

WASHINGTON STEM | 2019 LEGISLATIVE SUMMARY

SESSION FACTS

- Democrats controlled the Legislative process with the Governor's Office, 57 of the 98 members in the House, and 28 of the 49 members in the Senate.
- The 2019 Session was the longer, 105 days, session with the primary purpose to adopt a 2019-21 State Budget.
- Legislators introduced 2,211 bills this year – 1,185 in the House and 1,026 in the Senate. The Legislature passed 469 bills. All of those bills that did not pass remain in play for the 2020 Legislative Session.
- The Legislature adjourned April 28th and the Governor concluded his bill action on May 21.

BACKGROUND

When the session began budget-writers knew, but most legislators were not aware of the ongoing costs of the McCleary/K-12 “fixes” previously approved. Hence, both legislative and stakeholder expectations were high in terms of resources within the existing revenue streams that could be used for new or expanded programs in 2019. Once the session began legislator budget writers quickly communicated that significant new or expanded programs would require new revenue streams. Some members were frustrated but many of the majority democrats were willing to increase taxes for the expenditures they sought. See further details under the budget outline below.

The session was scheduled for 105 days and Majority Democrats wanted to conclude on time indicating they can run government efficiently. They did in fact adjourn just before midnight on April 28th – the 105th day of the Session.

Many legislators wanted to focus on mental health and higher education in 2019. They had just spent the last 6 years discussing the K-12 education system and their obligation to pay for basic education given the McCleary Supreme Court decision. Now that the Supreme Court had told them they had met their basic education obligations given the budget and bills passed in 2018 and earlier, many were interested in moving on to other issues.

So, we began the year with a significant appetite, existing revenue already committed and new democratic majorities committed to some new ideas and programs.



2019-2021 OPERATING BUDGET

The 2019 Legislature began the budget process with \$5.6 billion more than projections when they concluded the 2018 Supplemental budget. Projected needs given current obligations totaled \$5.8 billion. To address Mental Health and Higher Education proposals without a major shift of resources from other programs new revenue streams would be needed.

The final budget increased spending by \$7.8 billion – nearly \$2 billion from new revenue streams and totaled \$52.4 billion. New revenue streams included a graduated real estate excise tax, B&O increases on select industries, and others.

Of the \$7.8 billion in new spending K-12 represented \$4.5 billion which included an additional \$936 million in special education.

The projected ending fund balance at the end of 2019-21 is \$446 million and \$2.79 billion in total reserves.

EDUCATION SPECIFIC LEGISLATION

HB 1311 Concerning college bound scholarship eligible students.

allows eligible students to sign a College Bound Scholarship (CBS) pledge in the ninth grade if the student was previously ineligible in the seventh or eighth grade as a Washington student. The bill also prioritizes eligible CBS students for a State Need Grant/Washington College Grant if they have a family income that exceeds 65 percent of the state median family income range.

This bill passed and was signed by the Governor.

HB 1139 Expanding the current and future educator workforce supply.

creates new educator recruitment and retention policies related to regional educator recruitment, recruitment of military personnel, educator discipline, Professional Educator Collaborative, student teacher field placement, financial incentives, and supports for those pursuing educator certificates including grants, conditional scholarships, loan repayments and postretirement employment options.

This bill passed and was signed by the Governor with a partial veto.

HB 1424 Concerning access to state career and technical course equivalencies.

requires, with limited exceptions until September 1, 2021, that school district boards of directors provide high school students with the opportunity to access at least one statewide equivalency career and technical education (CTE) course from a list of courses approved by OSPI as meeting academic graduation requirements. The bill also authorizes high schools and school district



boards of directors to adopt local course equivalencies for CTE courses that are not on the list of courses approved by OSPI. This bill passed and was signed by the Governor.

