

HOUSE BILL REPORT

HB 1697

As Passed House:
February 14, 2010

Title: An act relating to career and technical student organizations.

Brief Description: Regarding career and technical student organizations.

Sponsors: Representatives Lias, Priest, Sullivan, Quall, Upthegrove, Santos, Kenney and Ormsby.

Brief History:

Committee Activity:

Education: 1/29/10, 2/2/10 [DP].

Floor Activity:

Passed House: 2/14/10, 94-0.

Brief Summary of Bill

- Provides further definition with respect to determining what career and technical student organizations must do in order to be eligible for staff support and assistance from the Office of the Superintendent of Public Instruction.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 13 members: Representatives Quall, Chair; Maxwell, Vice Chair; Priest, Ranking Minority Member; Hope, Assistant Ranking Minority Member; Dammeier, Fagan, Hunt, Johnson, Lias, Orwall, Probst, Santos and Sullivan.

Staff: Cece Clynch (786-7195).

Background:

Legislation enacted in 2000 provides that the Office of the Superintendent of Public Instruction (OSPI) must maintain support for statewide coordination for career and technical student organizations by providing at least one full-time staff person to assist in meeting the

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needs of these organizations and their members and students. The OSPI may provide additional support to the organizations through contracting with independent coordinators.

Career and technical student organizations eligible for assistance and support are organizations recognized as career and technical student organizations by:

- the U.S Department of Education; or
- the OSPI, if such recognition is recommended by the Washington Association for Career and Technical Education.

Eligible organizations include, but are not limited to:

- National FFA Organization;
- Family, Career, and Community Leaders of America;
- SkillsUSA;
- Distributive Education Clubs of America (DECA);
- Future Business Leaders of America; and
- Technology Student Association.

Summary of Bill:

Further definition is provided with respect to the organizations eligible for state support. In order to receive state support, student organizations must:

- prepare students for career experiences beyond high school;
- help students develop personal, leadership, technical, and occupational skills;
- be an integral component of career and technical education instructional programs; and
- directly help students achieve state learning goals, especially goals related to critical thinking, problem solving, and decision-making.

Organizational activities are recognized as integral to career and technical education if they:

- provide instructional strategies to develop, improve, and expand occupational competencies that relate to a particular career and technical subject matter;
- are an extension of the classroom and laboratory instructional program that enriches and enhances classroom learning; and
- include curriculum-oriented activities to help students to gain skills that maximize employability and the ability to become productive citizens in the workforce, home and community.

Appropriation: None.

Fiscal Note: Not requested.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.

Staff Summary of Public Testimony:

(In support) This bill is sponsored and was written by students. Career and technical education (CTE) enables students to pursue goals, learn math and science, and participate in

the real world. Not all students learn in the same way. The CTE allows learning outside of a traditional classroom. Through CTE organizations, students gain confidence and learn to succeed. There are thousands of students in FFA and, every May, about 25,000 FFA members gather at Washington State University. The FFA students have the opportunity to learn and work in many fields such as floral arranging, biotechnology, and veterinary technical programs. There are numerous career development opportunities. The policy in this bill is strong and will benefit thousands of students. Stihl Northwest recognizes the importance of SkillsUSA. Coordination through the OSPI is important to maintaining strong leadership. SkillsUSA provides students with the traits and attributes that Stihl Northwest looks for in its workers. Stihl Northwest particularly likes the SkillsUSA skills certification program. This bill gives clarity and direction to the OSPI with respect to what new CTE organizations in the future need to do. Many students dream of playing sports but for various reasons cannot realize this dream. The CTE organizations provide an alternative opportunity to experience what it is like to be part of a team. These programs are preparing future employers and leaders. There are 307,000 students involved in SkillsUSA across the country. SkillsUSA enables students to set goals and achieve them. Students in these programs have a much lower dropout rate, at only 3 percent. There are over 10,000 DECA members in Washington. The DECA provides its students with leadership skills and networking opportunities, as well as a can do attitude.

(Opposed) None.

Persons Testifying: Representative Liias, prime sponsor; Tim Knue, Washington Association of Career and Technical Education; Casey Birdsell and Gunnar Mendez, Washington Distributive Education Clubs of America; Tucker Cool, Sean Neal and Tristan Hanon, Washington FFA Association; Dave Bulger, STIHL NorthWest; Ben Morris, Sunny Sagar, Katie Grimnes, Karmen Ayres, and Bruce McByrney, SkillsUSA Washington; and Heather Gibson.

Persons Signed In To Testify But Not Testifying: None.