

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 118
MAY 15, 2007**

LEGISLATIVE UPDATE

Background

During the legislative session, the Workforce Training and Education Coordinating Board (Workforce Board) staff monitors and provides input on legislation and budget proposals that match the priorities identified in *High Skills, High Wages*, Board budget and policy requests, and operating agency proposals endorsed by the Board.

Attached is a summary of significant workforce-related bills and budget appropriations enacted by the 2007 Legislature (organized by the ten strategic opportunities identified in *High Skills, High Wages: 2006, Washington's Strategic Plan for Workforce Development*). The attachment also identifies new assignments for the Workforce Board and workforce-related bills that did not pass.

Board Action Requested: None. For discussion purposes only.

2007 WORKFORCE-RELATED BILLS AND APPROPRIATIONS By Ten Strategic Opportunities

1. Dropouts: Increasing high school graduation rates.

A. Bill(s) Passed:

1. Building Bridges Program - E2SHB 1573 (Rep. Quall; By Request of OSPI)

- a. Bill Summary:** Directs OSPI to create a Building Bridges grant program to local partnerships of schools, families, and communities, including the Workforce Development Councils (WDCs). The bill defines a “Building Bridges Program” as a partnership that provides: a system that identifies individual students at risk of dropping out from middle through high school and provides timely interventions for such students; coaches or mentors; staff responsible for coordinating community partners to provide wrap-around services; retrieval or reentry activities; and alternative educational programming, including career and technical education preparatory programs. The bill directs OSPI to consult with the Workforce Board in identifying criteria for grants and evaluating proposals. The bill also directs OSPI to develop and monitor grant requirements and contract with a third party to evaluate the infrastructure and implementation of the partnership. During the 2007-2009 biennium, school districts that contract with eligible alternative educational service providers to provide education programs, including GED preparation, that generate course credits towards high school graduation, for students who are at risk of dropping out of school, or who have dropped out of school, may continue to use basic education allocations under RCW 28A.150.250 to fund contracts with those providers. The bill also establishes a state-level work group to track the program and report to the Legislature. The Workforce Board will be included in this workgroup.
- b. Appropriation for the Bill:** \$5 million of GF-S monies are provided to OSPI to implement the Building Bridges program.
- c. Workforce Board Assignment:** OSPI must identify criteria for grants and evaluate proposals in collaboration with the Workforce Board. OSPI must establish a state-level work group that consists of the Workforce board and other specified state agencies that work with at-risk youth or youth who have dropped out of school. The work group must make recommendations to the Legislature, develop and track performance measures and benchmarks for partnerships, identify research-based and emerging best practices for prevention, intervention, and retrieval. The state-level work group shall also examine issues related to school districts' use of basic education allocations including, but not limited to, findings or other relevant communications by the state auditor.

B. Budget Appropriation(s):

- 1. Navigation 101:** \$6,440,000 of GF-S monies are provided to OSPI for the dissemination of the Navigation 101 curriculum to all districts.

C. Bill(s) Not Passed:

1. Mandated Navigation 101 - HB 1614 (Rep. Anderson)

- a. Bill Summary:** Directs each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. Increase the minimum counselor ratio over four years to five certificated school counselors to 1,000 annual FTE students enrolled in grades six through twelve.
- b. Implications:** Mandating Navigation 101 will remain an issue for consideration by the Board, The State Board of Education, the Governor and the Legislature.

2. Career Pathways: Expanding the availability of career pathways that span secondary and postsecondary education and training.

A. Bill(s) Passed:

1. Skills Centers - 2SSB 5790 (Sen. Hobbes)

- a. Bill Summary:** Implements the recommendations of the skills centers study conducted by the Workforce Board, including expansion of the student FTE to allow high schools and skill centers to receive funding for all classes up to a 1.6 FTE (and directing the OSPI to review skills center policy guidelines to relax limitation they place on serving rural students by means of satellite programs, branch campuses or distance learning.
- b. Appropriation for the Bill:** \$7,394,000 in GF-S monies are provided to fund skills center students for up to 1.6 FTEs.
- c. Workforce Board Assignment:** The OSPI, in cooperation with the Workforce Board, skill center directors, and the Washington Association for Career and Technical Education, must revise the skill centers policy guidelines so that the threshold enrollment at a skill center need not have a minimum of 70 percent of students enrolled on the core campus, in order to facilitate serving rural students through satellite programs or branch campuses.

