prior to making modification for ease of use.

Unit Information	
Unit: Unit of Instruction title specific to course and program (Example: SAFETY)	**Total Learning Hours for Unit:** Should reflect number of instruction hours per unit, with all units adding up to total framework hours requested in the framework heading.
Unit Summary: Briefly describe the intention of this unit.	
Components and Assessments	
Performance Assessments: Performance assessments are the summative or formative assessments used in the course. The assessments clearly show how students demonstrate understanding related to the academic and industry standards and competencies throughout the unit. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section (e.g., CPR certification, OSHA 10, Microsoft Office User Certification, and Skills Certifications). The assessments are developed at the local level and should match the scope of the unit.	

Course Approvals-CTE Curriculum Framework Template Companion cte_curriculum_framework.docx

Artificial Intelligence

Using AI as a Tool to Build a Framework

- **Start with your expertise** - Use AI to organize and expand your ideas, not replace your professional knowledge of what students need
- **Be specific in your requests** – Instead of "write a framework," try "help me identify essential welding safety competencies for first-year students“
- **Iterate and refine** – Treat AI outputs as first drafts. Ask follow-up questions like "make this more specific" or "align this with industry certification requirements“
- **Verify industry standards** – Always cross-check AI suggestions against current employer needs, certification requirements, and advisory committee input
- **Use it for brainstorming** – Great for generating assessment ideas, creating learning objective variations, or identifying gaps in your current framework
- **Save your prompts** – When you get good results, keep track of how you asked so your team can replicate success

DO

Using AI as a Tool to Build a Framework

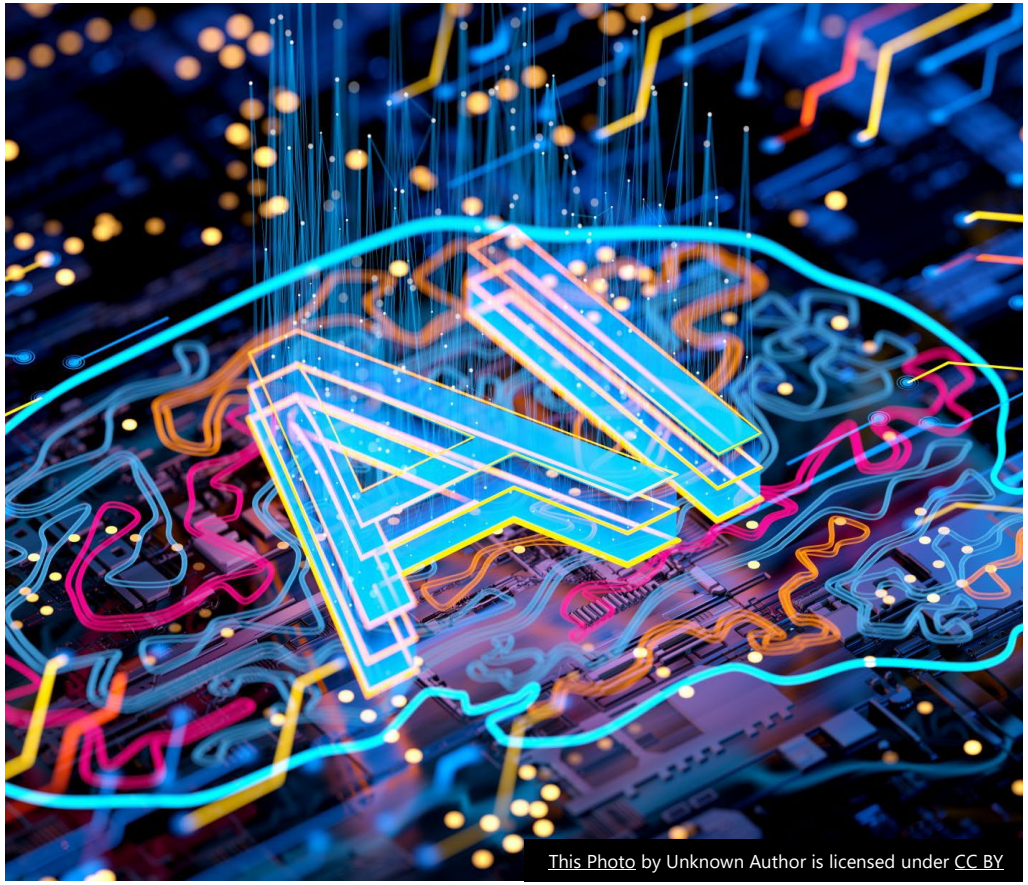
- **Copy and paste without review** – AI doesn't know your students, community, or local industry partners like you do
- **Skip the human touch** – Your insights about student progression, prerequisite skills, and real-world application are irreplaceable
- **Forget to customize** – Generic AI output needs your expertise to make it relevant to your specific program and context
- **Use it as your only source** – Combine AI assistance with input from industry partners, colleagues, and current standards documents
- **Assume it knows current tech** – Always verify that equipment, software, and industry practices mentioned are current and relevant

NO

Remember: AI is a powerful assistant, but YOU are the expert. Use it to work smarter, not to replace the professional judgment that makes your program special!

Adding New Technologies into Frameworks

- Discuss with Industry Experts what technology is being used in your classroom
- Ask how is AI currently being used in entry-level positions in our field
- Learn what, if any, AI tools or applications employees are expected to know on day one versus learning on the job
- Get curious about specific AI skills that give job candidates a competitive advantage in hiring
- Find out what foundational skills students should have before learning AI applications in the industry/field. (e.g., Do they need strong math? Coding? Industry basics first?)
- Ask if basic AI literacy (understanding what it is and can do) is enough, or do students need hands-on technical skills
- Find out what certifications or credentials related to AI in the field that high school students can pursue
- Focus on AI tools that should be prioritized versus ones that are nice-to-know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Resources

- CTE Website
- CTE Staff Contacts
- Apportionment Enrollment Reporting Handbook

Next Meeting:

To be announced

Worksite Learning Office Hours:

February 25, 3–4 pm

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