

HOUSE BILL REPORT

2SSB 6377

As Reported by House Committee On:
Education

Title: An act relating to secondary career and technical education.

Brief Description: Regarding secondary career and technical education.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Hobbs, Fairley, Rockefeller, McAuliffe, Kohl-Welles, Berkey, Shin, Regala, Oemig, Kilmer, Eide, Fraser, Franklin and Rasmussen; by request of Superintendent of Public Instruction).

Brief History:

Committee Activity:

Education: 2/26/08, 2/28/08 [DPA].

Brief Summary of Second Substitute Bill (As Amended by House Committee)

- Requires all approved preparatory career and technical education (CTE) programs to lead to industry certification or allow students to earn dual high school and college credit.
- Directs development of model CTE Programs of Study, patterned after requirements in the new federal Carl Perkins Act.
- Requires identification of and provides grants to high demand programs that prepare students for apprenticeships or degrees with substantial employment opportunities.
- Allows skill centers to enter agreements to offer diplomas and to offer CTE courses to students who have graduated but need to complete industry certification.
- Directs the Office of the Superintendent of Public Instruction (OSPI) to conduct an ongoing campaign to increase awareness about rigorous CTE programs.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

- Directs the OSPI to support school districts in adopting CTE and academic course equivalencies, including providing grants to increase the academic rigor of CTE courses.
- Creates a pilot grant to integrate instruction in CTE, academic, and English language and an In-Demand Scholars Program to attract students to careers that require one to three years of postsecondary education or apprenticeship.
- Adds CTE to the list of priority endorsements for Future Teachers' Scholarships.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass as amended. Signed by 9 members: Representatives Quall, Chair; Barlow, Vice Chair; Priest, Ranking Minority Member; Anderson, Assistant Ranking Minority Member; Haigh, Lias, Roach, Santos and Sullivan.

Staff: Barbara McLain (786-7383).

Background:

Overview of Career and Technical Education (CTE).

CTE Programs. Current law defines secondary CTE as a planned program of courses and learning experiences that begins with exploration of career options; supports academic and life skills; and enables achievement of high academic standards, leadership, and options for high skill employment preparation and advanced education.

Secondary CTE programs are offered by high schools and skill centers. There are 10 skill centers across the state which operate as cooperatives with participating school districts and offer in-depth programs for about 7,000 students. Students typically attend the skill center for part of the day and their home high school for the remainder of the day, although at least one skill center has an agreement with a partner school district to offer a diploma. Except for summer school, skill centers focus on upper division courses. Washington does not have a policy or model for four-year technical high schools as exist in some other states.

The Office of the Superintendent of Public Instruction (OSPI) is required to set standards for and approve all CTE courses and programs. The current standards distinguish between exploratory and preparatory programs. In preparatory programs, students apply the Essential Academic Learning Requirements to meet industry-defined standards for a specific career; demonstrate leadership and employability skills; and become ready for postsecondary options and/or employment. In 2006 the OSPI began a five-year re-approval process for all CTE courses to ensure alignment with the program standards.

Program Agreements. For a number of years, the federal government has supported alignment between secondary and postsecondary CTE programs through Tech Prep, which

encourages articulation agreements so that students can earn dual credit for CTE courses. In 2003-04, nearly 13,700 high school students earned more than 86,000 college credits through Tech Prep. The Tech Prep agreements tend to be negotiated for each school and college by individual teachers and faculty. Although post-diploma CTE programs fall under the purview of the community and technical colleges, some colleges have created agreements to allow recent high school graduates to continue to enroll in skill center courses so they can complete industry certification, particularly where the college does not offer the program.

The 2006 re-enactment of the federal Carl Perkins Act expanded the expectation for secondary and postsecondary alignment, as well as alignment with workforce needs, by requiring that school districts create CTE Programs of Study which:

- incorporate secondary and postsecondary education;
- include rigorous content aligned with academic standards and CTE content in a progression of courses that prepare students to succeed in postsecondary education;
- can include opportunity for dual credit;
- lead to industry-recognized credentials or certificates or an associate or baccalaureate degree; and
- address current or emerging occupational opportunities.

The new Carl Perkins Act also imposes accountability measures and reporting requirements regarding performance of CTE students.

Other CTE Topics.

Course Equivalencies. Legislation enacted in 2006 requires school districts to adopt course equivalencies for CTE and academic courses, for whole or partial credit. A course equivalent is recorded on the student's transcript using the academic course title. There is limited information on the extent that school districts are adopting equivalencies; the academic content of some CTE courses might need to be enhanced to be considered equivalent.

