



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Equivalency Credit Toolkit:
An Implementation Guide for
Local School Districts*

EQUIVALENCY CREDIT TOOLKIT

An Implementation Guide for Local School Districts

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PURPOSE AND ORGANIZATION OF THE TOOLKIT

This toolkit is designed to serve as a resource for school districts initiating and implementing policies and procedures for establishing core academic credit equivalencies for career and technical education (CTE) courses in accordance with Washington state law.

The toolkit is intentionally structured to be used as a training guide for district teams to promote mutual understanding and facilitate equivalency development and implementation. To this end, the toolkit has been organized as follows:

Foundations

The first two sections are devoted to help deepen understanding of the critical issues and principles that form the foundation upon which the equivalency delivery system is built. This includes current trends impacting CTE programs, the importance of and need for CTE equivalencies right now, and the legal statutory requirements for districts about CTE equivalency implementation.

Key Elements

The sections that follow these foundations are organized into seven essential elements needed for an effective CTE Equivalency delivery system at the district level. These seven key elements are:

1. Developing Your School Board Policy
2. Adopting a Statewide Course Equivalency
3. Defining Equivalency Standards and Evidence for Local Equivalency
4. Developing Equivalency Procedures for Local Equivalency
5. Developing Transcription Procedures
6. Data Reporting Requirements
7. Clarifying Teacher Certifications and CTE Equivalencies

As district teams engage with the foundations and key elements sections of the toolkit, each section concludes with guiding questions and tasks that promote deeper understanding, facilitate progress monitoring, prompt critical discussion, and support the development of actionable steps for implementing an equivalency delivery system within the district.

Appendix

A wealth of materials, resources, and forms to address questions, and to assist with implementation of the essential elements is provided in the Appendix section of the toolkit. Finally, it is important that we begin by defining the term “equivalency” as it is used in this toolkit. For purposes of this toolkit, a CTE equivalency means a CTE course or sequence of CTE courses that meet academic requirements including state and district graduation requirements. Full or partial academic credit is earned for a CTE equivalency course or sequence of CTE courses.

Student Learning and Stakeholders

Student achievement is best served when students receive content aligned to clear, consistent, and rigorous standards, have curriculum that is relevant to them, and form supportive relationships with caring adults. Quality CTE programs provide the rigor, relevance and relationships students need to achieve, however, the ability of quality CTE programs to deliver academic and technical content is often overlooked. The legislature maintained that school districts and high schools should take advantage of their opportunity to offer course credits, including credits toward graduation requirements, for knowledge and skills in fundamental academic content areas that students gain in career and technical education courses. ([RCW 28A.230.097](#))

In 2007, the Legislature established the CTE Curriculum Advisory Committee, a task force representing CTE Directors, the Office of Superintendent of Public Instruction (OSPI), legislators and members of the Workforce Training and Education Coordinating Board (WTECB). Among their charges was to support districts in implementing policies and procedures, which establish core academic credit equivalencies for career and technical education courses in accordance with state statutory requirements. The original equivalency toolkit was a product of their work. Edits and updates have continued throughout the years.

Members of the original committee:

- Mark Madison, Edmonds School District
- Dave Rudy, formerly with Sedro Woolley and Sno-Isle Skill Center, currently with Mukilteo School District
- Roxanne Trees, formerly with Seattle Public Schools
- Lisa White, Spokane Public Schools
- Teri Pablo, formerly with North Thurston Public Schools; currently with Yelm Community Schools
- Betty Klattenhoff, formerly with OSPI
- John Aultman, formerly with OSPI; currently Executive Policy Advisor, Office of the Governor
- Wes Pruitt, formerly with the Workforce Training and Education Coordinating Board (WTECB)
- Eleni Papadakis, WTECB
- Skip Priest, former Washington state Representative
- Tim Ormsby, Washington state Representative
- Steve Hobbs, Washington state Senator

Acknowledgements

Special thanks to Marianna Goheen, who led the updates on previous equivalency toolkits, and the OSPI Learning and Teaching staff for their dedication and tireless efforts to lead this critical work.

Dynamic Document

The Equivalency Toolkit should be considered a living document that is subject to editing and updating as we receive feedback from districts, modify resources and forms, or if policy changes or new learning standards are adopted.

FOUNDATIONS

Foundation 1: Understanding the Need for Equivalencies

Equivalencies and Policies for Flexibility in Meeting Graduation Requirements

Equivalency is an option created by and written into state statute (RCW 28A.230.097) and rule by the Washington State Legislature and the State Board of Education. The purpose of the act is for high schools and school districts to accept career and technical courses as meeting core requirements, including opportunities for students to meet graduation requirements, if the courses are recorded on the student's transcript using equivalent academic high school designation and title. This provides a well-developed process for districts to initiate and implement policies and procedures for establishing core academic credit equivalencies.

In 2008, the Legislature findings in [RCW 28A.700.005](#) sought to increase the quality and rigor of secondary career and technical education and to encourage and facilitate academic instruction through career and technical courses. Although RCW 28A.230.097 was in place in 2006, and with additional legislation in 2008, the polarity continued regarding career and technical education courses meeting the rigor of core requirements. The challenge to districts is that CTE courses are considered elective courses, although one credit in "Career and Technical Education" is required to graduate. In addition, school districts are concerned about the integrity of the CTE courses, wondering if the courses are rigorous or lead to a college education. The fear existed that participation in CTE may decrease rather than increase opportunities for students.

Further support for RCW 28A.230.097 and adoption of course equivalencies for CTE courses was defined by legislation in [RCW 28A.700.070](#), where OSPI shall support school district's efforts by recommending career and technical curriculum suitable for course equivalencies; publicizing best practices in developing and adopting course equivalencies, and providing professional development to school districts. The statute also required that OSPI develop curriculum frameworks for a selected list of career and technical courses whose content in science, technology, engineering, and mathematics is considered equivalent in full or part to science or mathematics courses meeting high school graduation requirements. This effort began in the summer of 2014 with the Washington State Board of Education (SBE) approving 21 career and technical education courses in May 2015. By June of 2016 there were a total of 36 CTE courses approved as state frameworks by SBE for science and/or mathematics. In addition, in June 2016, OSPI approved English equivalency for CTE courses.

With the additional laws for course equivalency, SBE created and recommended to the legislature a 24-credit framework designed to be both rigorous and flexible. For the Class of 2019 and beyond, students who complete the Washington state 24-credit Career- and College-Ready Graduation Requirements can graduate prepared to pursue a variety of personalized post-secondary pathways. Common post-secondary pathways for high school and skill center students include apprenticeships, certificates or degrees from community or technical colleges, certifications through specialized training programs, bachelor's degrees at four-year institutions (with high school coursework aligned to the [Washington Student Achievement Council's College Admission Standards](#)), military training, and on-the-job training for direct entry into the workforce.

Each high school student will identify their post-secondary pathway, and the specific courses they plan to take to prepare for that pathway, in their High School and Beyond Plan (HSBP). The Personalized Pathway Requirement (PPR) allows students to take courses that can better prepare them for a specific post high school career or educational outcome based on the student's interest and HSBP. Students can choose to take CTE or skills center courses as their PPR to provide a greater career-based focus for their learning.

Within the 24-credit framework credit requirements, students have 1 credit for CTE (Occupational Education), up to 3 credits of PPR courses (1 of the 2 fine art credits and 2 World Language credits may be PPRs), plus 4 electives – that's 8 credits of a student choice! This one-third of their overall 24 credits can all be CTE courses in alignment with their chosen post-secondary pathway. The importance of supporting students to carefully consider their PPR and elective course choices cannot be overstated, as it is within this space where CTE programs grow and students have access to education pathways and programs that meet their needs and long-term interests.

Formerly, most, if not all school districts chose to exceed the state minimum requirements with additional graduation requirements of their own, particularly in non-CTE subjects. Because of the significant problem of student failure rates in core subjects, these additional requirements exacerbated the problem of students losing elective space to retrieve missing credit(s). Compounding this problem was the frequent practice of removing struggling students out of their elective space to take double periods of English and/or mathematics as an intervention to meet assessment requirements. With the new graduation requirements, and the equivalency policy, opportunities are increasing for students planning a pathway to their future.

Through the development of the HSBP, schools will guide students as they prepare for their high school journey with academic goals and a meaningful career path. Finally, the hope is with an increasing practice and philosophy of basing a student's plan on their interests, they will be on track to graduate on time with an intended plan. The past practice of the erosion of elective space and CTE programs should begin to turn the corner.

High School and Beyond Plan

With the implementation of the 24-credit career and college ready diploma, beginning with the Class of 2019, the PPR, based on the student's High School and Beyond Plan, is fundamental and vital to the overall connection for students to create their course plan toward graduation. Each student must have an HSBP to guide their high school experience and prepare the student for post-secondary education or training and career. The expectation to set a post-secondary pathway goal encourages students to really think about what they want to do after high school, and how to align their courses and activities with these goals in mind. In 2017, [Engrossed Substitute House Bill \(ESHB\) 2224](#) expanded the required elements of the High School and Beyond Plan as a graduation requirement. In 2019, following the passage of [Engrossed Second Substitute House Bill \(E2SB\) 1599](#), SBE drafted new language in [WAC 180-51-220](#), further defining the required elements to include information on financial aid and outlining requirements for the process and development of the plan. In 2023, the Washington State Legislature passed Senate Bill (SB) 5243, mandating the creation of a universal online HSBP platform. A universal platform aims to provide consistent and equitable access to information and support in post-secondary

planning, enabling students to develop and adjust plans to align with their changing needs and interests. OSPI is tasked with facilitating the transition to this universal platform, ensuring all public schools serving students in grades 7–12 adopt it by Fall 2026.

Both the HSBP and the opportunity for equivalencies open the door for many students. As school counselors, advisors, and/or mentors work with students in the development of their personalized post-secondary pathway, they are guided to select both CTE courses and traditional academic courses as part of their pathway preparation. This is closing the gap on the formation of a two-track system where university bound students seeking to build a competitive transcript find themselves conflicted and unable to pursue rigorous CTE programs of study. If CTE program options are going to grow and become available for all students, continued support will allow all students to pursue academically rigorous CTE courses and overcome the possible constraints placed on transcript course titles by higher education admission departments.

To illustrate, let's contrast the experiences of two friends at Ross High School who are both interested in careers in the Allied Health field and have equally strong academic histories:

Student Johnny:

In pursuit of his interests, Johnny takes Health Occupations, a full-year CTE course recognized by his district to be fully equivalent to Anatomy and Physiology, a full-year lab science course meeting district graduation and college admissions lab science requirements. Johnny excels and earns an "A" for the course, which is listed on his transcript as Health Occupations. Johnny later applies to a local university which reviews his transcript as part of its application process. After reviewing Johnny's transcript, the local university notifies Johnny that Health Occupations is not an approved college admissions lab science course and as such his application is denied.

Student Jenny:

In pursuit of her interests, Jenny takes Anatomy and Physiology, a full-year science course recognized by her district as meeting both district graduation and college admissions lab science requirements. Jenny excels and earns an "A" for the course, which is listed on her transcript as Anatomy and Physiology. Jenny later applied to the same local university as her friend Johnny, which reviews her transcript as part of its application process. After reviewing Jenny's transcript, the local university notifies Jenny that Anatomy and Physiology is approved as a college admissions lab science course and as such her application is accepted.

Although both students had the same rigorous content and experiences in their respective courses, it was the title of the course on the transcript, not the content that was the determining factor in the admissions decisions.

This emphasis on academic course titles and general perceptions of CTE courses not meeting college admission requirements can be seen in both our Washington Student Achievement Council's CADR descriptions and the National Collegiate Athletic Association (NCAA) definitions of approved university admissions coursework. Links to both agencies can be found in Web Resources at the end of this toolkit.

The primary purpose of Team Reflection and Planning Considerations is to give your team and stakeholders time to reflect on the past equivalency work and to examine outcomes of the process.

Two for One Crediting Policy

One component of the graduation requirements gives districts flexibility to create a “two-for-one” policy that will enable a student to meet two course requirements and earn one credit by completing one course that is recognized by the district as a CTE equivalency. In other words, one CTE course can check off two course requirements. For example, a personal finance course could count as a student’s 3rd year math and a CTE course, if the student still needed a CTE credit to graduate, but would show as a 1.0 total credit on the student’s transcript.

This does not reduce the number of credits required for graduation as students still need 24 credits. This allows flexibility for students to meet the graduation requirements and to prepare for their career of interest. These changes are intended to keep all options available to students after high school. Although some will see the increased requirements as decreasing electives and meaning less ability to access high quality CTE courses, others see it as more flexibility for options aligned with a student’s HSBP.

Team Reflection and Planning Considerations

1. What changes have you seen in recent years concerning graduation requirements and “elective space” within your school district?
2. Have you observed a reduction in CTE enrollment and programs in your district and, if so, to what do you attribute these reductions?
3. In what ways have university admission requirements and perceptions impacted student choices and your CTE programs?
4. How do you use High School and Beyond Plan (HSBP) and Personalized Pathway Requirements (PPR) to guide student high school experience and preparation for post-secondary education or training and career?

Foundation 2: Understanding Legal Requirements

The Washington Legislature passed initial CTE equivalency policy in 2006, stating that, “(1) The legislature finds that Washington’s performance-based education system should seek to provide fundamental academic knowledge and skills for all students, and to provide the opportunity for students to acquire knowledge and skills likely to contribute to their own economic well-being and that of their families and communities.” The legislature recognized that CTE options are available and that equivalency played a role in offering course credits towards meeting graduation requirements. While the initial policy has been amended since originally passed, the full requirements and history of the policy may be found in [Appendix A: RCW 28A.230.097](#) of this toolkit and are described in detail below.

Requirements of RCW 28A.230.097, Subsection 1

Subsection 1 of this statute addresses the need to allow and facilitate growth of CTE programs in the realm of non-Career and Technical Education subject areas through creation of course equivalencies in each school district:

- (1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science and must denote on a student’s transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year.*

As a result of this section of the statute, all school districts in the state of Washington are required to:

1. Adopt course equivalencies for high school career and technical education courses offered at high schools and skill centers.
2. Develop school board policy and procedures for determining and approving course equivalencies.
3. Approve AP Computer Science courses as equivalent to mathematics or science and denote on the transcript that AP computer science qualifies as a math-based quantitative course for those who take the course in their senior year. ([Guidance on Teaching Computer Science in Washington State K-12 Public Schools](#))

Requirements of RCW 28A.230.097, Subsection 2, 3, and 4

Subsections 2, 3, and 4 of this statute address the need to increase the access to state career and technical course equivalencies.

- (2) A school district board of directors must, at a minimum, grant academic course equivalency for at least one statewide equivalency high school career and technical course from the list of courses approved by the state board of education under [RCW 28A.700.070](#).*
- (3) (a) If the list of courses is revised after 2015–16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school*

- year immediately following the revision.*
- (b) Each high school or school district board of directors may additionally adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070 as local equivalency courses in support of RCW 28A.700.070.*
 - (c) Approved local or state equivalency courses at any core, branch, or satellite skill center must be offered for academic credit to all students participating in courses at those sites.*
- (4) On and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit.*

Although course equivalencies for career and technical education courses were first introduced in legislation in June 2006, a struggle still exists in providing students the opportunity to attain course credits, including those for graduation requirements, for knowledge and skills in academic content areas that students gain in career and technical education courses.