HB 1599 Promoting career and college readiness through modified high school graduation requirements.

removes the direct link between statewide assessments and graduation requirements by discontinuing the Certificate of Academic Achievement after the graduating class of 2019 and the Certificate of Individual Achievement after the graduating class of 2021. The bill requires graduating students in the class of 2020 and subsequent classes to demonstrate career and college readiness through one of eight graduation pathways that align with students' high school and beyond plans. The bill also requires school districts, by the 2021-22 school year, to adopt an academic acceleration policy for high school students. Finally, the bill establishes data collection and reporting requirements related to the graduation pathways for the Superintendent of Public Instruction, the State Board of Education and school districts. This bill passed and was signed by the Governor.

HB 1714 Concerning community and technical colleges granting high school diplomas.

expands the category of students who may receive a diploma from a community or technical college (CTC) to include any individual over age 16 that completes an associates degree. The bill also provides that any individual aged 16 – 21 may be eligible for the basic education allocation who earns a high school diploma through a CTC by completing an associates degree. This bill passed and was signed by the Governor.

HB 1734 Requiring accreditation standards for college in the high school programs.

requires any college or university currently offering concurrent enrollment programs to be nationally accredited by academic year 2027-28. The bill prohibits a higher education institution from offering concurrent enrollment programs if the institution has not attained or is not pursuing national accreditation. Finally, the bill requires colleges and universities offering concurrent enrollment programs to undergo state authorization if the program is not yet accredited beginning in academic year 2019-20. The bill passed and was signed by the Governor.

HB 1973 Establishing the Washington dual enrollment scholarship pilot program.

established the Washington Dual Enrollment Scholarship Pilot Program (Pilot Program) to provide scholarships and textbook vouchers to low-income students enrolled in Running Start of College in the High School Programs. The bill also requires the K-12 school districts to provide documentation to a student's low-income status directly to institutions of higher education for the purpose of the Running Start fee waiver. This bill passed and was signed by the Governor.



[HB 2158](#) Creating a workforce education investment to train Washington students for Washington jobs.

establishes a Workforce Education Investment Accountability and Oversight Board. The bill also establishes the Washington College Grant Program, the Washington Student Loan Refinancing Program and a career connected learning cross-agency work group and grant program. The bill imposes a business and occupation tax on select businesses to pay for these new or expanded programs. This bill passed and was signed by the Governor.

Washington College Grant – The Washington College Grant replaces the State Need Grant. Eligible students must be residents, file a financial aid application and, not have a bachelor’s degree, be enrolled in a higher education institution or apprenticeship program, and demonstrate financial need. Until academic year 2020-21, students with family incomes at or below 70 percent of the State Medium Family Income (MFI) qualify as demonstrating financial need. Beginning with academic year 2020-21 students with family incomes at or below 100 percent of State MFI qualify. Maximum grants are pro-rated. Income 0-55 percent receives 100 percent award. Income 56-60 percent MFI – 70 percent award, 61-65 percent MFI – 60 percent award, 66-70 percent MFI – 50 percent award, and 71-75 percent MFI – 24.5 percent award. A maximum grant covers tuition fees, building fees, and services and activities fees at the public higher education 70 percent MFI – 50 percent award, . Grants for students attending private institutions are tied to the current SNG levels with increases per year tied to the tuition growth factor.

Career Connect Learning – Career connected learning is a learning experience integrated with work-related content and skills in three categories: career awareness and exploration, career preparation and career launch. A CCL cross-agency work group is established to coordinate agency functions. A grant program is established to support regional CCL networks. The grant program is administered by the Employment Security Office and with consultation from the Governor’s Office.

Student Loan Financing Program – This program allows WSAC to contract with up to five private financial institutions to provide more favorable terms by refinancing student loans. Washington State residents may refinance existing student loans under the program.

Washington State Opportunity Scholarship - Private sources of funds are defined to include donations from private organizations, corporations, tribes, municipalities, counties, or other sources but not include state dollars, and are eligible for the state match. If the donation from the private source is from a municipality or county, an amount at least equal to the value of the



private source plus the state match must be returned to recipients within the municipality or county.

SB 5091 Concerning state and federal special education funding.

increases the special education excess cost multiplier from .9609 to .995 in school year 2019-20. Beginning in the 2020-21 school year a tiered multiplier will apply as follows:

- 1.0075 for K-12 students receiving special education and reported to be in the general education setting for 80 percent or more of the school day; and
- 0.995 for K-12 students receiving special education and reported to be in the general education setting for less than 80 percent of the school day.

