

Statewide CTE Task Force

November Meeting Notes

2–4 pm
November 13, 2025
[Zoom](#)

Attendee List

1	Krista Fox (OSPI)*	9	Tory Gering*	17	Taelar Shelton*
2	Kari Morgan (OSPI)*	10	Wes Allen*	18	Kimberly Hetrick*
3	Heather Rees (OSPI)*	11	Nora Zollweg*	19	Morgan Irwin
4	Ellie Palmer (OSPI)*	12	Marie Bruin	20	Ingrid Stegemoeller*
5	Michelle Spenser*	13	Rachel Wabeke*	21	Erin Frasier*
6	Tom Walker*	14	Reuben Argel*	22	Katelyn Kean*
7	Tia Rivera*	15	Wade Larson*		
8	Sarah Patterson*	16	Kristin Murphy*		

**Indicates the member was in attendance*

Introductions

- This Task Force has 18 key partners represented.
- Each member introduced themselves with their name, role, organization, what their organization does, and connection to this work.

Roles & Responsibilities

- The roles and responsibilities of the OSPI Staff and Committee Members were discussed.
- OSPI roles include facilitating meetings, research and policy analysis, organizing meeting logistics, project management, and drafting a final report.
- Member roles include representing their organization and sharing communication, providing advice, ideas, and experience, engaging in committee meetings, and completing action items.
 - This Task Force is meant to engage with the community, meaning YOU!
 - The goal is to get most of the work done during the meetings, not a lot of work is anticipated on your own time and/or outside of the meetings.
- It was noted that subcommittees are not anticipated with this Task Force.
- Norms were discussed with the group. This includes being on time and prepared, sticking to the agenda, staying engaged, allowing equal talk time, being open-minded and respectful, being intentional with what you say, staying positive, striving for consensus, and accepting decisions if absent.

Task Overview

- The high-level overview of the task at hand was discussed:
 - The CTE Task Force was created to improve and expand Core Plus and other work-based learning programs.
 - [ESHB 1414](#) expands the original [ESHB 2236](#) task force membership and directs work to remove barriers to youth employment, especially for minors in CTE programs.

- [HB 1167](#) adds maritime training pathways and requires alignment with U.S. Coast Guard credentialing standards.
- The Task Force shall develop recommendations for four tasks:
 - Task A states: *"Expanding and strengthening the accessibility, stability, and uniformity of secondary work-integrated learning opportunities."*
 - This task asks the group to make recommendations for improving the accessibility, stability, and uniformity of all aspects of Career Connected Learning.
 - This includes addressing and making recommendations for best practices and barriers to the items mentioned above.
 - Task B states: *"The successful administration and operation of career and technical education core plus programs."*
 - This task asks the group to continue the existing work for and support of current and future Core Plus programs.
 - This includes addressing and making recommendations for what works for administration and operation and best practices for these programs.
 - Task C states: *"A career and technical education core plus model framework."*
 - This task asks the group to create a blueprint of how to start or expand a Core Plus program in a comprehensive high school or skills center. This would be considered a "how to" model for all things necessary for implementation of the full Core Plus program.
 - This task is from the original bill (ESHB 2236). This includes addressing and making recommendations for a blueprint on how to start or expand a Core Plus Program in a high school or skills center. The bill includes a list of all items that should be considered in this blueprint.
 - Task D states: *"Changes to relevant laws, rules, and policies necessary to improve students' access to sustained interactions with industry and community professionals."*
 - This task asks the group to address and make recommendations on existing legal, regulatory, and policy barriers affecting youth across the state to recommend changes to the legislature to increase access specifically for CTE program students.
- A question was raised regarding whether proposed policy changes would address both employer engagement and student experience within the CTE system, or focus exclusively on student-related matters. The committee clarified that no explicit limitations exist and welcomed recommendations encompassing all aspects of CTE system interaction, including employer engagement.