As a result of these sections of the statute, all school districts in the state of Washington are required to:

1. Grant academic course equivalence for at least one statewide equivalency high school career and technical course from the most current list of courses approved by OSPI.
2. Additionally, continue to maintain the opportunity to develop and adopt local course equivalencies for career and technical courses that are not on the list of courses approved by OSPI.
3. Offer academic credit, on and after September 1, 2021, for any statewide equivalency course offered by the district or accessed at a skill center.

According to the language of these sections of the statute, districts must offer at least one state equivalency course from the approved list. The district needs to review the state course equivalency list on the OSPI website for possible options. In addition, the district has the option to offer local course equivalencies, but these are in addition to the required state equivalency course. The district may complete and submit the State Career and Technical Education Course Equivalency Frameworks Request Form to OSPI to request that the state consider development of new statewide equivalencies. After September 1, 2021, the state equivalencies must be offered for academic credit by any district that offers those courses. Districts should follow the “course specific CTE equivalencies” approach ([Key Element 5](#)), where the course is determined equivalent to a specific academic core course that can be transcribed using the high school department designation and title.

Requirements of RCW 28A.230.097, Subsection 5

Subsection 5 of this statute addresses the need for all students to be able to pursue academically rigorous CTE courses by providing a viable remedy to the constraints placed on transcript course titles by higher education admissions practices.

- (5) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent*

academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or pre-apprenticeship, as applicable. The certificate shall be part of the students' High School and Beyond Plan. The office of superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

Example Scenario:

Suppose that a local district determines that Animal Science, a CTE course, is determined to be fully equivalent to Biology, a lab science course meeting district core requirement. Students taking this course would be provided the following options regarding assignment of earned credits and transcription:

1. Student opts to utilize the science equivalency of Biology. Biology will be transcribed on the high school transcript, rather than the Animal Science course.
2. Student can elect to have the CTE Animal Science course applied as earned. Animal Science will be transcribed as the course taken on their transcript.
3. Student does not need the CTE credit earned and elects to have the Animal Science course applied as an Elective course. The Animal Science course will be transcribed as the course taken on their transcript.

If a student elects to have the core academic course listed on the transcript and that course satisfies the Washington Student Achievement Council College Academic Distribution Requirements (CADRs), it will be represented as such on the student's transcript with a "B" designation.

According to the language of this section of the statute, the remedy exists when students are enrolled in what we will call "course specific CTE equivalencies" where a CTE course is determined by the district to be equivalent to a specific academic core course that can be transcribed.

To understand the significance of this requirement, contrast the difference in outcomes for our earlier student, Johnny, when this rule is applied to his situation:

Without RCW 28A.230.097

*In pursuit of his interests, Johnny takes Health Occupations, a full-year CTE course recognized by his district to be fully equivalent to Anatomy and Physiology, a full-year lab science course meeting district graduation and college admissions lab science requirements. Johnny excels and earns an "A" for the course, which is listed on his transcript as Health Occupations. Johnny later applies to a local university, which reviews his transcript as part of its application process. After reviewing Johnny's transcript, the local university notifies Johnny that Health Occupations is not an approved college admissions lab science course and as such his application is **denied**.*

With RCW 28A.230.097

In pursuit of his interests, Johnny takes Health Occupations, a full-year CTE course recognized

*by his district to be fully equivalent to Anatomy and Physiology, a full-year lab science course meeting district graduation and college admissions lab science requirements. Johnny chooses to take the course for science credit, earns an "A" for the course, and has Anatomy and Physiology posted on his transcript. Johnny later applies to a local university, which reviews his transcript as part of its application process. After reviewing Johnny's transcript, the local university notifies Johnny that that Anatomy and Physiology is approved as a college admissions lab science course and as such his application is **accepted**.*

In short, because of this subsection of the statute, all school districts in the state of Washington are now required to abide by the following rule about transcription of CTE course-specific equivalencies.

If a district determines that an equivalency exists between a CTE course and a specific core academic course, then the student is now provided:

1. Choice as to whether the credits earned from the CTE course should be applied to Career and Technical Education or the core academic area for which the equivalency exists; and
2. Choice as to whether the CTE course code and title or the equivalent academic core course code and title is posted on the transcript.

Requirements of RCW 28A.230.097, Subsection 6

Subsection 6 of this statute addresses the obligation of public schools serving students in grade nine through twelve to inform both students and their parents or legal guardians about the available options for fulfilling credit-based graduation requirements through equivalency courses. This information must be provided before course scheduling or registration for the upcoming school term and must include details on equivalency courses offered within the school district or at a skill center. The intent is to ensure that families are aware of alternative pathways to meet graduation requirements, supporting informed academic planning.

(6) Prior to course scheduling or course registration for the next school term, each public school that serves students in any of grades nine through 12 must provide all students and their parents or legal guardians with information about the opportunities for meeting credit-based graduation requirements through equivalency courses, including those available within the school district or at a skill center.

Schools may communicate this information through various channels. These include email notifications, updates on the school website, and discussions during parent-teacher conferences. Additionally, schools may use newsletters, classroom announcements, and printed handouts. Family information nights and student portal updates are also effective methods. In some cases, schools may utilize school-wide assemblies to ensure broad and timely dissemination of the information.

Requirements of RCW 28A.230.097 – Bringing it all together ([Appendix B](#))

In summary, because of RCW 28A.230.097, all school districts are now required to:

1. Adopt course equivalencies for high school career and technical education courses which may be offered for whole or partial credit at high schools and skill centers.
2. Develop school board policies and procedures for approving course equivalencies.

3. Approve AP Computer Science as a mathematics or science equivalency and denote on transcript as a math-based quantitative course when taken in the senior year.
4. Grant academic course equivalency for at least one statewide equivalency from the list of courses approved by OSPI.
5. Additionally, continue to maintain the opportunity to develop and adopt local course equivalencies for career and technical courses that are not on the list of courses approved by OSPI under RCW 28A.700.070.
6. Offer academic credit, on and after September 1, 2021, for any statewide equivalency courses offered by the district or assessed at a skill center.
7. Inform both students and their parents or legal guardians about the available options for fulfilling credit-based graduation requirements through equivalency courses.
8. Provide students with the following options if they are enrolled in a CTE course that the district has determined as equivalent to a specific core academic course which can be transcribed:
 - a. Choice as to whether the credits earned from the CTE course should be applied to career and technical education or the core academic area for which the equivalency exists; and
 - b. Choice as to whether the CTE course code and title or the equivalent academic core course code and title is posted on the transcript.

Requirements of RCW 28A.700.070 – Added support to school districts in adopting course equivalencies

In 2008, OSPI was required to support school district efforts under RCW 28A.230.097 to adopt course equivalencies for CTE courses. In 2014, this law was amended by requiring OSPI to consult with technical working groups, to develop curriculum frameworks for a selected list of career and technical courses that may be offered to high schools or skill centers whose academic standards content is considered equivalent in full or in part to the academic courses that meet high school graduation requirements, specifically with content aligned to mathematics or science. This legislation resulted in the first list of state equivalency frameworks available in the state requiring school districts to access at least one career and technical education course considered equivalent to a mathematics or science course as determined by OSPI.

In 2018, the legislature again amended the act, expanding the statewide career and technical education course equivalency options to include all academic content areas, no longer limiting development to science or mathematics aligned equivalency courses. This act sought to increase the quality and rigor of secondary career and technical education, improve links to post-secondary education, encourage and facilitate academic instruction through career and technical courses, and expand access to and awareness of the opportunities offered by high quality career and technical education.

In 2023, subsection 5 was added, tasking OSPI with forming a technical working group to create a course equivalency crosswalk for technology-based competitive student activities. This means OSPI must gather a group of experienced educators from school districts and/or educational service districts to identify which student activities, such as robotics or coding competitions, can count for school credit. These activities must meet the academic standards outlined in subsection 3. Based on the group's work, OSPI is responsible for developing and approving course equivalencies, which will then be added to the official list of courses that can count toward graduation requirements.

In summary, because of the legislation, OSPI will support districts efforts to adopt course equivalencies by:

1. Recommending career and technical curriculum suitable for course equivalencies.
2. Publicizing best practices to develop and adopt course equivalencies.
3. Consulting with WA-ACTE, to provide professional development, technical assistance, and guidance in expanding district lists of equivalencies.
4. Providing professional development, technical assistance, and guidance in developing course equivalencies that also qualify as advanced placement.
5. Consulting with technical working groups to develop and, after an opportunity for public comment, approve curriculum frameworks for a selected list of career and technical courses that may be offered by high schools, or skill centers whose academic standards content is considered equivalent in full or in part to the academic courses that meet high school graduation requirements.
 - a. These courses may include equivalency to English language arts, mathematics, science, social studies, arts, world languages or health and physical education.
 - b. The content of the courses must be aligned with the most current Washington K–12 learning standards in English language arts, mathematics, science, arts, world languages, health and physical education, social studies, and required industry standards.
6. Developing and approving the first list before 2015–16.
7. Periodically updating or revising the list of courses using this process.
8. Subject to funds appropriated for this purpose, allocating grant funds to increase integration and rigor of academic instruction in career and technical courses by supporting teams of academic and technical teachers. Grant recipients may be required to provide matching resources using federal Carl Perkins funds or other fund sources.

Requirements of RCW 28A.230.010 – Course content requirements-Access to career and technical course equivalencies-Duties of school district boards of directors-Waivers

[RCW 28A.230.010](#) requires districts to identify and offer courses that meet or exceed: (1) The basic education skills identified in [RCW28A.150.210](#); (b) the graduation requirements under [RCW28A.230.090](#); (c) the courses required to meet the minimum college entrance requirements under [RCW28A.230.130](#); and (d) the course options for career development under [RCW28A.230.130](#). Such courses may be applied or theoretical, academic, or vocational.

To provide additional support to districts in developing and providing access to course equivalencies [RCW28A.700.070], the legislature, in 2019, amended RCW 28A.230.010 to expand and broaden the option for CTE course equivalencies from at least one career and technical education course equivalent to a mathematics or science courses to at least one career and technical education course that is considered a statewide equivalency course. Until September 1, 2021, districts are required to provide the opportunity to access at least one career and technical course equivalency that is considered a state equivalency as determined by OSPI under RCW28A.230.070. On and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit.

Students may access the courses at high schools, inter-district cooperatives, skills centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses. The policy also allowed flexibility for districts with fewer than 2,000 students to apply to OSPI for a waiver from Section 2 and 3 of RCW 28A.700.070 under RCW 28A.230.015 based on an application from a board of directors of a school district. The waiver can be found on the [OSPI CTE Resource page](#) under Statewide Approved Course Equivalencies.

The State Board of Education adopted rules to implement this provision as WAC 180-18-100. The rules provide that OSPI shall post an application form on its public website for use by districts. The completed application must be signed by the chair or president of the district's board of directors and superintendent and must be submitted no later than January 15 of the school year prior to the school year for which the waiver is requested. Approved applications received shall be posted on OSPI's website.

The requirements of [RCW 28A.300.236](#) – Career and technical education courses-methodologies for implementing equivalency crediting-Report to the Office of Superintendent of Public Instruction, the governor, the State Board of Education, and the legislature.

In 2017, a new section was added to [RCW 28A.230](#) requiring OSPI to create methodologies for implementing equivalency crediting on a broader scale across the state and facilitate its implementation by:

- (a) Implementing statewide career and technical education course equivalency frameworks authorized under RCW 28A.700.070 for high schools and skill centers. This may include developing:
 - Additional equivalency course frameworks in core subject areas
 - Course performance assessments
 - Delivery of professional development for districts and skill centers implementing the career and technical education frameworks

- (b) Providing competitive grant funds to school districts to increase the integration and rigor of academic instruction in career and technical education equivalency courses. The funds are required to be used to support teams of general education, and career and technical education teachers to:
 - Convene and design course performance assessments.
 - Deepen understanding of integrating academic and career and technical education in student instruction.
 - Develop professional learning modules for school districts to plan implementation of equivalency crediting.

A subsection of this statute requires:

1. School districts to annually report to OSPI:
 - The annual number of students participating in state approved equivalency courses.
 - The annual number of state approved equivalency credit courses offered in school districts

- and skill centers.
2. OSPI to annually submit to the office of the governor, State Board of Education, and appropriate committees of the legislature:
 - The selected list of equivalent career and technical education courses and their curriculum frameworks approved by OSPI under RCW 28A.700.070
 - A summary of the reported school district information

In 2023, OSPI was tasked with conducting a review of the implementation requirements of RCW 28A.230.097 and providing technical assistance to school districts to ensure that state course equivalencies are consistently offered for academic credit to students at high schools and skill centers.

School districts submit the data for CTE course equivalencies through their Student Information System (SIS) and then submit to CEDARS. OSPI added new equivalency elements to CEDARS to assist in collecting the data monthly, such as local or state equivalency, and course equivalency subject. The data collected is the source of an annual legislative report submitted by OSPI.

The requirements of RCW 28A.230.300 – Computer Science

In 2019, RCW 28A.230.300 was amended related to awarding credits for computer science. The legislature recognized the benefits of computer science and computational thinking in education by providing more opportunities for students to take courses and earn credit in computer science. RCW 28A.230.300 provides direction and guidance to school districts in implementation of the availability of high school computer science courses. This section requires districts, beginning no later than 2022–23, to provide access for all high school students to an elective computer science course aligned to state learning standards for computer science or mathematics.

Under subsection 2 of the statute, beginning in the 2019–20, districts may award academic credit for computer science based on student completion of a competency examination aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by OSPI. School districts awarding credit under this subsection must develop a written policy for awarding credit that includes:

- (a) A course equivalency approval procedure*
- (b) Procedures for awarding competency-based credit for skills learned partially or wholly outside of a course.*
- (c) An approval process for computer science courses taken before attending high school under RCW 28A.230.090.*

Prior to awarding any competency examination that may be used to award academic credit, OSPI must review the examination to ensure alignment with:

- (a) State learning standards for computer science or mathematics*
- (b) Course equivalency requirements adopted by OSPI*

Additionally, in 2024, legislation amended the statute outlining conditions under which a student can substitute a computer science course for a third-year mathematics or third-year science course in order to meet graduation requirements under RCW 28A.230.090. The following conditions include:

- *Before the substitution is made, the student’s school counselor must provide both the student and*

their parent or guardian with written notification. This notification should explain the potential consequences of the substitution, particularly how it might affect the student's post-secondary opportunities (like college admissions or eligibility for certain programs).

- *The substitution can only occur if the student, their parent or guardian, and the school counselor or principal all agree to the substitution. This ensures that everyone is informed and on board with the decision.*
- *The substitution must be aligned with the students' High School and Beyond Plan. This is a personalized academic and career plan that guides the student's educational path, so the substitution should fit into their broader goals and academic trajectory.*
- *A student can only use this **substitution once** throughout their entire high school career, meaning they can only replace one third-year math or science course with a computer science course.*

As a result of the legislation, districts are required to develop policy including a course equivalency approval policy that includes the procedures for awarding competency-based credit and approval of courses taken before high school. The Washington State School Directors' Association (WSSDA) updated the Model School Board Equivalency Policy 2413 ([Appendix C](#)) to include the suggested policy language. RCW 28A.230.100 created rules for implementing course requirements, including competency testing in lieu of electives, including computer science electives created under RCW 28A.230.300. For students to earn academic credit, they will need to complete an OSPI reviewed computer science examination aligned to the learning standards for computer science or mathematics and the course equivalency requirements.

