

# **WOVE Legislative Update for Career and Technical Education**

**Legislative Session Week 9 - 2016  
March 11, 2016**

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**WOVE...Representing the Career and Technical Education field through advocacy activities, which promotes the value of CTE and the policies that are needed to support CTE practitioners, advance the field, and improve student learning.**

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**Welcome to the last week of the 2016 regular Legislative Session,  
and the first day of Special Session #1 of 2016!**

There was no supplemental budget agreed upon by both parties in both chambers and the Governor has called a special session beginning today. By law, they have a maximum of 30 days in this session, but could finish early. The Governor has responded to the lack of movement on a budget with a veto of 27 bills passed during the session - [Bills Vetoed, as of March 10, 2016](#). You can find [Bills Passed the 2016 Regular Legislative Session](#) here.

It is rumored this session will last a short 4-5 days, which is what is required to procedurally pass a supplemental budget, along with the underlying policy bills needed to enact the final budget. This is as fast as a "fast-track" could happen for passing a supplemental budget. Scuttlebutt on the hill is they have agreed on the size of the box for the supplemental budget, but no details of what the numbers look like are being shared.

The Senate Ways and Means Committee meets today (Friday) for a public hearing on a proposed substitute bill for the budget

The Career and Technical Education (CTE) community, our coalition partners, and others have been focused on an increase for CTE and skill center MSOC funding to meet the needs of delivering high-quality CTE programs across the state. The MSOC increase is the first of several steps to implement the "[CTE and Skill Center Program Funding, Accounting & Data Reporting](#)" that was requested by the legislature to bring "...*recommendations for revising the funding formulas, including the possibility of conversion to a model that enhances basic education rates, potential revisions to the accounting systems, and recommendations for improving reporting and transparency.*"

After delivery of the report in June of 2014, the Washington ACTE and others began the work of moving legislation implementing the report. Due to the high "cost" of the total "package" was the biggest limiting factor to implement any change to CTE funding within the current basic education funding formula in 2015. During the current 2016 legislative session, we focused on changing funding policy and to ultimately fund in the supplemental budget an increase to CTE and skill center MSOC funding for a total cost of \$21M in the first year.

This did not happen this year and is due to many factors beyond our control such as the downturn in the current revenue forecast of just under \$500M and an increased cost to the state of paying for the state's responsibility for health care costs. Last week I shared a video link from TVW sharing the Senate and House perspective of the dilemma the state finds itself in this year. This along with the impending bill for meeting the McCleary decision there is little to no appetite, or will of the legislative leadership in both caucuses to address our CTE funding concerns within basic education funding.

While that is the current situation we will, with your help and the help of our partners, continue to work on the issue during the interim to be in the best position to move forward in seeking CTE and skill center MSOC funding and the other pieces of the full funding report.

## During the Interim:

The interim plan will have many pieces requiring the help of teachers, administrators, students, parents, industry partners, and community leaders to do what we all can to inform and demand that the next legislative members address the need to fund CTE programs in a way that ensures those programs have the funds to meet the needs of their students across the state.

While many of you know the challenges in your schools that are limiting the ability to provide high-quality Career and Technical Education (CTE) programs, here are some of the common factors shared by CTE directors that impact CTE funding delivered to classrooms directly benefiting students:

- Reduction of the CTE differential funding formula that reduced the additional funding for CTE MSOC from \$900/FTE in the 2011-2012 school year to \$300/FTE in the 2016-2017 school year. The change for skill centers is \$1343/FTE in the 2011-2012 school year to \$593/FTE in the 2016-2017 school year.
- As the differential has been reduced the 15% indirect charges taken by districts from CTE funding has not been reduced or eliminated.
- The ability to direct charge by districts has not changed either, still allowing for the expenditure of CTE funds outside the needed activities of the CTE classroom. The greatest of these current direct charges that reduce CTE funds reaching the classroom is the cost of TRI days for CTE instructors being paid for out of CTE funds while general education teachers are having their TRI days paid by local levy funds. NOTE: This is a question of equity and the solution is more than likely tied up with the final stage of the McCleary funding decision wrapped up in the legislatures' final solution to address salaries statewide.
  - To remind all of us about the history and current status of the McCleary Court Decision may I suggest you read <http://projects.seattletimes.com/2016/education-funding/> for a quick well laid out review.

