

SENATE BILL REPORT

ESHB 2236

As Reported by Senate Committee On:
Early Learning & K-12 Education, February 21, 2024
Ways & Means, February 26, 2024

Title: An act relating to expanding and strengthening career and technical education core plus programs.

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).

Brief History: Passed House: 2/13/24, 97-0.

Committee Activity: Early Learning & K-12 Education: 2/19/24, 2/21/24 [DPA-WM].
Ways & Means: 2/24/24, 2/26/24 [DPA (EDU), w/oRec].

Brief Summary of Amended Bill

- Directs the Office of the Superintendent of Public Instruction (OSPI), in collaboration with specified entities, to develop an Allied Health Professions Career and Technical Education Program (Allied Health Program).
- Provides that the curriculum and other instructional materials for the Allied Health Program must be available for optional use in school districts and skill centers beginning in the 2027-28 school year.
- Establishes a temporary Statewide Career and Technical Education Task Force in OSPI charged with recommendation and reporting duties.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass as amended and be referred to Committee on Ways & Means.

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.

Signed by Senators Wellman, Chair; Nobles, Vice Chair; Wilson, C., Vice Chair; Hawkins, Ranking Member; Dozier, Hunt, McCune, Mullet and Pedersen.

Staff: Alex Fairfortune (786-7416)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: Do pass as amended by Committee on Early Learning & K-12 Education.

Signed by Senators Robinson, Chair; Mullet, Vice Chair, Capital; Nguyen, Vice Chair, Operating; Wilson, L., Ranking Member, Operating; Gildon, Assistant Ranking Member, Operating; Rivers, Assistant Ranking Member, Capital; Billig, Boehnke, Braun, Conway, Dhingra, Hasegawa, Hunt, Keiser, Muzzall, Pedersen, Randall, Saldaña, Torres, Van De Wege, Wagoner and Wellman.

Minority Report: That it be referred without recommendation.

Signed by Senator Schoesler, Ranking Member, Capital.

Staff: Trevor Press (786-7446)

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. CTE instruction is delivered through programs at middle and high schools, through approved online courses, and at skill centers, the regional instructional venues that provide access to comprehensive, industry-defined CTE programs that prepare students for careers, employment, apprenticeships, and postsecondary education.

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 Office of the Superintendent of Public Instruction (OSPI).

To be eligible for funding to start up, expand, or maintain a Core Plus program a skill center or school must be selected through a grant process administered by OSPI. Additional funding is provided for OSPI to administer, evaluate, and promote Core Plus programs based on industry sector recommendations, including:

- contracting with sector-specific entities to expand sector-specific employer engagement programs;
- increasing work placement opportunities;
- validating credentials necessary for direct employment; and
- providing professional development to support schools, teachers, and students.

OSPI must collaborate with industry sector leadership from the Core Plus program areas and a representative from a statewide business and manufacturing association to inform the administration and continual improvement of Core Plus programs, review data and outcomes, recommend program improvements, ensure programs reflect current industry competencies, and identify appropriate program credentials.

Summary of Amended Bill: Allied Health Professions Program. OSPI, is directed to develop an Allied Health Professions Career and Technical Education Program (Allied Health Program) for providing 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. OSPI must develop this Allied Health Program in collaboration with the State Board for Community and Technical Colleges (SBCTC), the Department of Health, the Health Workforce Council, a statewide organization representing career and technical education, representatives from the allied health industry, and representatives from labor organizations representing allied health professions.

The curriculum and other instructional materials for the Allied Health Program must be available for optional use in school districts and skill centers beginning in the 2027-28 school year and reflect consideration of:

- curricula and instructional hours that lead or articulate to industry-recognized nondegree credentials;
- curricula provided without cost to educators;
- academic course equivalencies;
- courses and course sequencing;
- the development, maintenance, and expansion of industry, labor, and community partnerships;
- program credentials;
- training and professional development for educators and counselors;
- alignment with postsecondary education and training programs;
- the promotion of student, family, and community awareness of Core Plus programs; and
- the development and expansion of a cohort of employers willing to hire and place students that have successfully completed Core Plus programs.