Together the rules and policies provide direction and guidance for districts in understanding and meeting the requirements to provide students flexibility in meeting their HSBP. The remainder of this toolkit will focus on helping you develop procedures and policies to effectively fulfill each of these requirements in your district.

Team Reflection and Planning Considerations

1. What current or potential equivalencies in your district do you believe would qualify for the transcription option provided in subsection 5? What would be an example of an equivalency where subsection 5 might not apply?
2. On a scale between 1 (low) and 5 (high), to what extent does your district leadership understand and practice the requirements of this statute?
3. What specific actions are needed to make sure that the requirements of this statute are understood and applied correctly within in your district?

KEY ELEMENTS

Key Element 1: Developing Your School Board Policy

Developing a sound school board equivalency policy is an important first step in aligning your district to the requirements of RCW 28A.230.097 and moving toward an effective equivalency delivery system. The Washington State School Directors' Association (WSSDA) drafted model policy language to serve as a guide for school district development of policy regarding course equivalencies for career and technical education courses. The following represents a Model School Policy reflecting the WSSDA policy language, as well as statutory requirements for CTE equivalencies. A copy of this Model Board Policy with reference to state statutes can be found in [Appendix C](#) in this toolkit.

Under RCW 28A.230.097, each school district shall develop a course equivalency approval procedure.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator(s), the CTE administrator, an instructor from the core academic subject area, and an instructor from the appropriate CTE course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

- 1. Aligned with the state's essential academic learning requirements and grade level expectations (learning standards), and*
- 2. Align with current industry standards, as evidenced in the curriculum frameworks. The local CTE Advisory Committee shall certify that courses meet industry standards.*

Computer Science Courses amendments to RCW 28A.230.097 improved and expanded access to computer science education by requiring board of directors to approve AP computer science courses as equivalent to mathematics or science.

Competency-based credits

RCW 28A.230.300 provides direction and guidance to school districts in implementation of the availability of high school computer science courses, including developing a written policy for awarding academic credit for computer science. Districts, beginning in the 2019–20 school year, may award academic credit for computer science based on student completion of a competency examination. The examination is to align with the state learning standards for computer science or mathematics and course equivalency requirements adopted by OSPI. Prior to the use of any competency examination OSPI must review the examinations and ensure its alignment.

Each district board of directors that awards credit shall develop a written policy for awarding such credit that includes:

- a. A course equivalency procedure.
- b. Procedures for awarding competency-based credit for skills learned partially or wholly outside of a course.
- c. An approval process for computer science courses taken before attending high school.

Course taken before attending high school

The district written policy for computer science is to include an approval process for computer science courses taken before attending high school.

The district will award high school credit for computer science courses taken before attending high school if either of the following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

Team Reflection and Planning Considerations

1. On a scale between 1 (low) and 5 (high), to what extent does your district have a board equivalency policy in place and what elements are used from the Model Board Policy above?
2. If you do not have a policy, how would you use this model policy to help develop one? Would you change any of the language and, if so, what would you change and why?
3. A key feature of your board policy and equivalency procedures is a district equivalency team to evaluate and make decisions about equivalency requests. As a group, discuss and define who should comprise this team for your district.

Key Element 2: Adopting a Statewide Course Equivalency

In March 2023, amendment of RCW 28A.230.097 requires that school districts consistently provide the opportunity for students to access at least one statewide equivalency from a list of approved courses ([Appendix J](#)) and record on the transcript as meeting academic credit and fulfilling a graduation requirement.

- The district will provide high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by OSPI and will grant academic course equivalency.
- Approved local or state equivalency courses at any core, branch, or satellite skill center must be offered for academic credit to all students participating in courses at those sites.
- On or after September 1, 2021, any statewide equivalency course offered by the district or assessed at a skill center will be offered for academic credit.
- Equivalencies may be in all academic areas (expanded beyond math and science). These courses may include equivalency to English language arts, mathematics, science, social studies, arts, world languages, or health and physical education. The content of the courses must be aligned with the most current Washington K–12 and required industry standards.
- Effective January 1, 2019, HB 2824, RCW 28A.230.015 OSPI may grant a waiver from the provisions of RCW 28A.230.010 based on an application from a board of directors of a school district with fewer than 2,000 students.

Statewide Course Equivalency Frameworks

The district will be responsible for selecting and making decisions regarding statewide course equivalencies for career and technical education and core academic courses from the list of approved courses. ([Appendix K](#)). By September 1, 2021, each district is required to offer a statewide equivalency course which will be granted for academic credit. If a statewide course equivalency is assessed at a skills center, it must also be offered for academic credit.

Procedures to ADOPT a Statewide Equivalency Course for District Use

1. Follow your school district policy to ensure all state equivalencies offered are available to students for academic credit.
2. At the district level, Statewide Equivalency Course Frameworks are selected from the OSPI Statewide Equivalencies list.
3. Teachers will finalize the framework by entering local performance assessments and leadership alignment into the appropriate sections of the statewide approved framework. Teachers may add standards to the framework but must not delete any standards.
4. District will create a NEW course approval application for the statewide equivalency course and upload the new completed framework. Please note, new courses submitted for the first semester are due no later than April 15 of each year. Course approval requests for new courses for the second semester are due no later than October 15 of each year.
5. Through the course approval process, under the framework tab, the district selects the district (local) equivalency option and identifies the type of equivalency and the number of credits for

the course.

6. In CEDARS, districts will report state and local course equivalencies. Districts identify the type of equivalency applied to each CTE course for which the district utilizes equivalency. For state equivalency reporting requirements districts will input the data each quarter/semester into CEDARS (Course Catalog File (D), Element D12 CTE Course Equivalency Identification) by selecting "A" – Statewide Equivalency Course. In Element D13 CTE Equivalency, the district determines the type of equivalency applied to each CTE course offered within the course catalog. (See [Appendix K](#))
7. For transcription procedures, see Key Element 5: Developing Transcription Procedures.

Requesting a new Statewide Course Equivalencies

For consideration of the development of new state approved CTE course equivalency frameworks, districts and education/industry partners request a Statewide Course Equivalency to be developed by using the "*State Career and Technical Education Course Equivalency Frameworks Request Form*" (Appendix D - includes the flowchart for the process of requesting and implementation of State CTE Course Equivalencies).

Continuation of Local Course Equivalencies

It's important to note, each high school or school district board of directors may continue to adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the Superintendent of Public Instruction under RCW 28A.700.070 as local equivalency courses.

Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements. The equivalency courses should be recorded on the student's transcript using the equivalent academic high school department designation and title.

Team Reflection and Planning Considerations

Review the CTE Statewide Course Equivalencies Appendix K.

1. Do you currently have any courses in your district that are a statewide course equivalency? If so, are you following the state course equivalency framework?
2. Are there other courses not on the approved list of statewide course equivalencies that you are considering? If so, what CIP code and core academic areas are you looking at?
3. When deciding on a statewide course equivalency from the list or a newly developed statewide course equivalency framework, how do you see your course performance assessments and leadership standards implemented? How do you see this looking in your framework for each unit?
4. On a scale between 1 (low) and 5 (high), to what extent does your district have understanding and agreement on statewide course equivalencies along with standards and evidence for equivalencies?
5. What specific actions are needed to ensure your district has a statewide course equivalency in place by September 2021, where your district is prepared to denote equivalency on the student's transcript?

Key Element 3: Defining Equivalency Standards and Evidence for Local Equivalency

To make equivalency implementation work, it is essential that districts be clear about the standards and evidence that will be used to evaluate and determine equivalencies by the district's equivalency team. For the purposes of this toolkit and the sections that follow, the following are the required standards and evidence used for equivalency determination:

Required Standards for Equivalency

- The standards within the CTE course are aligned to standards defined for the non-career and technical education course or subject area for which the equivalency area is sought.
- The standards for the non-career and technical education course or subject area are integrated throughout the scope of the CTE course(s) being considered for equivalency.

Required Evidence for Equivalency

- Evidence of the required standards for equivalency is provided through the curriculum framework and course assessments for the CTE course seeking equivalency credit.

The Washington State Learning Standards define what all students need to know and be able to do at each grade level. They help ensure students acquire the knowledge and skills they need to achieve personal and academic success (post-secondary aspirations, careers, and life) based on their learning goals as they progress through school. They are the required elements of instruction and are worded broadly enough to allow for local decision-making. They are the college and career state learning standards for ALL students.

The Washington State Learning Standards in each of the below categories are designed to provide opportunities and prepare students with the knowledge and skill essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concept and principle of mathematics; social, physical and life sciences, civics and history, including different cultures and participation in representative government, geography, arts, health and fitness (renamed physical education).
3. Think analytically, logically, and creatively, and integrate technology literacy and fluency, as well as different experience and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities. ([RCW 28A.150.210](#))

(1) Core Subject Standards Equivalency aligned with the Washington State Learning Standards for English Language Arts, Mathematics [Common Core State Standards and Science (Next Generation Science)]

Course Equivalency Standards

These course equivalency standards are aligned to the core subject area standards, mathematics, and

English Language Arts, to be measured by the Smarter Balanced Proficiency Assessment and the Washington Comprehensive Assessment of Science, first administration in spring 2018.

To be considered as an equivalency, a CTE course needs to align to those standards measured on the [Equivalency Request Form](#) for the subject area for which the equivalency is sought.

(2) Courses aligned to the Washington State Learning Standards for Social Studies, The Arts, Health and Physical Education and Educational Technology that are assessed through OSPI-Developed Assessments and Performance Assessments

Course Equivalency Standards

These equivalency standards are aligned to standards measured by state defined OSPI Developed Assessment and Performance Assessments through which students demonstrate mastery of required standards for these subject areas: art, social studies, health and physical education and educational technology.

To be considered as an equivalency for one of the subject areas listed above, a CTE course needs to align to the learning standards and one or more OSPI Developed Assessments or Performance Assessments listed on the [Equivalency Request Form](#) for the subject area for which the equivalency is sought and integrate the learning standards and one or more OSPI Developed Assessments or Performance Assessments in the course. A locally developed Assessment or another equivalency strategy may be used if approved by the district. It is strongly recommended that they are reviewed for quality and alignment to state standards, are based on research, and able to measure individual student achievement.

(3) Other Equivalency Subject Area Standards

These subject areas have standards not measured by an OSPI Developed Assessments or Performance Assessment, the Smarter Balanced Assessment, or Washington Comprehensive Assessment of Science. These subjects include career and technical education.

Team Reflection and Planning Considerations

Review the CTE Statewide Course Equivalencies Appendix K.

1. Do you have any of these courses in your district that are a core subject equivalency?
2. Are there other courses not on this list you are also considering? If so, what core academic areas are you looking at?

Review the Equivalency Request Forms and standards in Appendix M, N, O and P.

1. Considering these forms and the evidence requirements, what implications do you see for how your CTE curriculum frameworks and assessments are developed? How do you see this looking in your district?
2. On a scale between 1 (low) and 5 (high), to what extent does your district have understanding and agreement on standards and evidence for equivalencies?
3. What specific actions are needed to take to make sure that your district has understanding and agreement on standards and evidence for equivalencies?

Key Element 4: Developing Equivalency Procedures for Local Equivalency

After creating your school board policy and identifying the standards and evidence you will use to make your equivalency decisions, it is time to develop a clear process for making equivalencies happen.

Without an effective process for determining CTE equivalencies, equivalencies will likely remain only an abstract concept hidden in your school board policy.

In short, a clear and effective equivalency process addresses the following questions:

1. Who evaluates and approves equivalency requests?
2. How and when are equivalency requests submitted?
3. How and when are equivalency requests evaluated, and decisions made?
4. If a request is initially denied, is there an opportunity to resubmit a request and, if so, when?
5. If a request is approved, how and when are students informed?

Team Reflection and Planning Considerations

Review the Model Equivalency Procedures and Flow Chart in Appendix E.

1. How would these procedures work in your district? What modifications would you make to have it be a better fit for your district needs?
2. As a team, draft your own flow chart of equivalency procedures that would work best for your district.
3. On a scale between 1 (low) and 5 (high), to what extent does your district have established and effective procedures for evaluating and determining equivalencies?
4. What specific actions are needed to take to make sure that your district establishes effective procedures for evaluating and determining equivalencies?

Key Element 5: Developing Transcription Procedures

Equally important to effective procedures for determining CTE equivalency is developing a well thought out process for transcribing CTE equivalencies and assigning these credits to meet non-career and technical education graduation requirements. This process enables equivalencies to function for students. It is also frequently the element of greatest challenge for districts in their implementation work.

While it is tempting to jump right into the technical details of implementation, it is important to first gain an understanding of some important fundamental principles which will help shape your thinking and the eventual process you develop.

Principle 1: Transcription and assignment of equivalency courses and credits to meet core subject requirements is a function of your Student Information Management System.

Because it is impossible for one person to personally manage every student's distribution of credits, fulfillment of graduation requirements, and transcription of courses, districts employ the use of specially designed Student Information Management database systems to accomplish these tasks. In simple terms, Student Information Management Systems (SIS) are designed to:

1. Receive specific academic information for each student (courses taken and their assigned properties including credits and subject areas).
2. Evaluate this information against a set of established subject areas and credit requirements for the student (Graduation Requirements).
3. Assign courses taken and credits earned to subject areas based on course properties and subject area credit needs of the student.

Transcripts generate a record of the course titles and credits earned for each student over the course of their high school experience ([Washington State Standardized High School Transcript Developer/User Guide Edition 7.1](#)). Understanding how SIS works and the options you have in manipulating course properties will greatly help in creating a transcription process that works for you and your students.

For a comprehensive overview of the Student Information System and the logic of how it functions in relation to transcription and assignment of credits, go to [Appendix F: Student Information Systems \(SIS\)](#).

Principle 2: Approaches to transcription and assignment of equivalency course and credits to meet core subject requirements are influenced by different types of equivalencies.

In general, there exist two types of CTE course equivalencies as described below. It is not uncommon for districts to have both types of equivalencies contained within their list of CTE equivalency courses, and each requires unique approaches to how these courses are offered, how credit is assigned, and what is transcribed.

Course Specific CTE Equivalencies: This type of equivalency exists when CTE courses are determined to be equivalent to specific academic core courses and have titles that may be transcribed. Examples might include Pre-Engineering equivalent to Physical Science or Physics 1-2, Applied Economics to Social Studies 12, Accounting to Algebra 1, Technical Writing to English 12, or Health Occupations to Anatomy and Physiology. It is these types of CTE course equivalencies that are addressed in RCW 28A.230.097. Approaches for this type of equivalency can be found in [Appendix G: Working with Course Specific Equivalencies](#).

