



CTE Equivalency Frameworks

1. **Purpose:**

Funding is provided to support statewide implementation of career and technical education (CTE) course equivalency frameworks authorized under RCW 28A.700.070 for all academic course content areas. Grant funds to school districts may increase the integration and rigor of academic instruction in CTE-based courses. 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 CTE course equivalency frameworks, develop additional equivalency frameworks, create related 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 for CTE statewide equivalencies, 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 also involved in the development of these critical resources. Funds may be provided to districts that seek to increase equivalency course adoption and access at the local level.

Beneficiaries in 2021-22 School Year:

Number of School Districts:	35
Number of Schools:	N/A
Number of Students:	N/A
Number of Educators:	N/A
Other:	20 - Industry/Educational Partners

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

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

FY22 Funding:	State Appropriation:	\$55,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	TOTAL (FY22)	\$55,000

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

No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2022	\$55,000	\$7,692
2021	\$55,000	\$10,868
2020	\$31,000	\$28,088
2019	\$55,000	\$37,967
2018	\$31,000	\$24,754

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

Fiscal Year	Number of School Districts
2022	35
2021	51
2020	46
2019	32
2018	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 provided 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 Core Plus Aerospace, fire science and services, family health, dental assisting, and biomedical science. Pivoting and modifying for remote learning was challenging for educators with building the frameworks virtually, and the budget use was impacted due to lack of travel and meeting expenses for teachers and OSPI staff while maintaining the rigor of the equivalencies. Those convened included academic specialists, CTE educators, and industry partners. Equivalency trainings and professional development were conducted at conferences and Core Plus teacher community meetings along with updating resources including the Equivalency Toolkit and Workbook with new laws and processes outlined in detail.

Data collection and reporting expanded to include student demographic information to better understand who has access to state and local equivalencies. This information will help identify gaps of those furthest from educational justice.

Funds were also used to evaluate and amend the curriculum for the Core Plus program including updating the Core Plus Aerospace skills center framework and segmenting the skills center framework into yearly courses for comprehensive high schools. Even though the pandemic and workload for educators and industry partners impacted the ability to provide in-person training, industry partners and educators were able to work together virtually to increase the overall alignment to industry. Teacher professional development and trainings continued with a focus on implicit biased and centering equity in Core Plus programs.

9. Major challenges faced by the program:

Work groups were impacted by:

- COVID-19 implications throughout the year
- Educator's time/schedule constraints (e.g., new presentation platforms, grading protocol and systems, and asynchronous/synchronous teaching and learning)
- Attaining teacher/educational partners in specialized areas
- Conducting technical work groups and gaining critical feedback via Zoom
- Amount of time needed to develop course equivalency frameworks increased due to shorter, more frequent work group meetings to complete the development and review of the equivalency work

10. Future opportunities:

Future opportunities include identifying goals for new additional statewide frameworks, dual credit and Industry Recognized Credentials (IRC) with our educational partners in higher education, industry partners and the educational system. Also promoting the use of the State CTE Course Equivalency Frameworks Request Form which is needed to start the process to expand equivalency development and usage will be a priority. By expanding existing CTE courses into statewide equivalencies, student access to equivalencies will increase and give students additional course options to meet specific graduation requirements to prepare for their post-secondary goals.

Data analysis will be used to better understand the student populations who do not have access to equivalencies and create best practices to minimize the gaps. This includes building business partnerships, educational partnerships, and professional development for educators with contracts, grants and using best practices supporting diversity, equity and inclusion.

Funding can also support equivalency implementation training and professional development as part of expanding understanding of and access to CTE Graduation Pathways and preparation for post-secondary opportunities. This would include providing school counselors with the necessary communication resources needed to advise secondary students on course pathways and choices in alignment with their interests.

11. Statutory and/or budget language:

ESSB 5693, Sec. 522(4)(a) - \$55,000 of the general fund—state appropriation for fiscal year 2022 and \$55,000 of the general fund—state appropriation for fiscal year 2023 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:

Name: Lisa Fish
Title: Course Equivalency Project Coordinator
Phone: 360-878-4086
Email: Lisa.Fish@k12.wa.us