



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

CTE Equivalency Frameworks

1. **Purpose:**

Funding is provided to support statewide implementation of career and technical education course equivalency frameworks authorized under RCW 28A.700.070 for all academic areas. Grant funds to school districts may increase the integration and rigor of academic instruction in CTE. Funds may be used to support educators of CTE or academic courses to convene. Course equivalencies also support expanded pathways to graduation. Statewide CTE equivalencies offer flexibility for students to meet credit requirements on a pathway that aligns with their post-secondary plans.

2. **Description of services provided:**

Funds can be used to modify previously developed course equivalency frameworks, develop additional equivalency frameworks, create course performance assessments, and provide professional development for districts implementing the new frameworks. OSPI convenes teams to create new and update previous frameworks as well as create supplemental supports for the implementation of equivalency course options across the state.

3. **Criteria for receiving services and/or grants:**

To receive funding support, educators must have content expertise in the academic equivalency area, or CTE instructional area to inform the development or review of the course framework. Specialists, industry personnel, and postsecondary partners are involved in the development of these critical resources. Funds may be provided to districts that seek to increase equivalency adoption and access at the local level.

Beneficiaries in 2019-20 School Year:

Number of School Districts:	46
Number of Schools:	0
Number of Students:	0
Number of Educators:	0
Other: Industry/Educational Partners	15

Number of OSPI staff associated with this funding (FTEs): .25 FTE

Number of contractors/other staff associated with this funding: 0

FY20 Funding: State Appropriation: \$31,000

Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$31,000

4. **Are federal or other funds contingent on state funding?**

No

Yes, please explain.

If state funds are not available, the state will not be eligible...

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$31,000	\$28,088
FY19	\$55,000	\$37,967
FY18	\$31,000	\$24,754

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts
FY20	46
FY19	32
FY18	25

7. **Programmatic changes since inception (if any):**

In 2018, the Legislature amended RCW 28A.700.070, to expand the areas of statewide equivalency courses from science and mathematics to any academic content area. Additionally, the Legislature amended RCW 28A.230.097 in 2019, to require school districts to provide access to at least one statewide equivalency course from a list of approved courses and transcribe those courses as meeting academic credit and fulfilling a graduation requirement until September 1, 2021. They further added that, on or after September 1, 2021, any statewide equivalency course offered by the district or assessed at a skill center must be offered for academic credit.

8. **Evaluations of program/major findings:**

Funds were used to convene teams to update previously approved frameworks in areas with newly updated industry standards, which required committed industry

partners with specialized expertise. Teams were also convened to draft and review proposed frameworks for advanced forestry, robotics, systems medicine, Core Plus construction, Core Plus Maritime, climate science, applied geometry, careers in education, soil chemistry, computer science principles, JROTC civics, fire services and dental assisting. Those convened included academic specialists, CTE educators, and industry partners. Funds were also used to evaluate and amend the curriculum for the Core Plus program.

9. **Major challenges faced by the program:**

Work plans were impacted by:

- COVID-19 Implications
- Educators time/schedule constraints
- Attaining teacher/educational partners in specialized areas
- Conducting technical work groups and gaining critical feedback via Zoom

10. **Future opportunities:**

With the legislative authority of approving frameworks being moved to OSPI from the State Board of Education, staff have sought out stakeholder input in creating a process for consideration of statewide equivalency framework development, as well as assessed need for school districts to help guide future funding usage. This includes building business partnerships, educational partnerships, and professional development for educators.

11. **Statutory and/or budget language:**

ESSB 6168, Sec. 520 (4)(a) \$31,000 of the general fund—state appropriation for fiscal year 2020 and \$55,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the Office of the Superintendent of Public Instruction for statewide implementation of career and technical education course equivalency frameworks authorized under RCW 28A.700.070 for math and science. This may include development of additional equivalency course frameworks, course performance assessments, and professional development for districts implementing the new frameworks.

12. **Other relevant information:**

The OSPI CTE Course Equivalencies Frameworks Request Form is on the OSPI CTE [website](#). The CTE Statewide Course Equivalency [list](#) and the Course Equivalency Background for newly approved frameworks is on the OSPI CTE [website](#). The OSPI provided State Equivalency Certificate Template is provided on the OSPI CTE [website](#).

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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