Subject Specific CTE Equivalencies through Cross-Credit: This second type of equivalency exists when CTE courses are determined to be equivalent to specific academic core subject areas as opposed to specific core courses. This type of equivalency recognizes that the students met the learning (knowledge and skills) of the academic core subject area. These equivalencies often serve to provide broad capacity for credit or apply in subject areas and situations where the transcription of the CTE course title is preferred or is not seen as problematic. This provides an opportunity to meet graduation requirements where courses are transcribed as a CTE course. Examples of this type of equivalency might include Video Productions as equivalent to Art, Fire Service Technology to Physical Education, Publishing to English, and Horticulture to Science. Approaches for this type of equivalency can be found in [Appendix H: Working with Subject Specific Equivalencies](#).

Beginning on and after September 1, 2021, any statewide equivalency offered by a school district or accessed at a skill center must be offered for academic credit. This requires school districts to follow the Course Specific CTE Equivalency guidelines.

Team Reflection and Planning Considerations

As a district team, discuss the following:

Review Appendix F: Student Information Systems (SIS).

- How do the principles explained in this section correspond to your district's Student Information System? Who could best answer that question?

Review Appendix H: Working with Course Specific Equivalencies

- How would you accomplish these approaches using your district's Student Information System?
- What CTE courses in your district do you see as fitting the category of a course specific equivalency?

Review Appendix I: Working with Subject Specific Equivalencies

- How would you accomplish these approaches using your district's Student Information System?
- What CTE courses in your district do you see as fitting the category of a subject specific equivalency?

District Evaluation of Transcription Procedures

- On a scale between 1 (low) and 5 (high), to what extent does your district have established procedures for effectively transcribing equivalencies?
- What specific actions are needed to make sure that your district establishes procedures for effectively transcribing equivalencies?

Key Element 6: Data Reporting Requirements

Each year, school districts must report the annual number of students participating in state approved equivalency courses and the annual number of state approved equivalency credit courses offered (Revised Code of Washington [RCW] 28A.300.236). OSPI must then summarize the school district information and submit a report to the Office of the Governor and the appropriate committees of the Legislature. This report reflects the data collected during the current school year.

Background

The 2014 Legislature amended RCW 28A.700.070 by establishing a new section, which reads:

“(3) The office of the superintendent of public instruction, in consultation with one or more technical working groups convened for this purpose, shall develop curriculum frameworks for a selected list of career and technical courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements. The content of the courses must be aligned with state essential academic learning requirements in mathematics as adopted by the superintendent of public instruction in July 2011 and the essential academic learning requirements in science as adopted in October 2013, and industry standards. The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval. The first list of courses under this subsection must be developed and approved before the 2015–16 school year. Thereafter, the office may periodically update or revise the list of courses using the process in this subsection.”

School districts have been able to adopt local career and technical education (CTE) equivalencies in all graduation requirement areas for more than 20 years. OSPI supports school district’s efforts to adopt course equivalencies for CTE courses. The use of CTE equivalencies to achieve required graduation credit supports students’ flexibility and choice while they are on their path to obtain a meaningful diploma.

Approval Process

The equivalency data reflected in the legislative report was approved under the process originally outlined in RCW 28A.230.097, which required initial approval by the State Board of Education (SBE). Once the SBE approved the course framework, OSPI posted the framework document on its website. Statewide equivalency courses, as with all CTE courses, require approval by OSPI through the course approval process. This process requires school districts to clarify the course’s mandatory extended leadership (Career and Technical Student Organization (CTSO) or equivalency program of work), provide course and program level information, document the skills gap through employment demand data, approval of the course by the local advisory committee, and provide the course framework.

The 2018 Legislature amended RCW 28A.230.097 by moving the authority to approve statewide equivalency frameworks from the State Board of Education to OSPI. OSPI has created an approval and development process for state equivalencies that invites stakeholders to suggest development of additional course frameworks.

In addition, the 2018 Legislature amended RCW 28A.700.070 to expand the academic content areas eligible for statewide equivalency frameworks beyond science and mathematics to include English language arts, social studies, arts, world language, and health and physical education. OSPI now has authority to develop course frameworks in all these academic areas.

Data Reporting Methodology: School districts utilize the Comprehensive Education Data and Research System (CEDARS) to report statewide CTE equivalencies in Element D12 - CTE Course Equivalency Identification; and Element D13 - CTE Equivalency at the course identification level. School districts report whether a course is following the statewide equivalency framework (D12: Valid Value A) and report the type of equivalency applied (D13: Valid Value 01-19). For a comprehensive overview of the data reporting requirements, go to [Appendix L](#) : CTE Course Equivalencies and Data Collection.

Team Reflection and Planning Considerations

1. How many local course equivalencies do you currently offer to your students? Prepare a list of your local equivalencies.
2. How many state course equivalencies do you currently offer to your students? Prepare a list of your state course equivalencies.
3. By looking at the Statewide Course Equivalency List, are there other courses you could offer as a state equivalency?
4. Who is responsible for entering course equivalencies into CEDARS? Do they have all the information needed to complete the reporting requirements?

Key Element 7: Clarifying Teacher Certification and CTE Equivalencies

Under the Every Student Succeeds Act (ESSA), school districts must ensure that all teachers, including career and technical education (CTE) teachers, meet applicable state certification and licensure requirements. [ESEA and ESSA information](#) can be found on the OSPI website.

OSPI monitors teacher qualifications including certification, endorsements, teaching assignments, and years of experience through the [Educator Equity Data Collection Tool](#) in EDS. The application aggregates district reported [CEDARS](#) data and S-275 personnel data with teacher certification and student course information.

The district must also ensure that all teachers charged to Title I, Part A funds, schoolwide or targeted assistance, meet applicable state certification and licensure requirements. A teacher charged to Title I, Part A may be out of field or out of endorsement as long as they hold an eligible certificate type and the school board approved the placement (per [WAC 181-82-110](#) or [WAC 392-172A-02090](#)). School board approval must be in place prior to the date the teacher was charged to Title I, Part A funds.

Do CTE certified teachers need to meet the ESSA state certification and licensure requirements?

Yes. ESSA requires that districts ensure all teachers meet state certification and licensure requirements for their teaching assignment. Per [WAC 181-77-025](#), CTE teachers teaching other secondary school subjects need to hold a valid certificate as provided for in [WAC 181-79A](#) and are not eligible for teaching assignments in general education unless they have earned a certificate for mathematics applied, science applied, biology applied, chemistry applied, physics applied, or earth and space science applied, dependent upon the category on the continuing CTE certificate.

State approved CTE courses must be taught by a certified CTE instructor.

Do teachers of CTE classes that meet credit equivalency criteria need to meet certification and licensure requirements for the academic course where a student receives graduation credit?

No. CTE certified teachers do not need to meet certification and licensure requirements for the core academic course in which a student receives graduation credit because of CTE credit equivalency (see example below). However, they do need to meet the certification and licensure requirements for the CTE courses for which they are assigned and reported by the district in CEDARS.

Example Scenario: If a CTE certified teacher is teaching a CTE Applied Math course and the student receives a math credit, the teacher needs to meet the certification and licensure requirements for Applied Math under CIP Code 270301 and state assignment rules.

Example Scenario: If the CTE teacher is assigned to teach Algebra 1 (State Course Code 02052), a non-CTE course, and the student receives a math credit, the CTE teacher would need to meet the same certification and licensure requirements and state assignment rules as a general education math teacher.

Additional information about Washington’s teacher certification and licensure requirements can be found here:

Title II, Part A Program Office, Office of Superintendent of Public Instruction (OSPI)	http://www.k12.wa.us/titleiia/ Tel: 360-725-6340
Certification Office of Superintendent of Public Instruction (OSPI)	https://www.k12.wa.us/certification Tel: 360-725-6400
Professional Educator Standards Board (PESB)	http://www.pesb.wa.gov/ Tel: 360-725-6275

Team Reflection and Planning Considerations

Understanding the Teacher Certification Question

1. What procedures and processes are implemented by the district to ensure that teachers are assigned in-field (i.e., teaching certificate and V-Code matches teaching assignment)?
2. Who is responsible to ensure that teachers meet certification and licensure requirements and for keeping any applicable documentation on file?
3. On a scale between 1 (low) to 5 (high), how well do key leaders and decision makers in your district understand certification and licensure requirements and state assignment rules as it relates to CTE equivalencies?
4. What specific steps do you need to take to make sure that the answer to the certification and licensure question and state assignment policy is understood and practiced correctly by key leaders and decision makers in your district?

APPENDICES

Appendix A: RCW 28A.230.097 – CTE Equivalency Law

RCW 28A.230.097 Career and technical high school course equivalencies.

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year.

(2) School district boards of directors must, at a minimum, grant academic course equivalency for at least one statewide equivalency high school career and technical course from the list of courses approved by the superintendent of public instruction under RCW [28A.700.070](#).

(3)(a) If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.

(b) Each high school or school district board of directors may additionally adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW [28A.700.070](#) as local equivalency courses in support of RCW [28A.700.070](#).

(c) Approved local or state equivalency courses at any core, branch, or satellite skill center must be offered for academic credit to all students participating in courses at those sites.

(4) On and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit.

(5) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or pre-apprenticeship, as applicable. The certificate shall be part of the students' High School and Beyond Plan. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

(6) Prior to course scheduling or course registration for the next school term, each public school that serves students in any of grades nine through 12 must provide all students and their parents or

legal guardians with information about the opportunities for meeting credit-based graduation requirements through equivalency courses, including those available within the school district or at a skill center.

[[2023 c 407 s 2](#); [2019 c 221 s 2](#). Prior: [2018 c 177 s 301](#); [2018 c 73 s 1](#); prior: [2014 c 217 s 204](#); [2014 c 217 s 102](#); [2013 c 241 s 2](#); [2008 c 170 s 202](#); [2006 c 114 s 2](#).]

NOTES:

Finding—Intent—2018 c 177: See note following RCW [28A.305.905](#).

Finding—Intent—2014 c 217: See note following RCW [28A.150.220](#).

Findings—Intent—2013 c 241: "(1) The legislature finds that:

(a) Through such initiatives as grants for high-demand career and technical education programs and participation in the Microsoft IT academy, the state has previously supported K-12 computer science education;

(b) However, even though there were nearly sixty-five thousand student enrollments in high school computer science courses in the 2011-12 school year, more than half of those enrollments were in beginning or exploratory courses. Fewer than twelve hundred students enrolled in AP computer science courses;

(c) National studies of K-12 computer science education indicate that, in part because computer science is not treated as an academic subject, students may not perceive advanced computer science as relevant to their future academic or career success;

(d) Public institutions of higher education have expanded capacity to grant certificates and degrees in computer science and related fields in response to high employer demand and high student demand. Additional expansion and improvement will be dependent on new resources, updated equipment, and the availability of expert faculty;

(e) Information technology job vacancies exist at all levels of training and education and across all industries that are critical to Washington's economy; and

(f) Strategies are needed to support additional opportunities for Washington students to have careers in the innovative, technology-based, or technology-enhanced industries located in our state.

(2) Therefore, the legislature intends to take additional steps to improve and expand access to computer science education, particularly in advanced courses that could prepare students for careers in the field." [[2013 c 241 s 1](#).]

Findings—Intent—2008 c 170: See RCW [28A.700.005](#).

Finding—Intent—2006 c 114:

"(1) The legislature finds that Washington's performance-based education system should seek to

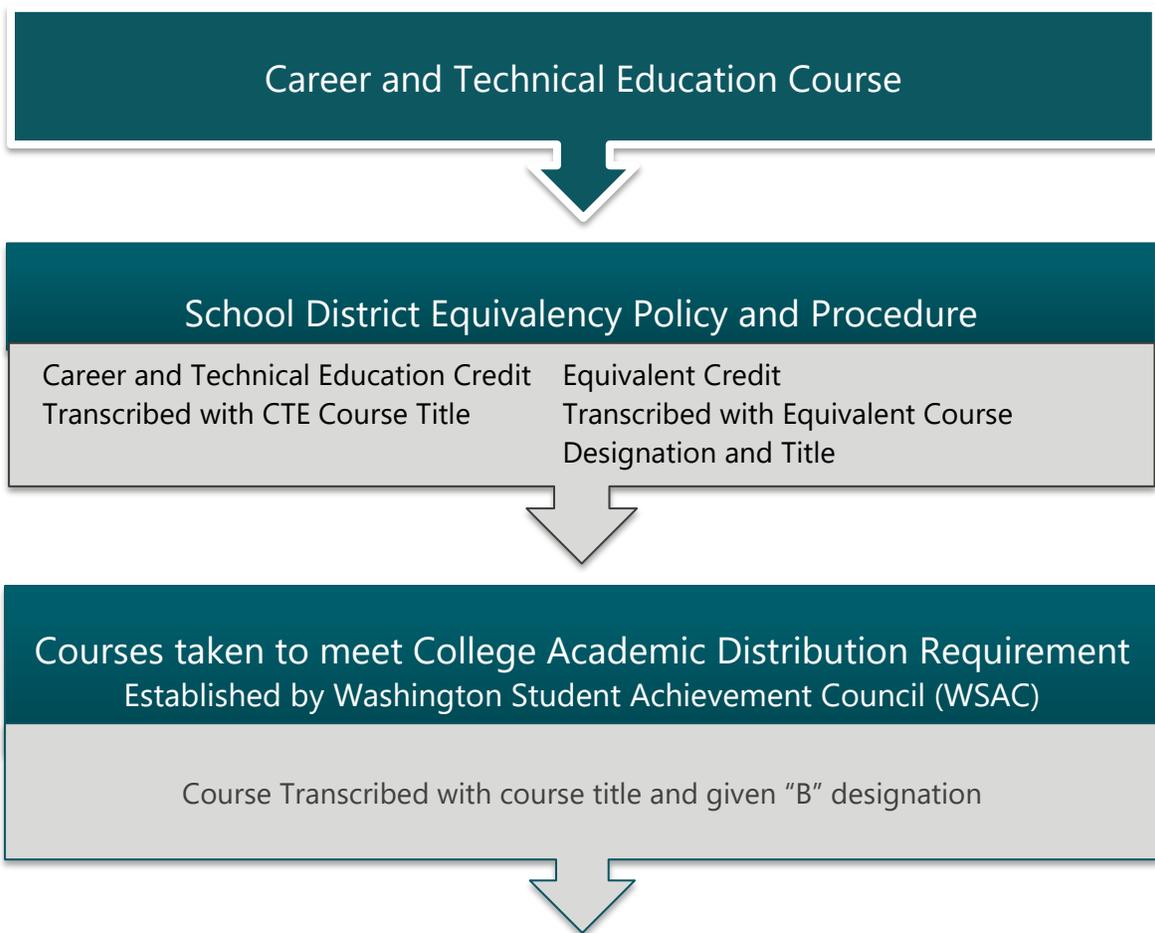
provide fundamental academic knowledge and skills for all students, and to provide the opportunity for students to acquire knowledge and skills likely to contribute to their own economic well-being and that of their families and communities.

(2) The legislature recognizes that career and technical options are available for students.

(3) High schools or school districts should take advantage of their opportunity to offer course credits, including credits toward graduation requirements, for knowledge and skills in fundamental academic content areas that students gain in career and technical education courses.

(4) Therefore, the legislature intends to create a rigorous and high-quality career and technical high school alternative assessment that assures students meet state standards and also reflects nationally recognized standards for the knowledge and skills needed to pursue employment and careers in technical fields." [[2006 c 114 s 1.](#)]

Appendix B: Understanding RCW 28A.230.097, Subsection 5



Example Scenario: Subject Specific Equivalency

Residential Carpentry is determined by the local district to be equivalent to Geometry (math credit).