## WHAT CAN YOU AND OTHERS IN YOUR SCHOOL AND COMMUNITY BE DOING TO HELP ADVOCATE BETWEEN NOW AND THE NEXT LEGISLATIVE SESSION?

Let's start with the definition of advocacy, according to the Merriam-Webster Dictionary: -1. *One who pleads another's cause*, -2. *One who argues or pleads for a cause or proposal*.

We hear in education all the time "Is this good for students?" As a CTE educator you know intimately the positive impact of your and other CTE programs on students for their futures and ultimate career success in life. As a professional, I believe you have no greater cause to advocate for than the value of what CTE offers to your students, the community, and our state's economy.

The greatest limitation to that advocacy is the comfort and ability you feel you have to participate in advocacy in your schools, communities, and state. While it may seem daunting to engage in this important work, there is much you are currently doing in your day-to-day activities engaging with students, parents, and community. Don't let this "lack of comfort" keep you from doing something that will benefit your programs, your students, and community. Choose to do something (which many of you are – and Thank You!) that bring others along with you to advocate for CTE, however you can.

The only "wrong" action is in-action! You have the knowledge and the passion for what you do and the more you share your knowledge of what your students need, you will have a positive impact on those that count!

Advocacy for CTE is a lot like sales; here is a brief article/blog post about how every interaction is a point of sale in many ways. (Impact Article: <http://tinyurl.com/jslqeq7>)

To begin, make it a team effort in your school and connect with your CTE administrator and other CTE instructors in your district to discuss what you all can do and develop a plan to do as much as you can in your community going forward.

It is difficult and important work to change the laws of Washington to support and promote CTE statewide and ultimately have a positive impact on every district in the state.

## **Ideas for Activities to Initiate Over Time:**

### **Suggested points to speak to in your own words in your letters, discussions, and activities with legislative members:**

- Remind them the legislature requested a study for CTE funding - delivered in 2014
- After over two years working with the state legislature there has been no action to implement those recommendations
- Due to their lack of action; ask why there is no demonstrated will within the legislature to act on funding CTE in a way to assure quality CTE programs can continue/expand in your district
- Help them see that CTE is delivering STEM in rigorous career related ways, share with them the CTE standards that CTE programs are held to in our state connected to that funding
- Tell the story of what potentially could be lost over time if funding is not restored, specifically for high cost programs
- Share how important it is for students to discover their potential career passions at an early age – not after high school and how K-12 CTE programs help in that discovery and is the fastest route to a well-paying job/career
- Emphasis that CTE contributes to not only student success, but is vital for the local community and economy as those students meet the labor and entrepreneur needs for our state's economic future

### **For the end of the 2016 session:**

- Send an email to your local legislators sharing your disappointment and ask them to join with you in working during the interim to understand the challenges and the need to have the funding formula for CTE as outlined in the "[CTE and Skill Center Program Funding, Accounting & Data Reporting](#)"(pdf). Share with them what is happening and the challenges you have to continue delivering and/or expanding CTE in your district.
- *If, by some miracle, at this point there is some positive movement for CTE funding, even something as simple as some sort of study group or task force to inform the legislature during the interim; Thank them for that and then ask them to work with you during the interim as stated in the previous bullet.*

### **Before the end of this school year:**

Ask your local legislators to come and visit your school to see CTE programs in action during the school day and share with them the good work happening in your school and district – connect the good work to the need for funding. While there ask them how you can help them to implement the CTE funding formula asked for in the legislative report.

### **During the summer months:**

If you have summer CTE-related activities happening with staff and students invite legislative members to attend and be involved in some small way. For example: County fairs with student displays and action, ask the member to be a part of the judging and or presentation of awards. Again, share with them the success stories of your students and ask for their help in promoting CTE programs statewide.