CTE Collection of Evidence. When the Legislature authorized the collection of evidence as an alternative assessment to the Washington Assessment of Student Learning (WASL), a special CTE collection of evidence was also created. The CTE collections were intended to be relevant to the student's particular CTE program and contain work samples from CTE courses. However, a separate CTE collection of evidence pathway has not been developed.

Integrated Basic Education and Skills Training (I-BEST). In 2004 the community and technical colleges began a demonstration project to integrate English as a Second Language (ESL), basic skills, and profession-technical instruction in a single classroom, rather than provide these skills in a sequence. Research indicates that students learn as much English and complete far more workforce training under I-BEST than under traditional instruction. Because I-BEST programs typically pair an ESL faculty with a professional-technical faculty to provide instruction, they are a more expensive delivery model.

Teachers. The Future Teachers' Conditional Scholarship Program provides financial aid for students who make a commitment to teach in public schools once they have completed a

preparation program. Currently, there is a priority for teachers endorsed in math, science, technology, and special education.

Summary of Amended Bill:

CTE Programs. By August 31, 2010, all preparatory CTE programs approved by the OSPI must:

- lead to state or nationally-recognized industry certification or allow students to earn dual high school and college credit;
- be comprised of a sequenced progression of intensive and rigorous courses; and
- lead to workforce entry, apprenticeships, or postsecondary education in a related field.

The OSPI develops a schedule for CTE program reapproval that includes an abbreviated review process for programs that have already been re-approved since 2005.

The OSPI and the Workforce Training and Education Coordinating Board (Workforce Board) establish performance measures and targets for program accountability, including addressing high demand programs, dual credit, and other topics consistent with federal accountability requirements. The OSPI could require school districts that fail to meet the targets to submit an improvement plan. Consecutive failure for three years can be the basis for denying approval of CTE programs.

The OSPI and various state higher education agencies must work with local schools and institutions of higher education to develop model CTE Programs of Study that lead to an industry credential or an associate or baccalaureate degree. The characteristics of the Programs of Study mirror federal Carl Perkins Act requirements. The first model programs developed during the 2008-09 school year must be in construction, health care, and information technology. Each year, new model programs must be developed with a priority on high demand programs.

High Demand Programs. The OSPI, along with state workforce agencies, must identify statewide high demand programs for secondary CTE, using lists of high demand programs developed through other state agencies and programs. School districts can also submit evidence of local high demand. High demand means a program that prepares students for:

- an apprenticeship or postsecondary degree or certificate where the number of students from in-state programs is fewer than number of projected job openings; and/or
- an occupation with substantial current or projected employment opportunities.

Subject to funding, one-time grants are provided to middle schools, high schools, and skill centers to develop or upgrade high demand programs. There is a priority for high cost programs and those in highest state or regional demand.

Subject to funding, an In-Demand Scholars Program is created and administered by the Workforce Board to attract students into high demand fields that require one to three years of postsecondary education or apprenticeship. The Workforce Board, in consultation with the

statewide Association of Workforce Development Councils, the Washington State Labor Council, and a statewide business association, develops a model program and allocates funding. Under a model program, workforce development councils identify local industries in high demand fields; industries present employment, job shadow, and internship opportunities to high school students; and students who participate are eligible for a scholarship if they enroll in a postsecondary program or apprenticeship in the high demand field.

Funding. The Joint Task Force on Basic Education Finance must include consideration of staffing ratios and other funding components needed to support the CTE program in its deliberations. The OSPI must ensure that dollars from the Student Achievement Fund follow students to a skill center.

Program Agreements. Community and technical colleges are directed to create dual credit agreements with secondary schools, and agreements must be approved by the chief instructional officer, principal or skill center director, and the CTE director. Agreements may be with schools outside the college district boundary. If one college grants dual credit for a secondary CTE course, all colleges must accept the course for equal credit.

Skill centers can enter agreements with colleges to offer CTE courses for students who have graduated from high school but need additional coursework to complete industry certification. Students are considered college students for enrollment, tuition, and financial aid. The agreement specifies a per-full-time equivalent amount from the college to the skill center to pay for the courses. Skill centers can also create agreements with participating school districts to offer diplomas for students without co-enrollment in a high school as a junior or senior, with programs focused on providing dropout prevention and retrieval and serving fifth year seniors.

Campaign for CTE. If funds are provided, the OSPI is directed to develop and conduct an ongoing campaign to increase awareness about opportunities offered by rigorous CTE programs. Messages in the campaign emphasize CTE as a high quality educational pathway. The OSPI uses multiple strategies to support the campaign, depending on funds available, and seeks advice, participation, and financial assistance from various stakeholders.