- Student elects to utilize the course equivalency of Geometry (math credit).
 - Course is transcribed as Geometry (math credit)
- Student elects to take the course as Residential Carpentry (CTE credit).
 - Course is transcribed as Residential Carpentry
- Student elects to utilize the course as an elective course.
 - Course is transcribed as Residential Carpentry

NOTE: Any course noted with a "B" designation indicates that the course satisfies the [Washington Student Achievement Council \(WSC\) College Academic Distribution Requirements \(CADR\)](#). WAC 392-415-070 Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation.

Appendix C: Model School Board Equivalency Policy: 2413

I. Career and Technical Education Courses

The district will provide high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the Office of Superintendent of Public Instruction under RCW 28A.700.070.

On and after September 1, 2021, any statewide equivalency course offered by the district or assessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the Superintendent of Public Instruction under RCW 28A.700.070.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator(s), the CTE administrator, an instructor from the core academic subject area, and an instructor from the appropriate CTE course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations (learning standards), and
2. Align with current industry standards, as evidenced in the curriculum frameworks. The local CTE Advisory Committee shall certify that courses meet industry standards.

II. Computer Science Courses

AP courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Competency-based credit

The district may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the Office of Superintendent of Public Instruction (OSPI).

To receive competency-based credits for computer science, a student must take a competency examination that aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.

The competency examination must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings. A student may take the examination [insert number] of times. The district will award credit based on the highest examination score.

The student will be responsible for the cost of taking a competency examination. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch. *(The district could pay for the cost of taking the examination for all students if it chooses.)*

The district will receive official test results for each student who takes a competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

In awarding academic credit for computer science, the district will follow the course equivalency approval procedure described above for career and technical courses.

Course taken before attending high school

The district will award high school credit for computer science courses taken before attending high school if either of the following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for 7th and 8th grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for 7th and 8th grade classes, and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district, determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

Cross References: 2170 – Career and Technical Education
 2410 – High School Graduation Requirements

Legal References: Laws of 2019, Ch. 180, 2 High school computer science courses –
 Availability—Competency testing
 RCW 28A.230.010 Course content requirements—Access to career and

technical course equivalencies—Duties of school boards of directors—
Waivers
RCW 28A.230.097 Career and technical high school course equivalencies
RCW 28A.230.120 High School Diplomas—Issuance—Option to receive
final transcripts-Notice
WAC 180-51 High school graduation requirements
WAC 392-410 Courses of study and equivalencies

Management Resources: 2018 – May Issue
2013 – September Issue
Policy News, August 2006 Legislature Codifies Course Equivalency for
Career and Technical Courses

Adoption Date:

Classification: **Essential**

Revised Dates: **08.06; 12.11; 09.13; 05.18; 07.19**

Appendix D: Statewide Equivalency Course Procedures and Forms

Statewide Course Equivalency Frameworks

The district will be responsible for selecting and making decisions regarding statewide course equivalencies for career and technical education and core academic courses from the list of approved courses. (Appendix K). By September 1, 2021, each district is required to offer a statewide equivalency course which will be granted for academic credit. If a statewide course equivalency is assessed at a skills center, it must also be offered for academic credit.

Procedures and Timeline for ADOPT a Statewide Equivalency Course for District Use

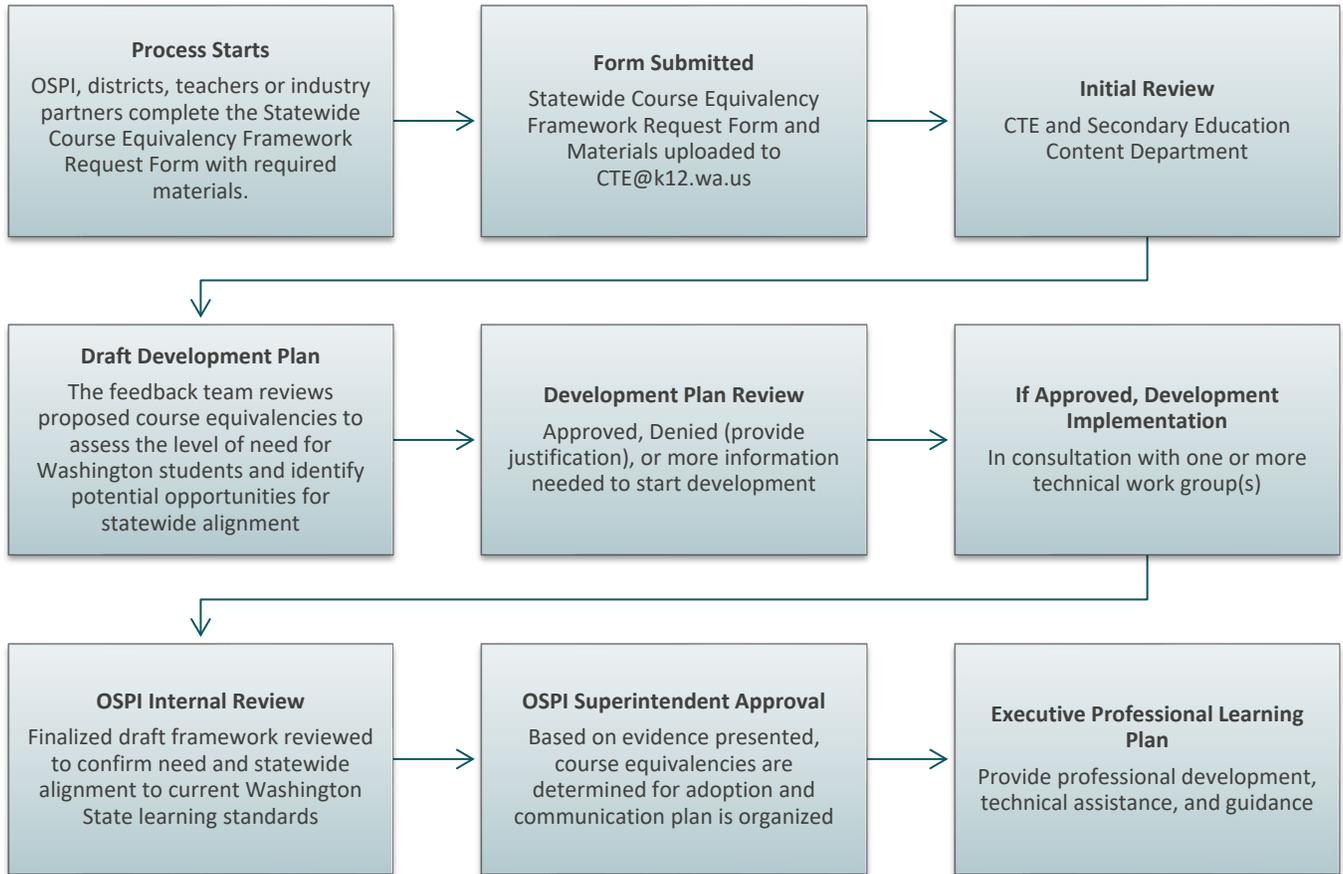
1. At the district level, Statewide Equivalency Course Frameworks are selected.
 - a. Districts and teachers will be making decisions and selecting statewide equivalency courses to integrate into their CTE program.
2. Teachers will finalize the framework by entering local performance assessments and leadership alignment into the appropriate sections of the statewide approved framework. Teachers may add standards to the framework but must not delete any standards.
3. District will create a NEW course approval application for the statewide equivalency course and upload the new completed framework. Please note, new courses submitted for the first semester have a priority deadline of April 15 of each year. Course approval requests for new courses for the second semester have a priority deadline of October 15 of each year.
4. Through the course approval process, under the framework tab, the district selects the district (local) equivalency option and identifies the type of equivalency and the number of credits for the course.
5. In CEDARS, districts will report state and local course equivalencies. Districts identify the type of equivalency applied to each CTE course for which the district utilizes equivalency. For state equivalency reporting requirements districts will each quarter/semester input the data in CEDARS (Course Catalog File (D), Element D12 CTE Course Equivalency Identification) by selecting "A" – Statewide Equivalency Course. In Element D13 CTE Equivalency, the district determines the type of equivalency applied to each CTE course offered within the course catalog. (See Appendix K)
6. For transcription procedures, see Key Element 5: Developing Transcription Procedures

Procedures and Timeline for Requesting the Development of a NEW Statewide Equivalency Course

1. Districts and teachers will review list of current statewide equivalency courses. (Appendix K)
2. If desired statewide equivalency course is not on the approved list, OSPI, industry partners, districts and/or teachers may request the development of a new statewide equivalency course.
3. Complete "*State Career and Technical Education Course Equivalency Frameworks Request Form*" (Appendix D) for consideration of the development of a specific state approved CTE course equivalency framework by OSPI Staff.
4. Submit form online to cte@k12.wa.us.

5. Initial screening will take place by CTE Course Equivalency Program supervisor, CTE Program Supervisor and Academic Content Program Supervisor. (15 days) Is there enough evidence to pursue the equivalency?
 - a. If approved, CTE Course Equivalency Project Coordinator will move forward to create a development plan.
 - b. If denied, CTE Course Equivalency Project Coordinator will notify district, teacher and/or industry for more information and clarification.
6. CTE Course Equivalency Project Coordinator will facilitate the development plan.
 - a. Framework Plan
 - b. Timeline
 - c. Work Plan
 - d. Participants
 - e. Budget
7. The OSPI Equivalency Committee will convene for an internal OSPI review.
 - a. Approved: move forward with the creation of a draft framework
 - b. More work is needed: OSPI requests additional information
 - c. Denied: decision will be communicated to submitter
8. Create draft statewide equivalency course framework by team members consisting of OSPI CTE and Academic Content Supervisors, teachers, and industry partners.
9. OSPI review
 - a. The OSPI Equivalency Committee will review the course curriculum framework to determine if required standards for equivalency are evident throughout the course.
 - i. Meets standard for equivalency: the course meets the standards required for academic credit equivalency and will move to external stakeholder review.
 - ii. Does not meet standard for equivalency: the course does not adequately meet the standards required for equivalency. Feedback is given regarding gaps and areas that need to be addressed to the team which developed the draft statewide equivalency course framework.
10. External stakeholder review
 - a. Public comment period
 - b. Amendments to framework, if needed
11. OSPI Superintendent approval and communication plan
 - a. Framework published to OSPI approved Statewide Equivalency Course List
 - b. Communication plan executed

Statewide Course Equivalency Request Flowchart



Course Equivalency Framework request form



Washington Office of Superintendent of
PUBLIC INSTRUCTION

State Career and Technical Education (CTE) Course Equivalency Framework Request Form

This form is for consideration of the development of a specific state-approved CTE course equivalency framework.

In support of school districts' efforts to adopt CTE course equivalencies in accordance with the requirements of RCW [28A.230.097](#) - *Career and technical high school course equivalencies*, this form should be completed for consideration of the development of additional [state-approved CTE course equivalency frameworks](#). Form submissions will be reviewed for inclusion in the list of state-approved courses as referenced in RCW [28A.700.070](#) - *Course equivalencies for career and technical courses—Curriculum frameworks and course lists—Grants to increase academic rigor*. Submissions will be responded to in person within 15 working days of receipt.

Submitter Contact Information	
Name:	District/Organization:
Phone:	Email:

Course Details	
Working Course Title:	
CIP Code: , (CIP Code Chart)	Hours of Instruction:

CTE Program: Choose an item.	Academic Content Area: Choose an item.
Exploratory <input type="checkbox"/> or Preparatory <input type="checkbox"/>	NOTE: If Preparatory, the course must have an associated industry certificate or provide dual credit. See RCW 28A.700.030 - <i>Preparatory secondary career and technical education programs—Criteria</i> .

Course Description: Please include evidence of need statement and source of high demand determination.

*Required

Supporting Documentation: Check all that apply.

<input type="checkbox"/> Established local equivalency	<input type="checkbox"/> Course outline (Send as an attachment.)	<input type="checkbox"/> Course syllabus (Send as an attachment.)
<input type="checkbox"/> Set curriculum (CASE, PLTW, etc.) (Send as an attachment.)	<input type="checkbox"/> Framework (Send as an attachment.)	<input type="checkbox"/> Other (Send as an attachment.)

Return to:

Career and Technical Education
P.O. Box 47200, Olympia, WA 98504

Return to:	
cte@k12.wa.us	
360-725-6245	
OSPI USE ONLY	
Received Date: _____	<input type="checkbox"/> Approved _____
Initial Screen Due: _____	<input type="checkbox"/> Denied _____
Initial Screen Completed Date: _____	<input type="checkbox"/> More Information Needed: _____
Response to Submitter Date: _____	
CTE Program Supervisor Signature: _____	Date: _____
Academic Content Area Signature: _____	Date: _____

Appendix E: Model Equivalency Procedures and Flowchart for Local Equivalency

The following written equivalency procedures and flowchart address the key questions of an effective equivalency procedure and are designed to serve as a model which may be modified to best support individual district needs.

The Equivalency Committee

The Equivalency Committee will be responsible for evaluating and making decisions regarding course equivalencies for career and technical education and core academic courses, and will be comprised of:

- Director of Secondary Education
- Director of CTE
- Director of Curriculum
- Principal or Assistant Principal
- High School Counselor
- Content Specialist(s) (will vary)
- Instructor from core academic subject area and from the appropriate CTE course

Procedures and Timeline for Submitting an Initial Course Equivalency Request

1. Teacher(s) and department head will submit the appropriate completed Equivalency Request Form from the OSPI Equivalency Toolkit along with their course Curriculum Framework, sample assessments, and other supporting documents to their building principal for signature and comments.
2. The building principal will submit the requests and required materials to the Equivalency Committee in either the fall or spring according to specified deadlines. The fall submission deadline is October 31. The spring deadline is June 15.
3. Teachers should submit their requests and required materials to their department heads and building principals at least one week prior to the specified deadlines to allow time for review prior to submission to the Equivalency Committee.

Procedures and Timeline for Evaluating Requests and Determining Course Equivalencies

1. The Equivalency Committee will convene during the first week of November and last week of June to review submitted requests.
2. For all equivalency requests, the Equivalency Committee will:
 - a. Review the course curriculum framework to determine if required standards for equivalency from the appropriate Equivalency Request Form are evident throughout the course.
 - b. Review the course assessments to determine if students are demonstrating the required standards for equivalency from the appropriate Equivalency Request Form.
3. The committee will make determinations on fall submissions by November 9 and June 30 for submissions made in the spring. The committee will make one of the following decisions during the Initial Evaluation regarding the equivalency request:
 - a. Meets Standard for Equivalency: the course meets the standards required for equivalency and will be listed as an equivalency in the course guide for the following

school year.

- b. Does Not Meet Standard for Equivalency: the course does not adequately meet the standards required for equivalency. Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again.

