

## Washington STEM Bill Tracker

Updated March 17<sup>th</sup>, 2020

### **ESSB 5395 - Concerning comprehensive sexual health education.**

Requires every public school to provide comprehensive sexual health education that meets certain requirements. Directs public schools to use review tools when choosing sexual health education curricula that is not on a list developed by the Office of the Superintendent of Public Instruction. Requires school districts to annually report the curricula used to provide comprehensive sexual health education. Additionally, allows for excusal from and review of sexual health education of students by parent written request.

**5395 passed; S President signed, H Speaker signed, delivered to Governor 3/12**

### **E2SHB 1783 - Creating the Washington state office of equity.**

Establishes the Washington State Office of Equity (Equity Office), effective July 1, 2020. Creates a Community Advisory Board to advise the Equity Office on its priorities and timelines. Requires the Equity Office to submit a report to the Legislature and Governor every year. Requires state agencies to designate a diversity, equity, and inclusion liaison; apply an equity lens to agency decision-making; develop plans for diversity, equity, and inclusion and for language access; provide data and information to the Equity Office; and collaborate with the Equity Office to develop performance measures.

**1783 passed; H Speaker signed, S President signed, delivered to Governor 3/12**

### **SHB 2308 - Requiring employers to periodically report standard occupational classifications or job titles of workers.**

Requires employers to include occupational data of its employees in the employer's quarterly tax reports to the Employment Security Department. An employer whose filing is incomplete due to failing to include SOCs or job titles must pay an incomplete report penalty only if the employer knowingly failed to report the SOC or job title of each worker. ESD, in coordination with the Workforce Board, must report to the Legislature by November 1, 2026, on how the collection of occupational data was used to evaluate educational investments, add or modify existing training programs, or improve job placement.

**2308 passed; H Speaker signed, S President signed, delivered to Governor 3/11**

### **SB 6066 - Expanding ethnic studies materials and resources for public school students in grades kindergarten through six.**

Specifies that OSPI must identify existing state learning standards, rather than adopt Essential Academic Learning Requirements and grade-level expectations, that address the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures. Requires the OSPI and the existing Ethnic Studies Advisory Committee to identify ethnic studies materials and resources for use in all grades, rather than only for grades 7 through 12. Directs the Ethnic Studies Advisory Committee to consider the need for piloting ethnic studies materials and resources and professional development and adds educators with experience in age-appropriate ethnic studies curricula to the committee.

**6066 passed; S President signed, H Speaker signed, delivered to Governor 3/11**

### **SB 6103 - Concerning educational reporting requirements.**

Each school district is required to report graduation and dropout data annually to the OSPI, including data on how many years students spend in school before graduating or dropping out; dropout rates organized by

demographic subgroups; and the causes of students dropping out. Additionally, requires OSPI to report data regarding students experiencing homelessness, publish K-12 data reports online, and report apportionment data of per pupil allocations.

**6103 passed; S President signed, H Speaker signed, delivered to Governor 3/11**

**SB 6263 - Creating a model educational data sharing agreement between school districts and tribes.**

Requires the Washington State School Directors' Association (WSSDA), in consultation with tribes, to develop a model policy and procedure to establish data sharing agreements between school districts and local tribes by January 1, 2021. Directs WSSDA, when developing a policy and procedure, to consult with various organizations, consider model agreements, and consider standards for the identification of Native students for data sharing purposes.

**6263 passed; S President signed, H Speaker signed 3/12**

**SB 6374 - Concerning apprenticeship materials for dual credit scholarship programs.**

The award for eligible students participating in the RS program under the Dual Enrollment Scholarship pilot program may include the cost of apprenticeship materials as determined appropriate by the college or the university. These materials may include specific course-related material costs, occupation-specific tools, work clothes, rain boots, or gear. Background on Washington Dual Enrollment Scholarship pilot program: to be eligible, a student must qualify for free or reduced-price lunch, be enrolled in one or more dual credit programs, and have at least a 2.0 GPA.

