

SENATE BILL REPORT

SB 5206

As of February 7, 2017

Title: An act relating to providing for career and technical education opportunities for elementary school students.

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

Sponsors: Senators Chase, Hunt, Conway, Hasegawa, Keiser, Kuderer, Wellman and Saldaña.

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/07/17.

Brief Summary of Bill

- Authorizes elementary schools to seek approval from the Office of the Superintendent of Public Instruction for career and technical programs in Science, Technology, Engineering, and Mathematics (STEM) and receive funding at the same rate as a middle or high school.
- Provides \$250,000 for grants for one-time start-up costs associated with offering K–12 STEM education programs.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Susan Mielke (786-7422)

Background: Career and technical education (CTE) consists of CTE class offerings, career exploration and preparatory classes and services, and ,depending on the district's CTE courses, participation in one or more of the eight recognized student leadership organizations. Students have access to CTE in middle and high school programs and skill center programs, all of which are approved by the Office of the Superintendent of Public Instruction (OSPI). CTE classes are taught by an instructor who has a current CTE certification and whose certification matches the instructional area.

Middle and high school CTE funding is provided based on the number of enrolled full-time equivalent students participating in OSPI-approved CTE courses that are taught by CTE-endorsed instructors. Funding enhancements to these programs are provided through a lower

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class size than general education classes, and an enhanced per-student rate for materials, supplies, and operating costs.

In 2008, the Legislature directed OSPI to work with other state agencies to develop a list of statewide high-demand programs for secondary CTE. If funding is provided for grants, then OSPI must allocate grants to middle schools, high schools, and skill centers to develop or upgrade high-demand CTE programs identified on the list.

Current law defines STEM literacy as the ability to identify, apply, and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them. Since 2010, the OSPI has designated middle and high schools as STEM lighthouse schools and in 2012 also began designating elementary STEM lighthouse schools. The designated schools serve as resources and provide technical assistance to other schools and communities in the initial stages of creating a learning environment focused on STEM. If funded by the Legislature, the lighthouse schools receive a grant. The grants awarded have been up to \$20,000.

Summary of Bill: Elementary School CTE Programs in STEM. Elementary schools may seek approval by OSPI for CTE programs in STEM and receive funding at the same rate as a middle or high school. The list of statewide high-demand programs for secondary CTE must also be for primary CTE. If funding is provided for grants, the OSPI must also allocate the grants to elementary schools.

STEM Education Start-Up Grants. Provides \$250,000 for OSPI to award grants for the 2018-19 school year to pay for one-time start-up costs associated with offering K–12 STEM education programs developed by a nonprofit entity. Grants may be allocated to elementary, middle, or high schools but priority must be given to schools that have 70 percent or more of their enrolled students participating in the federal free and reduced-lunch program. OSPI and the Education Research and Data Center must track student participation and long-term outcome data.

Appropriation: \$250,000.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: Students start considering what they want to do when they grow up around the fifth or sixth grade. This means we need to show students options for their future earlier than we do now. There are so many things that they can do that do not require four years of college. This bill can help many students learn about career pathways to do something they are really motivated to do. It will also help our state's economy.

Persons Testifying: PRO: Senator Maralyn Chase, Prime Sponsor.

Persons Signed In To Testify But Not Testifying: No one.