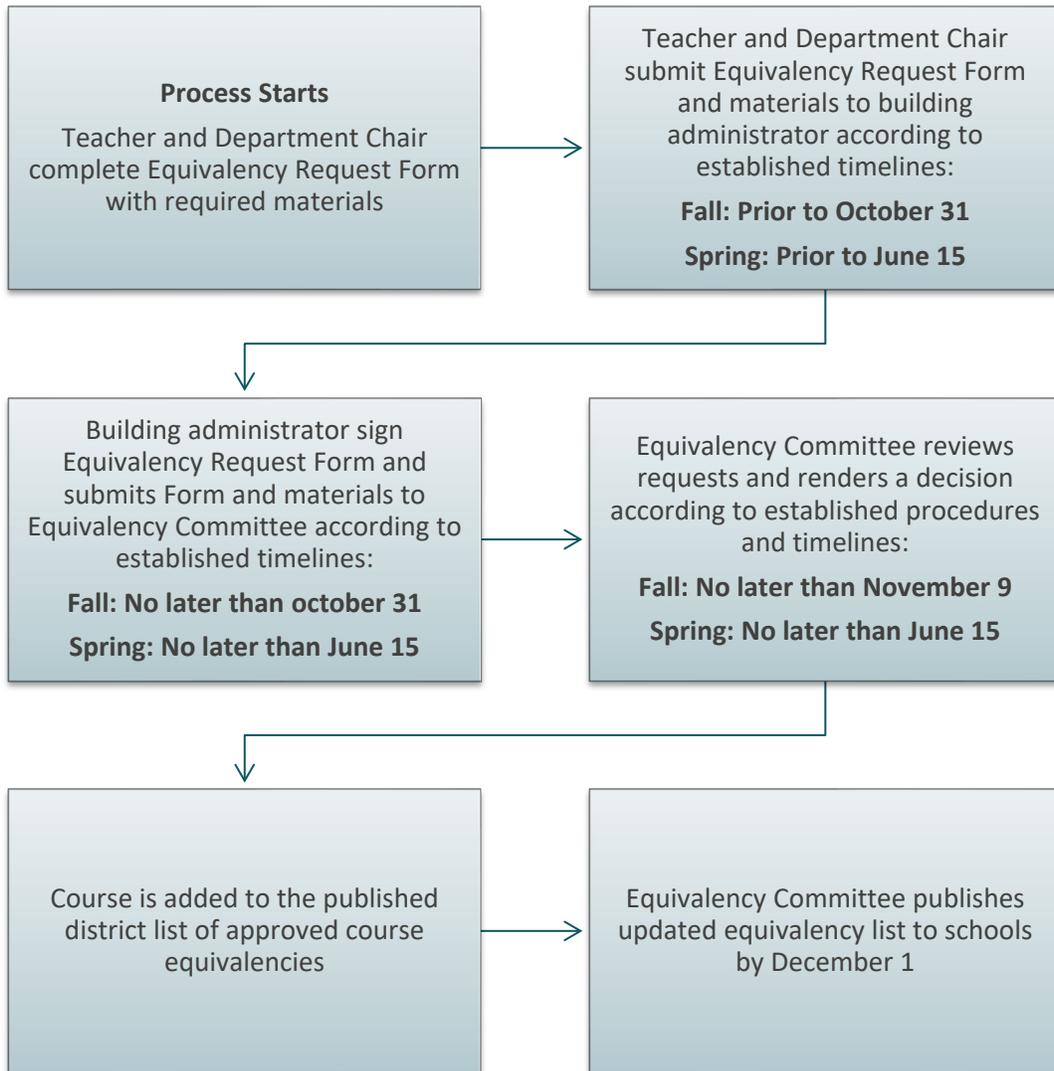
Procedures and Timeline for Resubmitting a Denied Equivalency Request

1. If an equivalency request is denied upon initial review, a teacher may address identified gaps and resubmit their request by the next scheduled deadline – either October 31 or June 15.
2. The resubmission of an equivalency request will follow the same procedural requirements as an initial equivalency request outlined in these procedures.

Publishing District Approved Equivalencies

1. The Equivalency Committee will annually publish a list of approved course equivalencies no later than December 1 of the school year for inclusion in each high school's course catalog.
2. Additions to the published equivalency list will apply to all students the following school year.
3. Deletion of equivalencies from the existing equivalency list will apply only to the following year's freshman students. Students who will be sophomores, juniors, and seniors that following year will be allowed to use the previously published equivalencies.

Model Local Equivalency Procedures Flowchart



Appendix F: Student Information System (SIS)

The following information and suggestions are gleaned from [Washington State Standardized High School Transcript Developer/User Guide v.7.1](#). School districts across the state use a variety of Student Information Systems. The basic database design principles shared below are applicable to many systems to some degree. It is important to investigate how these principles can be applied and to review the requirements for the state transcript and the [CEDARS Data Manual](#) for the current school year.

Making equivalencies and transcription work with SIS requires a basic understanding of a few important database design concepts and properties that influence how these systems function.

Understanding Course Properties

From a SIS perspective, a course is simply a single database record with specific assigned properties. For our discussions regarding transcription and assigning of credit, these properties include a course code, course title, course designation code, state course code, earned credits, CIP Code, and Graduation Requirements Met.

District Course Code (Course ID): The district or school uses the course ID to represent the unique course number for the course in which credit was attempted. A unique identifier for each course, usually with a 3 letter and 3 number prefix such as MAT123. Districts typically establish protocols for which codes are used for which subject areas and courses. Course codes are included in student schedules, report cards, and transcripts along with their associated course title.

Course Title: The title of the course that will appear on the student's schedule, report card, and high school transcript, given to the course by the school and the district.

Content Area Code: Indicates that the class is a block class (123) with more than one core content area associated or that it is a non-instructional (ZZZ) class with no teacher providing instruction. This information is required for CEDARS.

Course Designation Code: Courses shall be designated on the transcript with the course designation code, which is appropriate, e.g. B – College Academic Distribution Requirements (CADR); Q – Quantitative; S – Science Laboratory; T – Career and Technical Education Dual Credit (Tech Prep), among others. Course designation codes are outlined in WAC 392-415-070.

State Course Code: The course code is used by the state to represent the unique course and must be provided for all courses. High school rigor courses must use the High School Rigor State Course Codes located in the menu under the [CEDARS manual](#), this includes courses offered in middle or junior high schools that are of high school rigor.

Earned Credits: The total amount of credit earned by a student upon completion or withdrawal from a course and which apply toward the total amount of credits required for graduation. In a semester system, a 1-semester course for 1-period a day is equal to 0.5 credits.

CIP Code: A property assigned by OSPI to approved CTE courses. This assignment identifies CTE funded courses. Refer to approved CTE course and assigned CIP codes specifically for the district for the reporting school year in the CTE application in EDS (Education Data System). For courses that are not CTE approved, no CIP Code number is assigned.

CTE Course Equivalency Identification: District identifies courses for which they authorize course equivalency to each CTE course offered within the course catalog. The courses meet the mandatory hours for 180 or 540 to achieve state course equivalency. ([State Course Equivalency Update: Guidance Related to Modifying Hours](#)) (Reference Appendix L: CTE Course Equivalencies and Data Collection)

CTE Equivalency: District determines the type of equivalency applied to each CTE course offered in the district where the district utilizes course equivalency. (Reference Appendix L: CTE Course Equivalencies and Data Collection)

Graduation Requirements Met: The required subject area(s) for graduation which are satisfied by a course and where the earned credits are applied. All courses are assigned at least one subject area in this property.

Appendix G: Understanding Graduation Requirement Tracking

Student Information Systems (SIS) are designed to evaluate student academic data (courses taken, credits earned, and subject areas met) against a set of established graduation requirements (subject area requirements and associated credits). At a minimum, all schools will have the following required subjects and credits assigned to their SIS set of Graduation Requirements. See State Board of Education Graduation Requirements: <https://www.sbe.wa.gov/our-work/graduation-requirements>

Graduation Requirements for the Class of 2024 (and beyond)

Subject Area	Number of Credits	Additional Information
English	4.0	
Mathematics	3.0	<ul style="list-style-type: none"> Algebra 1 or Integrated Math 1 Geometry or Integrated Math 2 3rd credit of math (aligned with the student's interest and HSBP) WAC 180-51-068
Science	3	<ul style="list-style-type: none"> At least two Lab science Third credit of science based on HSBP
Social Studies	3	<ul style="list-style-type: none"> 1.0 credit US History and Government 0.5 credit Contemporary World History, Geography, and Current World Problems 0.5 credit of Civics (standalone course beginning with Class of 2024) 1.0 credit of Social Studies elective Washington State History (can be for no credit) ****
Fine, Visual, or Performing Arts	2	<ul style="list-style-type: none"> 1.0 credit of Art can be substituted for another course, in alignment with the student's HSBP, as part of the student's PPR**
World Language	2	<ul style="list-style-type: none"> 1.0 or 2.0 credits of World Language can also be substituted for other courses in alignment with the student's HSBP, as part of the student's PPR**
Career & Technical Education	1	<ul style="list-style-type: none"> May meet the definition of an exploratory course as described in the CTE program standards and RCW 28A.700.010
Health and Fitness	2	<ul style="list-style-type: none"> 0.5 credit for Health 1.5 credits of Physical Education (PE)***
Electives	4	
Total Credits	24	

Students typically begin high school with no credits earned in any of these subject areas (although some students earn high school credit while in middle school). From the perspective of the SIS each of these required credit areas are viewed as a set of empty “credit buckets” that need to be filled to the total credit amount required. As a student progresses through high school, the SIS tracks when these “credit buckets” become full or needs continued filling based on the specific distribution of credits the student has earned over time in the various subject areas.

Credit Chart Key

(*) The third credits of math and science are chosen by students based on their post-secondary goals as documented in their HSBP and approved by a parent/guardian. If a parent/guardian is unavailable to approve their student’s course decision, a school counselor/principal can approve students’ courses per WAC 180-51-210.

- Per (SB) 5299 (2021), students may use a computer science course to meet their 3rd year math or science, if in alignment with their HSBP. See the SBE’s Frequently Asked Questions (FAQ) webpage.

(**) PPR course substitutions empower students to better prepare for a specific post-high school career or educational outcome based on their HSBP. The flexibility of these 3.0 credits allows students to take other relevant preparatory courses that support their post-secondary goals. Any courses waived using this flexibility should be documented in the student’s HSBP or their cumulative file to ensure future understanding of how all credits were completed.

(***) Students must earn credit for Physical Education (PE). Students may be excused from participation (per RCW 28A.230.050) in the fitness portion of the requirement. Students may be excused from PE (but not Health). Excused students shall be required to demonstrate mastery in the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies should ensure alignment with health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

- PE and Health credits are mandatory core or foundational credits and therefore are not eligible to be waived through the waiver for individual student circumstances (see pages 27–28).
- If a student is excused from PE course(s), the up-to-1.5 credits of PE earned through demonstration of competency/mastery, per written district policy (see WAC 180-51-051 for what the policy must include), must appear on the student’s transcript, coded in CEDARS with the appropriate designation (the “Z – non-instructional course designator”), to indicate how the PE credits were earned.
- It is strongly recommended that every high school student take a minimum .5 credit PE course in 9th or 10th grade.
- For more information on PE excused from participation, please see the PE section of the Class of 2026 Graduation Toolkit FAQ.

(****) The Washington State History (WSH) requirement may be met by a non-credit bearing

middle school or high school course or a for-credit high school course. Per WAC 180-51-210, WSH may be waived locally for students who meet one of the following requirements:

- Successfully completed a state history course in another state.
- Are in 11th or 12th grade and did not complete a WSH course because of previous residence outside the state.
- Experienced an emergency that prevented the student from having the opportunity to complete the course.

Understanding How Earned Credits are Assigned to Grad Requirements

When a student earns a grade for a course, the SIS looks to assign the earned credit from the course into one of the subject area “credit buckets” by looking at the subject area(s) assigned to the Graduation Requirements Met property of the course.

To illustrate this process, let us assume that a student has completed IAR100 Photography, a 0.5 credit CTE class with the following subject areas assigned to its Graduation Requirement Met property:

Primary subject area: Career and Technical Education/Occupational Education

Secondary subject area: Elective

To assign the earned credit, the SIS will first try and assign the earned credit to Career and Technical Education/Occupational Education by determining if the Career and Technical Education/Occupational Education “credit bucket” has 0.5 credits unmet based on the student’s academic history. If so, then the 0.5 IAR100 Photography earned credit will be assigned to the Career and Technical Education/Occupational Education requirement. If, however, the Career and Technical Education/Occupational Education “credit bucket” is already filled to its credit capacity, the SIS will then assign the credit to the secondary area – Elective.

The Graduation Requirements Met property can go beyond two options if it is determined to be equivalent to other subject areas. For example, assume that IAR100 Photography is viewed as equivalent to Art. In this scenario, the Graduation Requirements property could look like this:

Primary subject area: Career and Technical Education/Occupational Education

Secondary subject area: Art

Third subject area: Elective

In this configuration, the SIS will first try and assign the earned credit to Career and Technical Education/Occupational Education by determining if the Career and Technical Education/Occupational Education “credit bucket” has 0.5 credit unmet. If so, then the 0.5 IAR100 Photography earned credit will be assigned to the Career and Technical Education/Occupational Education requirement. If, the Career and Technical Education/Occupational Education “credit bucket” is already filled to its credit capacity, the SIS will then try to assign the earned credit to the secondary area – in this case Art. If the Art “credit bucket” is also full, the earned credit will be assigned to Elective. These settings can also be moved around so that Art is primary and filled first before Career and Technical Education/Occupational Education.

While the SIS can be manipulated in how it assigns earned credit for a course, it will always keep the course code and title the same regardless of where the credit is assigned. Consequently, the SIS will always transcript the course code and title of the courses in which the student is enrolled. (Note: Refer to Appendix F: Working with Course Specific CTE Equivalencies, Appendix G Understanding Graduation Requirements and Appendix H: Working with Subject Specific CTE Equivalency through Cross-Credit)

WAC 180-51-067 — “Two-for-One” Policy: Students meeting two graduation requirements with only one CTE equivalency credit

In 2014 the State Board of Education did a rule change for **“State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015”** (WAC 180-51-067) in effect for students in the graduating class of 2016. The purpose of the policy was to create flexibility for students to choose more elective courses or to address other graduation requirements.

Under the CTE “Two-for-One” policy, a student may satisfy two graduation requirements while earning one credit for a single course by completing one course that is recognized by the district as a CTE equivalent course.

WAC 180-51-050 defines high school credit. In high schools, earning a credit indicates successful completion, as defined by written district policy, of a course taught to state learning standards or if there are no state-adopted learning standards for a subject, the local governing board or its designee, shall determine learning standards for successful completion of the subject or a student satisfactory demonstrates proficiency/competency, as defined by written district policy, of the state’s learning standards.

There is not a minimum hour requirement associated with a high school course or high school credit. Districts have local control over the curricula, the design and delivery of the class.

WAC 180-51-068 and WAC 180-51-210 articulate the “two for one policy,” that allows students to earn two graduation requirements for one credit.

(g)(iii) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a non-career and technical education core course (RCW 28A.700.070 and subsection (7) of this section), will not be required to pass a course in the non-career and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the non-career and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

(7) Career and technical education courses determined by the district or by the office of the superintendent of public instruction to be equivalent to a non-career and technical education course in accordance with RCW 28A.700.070 can be taken for credit in place of that course. Equivalencies may be determined for any of the core credit graduation requirements of subsection (4) of this section.

