HOUSE BILL REPORT
2SSB 5676

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: Senate Committee on Ways & Means (originally sponsored by Senators McAuliffe, Rockefeller, Jarrett, Fairley, Hobbs, Schoesler and Shin; by request of Superintendent of Public Instruction).

Brief History:
Committee Activity:
Education: 3/18/09, 3/27/09 [DP].

Brief Summary of Second 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.
- Makes the bill null and void unless specifically funded in the budget.

HOUSE COMMITTEE ON EDUCATION

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

Staff: Barbara McLain (786-7383)

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.

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 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.

Summary of 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. The provisions are null and void unless funding is provided in the 2009-2011 appropriations act.

Appropriation: None.

Fiscal Note: Available.

Effective Date: 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. The bill is null and void unless funding is provided.

Staff Summary of Public Testimony:

(In support) If a middle school is offering CTE courses, it should receive the same funding as a high school. The goal is to create pathways to students, and these pathways must start early. If you can excite students in 7th grade about science and engineering, you will excite them for life. These courses create opportunities for high demand jobs. This was not intended to be a grant program, but it had to be limited to funds provided in the budget. This is a Superintendent of Public Instruction request bill. This would provide the opportunity for 20,000 students to be engaged in early CTE courses. Caseload-based funding provides stability that grant-based funding does not. This amounts to about $45 per student, which

will yield a tremendous return on investment. To get kids excited, you have to reach them in middle school. Private businesses such as Intel and the American Electronics Association have provided funding to support robotics in middle schools. Robotics programs make learning fun. Students seek and acquire their own knowledge. Students learn better when they are actively engaged and excited. Students who never thought they would like science are excited about next year's engineering class.

(Opposed) None.

Persons Testifying: (In support) Senator McAuliffe, prime sponsor; John Aultman, Office of the Superintendent of Public Instruction; Wes Pruitt, Workforce Board; and Michael Christianson, Sam Remington, Spencer Seeberger, and Ian Chow-Miller, Bethel School District.

Persons Signed In To Testify But Not Testifying: None.