2. Math, Science and Technology Pathway - 2SHB 1906 (Sen. McAuliffe)

- a.** A section of the bill directs OSPI to provide support for statewide coordination for math, science, and technology. This includes obtaining and disseminating an interactive, project-based high school and middle school technology curriculum. Also includes a comprehensive professional development component for conducting outreach efforts to attract middle and high school students to careers in math, science, and technology and to educate students about the coursework that is necessary to be adequately prepared to succeed in these fields. in collaboration with other educational entities.
- b. Appropriation for the Bill:** \$282,000 of GF-S monies are provided to coordinate and promote efforts to develop integrated math, science, technology and engineering programs and to provide \$25,000 grants for professional development.

- c. **Workforce Board Assignment:** OSPI is to collaborate with the community and technical colleges, the four-year institutions of higher education, and the Workforce Board, in conducting its outreach efforts.

B. Budget Appropriation(s):

- 1. **Pre-Apprenticeship:** \$350,000 of GF-S monies are provided to OSPI for incentive grants for districts to develop pre-apprenticeship programs. Grant awards up to \$10,000 each shall be used to support the program’s design, school/business/labor agreement negotiations, and recruiting high school students for pre-apprenticeship programs in the building trades and crafts.

C. Bill(s) Not Passed:

- 1. **Career Pathway Grants - E2SSB 5841 (Rep. Santos)**
 - a. **Summary of the Bill:** A provision in this bill would have provided grants through OSPI to support high school partnerships to create Career Pathways Programs in high-demand fields. However, this section is null and void since funding was not provided in the budget.
 - b. **Implications:** The Board, the Governor and the Legislature will be likely asked to support this grant program for funding in the next legislative session.

3. Postsecondary Training: Increasing postsecondary training capacity.

A. Bill(s) Passed:

- 1. **High Demand Enrollments - SB 5731 (Sen. Shin)**
 - a. **Summary of Bill:** Establishes a committee on the education of students in high demand fields, including one person representing the Workforce Training and Education Coordinating Board. The committee is to develop a plan to increase the capacity of Washington institutions of higher education by 10,000 students per year by 2020 to produce degrees in high impact, high demand areas of study.
 - b. **Appropriation for the Bill:** None.
 - c. **Workforce Board Assignment:** The Workforce Board is named to the Committee.
- 2. **Apprenticeship Utilization - EHB 1898 (Rep. Quall).**
 - a. **Summary of the Bill:** Provides, for all public works by a school district estimated to cost one million dollars or more, that all specifications are to require that no less than fifteen percent of the labor hours be performed by apprentices.
 - b. **Appropriation for the Bill:** None.
 - c. **Workforce Board Assignment:** None.
- 3. **Private Career Schools - SB 5402 (Sen. Kilmer, By Request of the Workforce Board)**
 - a. **Bill Summary:** Requires a private vocational school to demonstrate that it is fiscally viable and able to fulfill its commitments to students. Allows the Workforce Board to require private vocational schools to take corrective action if they are identified as “at risk of closure or termination” due to a

pattern of student complaints or a history of failure in meeting minimum licensure requirements. Provides transition services for students who are impacted by closures. Requires a private vocational school to ensure students for whom English is a second language have sufficient skills to complete and benefit from the program before enrolling such students.

- b. **Appropriation for the Bill:** \$106,000 to the Workforce Board to improve oversight of private vocational and career schools.
- c. **Workforce Board Assignment:** As specified in the bill.

B. Budget Appropriation(s):

- 1. **General Enrollments:** \$5,040,00 of the education legacy trust account and \$10,920,000 of GF-S monies are provided to SBCTC to expand general enrollments by **900 student FTEs in academic year 2008 and an additional 1,050 student FTEs in academic year 2009.**
- 2. **High Demand Enrollments:** \$5,720,00 of the education legacy trust and \$11,420,000 of GF-S monies are provided to SBCTC to expand high-demand enrollments by **650 student FTEs in fiscal year 2008 and 650 student FTEs in fiscal year 2009.**
- 3. **Apprenticeship Training:** \$2,835,000 of the education legacy trust fund is provided to SBCTC to increase enrollment in apprenticeship training programs by **150 student FTEs in each fiscal year.**

C. Bill(s) Not Passed:

- 1. **High Demand Definition – HB 2317 (Rep. Wallace)**
 - a. **Bill Summary:** Directs the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, the Office of Financial Management, the Employment Security Department, and the Department of Community, Trade, and Economic Development to work collaboratively to prepare recommended legislation that includes a statutory definition of high demand for use by the legislature and all agencies and institutions that offer postsecondary education, employment preparation, and workforce-related services to business and industry.
 - b. **Implications:** The work to create a common definition is already being done.

