

HOUSE BILL REPORT

SSB 5940

As Passed House - Amended:

April 5, 2001

Title: An act relating to career and technical education.

Brief Description: Strengthening career and technical education.

Sponsors: By Senate Committee on Education (originally sponsored by Senators Regala, McAuliffe, Carlson, Kohl-Welles, Eide, Kastama, Rasmussen and Finkbeiner; by request of Superintendent of Public Instruction).

Brief History:

Committee Activity:

Education: 3/22/01, 3/29/01 [DPA];

Appropriations: 3/31/01, 4/2/01 [DPA(APP w/o ED)s].

Floor Activity:

Passed House - Amended: 4/5/01, 97-0.

Brief Summary of Substitute Bill (As Amended by House)

- The Office of the Superintendent of Public Instruction must establish standards for career and technical education programs, review and approve local district plans for the delivery of career and technical education, provide technical assistance to local districts, and serve as the state adviser to career and technical organizations that support students and teachers.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass as amended. Signed by 14 members: Representatives Quall, Democratic Co-Chair; Talcott, Republican Co-Chair; Anderson, Republican Vice Chair; Haigh, Democratic Vice Chair; Cox, Ericksen, Keiser, McDermott, Pearson, Rockefeller, Santos, Schindler, D. Schmidt and Schual-Berke.

Staff: Susan Morrissey (786-7111).

HOUSE COMMITTEE ON APPROPRIATIONS

Majority Report: Do pass as amended by Committee on Appropriations and without amendment by Committee on Education. Signed by 31 members: Representatives Sehlin, Republican Co-Chair; H. Sommers, Democratic Co-Chair; Barlean, Republican Vice Chair; Doumit, Democratic Vice Chair; Lisk, Republican Vice Chair; Alexander, Benson, Boldt, Buck, Clements, Cody, Cox, Dunshee, Fromhold, Grant, Kagi, Keiser, Kenney, Kessler, Lambert, Linville, Mastin, McIntire, Mulliken, Pearson, Pflug, Ruderman, D. Schmidt, Schual-Berke, Talcott and Tokuda.

Staff: Denise Graham (786-7137).

Background:

In 1993 the Legislature enacted education reform measures that include four general student learning goals required of school districts. Goal four requires districts to provide students with opportunities to understand the importance of work and how student actions affect future career opportunities. The legislation also directed schools to provide high school students who have completed the certificate of mastery with the opportunity to pursue career and educational objectives through educational pathways that emphasize the integration of academic and vocational education. Finally, the legislation repealed and did not replace instructions to school districts on vocational education.

In addition to vocational education requirements under education reform, current high school graduation requirements adopted by the State Board of Education (SBE) require students to receive a minimum of one credit in occupational education.

Summary of Amended Bill:

The OSPI must establish standards for career and technical education programs. The standards should include specified components that provide an assurance of academic rigor and alignment with the state's education reform efforts and that address the skill gaps in Washington's economy. The standards should ensure that programs maintain strong relationships with local career and technical education advisory committees and demonstrate a strategy to meet the requirements of the federal Carl Perkins act.

The OSPI may provide technical assistance to school districts on secondary school career guidance and serve as state advisor to a variety of vocational education organizations.

Finally, the OSPI must review and approve school districts' plans for career and technical education, as defined in the legislation.

Appropriation: None.

Fiscal Note: Available.

Effective Date of Amended Bill: Ninety days after adjournment of session in which bill is passed. However, the bill is null and void unless referenced in the budget.

Testimony For: (Education) When surveyed, most employers indicate a need for students who have technical and occupational skills that are more advanced than those provided in high school but less advanced than those needed for a college degree. Perhaps this is one reason that only 20 to 25 percent of the state's high school students complete a baccalaureate degree. While some of those students attend college for a year or two, many others leave formal education for a while or forever and begin working full-time after high school. Public high schools need to provide high quality educational opportunities for students who might choose any of these options. This bill would create comprehensive standards for career and technical education programs, bring visibility to the issue, and help to ensure that these programs continue in the schools. The legislation will ensure that high-quality career and technical education is available to students who seek it. It will also clarify the OSPI's role in providing advice and assistance in leadership development to the many career and technical education advisory groups that work with students and teachers.

Testimony For: (Appropriations) None.

Testimony Against: (Education) None.

Testimony Against: (Appropriations) None.

Testified: (Education) (In support) Senator Regala, prime sponsor; Kyra Kester, Office of the Superintendent of Public Instruction; Sally, Zeiger Hanson, State Board for Community and Technical Colleges; Wes Pruitt, Workforce Training and Education Coordinating Board; Tim Knue, Washington Association for Career and Technical Education; Dennis Wallace, Yelm Community Schools; and Carol Taylor-Cann, Washington State PTA.

Testified: (Appropriations) None.