

# Statewide CTE Task Force

## April Meeting Notes

2-4 pm  
 April 9, 2026  
[Zoom](#)

### Attendee List

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

\*Indicates the member was in attendance

### Welcome & Opening

#### Tasks A Recap and Progress

Make recommendations for improving the accessibility, stability, and uniformity of all aspects of Career Connected Learning.

- Defined Accessibility, Stability and Uniformity
- Identified Challenges and Barriers
- Drafted Recommendations
- Edited Recommendations
- Finalized Recommendations
- Prioritization of report

#### Task B Recap and Progress

Make recommendations for "The successful administration and operation of career and technical education core plus programs through appropriate collaboration with industry sector leadership from program areas..."

- ✓ Identified Challenges and Barriers
- ✓ Described Best Practices
- Possible Recommendations

#### Task C Introduction

*A career and technical education core plus model framework*

#### Breakout Session 1

## **Share Out**

- Emphasis on the importance of industry driving CTE, beyond formal sign-off or general support, to ensure programs genuinely meet workforce needs.
- Discussion focused on how to more intentionally center industry as a driver in the CTE process.
- Consideration of what industry partners need to understand about each element of the process, communicated in clear and simple terms.

## **Breakout Session 2**

### **Group Share Out, Key Takeaways**

- Effective CTE programs should begin with industry leadership, including clearly articulated workforce competencies.
- Alignment with labor market demand is critical to ensure students are prepared for in-demand jobs and that employment opportunities exist.
- Industry involvement in program design was identified as beneficial, given their role as potential employers.
- Discussion highlighted the need to define how industry engages in the process, how competencies are established, and how those competency requirements are captured to inform curriculum development.
- Framing competencies around what students should Know, Be, and Do was emphasized.

Padlet will remain open for 1 week.

### **Group 2**

- Agreement on the value of building on existing strengths of the Core Plus framework, while recognizing the need for deeper and more consistent industry involvement.
- Concerns were raised that the current Core Plus curriculum does not consistently demonstrate attainment of specific knowledge and skills.
- The Core Plus certificate does not clearly align with industry-defined needs or expectations.
- Industry support is needed to clarify what competencies should be taught and how learning and skill attainment should be demonstrated.

- A disconnect between industry and current Core Plus implementation has led to misalignment between curriculum and workforce expectations.
- Lack of consistency across classes creates uncertainty that all students are meeting industry standards.
- Once industry partners disengage due to misalignment, it is challenging to re-engage them.
- Discussion highlighted the distinction between seat time and demonstrated competence, and the need to clarify whether systems are documenting enrollment or actual competency attainment.
- Participants noted that much of the focus is on program start-up, while ongoing maintenance and evolution of Core Plus receive less attention.
- The loss of grant funding negatively impacts ongoing professional development for teachers, despite maintenance being critical to program quality.
- Training and skill development for teachers are often among the first areas cut, and many needs cannot be effectively addressed through virtual-only training.
- Sustained funding and support for teacher skill attainment and professional development were identified as essential.

### Wrap Up & Next Steps

L&I will be coming to next the next taskforce meeting to support Task D

- L&I is in the middle of a rulemaking process that is related to the same topics we are discussing with this taskforce. Taskforce members may be interested in reviewing the following materials and/or participating with the material and opportunities.
  - L&I Rulemaking webpage: [Youth Employment Updates \(ESHB 1644, SHB 1121, and HB 1722 Implementation\)](#)
  - Proposed amendments to the following rule chapters: Chapter 296-122 WAC, Agricultural employment of minors; Chapter 296-125 WAC, Non-agricultural employment of minors; Chapter 296-131 WAC, Agricultural employment standards
  - [Proposed Rule Language](#)
  - The public comment period for the proposed rules is currently open and three public hearings will be held in April.
    - **Public Hearings:** 4/9/26 (in-person/Tumwater), **[4/13/26 \(virtual - info linked\)](#)**, 4/14/26 (in-person/Union Gap)
  - **Written comments due by 4/17/2026 (5:00pm)**, email

to ESRules@Lni.wa.gov

- Additional feedback is welcome to be provided in written format. We will continue to adjust recommendation verbiage and timelines as needed to capture the committee's perspective.
- We will leave the Padlet open for further response <https://padlet.com/WACTE/CTEtaskforceTaskC>.
- Next Meeting: May 14, 2026, 2–4 pm.