
ENGROSSED SUBSTITUTE HOUSE BILL 2236

State of Washington

68th Legislature

2024 Regular Session

By House Education (originally sponsored by Representatives Shavers, Santos, Reed, and Goodman)

READ FIRST TIME 01/29/24.

1 AN ACT Relating to expanding and strengthening career and
2 technical education core plus programs; adding a new section to
3 chapter 28A.700 RCW; creating new sections; and providing an
4 expiration date.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** (1) The legislature recognizes that career
7 and technical education core plus programs have demonstrated
8 innovation and success in providing meaningful benefits to students
9 and employers through collaborative partnerships that serve as a model
10 for work-integrated learning in Washington. For more than a decade,
11 these programs, and the rigorous career and technical education
12 curricula they incorporate, have prepared students for structured
13 pathways to employment, and presented employers with an expanded pool
14 of candidates with relevant skills and abilities.

15 (2) Career and technical education core plus programs have been
16 established in three high-demand economic sectors that provide
17 numerous livable wage employment opportunities: Aerospace and
18 advanced manufacturing; construction; and maritime. These programs,
19 which were originally based in manufacturing, but have evolved in
20 response to ever-changing education and economic needs, have been
21 strongly supported by leaders in vital Washington industries, have

1 provided unprecedented education and work-integrated learning
2 opportunities to students. The legislature finds that these successes
3 should be expanded to include an allied health professions program,
4 with a curriculum that is inherently different from that of
5 previously established career and technical education core plus
6 programs, and that related efforts should consider options for future
7 programs that reflect student, teacher, community, and employer
8 needs, including programs in the information technology and natural
9 resources sectors.

10 (3) Regardless of the sector, continual collaboration between
11 education and industry partners has guided the establishment and
12 operation of career and technical education core plus programs. These
13 joint efforts, and the corresponding financial support from the state
14 and industry partners, have: Focused on developing age-appropriate
15 and developmentally appropriate curricula that is technically focused
16 and academically rigorous; featured employer-supported professional
17 development for teachers; and featured employer-provided worksite-
18 based learning experiences for students and teachers. These elements
19 are instrumental to the success of ongoing programs and offer a
20 strong framework for establishing programs in other industry sectors.

21 (4) The legislature, therefore, intends to initiate a process
22 for: (a) Soliciting expert recommendations for a career and technical
23 education core plus model framework that can guide: The establishment
24 and operation of successful programs in other high-demand sectors
25 with livable wages and entry-level employment opportunities; and the
26 expansion of operational programs; and (b) establishing a career and
27 technical education program for allied health professions that is
28 responsive to the needs of students, teachers, employers, and
29 communities.

30 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.700
31 RCW to read as follows:

32 (1)(a) The office of the superintendent of public instruction, in
33 collaboration with the state board for community and technical
34 colleges, the department of health, the health workforce council
35 convened by the workforce training and education coordinating board,
36 a statewide organization representing career and technical education,
37 representatives from the allied health industry, and representatives
38 from labor organizations representing allied health professions,
39 shall develop an allied health professions career and technical

1 education program for providing instruction to students who are
2 pursuing industry-recognized nondegree credentials that: (i) Lead to
3 entry level positions in allied health professions; and (ii) lead or
4 articulate to either related, recognized nondegree credentials or two
5 or four-year degrees, or both. The program may include career and
6 technical education courses offered prior to January 1, 2024, and
7 courses developed or modified specifically for the program.

8 (b) Curriculum and other instructional materials for the program,
9 that reflect consideration of the provisions in section 3(3)(c)(i)
10 through (x) of this act, must be available for optional use in school
11 districts and skill centers beginning in the 2027-28 school year.

12 (2) In meeting the requirements of this section, the office of
13 the superintendent of public instruction shall:

14 (a) Consult with representatives from allied health profession
15 employers and labor organizations representing allied health
16 employees for the purpose of promoting industry sector partnerships,
17 developing relationships with employers that are committed to hiring
18 students who have completed the program, and soliciting
19 recommendations for the establishment of the program on the following
20 topics:

21 (i) Promotion of student input and awareness of the program,
22 including its instructional offerings and potential work placement
23 opportunities;

24 (ii) Curriculum;

25 (iii) Courses and course sequencing;

26 (iv) Development, maintenance, and expansion of industry, labor,
27 and community partnerships;

28 (v) Program credentials;

29 (vi) Professional development for teachers; and

30 (vii) Other issues deemed necessary by the office of the
31 superintendent of public instruction and the entities with which it
32 must collaborate with as required in subsection (1)(a) of this
33 section;

34 (b) Implement a process for soliciting comments about the
35 program's establishment and operation from teachers and students,
36 including students' parents or guardians; and

37 (c) Consider any preliminary or final recommendations of the
38 statewide career and technical education task force established in
39 section 3 of this act.

