

HOUSE BILL REPORT

HB 2641

As Reported by House Committee On: Education

Title: An act relating to promoting the use of expert volunteers in career and technical education courses offered in grades seven and eight.

Brief Description: Promoting the use of expert volunteers in career and technical education courses offered in grades seven and eight.

Sponsors: Representatives McCaslin, Hargrove, Shea, Maycumber, Taylor, Holy, Condotta and Young.

Brief History:

Committee Activity:

Education: 1/15/18, 1/25/18 [DP].

Brief Summary of Bill

- Requires school districts to adopt a policy to promote the recruitment and use of industry and trade expert volunteers in career and technical education courses offered in grades 7 and 8 that includes specific components.
- Requires the Office of the Superintendent of Public Instruction to coordinate the development of a model policy and other materials to assist districts in complying with these new requirements.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 19 members: Representatives Santos, Chair; Dolan, Vice Chair; Stonier, Vice Chair; Harris, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Bergquist, Caldier, Hargrove, Johnson, Kilduff, Lovick, McCaslin, Ortiz-Self, Senn, Slatter, Steele, Stokesbary, Valdez and Volz.

Staff: Megan Wargacki (786-7194).

Background:

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.

As defined in statute, "career and technical education," or CTE, is a planned program of courses and learning experiences that begins with exploration of career options and supports basic academic and life skills. The definition goes on to specify that CTE enables the achievement of high academic standards; leadership; options for high skill; high wage employment preparation; and advanced and continuing education.

The CTE Program Standards established by the Office of the Superintendent of Public Instruction (OSPI) specify that a CTE program or course must:

1. be taught by an instructor with a valid CTE teaching certificate;
2. align with established standards for CTE programs;
3. be endorsed by a local program specific advisory committee;
4. be approved for delivery by the OSPI;
5. provide extended learning opportunities into the community; and
6. for seventh and eighth grades, align to exploratory standard requirements, as well as to science, mathematics, and educational technology learning standards.

Summary of Bill:

By September 1, 2019, school districts must adopt, and update as necessary, a policy to promote the recruitment and use of industry and trade expert volunteers in CTE courses offered in grades 7 and 8. The policy must seek to expand the use of industry and trade expert volunteers in classrooms for the purpose of:

- deepening students' subject matter understanding, including increasing student knowledge related to the practical application of specific skills that are taught and employed in professional and adult education settings;
- increasing students' awareness of additional CTE concepts and practices, including concepts and practices not necessarily discussed in the course, and new or emerging concepts and practices; and
- providing forums for students to learn directly from industry and trade practitioners who understand the opportunities and educational requirements for successful industry and trade careers.

The policy must also include:

- provisions for ensuring that the actions of industry and trade expert volunteers are directed by and coordinated with the applicable classroom teacher or teachers;
- suggestions and strategies for outreach to community, industry, and trade personnel and organizations who may serve as, recommend, or provide industry and trade expert volunteers; and
- other items as necessary, including recommendations from industry and trade experts, classroom teachers, parents, and students.

By March 1, 2019, the OSPI, in coordination with the Washington State School Directors' Association and a state association representing CTE, must develop materials, including a model policy and other supporting documents, to assist districts in complying with the requirements above.

Appropriation: None.

Fiscal Note: Available.

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) When choosing a career, some students prioritize money, job satisfaction, variety, or fame. Some students are not aware of trade jobs that start as apprenticeships. Some of these trade jobs, such as electricians, pay six figures. In order to expose students to trade jobs, students need the opportunity to talk to people who are actually doing these jobs.

Anything designed to expand the knowledge and skill of students to make informed decisions about their future careers is worthy of support. A career exploration or counseling approach that provides students the opportunity to learn more about CTE courses and careers is important. Viable and informed choices should be increased. Students who are not in CTE courses may not have the opportunity to meet with industry and trade professionals.

(Opposed) None.

Persons Testifying: Representative McCaslin, prime sponsor; and Tim Knue, Washington Association for Career and Technical Education.

Persons Signed In To Testify But Not Testifying: None.