

# HOUSE BILL REPORT

## HB 1487

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### As Reported by House Committee On:

Education

**Title:** An act relating to courses of study options offered by public high schools.

**Brief Description:** Providing courses of study options in public high schools.

**Sponsors:** Representatives Haigh, Schoesler, Miloscia, Cox, Hunt, Kenney, Rockefeller and Santos.

### Brief History:

#### Committee Activity:

Education: 2/5/03, 2/13/03 [DPS].

#### Brief Summary of Substitute Bill

- Directs each public high school to provide at least two courses of study in career and technical education and describes some of the expectations for those courses of study.
- Permits the State Board of Education to waive these requirements based on district size and staff availability.

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### HOUSE COMMITTEE ON EDUCATION

**Majority Report:** The substitute bill be substituted therefor and the substitute bill do pass. Signed by 10 members: Representatives Quall, Chair; McDermott, Vice Chair; Talcott, Ranking Minority Member; Tom, Assistant Ranking Minority Member; Cox, Haigh, Hunter, McMahan, Rockefeller and Santos.

**Staff:** Susan Morrissey (786-7111).

### Background:

In 1993 the Legislature enacted education reform measures that include four general student learning goals required of school districts. Goal Four requires districts to provide students with opportunities to understand the importance of work and how student actions affect future career opportunities. The legislation also directed schools to provide high school students, who have completed the Certificate of Mastery, with the opportunity to

pursue career and educational objectives through educational pathways that emphasize the integration of academic and vocational education. Finally, the legislation repealed and did not replace instructions to school districts on vocational education.

In addition to references to occupational goals and pathway opportunities included in current law, the State Board of Education (SBE) has adopted graduation requirements to help implement the law. Beginning with the graduating class of 2008, students must receive a minimum of one credit in occupational education, complete a culminating project, and complete a high school and beyond plan that includes education or work goals for the first year after high school.

In 2002 with the enactment of SSB 5940, the Office of the Superintendent of Public Instruction (OSPI) was directed to establish standards for career and technical education programs. In addition, the OSPI was to review and approve local district plans for the delivery of career and technical education, provide technical assistance to local districts, and serve as the state adviser to career and technical organizations that support students and teachers.

The first section of SSB 5940 was vetoed by Governor Locke. In his veto message, the Governor stated: "Section [one]of the bill would have established different expectations for school districts based on their current program offering. School districts currently offering career and technical education programs would be required to continue those programs, while districts that are not currently offering those programs are only encouraged to establish them. I urge all school districts to establish career and technical education programs, but cannot support a provision that requires some, but not all, school districts to do so. In addition, the requirement to provide career and technical education programs infringes on local school board decision-making."

Currently, there are 300,624 full-time equivalent students enrolled in grades nine through 12. Of those students, 20 percent, or 60,129 full-time equivalent students, are enrolled in career and technical programs in the public schools. Enrollment in the programs has grown steadily since 1991.

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### **Summary of Substitute Bill:**

In addition to providing a course of study for students who plan to attend a baccalaureate institution, high schools shall provide a course of study for students who plan to pursue a professional or technical degree or certificate that requires less time to complete than the time required for a baccalaureate degree. High schools will also provide a course of study for students who plan to defer additional education and enter the world of work directly upon high school graduation.

The career and technical programs will help participants obtain industry certification upon completion and/or allow participants to enter a college education or training program that is related to the education the student received through the student's high school program. In addition the courses will help participants demonstrate the application of the state's essential academic learning requirements (EALRs) to work, occupation-specific skills, employability, leadership and knowledge of more than one career with the student's chosen pathway.

The SBE may waive these requirements based on district size and staff availability.

**Substitute Bill Compared to Original Bill:**

Requirements to have career and technical programs in each pathway are removed; skill centers are added to the list of schools with which school districts may cooperate to provide the required courses of study; the language is restructured, references are removed to grandfathering schools that did not offer career and technical programs in the 2001- 2002 school year; and the SBE may grant waivers rather than temporary exemptions.

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**Appropriation:** None.

**Fiscal Note:** Not Requested.

**Effective Date of Substitute Bill:** The bill takes effect 90 days after adjournment of session in which bill is passed.

**Testimony For:** (Original bill) Different students need different instructional approaches. Career and technical programs provide hands-on educational experiences that help kids connect to learning. The real life applications in the programs help students understand why academics are important. Today's programs are not your father's voc ed. They emphasize problem-solving and critical thinking, integrated with academics and skill-based instruction. They are also a critical component in the implementation of Goal Four of the state's basic education act. Career and technical programs also offer students opportunities for leadership development, public speaking, learning the value of hard work and determination, and specific and general workplace skills.

(With Concerns) (Original bill) The structure of the bill raises some technical and fiscal concerns related to the ability of districts to provide these programs in every pathway and in every high school.

**Testimony Against:** None.

**Testified:** (In Support) Representative Haigh, prime sponsor; Tim Knue, Washington

Association for Career and Technical Education; Randy Loomas, Washington State Labor Council; Ellen O'Brien Saunders, Workforce Training and Education Coordinating Board; Dennis Wallace, Yelm Community School, Washington Association for Career and Technical Education; Kathleen Lopp, Washington Association for Career and Technical Education; Laura Hilzendeger, Washington Association for Career and Technical Education; Ryan DeLong, Fife High School; Aaron Brown, Fife High School; Barry Kirkeeng, Tacoma Public Schools, Mount Tahoma High School; Christine Lucey, Tacoma Public Schools, Mount Tahoma High School; Cole Nagel, Tacoma Public Schools, Mount Tahoma High School; Kristin Robinson, Tacoma Public Schools, Mount Tahoma High School; My-Anh Ho, Tacoma Public Schools, Mount Tahoma High School; Christopher Wyn, Tacoma Public Schools, Mount Tahoma High School; and Christine Perkins, Washington State Special Education Coalition.

(With Concerns) Rainer Houser, Association of Washington School Principals; and Brian Jeffries, Office of Superintendent of Public Instruction.