CTE course equivalencies permit students to meet core subject area graduation requirements through a CTE course. All CTE course equivalencies may be used for “two-for-one” crediting, but it is not required that they be used in that way.

The documentation for meeting graduation requirements would be a locally determined process to enable the recordkeeping needed to ensure that all requirements are met. A reasonable place to record the two-for-one crediting is the HSBP. The CTE-equivalent course consists of two courses: one CTE, one academic. One of those courses is placed on the student’s transcript for credit. The new policy will permit the second course to be “checked off” as a “met requirement” by local counseling department. Students choose which course they want placed on the transcript based on their HSBP and which one is locally “checked off”. The transcript should reflect the College Academic Distribution Requirements (CADRs) if possible. Courses meeting CADR are determined by the school district and noted on the transcript with the “B” course designation code.

Important Points to Remember

In summary, there are three important points to remember for SIS, transcription, and assigning earned credit to different subject areas:

1. The SIS always assigns course credit to specific subject requirements based on properties assigned to each course. By changing these properties, you can change how the SIS treats your courses.
2. The SIS will always look to place the Primary subject area first, Secondary second, etc.
3. The SIS transcribes the course code and title for courses in which a student is enrolled.

Appendix H: Working with Course Specific CTE Equivalencies

The statutory requirement of RCW 28A.230.097, Career and technical high school course equivalencies, directs districts to grant academic credit for state equivalencies on or after September 1, 2021. For local equivalencies determined to be equivalent to academic core courses and recorded as course specific CTE equivalencies on the student's transcript using the equivalent academic department designation and title, districts are directed to accept as meeting core requirements.

.... (2) School district board of directors must, at a minimum, grant academic course equivalency for at least one statewide equivalency high school career and technical course from the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

.... (4) On and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit.

.... (5) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or pre-apprenticeship, as applicable. The certificate shall be either part of the student's High School and Beyond Plan. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

From the [High School Transcript FAQ 2024-25 School Year](#)

How do I record a CTE course credit that is split between a CTE course and an academic core course?

A CTE course that is used (whole or partial credit) for an academic core course must be listed on the transcript using the academic core course's Course ID, Course Title, Content Area Code, State Course Code, and any Course Designation Code(s). In addition, the original CTE course's CIP Course Code is also included so that it may be recognized as coming from a CTE course. RCW 28A.230.120

Beginning on and after September 1, 2021, any statewide equivalency offered by a school district or accessed at a skill center must be offered for academic credit. This requires school districts to follow the Course Specific CTE Equivalency guidelines using the academic course designation and title.

Local school districts *may* provide student's choice in assignment of earned credits and transcription of course titles for course specific CTE equivalencies. This option creates a level of complexity which requires careful thought and planning to implement effectively. We will begin by reviewing the three principles of Student Information Systems (SIS) from the previous section which

relate to procedures for setting course properties and transcribing equivalencies.

1. The SIS always assigns course credit to specific subject requirements based on properties assigned to each course. By changing these properties, you can change how the SIS treats your courses.
2. The SIS will always look to place the Primary subject area first, Secondary subject area second, etc.
3. The SIS will always transcribe the course code and title of courses in which the student is enrolled.

With these principles in mind, we are now ready to look at strategies for implementing full-credit and partial-credit course specific equivalencies. As required by RCW 28A.230.097, these approaches must allow students to be able to elect how their earned credit will be assigned and whether the CTE course code and title or the equivalent academic core course code and title is posted on their transcript.

Full-Credit Course Specific Equivalencies Scenario:

A school district has determined that CTE200 CTE Residential Carpentry, a 1.0 credit CTE course, is fully equivalent to MTH210 Geometry, a 1.0 credit *math* course recognized as meeting the district's geometry requirement as well as college admission requirements.

Approach:

At the time of registration, students can choose from the following options for the Residential Carpentry course:

1. Students can choose to take the Residential Carpentry course for 1.0 Career and Technical Education credit and have Residential Carpentry listed on their transcript, or
2. Students can choose to take the Residential Carpentry course for 1.0 Geometry credit and have Geometry listed on their transcript.

SIS Setup:

To make this work, you will need to create a new "Residential Carpentry" course with a different course code than that used as the traditional math course. This new course will have the Residential Carpentry CIP Code attached to it and will serve as the course option used for students electing to take the Residential Carpentry for math credit and have Geometry listed on the transcript. As a result, two choices will exist for the Residential Carpentry course. The following is an example of what these two course offerings might look like:

CTE200 Residential Carpentry

Earned Credit: 1.0 credit

Primary subject area: Career and Technical Education

Secondary subject area: Elective

CIP Code: Residential Carpentry

MTH210 Geometry

Earned Credit: 1.0 credit

Primary subject area: Math (Geometry)

Secondary subject area: Elective

Student Registration and Course Selection:

In their registration materials, students would be presented with both options for the Residential Carpentry course. At the time of course selection, students need to decide which credit they will want to earn and select the appropriate course code and course title based on that decision. To avoid confusion and extra work by registrars and counselors, this selection should take place prior to the beginning of the course so it is reflected correctly on the student's schedule and grades throughout the grading period. Upon completion of the course, the credit will be applied to the graduation requirement area and appropriate course title transcribed in congruence with the interests of the student based on their course selection.

Advantages of this Approach:

- Students have the choice where to have credit assigned and which course to have listed on their transcript.
- Assignment of credits to the desired graduation requirements and transcription of desired course will occur automatically based on the properties defined for each course.
- The academic course title rather than the CTE course title will be listed on the transcript for those who desire that option.

Challenges of this Approach:

- Separate course codes will need to be created for each course specific equivalency course.
- Teachers may need to maintain two class lists and two sections of their grade book for the same class section – one for those enrolled for the Career and Technical Education requirement and one for those enrolled for the equivalency credit.
- The CTE course title will not be listed on the transcript for students selecting the equivalency credit option.

Partial-Credit Course Specific Equivalencies Scenario:

A school district has determined that CTE200 Residential Carpentry, a 1.0 credit CTE course, is equivalent to 0.5 credit of MTH210 Geometry, a 1.0 credit CTE course recognized as meeting the district's Geometry (math) requirement as well as college admission requirements.

Approach:

At the time of registration, students can choose from the following options for the Residential Carpentry course:

1. Students can choose to take the Residential Carpentry course for 1.0 Career and Technical Education credit and have Residential Carpentry listed on their transcript, or
2. Students can choose to take the Residential Carpentry course for 0.5 Career and Technical Education credit and 0.5 Geometry (math) credit and have both Residential Carpentry and Geometry (math) listed on their transcript.

SIS Setup:

To do this work, you will need to create two new courses: a 1-semester Residential Carpentry course and 1-semester Geometry course which will be linked together to form a full-year, 1.0 credit offering. Both new courses will have a Residential Carpentry CIP Code attached to them and will

serve as the course options used for students electing to take the Residential Carpentry for 0.5 Career and Technical Education credit and 0.5 Geometry credit while having both courses listed on their transcript. As a result, two choices will exist for the Residential Carpentry course. The following is an example of what these two choices might look like:

CTE200 Residential Carpentry

Earned Credit: 1.0 credit

Primary subject area: Career and Technical Education

Secondary subject area: Elective

CIP Code: Residential Carpentry

CTE210 Residential Carpentry/MTH210 Residential Carpentry

Earned Credit: 1.0 total credit (0.5 for each course)

Primary subject area: 50% Career and Technical Education, 50% Math

Secondary subject area: Elective

CIP Code: Residential Carpentry

Student Registration and Course Selection:

In their registration materials, students would be presented with both options for the Residential Carpentry course. At the time of course selection, students need to decide which credit they will want to earn and select the appropriate course code and course title based on that decision. To avoid confusion and extra work by registrars and counselors, this selection should take place prior to the beginning of the course, so it is reflected correctly on the student's schedule and grades throughout the grading period. Upon completion of the course, the credit will be applied to the graduation requirement area(s) and appropriate course title(s) transcribed in congruence with the interests of the student based on their course selection.

Advantages of this Approach:

- Students have the choice where to have credit(s) assigned and which course(s) to have listed on their transcript.
- Assignment of credits to the desired graduation requirements and transcription of desired course(s) will occur automatically based on the properties defined for each course.
- Both the academic course title and the CTE course title will be listed on the transcript for those who desire that option.

Challenges of this Approach:

- Separate course codes will need to be created for each course specific equivalency course.
- Teachers may need to maintain two class lists and sections in their grade book for the same class section – one for those enrolled for Career and Technical Education credit and one for those enrolled for the equivalency credit.

Appendix I: Working with Subject Specific CTE Equivalencies

The statutory requirement of RCW 28A.230.097, Career and technical high school course equivalencies, directs districts to grant academic credit for state course equivalencies on or after September 1, 2021. For local equivalencies determined to be equivalent to academic core courses and recorded as course specific CTE course equivalencies on the student's transcript using the equivalent academic department designation and title, districts are directed to accept as meeting core requirements.

.... (2) A school district board of directors must, at a minimum, grant academic course equivalency for a least one statewide equivalency high school career and technical course from the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

.... (4) On and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit.

.... (5) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or pre-apprenticeship, as applicable. The certificate shall be part of the student's HSBP. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

From the [High School Transcript FAQ 2024-25 School Year](#)

How do I record a CTE course credit that is split between a CTE course and an academic core course?

A CTE course that is used (whole or partial credit) for an academic core course must be listed on the transcript using the academic core course's Course ID, Course Title, Content Area Code, State Course Code, and any Course Designation Code(s). In addition, the original CTE course's CIP Course Code is also included so that it may be recognized as coming from a CTE course.

Cross-Credit based on the RCW and High School Transcript FAQ's allows students to meet graduation requirements while the course is transcribed as a CTE course.

Beginning on and after September 1, 2021, any statewide equivalency offered by a school district or accessed at a skill center must be offered for academic credit. This requires school districts to follow the Course Specific CTE Equivalency guidelines using the academic course designation and title. This provides student choice in assignment of earned credits and transcription of course titles for course specific CTE equivalencies.

Cross-credit provides students with the opportunity to meet graduation requirements through crossover credit in general education subjects. Local school districts may provide student's choice in assignment of earned credits and transcription of course titles for course specific CTE equivalencies through cross-credit.

Students may apply credit toward a different area of requirement. This option creates a level of complexity, which requires careful thought and planning to implement effectively. We will begin by reviewing the three principles of Student Information Systems (SIS) from the previous section, which relate to procedures for setting course properties and transcribing equivalencies.

1. The SIS always assigns course credit to specific subject requirements based on properties assigned to each course. By changing these properties, you can change how the SIS treats your courses.
2. The SIS will always look to place the Primary subject area first, Secondary subject area second, etc.
3. The SIS will always transcript the course code and title of courses in which the student is enrolled.

With these principles in mind, we are now ready to look at strategies for implementing full-credit and partial-credit subject specific equivalencies to meet graduation requirements through cross-credit.

Full-Credit Subject Specific Equivalencies through Cross Credit Scenario:

A school district has determined that CTE300 Architectural Drafting, a 1.0 credit CTE course, is fully equivalent to Art and fulfills 1.0 credit of the district's Arts graduation requirement.

Approach 1: Student Chooses How Credit is Assigned

At the time of registration, students have only two course choices for Architectural Drafting - one course option for Career and Technical Education credit only, the other course option for Arts credit only. These courses will satisfy either 1.0 credit of Art or 1.0 credit of Career and Technical Education depending on which course the student selects. Architectural Drafting will be listed on the student's transcript. Both courses maintain the Career and Technical Education course ID and course title.

SIS Setup:

To make this work, you will need to create a second Architectural Drafting course which grants only Art credit in addition to your existing CTE300 Architectural Drafting course. You will need to set the Graduation Requirement Met property in both courses according to the subject area requirements met by each. Here is what this might look like:

CTE300 Architectural Drafting

Earned Credit: 1.0 credit

Primary subject area: Career and Technical Education

Secondary subject area: Elective

CIP Code: Architectural Drafting

CTE310 Architectural Drafting
Earned Credit: 1.0 credit
Primary subject area: Arts
Secondary subject area: Elective
CIP Code: Architectural Drafting

Student Registration and Course Selection:

In their registration materials, students would be presented with both CTE300 Architectural Drafting and CTE310 Architectural Drafting and would be required to choose one of the two courses.

Advantages of this Approach:

- Students have complete choice over how their credit is assigned.
- Assignment of earned credits to specific subject areas occurs automatically based on the Graduation Requirements Met property of the course and the graduation requirement needs of each student.
- The CTE course title will be listed on the transcript for all students.

Challenges of this Approach:

- Requires the creation of a second course code and title.
- Teachers may need to maintain two class lists and separate sections of their grade books for the same class.

Approach 2: SIS Determines the Assignment of Credit

At the time of registration, students have only one course choice for Architectural Drafting - CTE300 Architectural Drafting. This course will satisfy 1.0 of Art, 1.0 credit of Occupational Education, or 1.0 credit of Elective depending on the SIS determination of each student's particular graduation requirement needs. CTE300 Architectural Drafting will be listed on the student's transcript.

SIS Setup:

To make this work, you do not need to create any new course codes or titles. What you will need to decide is in what order you want the SIS to look to assign earned credits to graduation requirements. As mentioned earlier, this is determined by how you set up the Graduation Requirements Met property for the CTE300 Architectural Drafting course.

For instance, if you wish to have the SIS first look to assign the earned credits from your course to Career and Technical Education and then, only if Career and Technical Education is full, assign the credits to the Arts, your course setup would look like this:

CTE300 Architectural Drafting
Earned Credit: 1.0 credit
Primary subject area: Career and Technical Education
Secondary subject area: Arts
Third subject Area: Elective
CIP Code: Architectural Drafting

You might however want to approach this differently. For example, you could have the SIS seek to fill the Arts requirement first and then, only if the Arts is already full, assign the credits to Career and Technical Education or Electives. The following would be your course set up for this revised approach:

CTE300 Architectural Drafting

Earned Credit: 1.0 credit

Primary subject area: Arts

Secondary subject area: Occupational Education

Third Subject Area: Elective

CIP Code: Architectural Drafting

Student Registration and Course Selection:

In their registration materials, students would be presented with CTE300 Architectural Drafting as their only option for this course.

Advantages of this Approach:

- There is no need to create additional courses as was the case with course specific equivalencies.
- Assignment of earned credits to specific subject areas occurs automatically based on the Graduation Requirements Met property of the course and the graduation requirement needs of each student.
- The CTE course title will be listed on the transcript for all students.

Challenges or Limitations of this Approach:

- Eliminate student choice by having the SIS make determinations of assigned credit based on course properties and student needs.

Partial-Credit Subject Specific Equivalencies Scenario:

A school district has determined that CTE300 Architectural Drafting, a 1.0 CTE credit course, is partially equivalent to Art and fulfills 0.5 credit of the district's Arts graduation requirement.

Approach:

At the time of registration, students have only one course choice for Architectural Drafting – CTE300 Architectural Drafting. This course will satisfy a 1.0 credit by splitting the credit between 0.5 credit of Art, 0.5 credit Occupational Education, and/or 0.5 credit Elective depending on the SIS determination of each student's particular graduation requirement needs. CTE300 Architectural Drafting will be listed on the student's transcript.