Beginning in the 2019-20 school year a high-need student is eligible for safety net awards if the student's individualized education program costs exceed 2.3 times the average per-pupil expenditure under the federal Every Student Succeeds Act of 2015.

This bill passed and was signed by the Governor.

SB 5313 Concerning school levies.

regarding local levies allows a district to levy at the lesser of \$2.50 per \$1,000 of assessed value or \$2,500 per pupil for school districts with fewer than 40,000 FTE students. If 40,000 FTE students or more the district may levy the lesser of \$2.50 per \$1,000 of assessed value or \$3,000 per pupil. The bill also provides local effort assistance to school districts that do not generate an enrichment levy of at least \$1,550 per student when levying at a rate of \$1.50 per \$1,000 of assessed value. The bill provides additional enrichment funding to school districts that meet certain enrollment criteria. This bill passed and was signed by the Governor.

HB 1391 Implementing improvements to the early achievers program.

regarding the early-achievers program adjusts the rating levels and associated deadlines for participants in the Early Achievers (EA) program. The bill directs the Department of Children Youth and Families to adopt policies related to providing incentives and removing barriers for child care and Early Childhood Education and assistance Program providers participating in the EA program.

This bill passed and was signed by the Governor with a partial veto.

SB 5088 Awarding credits for computer science.

Computer Science Elective. Beginning no later than the 2022-23 school year, each district that operates a high school must provide the opportunity to access an elective computer science course that is available to all high school students. Districts are encouraged to consider community-based or public-private partnerships to establish and administer a course, but any such course must be aligned to the state learning standards for computer science or



mathematics. Competency-Based Credit. Beginning in the 2019-20 school year, districts may award academic credit for computer science based on completion of a competency examination. Any such competency exam must be aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by OSPI.

This bill passed and was signed by the Governor.

[SB 5410](#) Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.

Requires institutions of higher education to award as much credit as possible and appropriate for passing scores on Advanced Placement, Cambridge Assessment International Examination, and International Baccalaureate exams. Directs institutions of higher education to develop a process for retroactively awarding IB credit for students who first enrolled in the institution in the 2018-19 academic year.

Mandates that institutions of higher education maintain websites with credit awarding policies. This bill passed and was signed by the Governor.

OTHER LEGISLATION

[SB 5511](#) Expanding affordable, resilient broadband service to enable economic development, public safety, health care, and education in Washington's communities.

regarding the expansion of broadband service creates the Governor's Statewide Broadband Office with the purpose to encourage, foster, develop and improve the affordability of quality broadband in the State. The bill also establishes a broadband grant and loan program to be administered by the Public Works Board (PWB). The purpose of the program is to assist middle mile and last mile infrastructure to unserved areas. Eligible applicants include local governments, tribes, nonprofit organizations, cooperative associations, limited liability corporations organized for the purpose of expanding broadband access and incorporated businesses or partnerships. Grants and loans to a private entity must be conditioned on a guarantee the asset or infrastructure to be developed will be maintained for public use for at least 15 years. Generally, funds awarded for a project may not fund more than 50 percent of the total cost of the project. However, the PWB may fund up to 90 percent of the project cost in a financially distressed area and in areas defined as Indian country. Project awards may not exceed \$2 million except in financially distressed areas and Indian country when \$5 million may be awarded.

This bill passed and was signed by the Governor.