1 (3) Following the establishment of the program, the office of the
2 superintendent of public instruction shall convene and collaborate
3 with an advisory committee consisting of industry leadership from the
4 allied health sector, representatives from a statewide entity
5 representing businesses in the sector, and representatives from labor
6 organizations representing employees in allied health professions for
7 the purpose of:

8 (a) Informing the administration and continual improvement of the
9 program;

10 (b) Reviewing data and outcomes;

11 (c) Recommending program improvements;

12 (d) Ensuring that the program reflects needed industry
13 competencies; and

14 (e) Identifying appropriate program credentials.

15 (4) The office of the superintendent of public instruction may
16 adopt and revise rules as necessary for the implementation of this
17 section.

18 NEW SECTION. **Sec. 3.** (1) The statewide career and technical
19 education task force is established in the office of the
20 superintendent of public instruction. The members of the task force
21 are as follows:

22 (a) The superintendent of public instruction or the
23 superintendent's designee;

24 (b) Two representatives from a statewide organization
25 representing career and technical education, at least one of whom
26 must be a career and technical education core plus classroom
27 instructor;

28 (c) A representative of career and technical education core plus
29 aerospace and advanced manufacturing selected by an organization
30 representing aerospace or advanced industrial manufacturers;

31 (d) A representative of career and technical education core plus
32 construction selected by an organization representing general
33 contractors;

34 (e) A representative of career and technical education core plus
35 maritime selected by an organization representing maritime interests;

36 (f) A representative from the state board for community and
37 technical colleges selected by the state board for community and
38 technical colleges; and

1 (g) A representative from the workforce training and education
2 coordinating board selected by the workforce training and education
3 coordinating board.

4 (2) The superintendent of public instruction or the
5 superintendent's designee shall chair the task force, and staff
6 support for the task force must be provided by the office of the
7 superintendent of public instruction.

8 (3) The task force shall develop recommendations for:

9 (a) Expanding and strengthening the accessibility, stability, and
10 uniformity of secondary work-integrated learning opportunities,
11 including career and technical education, career connected learning,
12 regional apprenticeship programs, career and technical education core
13 plus programs, work-based learning, internships and externships, and
14 other types of work-integrated learning. Recommendations required by
15 this subsection (3)(a) should address governance, operations, and
16 codification, and must be in the form of draft legislation. The
17 legislature does not intend for recommendations required by this
18 subsection (3)(a) to modify the operation of career and technical
19 education core plus programs established prior to January 1, 2024;

20 (b) The successful administration and operation of career and
21 technical education core plus programs through appropriate
22 collaboration with industry sector leadership from program areas to
23 inform the administration and continual improvement of the programs,
24 review data outcomes, recommend program improvements, ensure that the
25 programs reflect applicable industry competencies, and identify
26 appropriate program credentials; and

27 (c) A career and technical education core plus model framework
28 that can be used to guide the expansion, establishment, and operation
29 of career and technical education core plus programs. In making
30 recommendations in accordance with this subsection (3)(c), the task
31 force must consider, at a minimum, the following:

32 (i) Curricula and instructional hours that lead or articulate to
33 industry-recognized nondegree credentials;

34 (ii) Curricula provided without cost to educators;

35 (iii) Academic course equivalencies;

36 (iv) Courses and course sequencing;

37 (v) The development, maintenance, and expansion of industry,
38 labor, and community partnerships;

39 (vi) Program credentials;

1 (vii) Training and professional development for educators and
2 counselors;

3 (viii) Alignment with postsecondary education and training
4 programs;

5 (ix) The promotion of student, family, and community awareness of
6 career and technical education core plus programs, including
7 instructional offerings and potential work placement opportunities;
8 and

9 (x) The development and expansion of a cohort of employers
10 willing to hire and place students that have successfully completed
11 career and technical education core plus programs.

12 (4) The task force, in accordance with RCW 43.01.036, shall
13 report its findings and recommendations to the governor, the
14 appropriate fiscal and policy committees of the legislature, and the
15 state board of education by November 15, 2025.

16 (5) This section expires June 30, 2026.

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