

# FINAL BILL REPORT

## ESHB 2236

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Synopsis as Enacted

**Brief Description:** Expanding and strengthening career and technical education core plus programs.

**Sponsors:** House Committee on Education (originally sponsored by Representatives Shavers, Santos, Reed and Goodman).

**House Committee on Education**

**House Committee on Appropriations**

**Senate Committee on Early Learning & K-12 Education**

**Senate Committee on Ways & Means**

### **Background:**

#### Career and Technical Education.

Career and Technical Education (CTE) is a planned program of courses and learning experiences that begins with exploration of career options and supports basic academic and life skills. Career and Technical Education instruction is delivered through programs at middle and high schools, through approved online courses, and at skill centers, the regional instructional venues that provide students with access to comprehensive, industry-defined CTE programs.

Career and Technical Education instruction is provided through two general classifications of courses—exploratory and preparatory—both of which must comply with numerous standards established by the Office of the Superintendent of Public Instruction (OSPI).

#### Core Plus.

Core Plus is a two-year CTE instruction program that is designed to prepare students for a structured pathway to employment in one of three sectors: aerospace/advanced manufacturing; construction; and maritime. Core Plus instructional materials are vetted by industry partners and are approved for classroom use by the OSPI. Administrative and funding provisions for Core Plus are established in the state's biennial budget, not in statute.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.*

## **Summary:**

### Allied Health Professions Program.

The Office of the Superintendent of Public Instruction (OSPI), in collaboration with specified entities, representatives from the allied health industry, and representatives from labor organizations representing allied health professions, is directed to develop an Allied Health Professions Career and Technical Education (CTE) Program (Allied Health Program). The purpose of the Allied Health Program is to provide instruction to students who are pursuing industry-recognized nondegree credentials that: lead to entry level positions in allied health professions; and lead or articulate to either related, recognized nondegree credentials or two- or four-year degrees, or both.

The curriculum and other instructional materials for the Allied Health Program, which must reflect consideration of a specified list of issues that includes instructional, training and professional development, and community relationship issues, must be available for optional use in school districts and skill centers beginning in the 2027-28 school year.

In meeting the obligations related to the Allied Health Program, the OSPI must:

- consult with representatives from allied health profession employers and labor organizations representing allied health employees for the purpose of promoting industry sector partnerships, developing relationships with employers that are committed to hiring students who have completed the Allied Health Program, and soliciting recommendations for its establishment on specified topics and other issues deemed necessary by the entities with which it must collaborate;
- implement a process for soliciting comments about the Allied Health Program's establishment and operation from teachers and students, including students' parents or guardians; and
- consider any preliminary or final recommendations of the Statewide CTE Task Force.

After the Allied Health Program is established, the OSPI must convene and collaborate with an advisory committee consisting of industry leadership from the allied health sector, representatives from a statewide entity representing businesses in the sector, and representatives from qualifying labor organizations for the purpose of:

- informing the administration and continual improvement of the Allied Health Program;
- reviewing data and outcomes;
- recommending program improvements;
- ensuring that the Allied Health Program reflects needed industry competencies; and
- identifying appropriate program credentials.

The OSPI is also authorized to adopt and revise rules as necessary for the implementation of the Allied Health Program and associated responsibilities.

### Statewide Career and Technical Education Task Force.

The Statewide CTE Task Force (Task Force) is established in the OSPI with the following 10 members:

- the Superintendent of Public Instruction (SPI) or the SPI's designee;
- two representatives from a statewide organization representing CTE, at least one of whom must be a CTE classroom instructor;
- a representative of CTE Core Plus Aerospace/Advanced Manufacturing selected by an organization representing aerospace or advanced industrial manufacturers;
- a representative of CTE Core Plus Construction selected by an organization representing general contractors;
- a representative of CTE Core Plus Maritime selected by an organization representing maritime interests;
- a representative from the State Board for Community and Technical Colleges (SBCTC) selected by the SBCTC;
- a representative from a skill center as selected by the Washington State Skills Center Association;
- a representative from the allied health industry; and
- a representative from the Workforce Training and Education Coordinating Board (Workforce Board) selected by the Workforce Board.

The SPI or the SPI's designee must chair the Task Force, and staff support for the Task Force must be provided by the OSPI. Provisions establishing the Task Force and prescribing its duties expire June 30, 2026.

The Task Force must develop recommendations for:

- expanding and strengthening the accessibility, stability, and uniformity of secondary work-integrated learning opportunities, including CTE, career connected learning, regional apprenticeship programs, CTE Core Plus programs, work-based learning, internships and externships, and other types of work-integrated learning (these recommendations should address governance, operations, and codification, and must be in the form of draft legislation);
- the successful administration and operation of CTE Core Plus programs through appropriate collaboration with industry sector leadership from program areas; and
- a CTE Core Plus model framework that can be used to guide the expansion, establishment, and operation of CTE Core Plus programs.

In making recommendations on a CTE Core Plus model framework, the Task Force must consider, at a minimum, 10 specific items, including:

- curricula and instructional hours that lead or articulate to industry-recognized nondegree credentials;
- training and professional development for educators and counselors;
- the development, maintenance, and expansion of industry, labor, and community partnerships; and
- alignment with postsecondary education and training programs.

The Legislature does not intend for the recommendations of the Task Force to modify the operation of CTE Core Plus programs established prior to January 1, 2024.

The Task Force must report its findings and recommendations to the Governor, the appropriate fiscal and policy committees of the Legislature, and the State Board of Education by November 15, 2025.

**Votes on Final Passage:**

House	97	0	
Senate	49	0	(Senate amended)
House	93	0	(House concurred)

**Effective:** June 6, 2024