

2020 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.
- This was the second year of a two-year cycle. Hence, the shorter 60-day session which began January 13. All bills that did not pass in 2019 were in play in 2020.
- The 2019 and 2020 Sessions saw the introduction of over 4,600 bills – more than half were introduced in 2020. Bills passed in 2020 totaled 380.
- The Session ended on March 12 and the Governor concluded his bill action on April 3. He vetoed 24 bills and an additional 14 bills were partially vetoed.

Background

When the Legislature began their work in January the economy was strong and state revenues continued to exceed expectations – an additional \$1.5 billion from when the Legislature left town last April. Most expected some additions to the 2019-2021 budget, a few adjustments to key policies and then adjournment on time – March 12. The first 50 - 55 days ran true to form and then members started to learn and worry about COVID-19. The Governor was already fully vested in tackling the virus when the Legislature proposed a \$100 million allocation from the Budget Stabilization Account to assist with the health challenges. By the time the Legislature adjourned the allocation was bumped to \$200 million. That bill was signed shortly after it passed, and distributions began almost immediately. When the Governor addressed the Supplemental Budget on April 3 COVID-19 had challenged not only our health but our economy. In an attempt to save money in anticipation of a steep decline in revenue the Governor vetoed 147 separate items in the budget saving \$235 million. And the Legislature may be back later this year to make further reductions. The next revenue forecast is June 17 and we will know more then.

Supplemental Budget

As passed by the Legislature the Supplemental Budget, ESSB 6168, added \$961 million in spending to cover \$121 million in current obligations and a host of new appropriations. The Governor vetoed \$235 million of those appropriations as noted above. The bulk of what remains will be allocated for our K-12 system, housing and homelessness, and the Department of Children, Youth and Family for childcare and related purposes.

The State revenue streams are dominated by sales taxes which make up approximately half of all our revenues. The economic impacts of COVID-19 will severely dampen sales tax collections along with other consumer-based revenue streams. There will be further reductions to the 2019-2021 budget and the 2021-2023 budget will also suffer. The next few years will present significant challenges.

2020 SESSION LEGISLATION THAT PASSED

1. [Early Learning & Childcare](#)
2. [Career Pathways & Dual Credit](#)
3. [Data](#)
4. [Student Supports](#)

1. Early Learning & Childcare

[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.

Signed into law on 4/3

[SHB 2441](#) Entenman – Improving access to temporary assistance for needy families.

Requires the Department of Social and Health Services (DSHS) to reduce a family's Temporary Assistance for Needy Families (TANF) cash grant after two months of continuous noncompliance with work or work activity requirements. The DSHS may not terminate the grant. The DSHS is required to waive sanction policies for recipients who refuse to engage in work for good cause.

Signed into law on 4/3

[HB 2456](#) Callan – Concerning working connections child care eligibility.

The DCYF must extend the grace period for homeless families to meet WCCC program requirements from four months to 12 months. "Homeless" is defined as without a fixed, regular, and adequate nighttime residence as described in the federal McKinney-Vento Homeless Assistance Act subchapter on Education for Homeless Children and Youths. (Companion [SB 6351](#) Nguyen)

Signed into law on 4/2

[HB 2525](#) Callan – Establishing the family connections program.

Creates the Family Connections Program to strengthen families and prevent future child trauma by facilitating communication, where appropriate, between foster families and birth families when a child is dependent and in out-of-home placement. Defines experienced caregiver and parent ally. (Companion [SB 6422](#))

Signed into law on 3/18

[HB 2619](#) Shewmake – Increasing early learning access through licensing, eligibility, and rate improvements.

Allows child care subsidy rates to be equal to or higher than private pay rates in order to support quality. Allows child care licenses to be transferred to a new licensee when there is a transfer of ownership. Directs the Department of Children, Youth, and Families to provide recommendations to improve access to child care in rural areas. Establishes a two-year pilot project to create a dual license for foster care and child care.

Signed into law with [partial veto](#) on 4/3

[HB 2787](#) Callan – Completing the transfer of the early support for infants and toddlers program from the office of superintendent of public instruction to the department of children, youth, and families.

Requires the Department of Children, Youth, and Families (DCYF) to administer early intervention services to all eligible children ages birth to three. Removes the requirement that school districts provide or contract for early intervention services to all eligible children. Transfers funding currently appropriated to the Office of the Superintendent of Public Instruction to DCYF.

Signed into law on 3/19

[ESHB 2455](#) Kilduff – Supporting access to child care for parents who are attending high school or working toward completion of a high school equivalency certificate.

Changes Working Connections Child Care eligibility and copayment requirements for a parent who is attending high school or is working toward completing a high school equivalency certificate. Requires school districts to provide transportation to students who request to transport their infant. (Companion [SB 6255](#))

Signed into law on 4/3

[SB 6540](#) Wilson – Concerning working connections childcare payment authorizations.

Requires a household's 12-month authorization period for the Working Connections Child Care program to begin on the date that child care is expected to begin. (Companion [HB 2471](#))

Signed into law on 4/3

[SB 6483](#) Wilson – Concerning rating requirements for child care providers.

Extends the timeframe for Early Childhood Education and Assistance Program (ECEAP) providers to complete remedial activities in the Early Achievers (EA) program. Allows providers accepting a child care subsidy and ECEAP providers to continue receiving subsidy payments while completing EA remedial activities.