Start a letter writing campaign with staff, students, parents, and community leaders, using the applicable points above, in your local papers sharing the story of CTE in your district and the potential loss of programs over time without the appropriate funding. Tell the story of what will be lost to the students, the community, and economy.

### **Elections matter:**

This is an election year where every member of the House is running for office and one half of the Senators have elections this year. (Find those here: <http://leg.wa.gov/Senate/Senators/Pages/TermExpirations.aspx>) Invite and connect with incumbents and challengers alike to learn what Career and Technical Education (CTE) is statewide and provide them an opportunity to come and learn what is happening in your programs and district for your CTE students.

### **In the fall of next school year:**

After school starts before the general election in November invite both candidates to again visit and learn about CTE in your district. If they cannot come to you find a way to visit with them with students to share the story of CTE and the success stories you are creating for students and the importance to have CTE classes in your schools.

## Activity at the Federal Level:

Last week, Acting U.S. Secretary of Education John King participated in multiple congressional hearings to discuss the potential of the Senate formally confirming his position as Secretary (he has been "Acting" since December 2015), the ongoing implementation of the Every Student Succeeds Act (ESSA), and the Administration's most recent budget request for Fiscal Year (FY) 2017.

The Administration has renewed its proposal for an "American Technical Training Fund" (ATTF), a competitive grant program that would focus limited investments in shorter-term job training initiatives in high-demand sectors. This type of proposal has been an enduring theme in the President's past budgets and was one that could be found throughout the budget request this year as seen in his proposals for a series of many new or competitive programs at the expense of existing ones.

**Daily Dish: Acting Education Secretary John King Pushes for Career...** By Alliance for Excellent Education

Acting Education Secretary John King made a push today for **career technical education**, calling on Congress to reauthorize the Carl D. Perkins Career and Technical Education (CTE) Act.

We need as many members of the House and Senate as possible to sign these letters to ensure that the appropriations committees recognize the importance of increasing funding for CTE. Let your Members of Congress know that building our investment in CTE is a top priority!

## Take Action! Ask Your Members of Congress to Support Perkins Funding!

This month, Members of Congress in both Chambers will have the opportunity to voice their support for additional Perkins funding in the upcoming FY 2017 budget and appropriations process.

- Use the CTE Action Center to email your Senators and Representative, or connect by phone through the Capitol Switchboard at 202-224-3121.
- Ask your Members of Congress to support funding for CTE by signing the FY 2017 Perkins appropriations request letter!

## From the National ACTE:

### New ED Grants for CTE Labs Announced

The Department of Education (ED) just launched the CTE Makeover Challenge to provide \$200,000 in grants to redesign high school lab spaces. Initial applications are due April 1. [Read more](#)

### Department Announces ESSA Negotiators

Last Friday, the U.S. Department of Education announced more details about the negotiation process that will help determine how certain provisions of the Every Student Succeeds Act (ESSA) will be implemented. [Read more](#)

### Administration Releases WIOA State Plan Requirements

The U.S. Department of Labor released the final Information Collection Request for State Unified or Combined Plans as required under the Workforce Innovation and Opportunity Act (WIOA). [Read more](#)

### Ten States to Receive Federal Assistance to Develop Job Training Programs

The U.S. Department of Agriculture has announced that 10 states will receive federal assistance through the Supplemental Nutrition Assistance Program to develop job training and employment opportunities. [Read more](#)

*Bills that have failed to make the cutoff date does not mean they are “dead,”  
but in all likelihood they will not get further consideration.*

## HOUSE BILLS

### **EHB 1003**

Concerning the development of a model policy on natural disaster school infrastructure recovery.

Rep. Brad Hawkins

**Status: Delivered to Governor**

### **2SHB 1408**

Concerning the development of a definition and model for "family engagement coordinator" and other terms used interchangeably with it.

Rep. Lillian Ortiz-Self

**Status: Delivered to Governor**

### **4SHB 1541**

Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee.

Rep Sharon Tomiko Santos

**Status: Delivered to Governor**

### **3SHB 1682**

Improving educational outcomes for homeless students through increased in-school guidance supports, housing stability, and identification services.