Terms & Concepts

- Common terms and definitions were discussed:
 - *Work-Based Learning*: An instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. These are experiences that are embedded in each of our CTE courses. It is a requirement for a CTE course to have WBL embedded.

- Examples of WBL include:
 - Career Research/Job Interviews/Job Shadows
 - School-Based Enterprises
 - Guest Speaker Series/Career Mentors/Job Site Visits
 - Internships Unpaid (20-hour min) or Paid
 - Apprenticeship Prep/Registered Apprenticeship
 - Course related service projects
 - Business Ownership/Entrepreneurship
 - Health Care Clinicals
 - Worksite Learning (Instructional or Cooperative)
 - *Career Connected Learning*: Learning Experience that is integrated with work-related content and skills. It also includes work-integrated learning and work-integrated experiences.
 - Career Connected Learning falls under three categories:
 - Career awareness and exploration
 - Career preparation
 - Career launch
 - *Core Plus Programs*: Integrates academic and career education through hands-on, industry-validated, skills-based curriculum. Students gain transferable skills leading to careers in aerospace, construction, and maritime.
 - Key Benefits of Core Plus programs include:
 - Industry-validated, skills-based curriculum
 - Employer-supported classrooms and work-based learning
 - Teacher professional development
 - Standardized certificates documenting skills attainment
 - Math, Science, and ELA credit equivalencies toward graduation
 - *CTE Core Plus Model "Framework"*:
 - The bill refers to a CTE Core Plus Model Framework which is a guideline or outline of how to start or expand a Core Plus program in a high school or skills center.
 - This would be considered as a "how to" model for all things necessary for implementation of the full Core Plus Program.
 - The term framework means something different in the bill from the term used in CTE at OSPI and in the districts. This term for districts refers to a document that is a map of the units and learning standards that are being taught in CTE courses at the school.
 - From here on out, the group will refer to this CTE Core Plus Model as a **blueprint**.
- A reference document will be prepared for the group that explains acronyms, terms, and a task overview for the group to refer to.
- A question was raised regarding union participation in the Task Force. It was confirmed that the Task Force composition is established by statute. The Washington Building Trades Council shared their labor union connections and support.
 - The Task Force then acknowledged the need for union representation across

multiple industry sectors beyond construction. Members suggested considering Laura Hopkins (Healthcare) and/or Shana Peschek (Machinists) as potential members or participants to assist with work on Task D to ensure comprehensive industry engagement.

- Members can be added to the Task Force at the recommendation of the group.
- Rachel Wabeke offered to coordinate union representation for Providence Health Services, though members noted the complexity of Providence's multi-facility structure, where different unions represent various locations based on regional staffing needs.
- Members discussed the need to address misinformation and establish a collective commitment to evidence-based research and open dialogue. This approach will ensure the Task Force maintains a shared understanding of key issues and operates from accurate information.

Misc Items

- The Task Force reviewed the following timeline:
 - December & January will include Task A.
 - February will include Task B.
 - March & April will include Task C.
 - May will include Task D.
 - We will start drafting a report in June, including our recommendations.
 - We hope to wrap up meetings by June 2026.
 - The final report is due to the Legislature November 15, 2026.
- Decision Making Protocols were discussed:
 - It is important for the group to put together a decision-making protocol. There are different types of decision making:
 - Voting– Majority wins
 - Consensus Based– Everyone must agree
 - Hybrid– Voting is used in limited capacity to gauge initial opinions; the group will strive for consensus which provides multiple options for voting.
 - The group deferred final determination of the decision-making protocol. This matter will be revisited when the Task Force reaches its first substantive recommendation requiring formal adoption.

Action Items & Next Steps

- The group was presented with a survey to provide feedback on this meeting: [Statewide CTE Task Force Feedback](#).
- Meeting materials will be emailed out and posted on the website here: [Statewide Career and Technical Education \(CTE\) Task Force](#).
- The next meeting is December 11, 2025, from 2–4 pm.