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

- consult with representatives from allied health profession employers and related labor organizations to promote industry sector partnerships, develop relationships with employers committed to hiring students who have completed the Allied Health Program, and soliciting recommendations for its establishment on specified topics and issues;
- implement a process for soliciting comments about the Allied Health Program's establishment and operation from teachers, students, and parents or guardians; and
- consider any preliminary or final recommendations of the Statewide CTE Task Force.

After the Allied Health Program is established, 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 labor organizations representing employees in allied health professions 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.

OSPI is 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 OSPI with the following eight 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 Core Plus 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 SBCTC selected by the SBCTC;
- a representative from a skill center as selected by the Washington State Skill 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 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 the following:

- curricula and instructional hours that lead or articulate to industry-recognized nondegree credentials;
- curricula provided without cost to educators;
- academic course equivalencies;
- courses and course sequencing;
- the development, maintenance, and expansion of industry, labor, and community partnerships;
- program credentials;
- training and professional development for educators and counselors;
- alignment with postsecondary education and training programs;
- the promotion of student, family, and community awareness of Core Plus programs; and
- the development and expansion of a cohort of employers willing to hire and place students that have successfully completed Core Plus 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.

EFFECT OF EARLY LEARNING & K-12 EDUCATION COMMITTEE AMENDMENT(S):

- Adds two members to the Career and Technical Education Task Force, including a representative from a skill center as selected by the Washington State Skill Center Association and a representative from the allied health industry.

Appropriation: None.

Fiscal Note: Available. New fiscal note requested on February 15, 2024.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony on Engrossed Substitute House Bill (Early Learning & K-12 Education): *The committee recommended a different version of the bill than what was heard.* PRO: We need to find more opportunities for students outside of the school environment because students grow in a holistic manner. This bill tries to give them more opportunities in healthcare. There are serious healthcare gaps in Washington and at the local level. This program is unique because it focuses on the local community aspect and looking at where we can fill gaps and get students excited. The fields of long-term care, medical assistants, physical therapy, and sports medicine are all areas of need. We also need to look at expanding the CTE structure because as times change we have different needs. This bill represents the next step when looking at the skill center world. It has been thrilling to see the growth of this program. It first started as 12 pilot sites serving 580 kids and has grown to over 100 sites services 5,600 kids. These programs have positive outcomes for students and employers and will stimulate many lasting partnerships. A designated healthcare person should be on the task force.

Persons Testifying (Early Learning & K-12 Education): PRO: Representative Clyde Shavers, Prime Sponsor; Emily Wittman, Association of Washington Business; LYNETTE BROWER, WA State Skills Center Association; Dave Gering, Manufacturing Industrial Council of Seattle; Becky Wallace, Office of Superintendent of Public Instruction; Larry Brown, Co-Chair, Workforce Board; Gary Chandler, Co-Chair, Workforce Board; Michele Willms, Associated General Contractors of Washington (AGC).

Persons Signed In To Testify But Not Testifying (Early Learning & K-12 Education): PRO: Kevin Smith, President, WA-ACTE and CTE Director, Renton School District.

Staff Summary of Public Testimony on Bill as Amended by Early Learning & K-12 Education (Ways & Means): *The committee recommended a different version of the bill than what was heard.* PRO: We need to find more opportunities for students outside of the school environment because students grow in a holistic manner. This bill tries to give them more opportunities in healthcare. There are serious healthcare gaps in Washington and at the local level. This program is unique because it focuses on the local community aspect and looking at where we can fill gaps and get students excited. The fields of long-term care, medical assistants, physical therapy, and sports medicine are all areas of need. We also need to look at expanding the CTE structure because as times change we have different needs. This bill represents the next step when looking at the skill center world. It has been thrilling to see the growth of this program. It first started as 12 pilot sites serving 580 kids and has grown to over 100 sites services 5,600 kids. These programs have positive outcomes for students and employers and will stimulate many lasting partnerships. A designated healthcare person should be on the task force.

Persons Testifying (Ways & Means): No one.

Persons Signed In To Testify But Not Testifying (Ways & Means): No one.