BUDGET APPROPRIATIONS

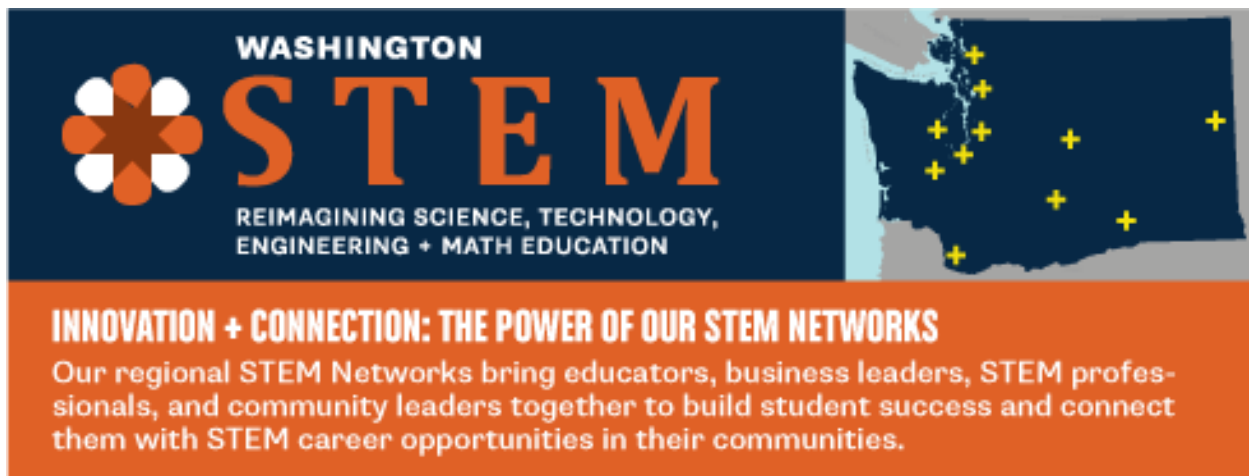
HB 1109 Making 2019-2021 biennium operating appropriations.

This bill passed and was signed by the Governor with a partial [veto](#).

- LASER - \$712 K [page 309, line 14]
- FieldSTEM Outdoor Studies - \$1 M [page 310, line 23]
- AP Computer Science Grants - \$124 K [page 310, line 34]
- Mobius Science Center STEM outreach - \$200 K [page 311, line 13]
- MESA - \$0
- STEM Lighthouse projects - \$270 K [page 303, Sub (b)]
- Promote STEM - \$150 K [page 253, Sub(q)]
- NGSS + Climate Science - \$6 M [page 306, line 27]
- Implementation of dual credit programs - \$9.8 M [page 707, line 7]
- Secondary career and technical education grants - \$4 M [page 303, line 21]
- Maritime, construction, aerospace, advanced manufacturing programs- \$4.2 [page 304]
- CTE course equivalency frameworks - \$86 K [page 306, line 15]
- Information technology academy program - \$6 M [page 309, line 24]
- Seattle Education Access - \$500 K [page 314, line 17]
- Computer science and education grant program - \$2 M [page 708, line 16]
- WA achievers scholarship + higher education readiness program - \$9.8 M [page 308, line 24]
- Professional Development Training for STEM - \$100 K

NOTE: The information provided in this Legislative recap document is accurate to the best of our understanding as of May 28, 2019. Questions? bish@washingtonstem.org





Washington STEM is a statewide nonprofit that advances excellence, innovation, and equity in science, technology, engineering, and math education for all Washington students, especially those furthest from opportunity.

Together with our partners, we catalyze systems change, advance equity, and scale solutions.

- **Career Pathways and Early STEM.** *Early STEM sparks curiosity in STEM before Kindergarten to give students the best start possible in school and life. In Career Pathways, we work with business, education, and community partners to expose and prepare students for exciting careers in technology, advanced manufacturing, health care, agriculture and other high-demand industries in which STEM fuels innovation, economic mobility, and job growth.*
- **STEM Networks and Partnerships.** *Our ten regional STEM Networks and King County STEM partners bring over 240 education, business and community leaders to scale best practices, implement high-impact solutions and connect students with STEM career opportunities where they live.*
- **Data, Measurement, and Learning.** *We collect, measure, and analyze data in critical areas such as early learning, K-12, higher education, and workforce to identify STEM pipeline bottlenecks and share solutions that work.*
- **Advocacy and Policy.** *We lead and partner with coalitions across the state to educate leaders and lawmakers on STEM policies that give students the skills increasingly required in our economy and society.*

