

SENATE BILL REPORT

SB 5803

As of February 19, 2019

Title: An act relating to the use of career and technical education resources.

Brief Description: Concerning the use of career and technical education resources.

Sponsors: Senators Rivers, Rolfes, Walsh, Takko, Warnick, Zeiger, Palumbo, Schoesler, Liias, King, Kuderer, McCoy and Wilson, C..

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/20/19.

Brief Summary of Bill

- Provides that districts must use excess career and technical education (CTE) funding for particular CTE purposes.
- Establishes that if CTE funding is used for staff salaries and benefits, it must be used for extended learning components.
- Modifies other provisions relating to CTE funding.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Benjamin Omdal (786-7442)

Background: Career and Technical Education Funding. As defined in statute, CTE is a planned program of courses and learning experiences that begins with an exploration of career options and supports basic academic and life skills. Students have access to CTE in middle and high school programs, as well as regional skill center programs that are approved by the Office of the Superintendent of Public Instruction (OSPI).

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. The Legislature provides funding enhancements sufficient to provide a lower CTE class size than general education classes, and an enhanced per-student CTE rate for materials, supplies, and operating costs.

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.

To the extent that CTE funding allocations exceed general education funding allocations, school districts may use the difference only for the CTE purposes, defined as:

- staff salaries and benefits for CTE program delivery;
- materials supplies and operating costs;
- smaller class sizes;
- work-based learning programs;
- new, high quality CTE and expanded learning program development in high-demand fields;
- certificated work-based learning coordinators and career guidance advisors;
- school expenses associated with CTE education community partnerships;
- student fees for national and state industry-recognized certifications; and
- course equivalency development.

Summary of Bill: To the extent that CTE funding allocations exceed general education allocations, school districts must use the difference only for CTE purposes. Funding for staff salaries and benefits under these purposes must be associated with providing time and resources to oversee required extended learning components of high quality CTE. Extended learning is defined as learning activities that extend beyond the scheduled school day and school year under the direction of CTE certificated staff.

In addition, work-integrated programs are included in CTE purposes, while program development in high-demand fields is removed.

Appropriation: None.

Fiscal Note: Requested on February 13, 2019.

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

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