If funds are provided, exploration of CTE options and careers in emerging and high demand programs, including apprenticeships, is included in the recommended curriculum for comprehensive guidance and planning programs.

Course Equivalencies. The OSPI must support school district efforts to adopt course equivalencies for CTE courses by recommending suitable curriculum, publicizing best practices, and providing professional development and technical assistance. Subject to funding, grants are provided to increase the integration and rigor of academic content in CTE courses. School districts must develop course equivalencies for skill centers as well as high school CTE courses. Districts that grant academic credit for a CTE equivalent must also issue a course completion certificate so that the course qualifies for CTE dual credit or pre-apprenticeship requirements. The OSPI develops electronic samples of certificates. A state

advisory committee on CTE curriculum is required to submit a report on the status of its recommendations by December 1, 2009, rather than ending its work in December 2008.

Collection of Evidence. Rather than designating a separate CTE collection of evidence, the OSPI is directed to create guidelines that include multiple examples of possible work samples tailored to different CTE programs. The purpose of the guidelines is to illustrate applied and relevant opportunities for students to demonstrate their skills when compiling a collection. Guidelines for at least 10 different CTE programs must be developed by September 1, 2008, with an additional 10 developed by June 1, 2009.

Secondary I-BEST. Subject to funds, pilot project grants are provided for integrated CTE, academic/basic skills, and ESL instruction at the secondary level, modeled after community and technical college programs. An evaluation including comparison of student achievement gains is required with a report by December 1, 2011. The State Board for Community and Technical Colleges provides technical assistance and designates mentor colleges for the project.

Teachers. Endorsements in CTE fields (agriculture, business and marketing, and family and consumer science) are included as priority endorsements for the Future Teachers' Conditional Scholarship Program.

Assessment Fees. Subject to funds, grants are made available to eligible students to offset assessment or exam fees for industry certification. Students must have a family income of less than 200 percent of the federal poverty level.

Technical High Schools. The OSPI is directed to contract for a feasibility study for creating technical high schools in Washington. The study addresses definitions, governance, funding models, student population, operations, and the possible transition of current schools into technical high schools. A progress report is due December 1, 2008, and a final report with recommendations is due September 15, 2009.

A new chapter of law is created for Career and Technical Education.

Amended Bill Compared to Second Substitute Bill:

An In-Demand Scholars Program is created, subject to funding, to be administered by the Workforce Board and local workforce development councils, to attract students into high demand fields requiring postsecondary education or apprenticeship. Grants for summer school exploratory CTE programs in middle and high schools are removed. If school districts fail to meet CTE performance targets, the OSPI may (rather than shall) require an improvement plan and use failure as a basis for program non-renewal. Model CTE Programs of Study must be developed during the 2008-09 school year, rather than by 2009-10. The OSPI contracts with a third party for the technical high school study; no particular contractor is specified.

Appropriation: None.

Fiscal Note: Available.

Effective Date of Amended Bill: The bill takes effect 90 days after adjournment of session in which bill is passed, except for section 401, relating to Student Achievement Funds following students to a skill center, which takes effect September 1, 2008.

Staff Summary of Public Testimony:

(In support) Secondary CTE programs provide additional opportunities for young people. There is support for more rigorous programs that are better articulated with postsecondary education and work, particularly in high demand fields. The labor community welcomes the opportunity to partner with secondary schools and community and technical colleges to strengthen industrial arts programs in K-12 and create pathways for pre-apprenticeship and college. It is good to align CTE programs with workforce demands and provide a broader array of options for students entering CTE. Greater emphasis on mathematics and science in CTE is good. This bill sets a vision for CTE and is the top priority among CTE educators. Adequate funding for CTE programs should be one of the issues for consideration by the Basic Education Finance Task Force.

The In-Demand Scholars Program should be added back into the bill. This provides a unique opportunity for industry partners in targeted occupations to interact with students in meaningful ways. The program shows students the possibilities of challenging work and provides incentives and the means to accomplish their objectives. This bill has put CTE into the legislative and public policy vocabulary unlike ever before. It is a rallying point for labor, business, workforce, and education stakeholders.

(Opposed) None.

Persons Testifying: Senator Hobbs, prime sponsor; Brad Burnham, State Board of Education; Terry Tilton, Washington State Building and Construction Trades; Amber Carter, Association of Washington Business; Kathleen Lopp, Washington Association of Career and Technical Education; John Aultman, Office of the Superintendent of Public Instruction; and Tim Probst, Washington Workforce Association.

Persons Signed In To Testify But Not Testifying: None.