

# HOUSE BILL REPORT

## HB 1356

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**As Reported by House Committee On:**  
Education

**Title:** An act relating to middle school career and technical education.

**Brief Description:** Providing for career and technical education opportunities for middle school students.

**Sponsors:** Representatives Alexander, Quall, Haigh, Anderson, Sullivan, Priest, Hunter, Ormsby, Chase, Morrell, Moeller, Conway, Kenney, Goodman, Carlyle, Hunt, Maxwell, Driscoll, Simpson and Kelley; by request of Superintendent of Public Instruction.

**Brief History:**

**Committee Activity:**

Education: 1/28/09, 2/10/09 [DPS].

**Brief Summary of Substitute Bill**

- Removes a limitation that middle school career and technical education courses receive enhanced funding only if funds are appropriated for this purpose.
- Requires that the qualifying courses be in science, technology, engineering, and mathematics.

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### HOUSE COMMITTEE ON EDUCATION

**Majority Report:** The substitute bill be substituted therefor and the substitute bill do pass. Signed by 9 members: Representatives Quall, Chair; Probst, Vice Chair; Priest, Ranking Minority Member; Hope, Assistant Ranking Minority Member; Cox, Dammeier, Hunt, Orwall and Sullivan.

**Staff:** Barbara McLain (786-7383)

**Background:**

Current state funding formulas for public schools provide an enhancement for high school students enrolled in career and technical education (CTE) courses approved by the Office of

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the Superintendent of Public Instruction (OSPI). For the 2008-09 school year, the enhancement amounts to an average of approximately \$900 per full-time equivalent (FTE) student. Legislation enacted in 2007 authorized the same enhancement, to the extent that funds are provided in the operating budget, for middle school CTE programs approved by the OSPI. A middle school providing a hands-on experience in math and science with an integrated curriculum of academic content and CTE exploration also qualifies for the enhanced funding.

The 2007-09 biennial budget (as amended by the 2008 supplemental budget) provided \$2.3 million for this purpose, to be allocated based on student enrollment but limited to the amount of funds provided. The OSPI distributed the funds through a competitive grant process and required schools to focus on programs rich in science, technology, engineering, and mathematics. Seventy-six schools received grants in the first year for 1,378 FTE students, and 69 schools received grants in the second year for serving approximately 1,250 FTE students.

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**Summary of Substitute Bill:**

The limitation is removed that a middle school offering CTE receives an enhanced funding allocation only within funds appropriated for this purpose. The CTE program must be in science, technology, engineering, or mathematics (STEM) to qualify for the enhancement.

**Substitute Bill Compared to Original Bill:**

A provision is removed that directed the Professional Educator Standards Board to develop and implement alternative pathways for middle school teachers to receive a CTE endorsement in STEM.

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**Appropriation:** None.

**Fiscal Note:** Requested on 1/19/2009.

**Effective Date of Substitute Bill:** The bill takes effect 90 days after adjournment of the session in which the bill is passed, except for section 2, relating to authorizing the funding enhancement, which takes effect September 1, 2009.

**Staff Summary of Public Testimony:**

(In support) We need to encourage opportunities as early as possible for youth to pursue career pathways and be successful in STEM. Hands-on projects in engineering give students an opportunity to get interested very early. They get involved, engaged, and encouraged to stay in school. Without this early opportunity in middle school, students might not find out how fun engineering is. It's hard for a school to plan ahead and put together a curriculum without knowing if the money is going to be there. Some schools can make the commitment

without the promise of funds; other can't. Students have an opportunity to create robots which involves applied math, science, design, teamwork, and communication. There are regional and state competitions. Sometimes students drop out not because they're not capable, but because they're bored. Sometimes they just don't know they have the potential to succeed in technical fields. This is a great investment in this generation of students and in the future STEM workforce. Mentorship and interaction with professional engineers can help students get a job in an engineering field. A STEM curriculum motivates students; it's more than just theory.

(Opposed) None.

**Persons Testifying:** Representative Alexander, prime sponsor; Tony Judah, Nathan Akers, Drew Brent, and Dennis Wallace, Yelm Community Schools; Elyse Edwards, Rahul Bhardwaj, For Inspiration and Recognition of Science and Technology (FIRST); and Brian Gattman, Boeing.

**Persons Signed In To Testify But Not Testifying:** (In support) Wes Pruitt, Workforce Training and Education Coordinating Board; Bryan Chee, Office of the Superintendent of Public Instruction; David Brenna, Professional Educator Standards Board; Terry Byington, American Electronics Association; Michael Christianson, Bethel School District; John Page, Tacoma Public Schools; Gerald Pumphrey, South Puget Sound Community College; Teri Pablo, North Thurston Public Schools; and Lynn Ferguson, Pacific Education Institute.