**6374 passed; S President signed, H Speaker signed, delivered to Governor 3/10**

**ESSB 6141 - Expanding access to higher education.**

Requires the Washington Student Achievement Council (WSAC) to develop a financial aid calculator to provide estimates of federal and state aid. Directs WSAC, in collaboration with the public four-year and two-year higher education institutions, as well as independent colleges in Washington State, to develop clear and consistent definitions for financial aid award letters. Allows districts to administer financial aid advising day with information sharing requirements contained in the High School and Beyond Plan (HSBP) and requires that the HSBP include information about the Washington College Grant and other scholarship opportunities.

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**SSB 6142 - Creating the Washington common application.**

Requires the public four-year higher education institutions (institutions) to enroll in the same preexisting online common application for use in admitting students by the 2022-23 academic year. The preexisting online common application adopted must include more than 500 institutional participants and have an established fee waiver process for low-income students. An institution may adopt a second preexisting online common

application, as long as the application includes more than 100 institutional participants and has an established fee waiver process for low-income students.

**6142 passed; S President signed, H Speaker signed, delivered to Governor 3/11**

**SSB 6297 - Recognizing the experience of existing early learning providers to meet educational requirements.**

The Department of Children, Youth, and Families (DCYF) must allow early learning providers who are required to have an ECE initial or short certificate, or both, the option of meeting the certificate requirement through experience-based demonstrated competence (EBDC). Contingent upon the passage of Substitute House Bill 2556, a provider is eligible to demonstrate his or her competence if the provider has: been employed by a licensed child care center or family home for seven years by August 1, 2026; and completed all training that was required during the seven years, including in-service requirements and health and safety training.

**6297 did not pass; last referred to H Approps on 2/28**

**HB 2556 - An act relating to providing regulatory relief for early learning providers.**

Creates a community-based training pathway for licensed child care providers to meet professional education requirements. Requires the Department of Children, Youth, and Families (DCYF) to allow licensed child care providers until at least August 1, 2026 to have certain certificates or complete community-based trainings. Tasks DCYF and the State Board for Community and Technical Colleges to develop a plan to allow community-based training to qualify for college credit.

**2556 passed; H Speaker signed, S President signed, delivered to Governor 3/11**

**SSB 6191 - Assessing the prevalence of adverse childhood experiences in middle and high school students to inform decision making and improve services.**

Directs the Health Care Authority and other state agencies to incorporate questions related to adverse childhood experiences (ACEs) into the Healthy Youth Survey. Encourages school districts to use the information about ACEs in their decision making and to help improve services for students.

**6191 passed; S President signed, H Speaker signed, delivered to Governor 3/12**

**SSB 6521 - Creating an innovative learning pilot program.**

By July 1, 2020, the OSPI must create and administer an innovative learning pilot program to authorize full-time enrollment funding for students participating in mastery-based learning programs. The pilot program must be in effect through the 2022-23 school year. To participate in the pilot program, school districts must have a waiver from the credit unit graduation requirements for the 2019-20 school year, granted by the State Board of Education. A district must also submit information to OSPI, and OSPI may adopt rules to implement the pilot program. By December 1, 2022, OSPI, in collaboration with the State Board of Education, must report to the Legislature regarding the efficiency, cost, and impacts of the funding model or models used under the pilot program.

**6521 passed; S President signed, H Speaker signed, delivered to Governor 3/11**

***ABOUT WASHINGTON STEM: Our work revolves around three main areas:***

- ***Strategically Convene and Partner*** with 10 Regional STEM Networks, alongside business, education, and community leaders to identify and scale effective local solutions.
- ***Provide direct support*** through open-source access to data and measurement tools and targeted financial investments.
- ***Advocate for change*** through educating decision makers, storytelling, and collaboration in order to create the foundation for lasting, equitable change in our state.