4. Student Support: Increasing financial aid and retention support for workforce education students.

A. Bill(s) Passed:

- 1. **Opportunities Grant Program - 2SHB 1096 (Rep. Kenney).**
 - a. **Bill Summary:** Directs the State Board for Community and Technical Colleges (SBCTC) to develop and implement a workforce education program known as the opportunity grant program to provide funding for students enrolled at qualified institutions of higher education in opportunity grant-eligible programs of study. Students enrolled are eligible for tuition and fees and an additional one thousand dollars per academic year for books, tools, and

supplies. The bill also directs SBCTC, in partnership with business, labor, and the Workforce Board, to identify high demand programs that qualify for the program and gain recognition of the credentials, certificates, and degrees by Washington's employers and labor organizations. In addition, the bill creates an opportunity partnership program to provide mentoring to students participating in the opportunity grant program.

- b. Appropriation for the Bill:** \$15 million of the education legacy trust account and \$8 million of GF-S monies are provided to SBCTC to support the program.
- c. Workforce Board Assignment:** A section of the bill directed the Workforce to receive and distribute funds for the Opportunity Partnerships Program. Also in this section, community and technical colleges and local workforce development councils are to partner to develop the Opportunity Partnership Program which provides mentoring to opportunity grant students. No monies were earmarked for this section of the bill, so a determination will have to be made as to whether the funding provided to the SBCTC will cover the costs of this section.

2. Part-Time Students Financial Aid - ESHB 1179 (Rep. Hasegawa)

- a. Bill Summary:** Allows a student who is enrolled in three to six credit-bearing quarter credits, or the equivalent semester credits, to receive a state need grant for up to one academic year before beginning a program that leads to a degree or certificate.
- b. Appropriation for the Bill:** \$1 million in GF-S monies are provided to the Higher Education Coordinating Board solely for state need grants provided to students enrolled in just three to five credit-bearing quarter credits, or the equivalent semester credits.
- c. Workforce Board Assignment:** None.

B. Budget Appropriation(s): None.

C. Bill(s) Not Passed: None.

5. Integrated ABE and Training: Increasing ABE Skills and ESL instruction that is integrated with occupational skills training.

A. Bill(s) Passed: None.

B. Budget Appropriation(s):

- 1. I-Best:** \$7,350,000 of the education legacy trust account is provided to increase enrollment levels in Integrated Basic Education, Skills, and Training (I-BEST) program by **250 student FTEs per year.**

C. Bill(s) Not Passed: None.

6. Workforce and Economic Development: Improving coordination between workforce and economic development in key economic clusters.

A. Bill(s) Passed:

1. Economic Development Commission - SB 5995 (Sen. Kastama)

- a. Bill Summary:** Creates the Economic Development Commission (EDC) as an independent agency. The commission is to develop a state comprehensive plan, establish and maintain an inventory of economic development programs, perform a biennial assessment of the economic development needs of the state, and administer scientifically-based outcome evaluations of the state economic development system.
- b. Appropriation for the Bill:** None for workforce purposes.
- c. Workforce Board Assignment:** The Director of the Workforce Board is added to the membership of the Commission.

2. Innovation Partnership Zones - SHB 1091 (Rep. Van De Wegel)

- a. Bill Summary:** The Director of the Department of Community, Trade and Economic Development (CTED) is to designate local areas as innovation partnership zones if the areas have research capacity, globally competitive firms in a research-based industry, and training capacity.
- b. Appropriation for the Bill:** None for workforce purposes.
- c. Workforce Board Assignment:** The EDC and the Workforce Board are to jointly convene a working group to: (a) specify the process and criteria for identification of sub-state geographic concentrations of firms or employment in an industry and the industry's customers, suppliers, supporting businesses, and institutions, which process will include the use of labor market information from the employment security department and local labor markets; and (b) establish criteria for identifying strategic clusters which are important to economic prosperity in the state, considering cluster size, growth rate, and wage levels among other factors.