Rep. Jake Fey

**Status: Delivered to Governor**

**Amendment** provides additional support services for homeless students by allowing school nurses, school counselors, or the homeless student liaison to provide consent for health care under certain listed circumstances. Only applies to students who are not under the supervision or control of a parent, custodian, or legal guardian.

**2SHB 1737 - Failed to make the cutoff date.**

**SHB 1867 - Failed to make the cutoff date.**

### **4SHB 1999**

Coordinating services and programs for foster youth in order to improve educational outcomes.

Sen. Reuven Carlyle

**Status: Delivered to Governor**

### **ESHB 2323**

Creating the Washington achieving a better life experience program.

Rep. Christine Kilduff

**Status: Delivered to Governor**

### **HB 2360**

Eliminating the quality education council.

Rep. Kristine Lytton

**Status: Delivered to Governor**

### **2SHB 2449**

Providing court-based and school-based intervention and prevention efforts to promote attendance and reduce truancy.

Rep. Tina Orwall

**Status: Delivered to Governor**

**HB 2476**

Concerning waivers from the one hundred eighty-day school year requirement.

Rep. Norm Johnson

**Status: Delivered to Governor**

**E2SHB 2573 - Failed to make the cutoff date.**

**HB 2597**

Requiring school districts to include sexual abuse as a topic in plans addressing students' emotional or behavioral distress.

Rep. Tina Orwall

**Status: Delivered to Governor**

**HB 2639 - Failed to make the cutoff date.**

**HB 2675 - Failed to make the cutoff date.**

**ESHB 2825 - Failed to make the cutoff date.**

**ESHB 2834 - Failed to make the cutoff date.**

**SHB 2851 - Failed to make the cutoff date.**

**SHB 2964 - Failed to make the cutoff date.**

**SENATE BILLS**

**ESSB 5561 - Failed to make the cutoff date.**

**E2SSB 6195**

Concerning basic education obligations.

Sen. Ann Rivers

**Status: C 3 L 16**

**SSB 6210 - Failed to make the cutoff date.**

**SSB 6273**

Concerning safe technology use and digital citizenship in public schools.

Sen. Marko Liias

**Status: Delivered to Governor**

**SB 6291 - Failed to make the cutoff date.**

**ESSB 6293**

Addressing student volunteers.

Sen. John Braun

**Status: Delivered to Governor**

**SSB 6354 - Vetoed by the Governor**

**SB 6371**

Concerning the definition of "agency" for purposes of early learning programs.

Sen. Steve Litzow

**Status: Delivered to Governor**

**2SSB 6408 - Failed to make the cutoff date.**

## **E2SSB 6455**

Expanding the professional educator workforce by increasing career opportunities in education, creating a more robust enrollment forecasting, and enhancing recruitment efforts.

Sen. Bruce Dammeier

**Status: Delivered to Governor**

**Amendment** allows certain retired teachers to work as substitute teachers, or mentors or advisers, for up to 867 hours per year without suspension of their benefits, until August 1, 2020; Requires certain public institutions of higher education to implement an Alternative Route program; Requires plans for placement of resident student teachers; Expands the Beginning Educator Support Team program; Requires development of mentor training program goals for teacher preparation program curricula; Expands the Educator Retooling program to individuals wishing to obtain endorsements in elementary education or early childhood education; Requires development of a Teacher Shortage Conditional Grant program to provide financial aid to individuals in teacher preparation programs.

## **SSB 6466 - Vetoed by the Governor**

## **2SSB 6497 - Failed to make the cutoff date.**

## **E2SSB 6601**

Creating the Washington college savings program.

Sen. David Frockt

**Status: Delivered to Governor**

## **ESB 6620**

Concerning a statewide plan for funding cost-effective methods for school safety.

Sen. Rosemary McAuliffe

**Status: Delivered to Governor**

## **SB 6626 - Failed to make the cutoff date.**

### **LEGISLATIVE LINKS**

- [Washington State Legislature](#)
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