SIS Setup:

To make this work, you do not need to create any new course codes or titles. You will simply need to set up the Graduation Requirements Met property for the CTE 300 Architectural Drafting course to split the credit between Career and Technical Education, Art, and/or Elective. Here is how this setup would likely look:

CTE300 Architectural Drafting

Earned Credit: 1.0 credit

Primary subject area: 50% Occupational Education, 50% Arts

Secondary subject area: Elective

CIP Code: Architectural Drafting

Student Registration and Course Selection:

In their registration materials, students would be presented with CTE300 Architectural Drafting as their only option for this course.

Advantages of this Approach:

- There is no need to create additional courses as was the case with course specific equivalencies.
- Assignment of earned credits to specific subject areas occurs automatically based on the Graduation Requirements Met property of the course and the graduation requirement needs of each student.
- The CTE course title will be listed on the transcript for all students.

Challenges or Limitations of this Approach:

- The SIS allocates assigned credit based on course characteristics and student requirements, thereby removing discretionary decision-making from students.

Appendix J: OSPI CTE Program Standards

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Preparatory

Preparatory courses will meet the following regulations:

1. Demonstrate industry identified competencies while integrating state and national core standards comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.

1.1 Current industry defined standards, as evidenced in the curriculum frameworks, endorsed by a local advisory committee, and approved by the CTE program supervisors at OSPI.

1.1.a The level of competency is defined by industry or national standards.

1.1.b In the absence of national or state standards, locally developed, industry-defined standards will be validated by program-specific advisory committee.

1.1.c Aligns with post-secondary education allowing for articulated credit, where applicable.

1.2 Curriculum based on identified need and developed and maintained in consultation with program specific advisory committees.

1.3 Safe and appropriate environments that support CTE standards.

1.3.a Facilities and equipment meet or exceed the related federal, state and county safety standards.

1.3.b Laboratories and equipment meet industry training standards and facility safety standards.

1.3.c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.

1.4 Certified CTE teachers with appropriate certification, knowledge, skills, and occupational experience.

1.4.a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

1.5 Extended learning into the community.

1.5.a Extended learning is managed and/or supervised by certified CTE teachers.

1.6 Assessment of student competency of knowledge and skills as determined by industry defined standards.

1.7 Instruction that develops an understanding of all aspects of an industry associated with a specific CTE course.

1.8 Work-based learning opportunities as identified in the Washington state work-based learning document.

1.9 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in that field and/or articulated college credit leading to post-secondary education.

2. Demonstrate leadership skills and employability skills.

2.1 Leadership and employability skill development for all students is a required and integral component of all CTE courses.

2.1.a These leadership and employability skills are identified in the CTE Core Leadership Skills document, CTE Core Employability Skills document and/or 21st Century Skills document.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Preparatory

Preparatory courses will meet the following regulations:

2.1.b These leadership and employability skills are integrated in the approved curriculum framework and applied in real-world family, community, business, and industry applications.

2.1.c These skills are developed and practiced at the highest professional level through integration of aligned state-recognized Career and Technical Student Organizations (CTSOs).

2.1.d Locally developed leadership plans must demonstrate that these skills are developed and practiced at the highest level through classroom integration of individual, group and community programs and activities.

3. Demonstrate employment readiness and/or preparation for post-secondary options using state and local programs of study, including;

3.1 Information about post-secondary education, training options, industry certifications, and employment.

3.2 Articulation with apprenticeship programs and post-secondary education, where feasible.

3.3 Opportunities for non-traditional and special populations to receive training.

3.4 The utilization of data from student follow-up surveys to improve courses.

3.5 The utilization of current national, state, or regional labor market information to demonstrate occupational need.

Source: Program Standards: Career and Technical Education, OSPI, 2011 Updated

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Exploratory

Exploratory courses will meet the following regulations:

1. Demonstrate application of the state and national core content standards in the context of preparing for living, learning, and working.

1.1 Each CTE course will apply and contextualize state and national core content standards.

2. Demonstrate foundational and career cluster specific skills required to meet current industry or nationally defined standards.

2.1 Each CTE course will teach to current industry or nationally defined standards, as evidenced in the curriculum frameworks, endorsed by local program specific advisory committees, and approved the CTE program supervisors at OSPI

2.2 CTE courses will incorporate curriculum focused on the interrelationships of family, career, and community roles and responsibilities.

2.3 Each CTE course will include extended learning into the community/family, and business/industry. Extended learning is managed and supervised by certified CTE teachers.

2.4 CTE courses must be taught by a certified CTE teacher with appropriate certification, knowledge, skills, and occupational experience.

2.4.a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

2.5 Each CTE course will provide safe and appropriate environments that support CTE program standards.

2.5.a Laboratories and equipment are appropriate to and support the OSPI approved curriculum framework and industry training procedures.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Exploratory

Exploratory courses will meet the following regulations:

2.5.b Facilities and equipment meet or exceed the related federal, state and county safety standards.

2.5.c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.

2.6 Curriculum is based on occupational needs and is developed and maintained in consultation with program specific advisory committees.

3. Demonstrate knowledge of career options within the related career clusters

3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study.

3.1.a These learning experiences include exploration of traditional and non-traditional careers in the program of study ranging from entry to professional level positions.

4. Demonstrate leadership and employability skills

4.1 Leadership and employability skill development for all students is a required and integral component of all CTE courses.

4.1.a These leadership and employability skills are identified in the CTE Core Leadership Skills document, the CTE Core Employability Skills document and/or 21st Century Skills document.

4.1.b All students demonstrate leadership and employability skills integrated in the approved curriculum framework and applied in real-world family, community, business/industry applications.

4.1.c These skills are developed and practiced at the highest professional level through integration of aligned state-recognized Career and Technical Student Organizations (CTSOs)

4.1.d Locally developed leadership plans must demonstrate that these skills are developed and practiced at the highest level through classroom integration of individual, group and community programs and activities.

Source: Program Standards: Career and Technical Education, OSPI, 2011 Updated

Appendix K: CTE Statewide Course Equivalencies

The following list of CTE courses are approved for statewide equivalencies. If a local district adopts the equivalency, they must agree to teach each standard included. Standards may be added but not taken away. Performance assessments and leadership alignment are required prior to submission being approved.

Mathematics

CIP Code	CTE Course/Framework	Equivalency
149991	Engineering Design 1	Algebra 1
190401	Consumer and Family Resources	
270301	Applied Algebra 1	
270305	Financial Math	
100304	Animation Technology Video Graphics	Geometry
110803	Video Game Design/Digital Computer Animation	
270103	Applied Geometry	
460201	Residential Carpentry	
270301	Applied Algebra 2	Algebra 2
110201	Computer Programming	1 credit beyond Geometry
110201	AP Computer Science Principles	3rd Year Math
150613	CORE Plus	
110803	Video Game Design and Development	
279998	Business Statistics	Statistics
480508	Welding Technology I	Integrated Math I

Science

CIP Code	CTE Course/Framework	Equivalency
010901	Animal Science	Biology or Lab Science
011101	Plant Science	
030101	Natural Resources	
030201	Natural Resources Management & Policy	
261202	Biotechnology	
480508	Welding Technology II	Lab Science
510913	Sports Medicine II	
030501	Introduction to Forest Management	
030101	Introduction to Restoration Ecology	
010000	Introduction to Agricultural, Food, and Natural Resources	
011001	Food Science and Safety	
110201	Soil Chemistry	
030104	AP Environmental Science	
030198	Climate Science	
030506	Forest Management	
120503	Culinary Arts and Food Science	
120505	Food Production and Services	

Science (continued)

CIP Code	CTE Course/Framework	Equivalency
150506	Robotics	
190504	Food Science, Dietetics, and Nutrition	
260102	Biomedical Sciences	
260103	Biomedical-Body Systems	
512208	Systems Medicine	
510808	Veterinarian Assistant	
513902	Nursing Assistant	
010309	Viticulture	Lab Science
010201	Agricultural Power and Technology	
470604	Automotive Technology 1	
470604	Automotive Technology 2	
400891	Principles of Technology Applied	Physics or Lab Science
110201	Computer Programming	Science
150613	CORE Plus	
010308	Agroecology and Sustainability	
030104	Environmental Science	Life Science or Lab Science
261201	Agricultural Biotechnology	
430203	Fire Science and Emergency Services	Lab Science or PE

English Language Arts Equivalencies

CIP Code	CTE Course/Framework	Equivalency
130101	Introduction to Education through Outdoor Learning	English Language Arts
130101	Advanced Education through Outdoor Learning	
130101	Careers in Education	

Social Studies Equivalencies

CIP Code	CTE Course/Framework	Equivalency
110701	AI Literacy for Civic Engagement	Social Studies

Health

CIP Code	CTE Course/Framework	Equivalency
190003	Family Health	Health
510913	Sports Medicine I	
130301	Textiles and Apparel	

Art Equivalencies

CIP Code	CTE Course/Framework	Equivalency
151302	CAD/CADD	Art
010608	Floral Design	

Social Studies & Science Equivalencies

CIP Code	CTE Course/Framework	Equivalency
030201	Advanced Restoration Ecology	Social Studies or Science

Math & Science Multiple Equivalencies

CIP Code	CTE Course/Framework	Equivalency
150613	CORE Plus	3rd Year Math and Science
010303 030501	Introduction to Aquaculture and Fisheries Introduction to Urban and Community Forestry	Algebra I, Integrated Math I, OR Lab Science
010303 030508	Advanced Aquaculture & Fisheries Advanced Urban and Community Forestry	Geometry, Integrated Math II, OR Lab Science

English and Multiple Equivalencies

CIP Code	CTE Course/Framework	Equivalency
103101 150613	Careers in Education CORE Plus	English Language Arts
150613	CORE Plus Aerospace, Construction, Maritime	English, 3rd Year Math, and Science
150613 030506	CORE Plus Advanced Forest Management	English and Science
150613	CORE Plus	English and 3rd Year Math
460000 470616	CORE Plus Construction CORE Plus Maritime	English, 3rd Year Math, and Science
110204	Video Game Analysis	English and Art

Appendix L: CTE Course Equivalencies and Data Collection

Beginning in 2016–17 OSPI began to collect data through CEDARS on Statewide Course Equivalencies. In 2017–18 the data collection was modified to include Local Equivalencies and Statewide Course Equivalencies. Districts identify the type of equivalency applied to each CTE course for which the district utilizes an equivalency.

In 2017, EHB 2242 was enacted requiring “Methodologies for Implementing CTE Course Equivalency” which added a new chapter to 28A.200 RCW. [RCW28A.300.236](#) provides guidance to OSPI, subject to available funds, to create methodologies for implementing equivalency crediting on a broader scale across the state and to facilitate its implementation. Beginning in 2017–18 school year, school districts must annually report to OSPI data regarding the annual number of students participating in state approved equivalency courses and the annual number of state approved equivalency credit courses offered in schools districts and skill centers. OSPI shall annually submit a summary of the school district information to the Office of the Governor and the appropriate committees of legislature. The data is collected through the following CEDARS elements:

Element D10 Classification of Instructional Program (CIP) code number

When reporting to CEDARS, in Element 10, data is required if the course is an approved CTE course listed for the district in the Career and Technical Education application in EDS. The data required is the approved CIP code approved specifically for the school district for the reporting year.

Element D12 CTE Course Equivalency Identification

For every course reported as CTE with an approved CIP code using Element D10, the district must determine course equivalency for the CTE courses using Element D12. The district identifies the course identification for which the district authorized course equivalency to each CTE course. A course must meet the mandatory hours of 180 hours or 540 hours to achieve statewide course equivalency. ([State Course Equivalency Update: Guidance Related to Modifying Hours](#))

The district must select a value of

- A: Statewide Equivalency Course
- B: Local Equivalency Course
- C: No Course Equivalency

Element D13 CTE Equivalency

RCW 28A.700.070, RCW 28A.230.097 and RCW 28A.230.010 allow for districts to determine course equivalency for CTE courses. Element D13 collects the data for the type of equivalency applied to each CTE course offered within the course catalog for which the district utilizes a course equivalency. Data is required when Element D12 – CTE Course Equivalency Identification valid value is A- Statewide Equivalency Course or B-Local Equivalency Course. The district selects one of the following values for the course equivalency:

- 01 – Other Local Equivalency not aligned with valid values 02-19
- 02 – Algebra 1
- 03 – Algebra 2
- 04 – Geometry

- 05 – Statistics
- 06 – Biology
- 07 – Physics
- 08 – Lab Science
- 09 – Science (Other than Biology, Physics or Lab Sciences)
- 10 – 1 credit Beyond Geometry
- 11 – 3rd Year Math
- 12 – 3rd Year Math and Science
- 13 – Biology or Lab Science
- 14 – English
- 15 – English and 3rd Year Math
- 16 – English and Science
- 17 – English, 3rd Year Math, and Science
- 18 – Life Science or Lab Science
- 19 – Physics or Lab Science
- 20 – Art
- 21 – Civics
- 22 – World History
- 23 – US History
- 24 – Contemporary World Problems
- 25 – Elective History
- 26 – Health
- 27 – Fitness
- 28 – World Language

Appendix M: CTE Course Equivalencies and AP Course Audit

How AP Course Audit Works

Follow these steps to complete the AP Course Audit process.

Getting Started

Teachers of the course visit [Explore by Course](#) and click on their course to open its specific AP Course Audit page, which contains multiple resources to help teachers understand and meet the curricular requirements.

Submitting

1. **Sign in to AP Course Audit.** Teachers sign in to or create their [AP Course Audit account](#).
2. **Add the course.** Teachers click Add New Course and choose the subject.
3. **Fill out the form.** Teachers fill out the online AP Course Audit form and submit it.
4. **Approve the form.** The school AP Course Audit administrator—the principal or a principals designee—signs in to [AP Course Audit](#) and approves the form.
5. **Adopt AP unit guides or submit a course syllabus.** Teachers adopt AP unit guides or submit a course syllabus (their syllabus, a colleague’s authorized syllabus, or a sample syllabus). The deadline for submission is January 31.

After Submission

For teachers who submit a course syllabus, external college faculty members who teach an equivalent college course review the syllabus and grant AP designation if it’s approved. Teachers will hear from the program within eight weeks and, if needed, they have two additional chances to submit.

Teachers who adopt AP unit guides or sample syllabi or submit a colleague’s approved syllabus receive immediate authorization.

If the course is authorized

It is added to the [AP Course Ledger](#). Also, the AP teacher is granted access to AP Classroom and online student score reports and secure documents including practice exams.

If the course is not authorized

Teachers can revise the syllabus and resubmit it. If authorization is not granted after the second submission, teachers can speak directly with one of the college faculty members who reviewed their syllabus for assistance.

WEB RESOURCES

[Arts Equivalency Resources](#)

- OSPI-Developed Performance Assessments for Art
- Art Learning Standards
- Arts High School Graduation Requirements – FAQ document provided by the Washington State Board of Education

[WSSDA Policy 2413 Document for Equivalency Credit for Career and Technical Education Courses](#)

[CTE Program Standards](#)

[Graduation Requirements](#)

[Washington State Learning Standards](#)

[Next Generation Science Standards \(NGSS\)](#)

[Washington Student Achievement Council](#)

[NCAA Eligibility Center](#)

[OSPI Graduation Requirements](#)

[State Board of Education](#)

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