B. Budget Appropriation(s): None.

C. Bill(s) Not Passed:

1. Workforce Development Council (WDC) Planning - HB 1880 (Rep. Wallace)

- a. Bill Summary:** Creates the Skills-Based Economic Growth Planning Program under which WDCs serve as the lead workforce development planning organizations within their regions. Each WDC is to convene workforce and economic development related organizations and educational institutions that provide services within its region and adopt and periodically update a consensus skills-based economic growth plan for the region.
- b. Implications:** Funding for WDCs to conduct workforce and economic growth planning will likely be an issue next session.

7. Industry Skill Panels: Expanding and sustaining skill panels.

A. Bill(s) Passed: None.

B. Budget Appropriation(s):

1. **Industry Skill Panels:** \$640,000 of GF-S dollars are provided to the Workforce Board to allocate grants to establish and support industry skill panels and to establish industry skill panel standards that identify the expectations for industry skill panel products and services.

C. Bill(s) Not Passed:

1. **Industry Skill Panels - SB 5254 (Sen. Kilmer)**
 - a. **Bill Summary:** Directs the Workforce Board to allocate grants on a competitive basis to establish and support industry skill panels. Directs the Workforce Board to establish industry skill panel standards that identify the expectations for industry skill panel products and services. Continued funding of particular industry skill panels is to be based on meeting the standards established by the board.
 - b. **Implications:** Funding was provided in the budget, but the issue of establishing the program in statute may be revisited.

8. Customized Training: Expanding customized training for current workers.

A. Bill(s) Passed: None.

B. Budget Appropriation(s):

1. **Job Skills Program:** \$500,000 in additional GF-S monies (\$5,450,000 total for the biennium) is provided to SBCTC for the job skills program.

C. Bill(s) Not Passed: None.

9. Workforce Integration: Developing state and local agreements on service integration.

A. Bill(s) Passed:

1. **Vocational Rehabilitation Pilots - ESSB 5920 (Sen. Kohl-Welles)**
 - a. **Bill Summary:** Authorizes pilot projects that provide Labor and Industry vocational rehabilitation services at WorkSource Centers.
 - b. **Appropriation for the Bill:** None for workforce purposes.
 - c. **Workforce Board assignment:** None.

B. Budget Appropriation(s): None.

C. Bill(s) Not Passed: None.

10. High Skills, High Wages

A. Bill(s) Passed:

- 1. Strategic Plan Resolution - SCR 8804 (Sen. Shin By Request of the Workforce Board)**
 - a. Bill Summary:** Resolves that the House of Representatives and the Senate approve the 2006 update to *High Skills, High Wages*, the State Comprehensive Plan for Workforce Development.
 - b. Appropriation for the Bill:** None.
 - c. Workforce Board Assignment:** Lead agencies, including the Workforce Board, identified in the plan for implementing strategies.

B. Budget Appropriation(s): None.

C. Bill(s) Not Passed: None.

11. Additional Workforce Board Assignments

A. Bill(s) Passed:

- 1. Educational Data - E2SSB 5843 (Sen. Oemig)**
 - a. Bill Summary:** OSPI is directed to conduct a feasibility study on establishing a longitudinal student-teacher data system. The bill also implements recommendations of Washington Learns for benchmarking and monitoring of the K-12 system, including a budget review and approval process, and Education Data Center in the Office of Financial Management. The Education Data Center is to: conduct collaborative analyses of education issues across the P-20 system; coordinate with other state education agencies to compile education data and complete P-20 research projects; track enrollment and outcomes through the public centralized higher education enrollment system; assist other state educational agencies' collaborative efforts to develop a long-range enrollment plan for higher education including estimates to meet demographic and workforce needs; and provide research support that focuses on student transitions within and among the early learning, K-12, and higher education sectors in the P-20 system.
 - b. Appropriation for the Bill:** None for the Workforce Board.
 - c. Workforce Board Assignment:** Directs the Workforce Board, among other education agencies to work with the Education Data Center to develop data sharing and research agreements.
- 2. Math WASL - ESSB 6023 (Sen. McAuliffe)**
 - a. Bill Summary:** This bill deals primarily with a delay in the requirement that students pass the Math WASL in order to graduate.
 - b. Appropriation for the Bill:** None for the Workforce Board.
 - c. Workforce Board Assignment:** OSPI and the Workforce Board must convene an advisory committee, comprised of legislators and others, to identify career and technical education curricula that will assist in preparing students for the state assessment system and obtaining a Certificate of Academic Achievement. By January 15, 2008, the advisory committee shall provide an initial report to the governor and the legislature and, if necessary, a

work plan with additional reporting deadlines, which shall not extend beyond December 15, 2008.