Signed into law on 4/2

[SB 6507](#) Nguyen – Concerning legislative reporting requirements for certain department of children, youth, and family programs.

Directs the Department of Children, Youth and Families (DCYF) to report to the Legislature an examination of engagement, resource utilization, and outcomes for clients receiving DCYF services and youth participating in juvenile court alternative programs funded by DCYF. The data in this report must be disaggregated by race, ethnicity, and geography. This report must identify areas of focus to advance equity that will inform DCYF strategies so all children, youth, and families are thriving. Metrics detailing progress towards eliminating disparities and disproportionality over time must also be included.

Signed into law on 3/31

2. Career Pathways & Dual Credit

[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.

Signed into law on 4/3

[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.

Signed into law on 3/31

[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.

(Companion [HB 2523](#) Ortiz-Self)

Signed into law on 4/1

[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. (Companion [HB 2514](#) Leavitt)

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

[Vetoed by Governor](#)

[EHB 2811](#) Johnson – Establishing a statewide environmental sustainability education program.

Directs the Office of the Superintendent of Public Instruction (OSPI) to provide state leadership for the integration of environmental and sustainability content with curriculum, instruction, and assessment. Requires the OSPI to contract with a Washington state-based nonprofit organization to integrate the state learning standards in English language arts, mathematics, and science with outdoor field studies and project-based and work-based learning opportunities that are aligned with the environmental, natural resources, and agricultural sectors.

(Companion [SB 6124](#))

Signed into law on 4/2

[2SHB 2864](#) Paul – Establishing a running start summer school pilot program.

Requires the Office of the Superintendent of Public Instruction (OSPI), in consultation with the State Board of Community and Technical Colleges (SBCTC), to establish the Running Start Summer School Pilot Program for two years in three community colleges, subject to appropriations. Requires OSPI and the SBCTC to report findings and recommendations on the pilot program to the Legislature by November 1, 2022.

Signed into law on 4/3

[ESSB 6492](#) Pedersen – Addressing workforce education investment funding through business and occupation tax reform.

Eliminates the Workforce Education Investment Act (WEI Act) surcharges retroactively to January 1, 2020. Replaces the current WEI Act surcharge with a 1.75 percent business and occupation (B&O) rate for most service activities beginning April 1, 2020. Imposes a 1.5 percent service activities B&O rate for hospitals, taxpayers subject to the advanced computing surcharge, and taxpayers with less than \$1 million in gross receipts in the preceding calendar year beginning April 1, 2020. Imposes an advanced computing surcharge of 1.22 percent of a business's gross service and other income beginning April 1, 2020.

Signed into law on 2/10

3. Data

[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.

Signed into law on 4/3

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.

Signed into law on 3/18

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.

Signed into law on 3/27

4. Student supports

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.

Signed into law with partial veto on 4/3

3SHB 1660 (2019) Bergquist – Concerning the participation of students who are low income in extra curricular activities.

Requires that school districts collect and publish data related to high school student possession of associated student body (ASB) cards and student participation in athletic programs. Defines certain goals for high schools related to the opportunity gaps in student possession of ASB cards and student participation in athletic programs. Requires school districts that do not meet these goals to develop, submit, and implement a plan to reduce opportunity gaps. Directs school boards to adopt a policy and regulations for waiving attendance and extracurricular-participation fees for students who are low income.

Signed into law on 3/18

HB 1702 (2019) Van Werven – Informing students of low-cost course materials for community and technical college courses.

Community and technical colleges must indicate to students during registration whether a course uses low-cost required instructional materials. This information may be provided either in the course description or a link to the bookstore's website. A course uses low-cost instructional materials if the entire cost of the required materials equals \$50 or less.

Signed into law on 3/25

[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. (Companion [HB 2633](#))

Signed into law on 3/18

[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.

Signed into law on 3/31

[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. (Companion [HB 1407](#))

Signed into law on 3/27

[EHSB 2551](#) Lekanoff – Permitting students to wear traditional tribal regalia and objects of cultural significance at graduation ceremonies and related events.

Specifies that public schools and public institutions of higher education may not prohibit students who are members of a federally recognized tribe from wearing traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at graduation ceremonies or related events. Directs school districts, public institutions of higher education, and, when necessary, public schools to update any relevant policies or procedures. Specifies that the provisions applying to school districts and public institutions apply to students in the graduating class of 2020 and subsequent classes. (Companion [SB 6607](#) Billig)

Signed by Governor on 3/18

[SSHB 2513](#) Slatter – Prohibiting the practice of transcript withholding and limiting the practice of registration holds at institutions of higher education as debt collection practices.

Prohibits institutions of higher education from withholding a student's official transcripts or registration privileges as a tool for debt collection, except for debt related to unpaid tuition fees, room and board fees, or financial aid funds owed. Establishes circumstances under which institutions must release official transcripts, regardless of debt. Requires institutions of higher education to report information to the Governor and the Legislature annually on data related to the use of transcript and registration holds, debt levels, and collection practices.

(Companion [SB 6140](#) - Randall)

Signed into law on 4/2

[HB 2711](#) Johnson – Increasing equitable educational outcomes for foster care and homeless children and youth from prekindergarten to postsecondary education.

Requires the Office of the Superintendent of Public Instruction, in collaboration with specified state agencies, to convene a temporary work group to develop recommendations related to education outcomes and eliminating racial and ethnic disparities for students in foster care, experiencing homelessness, or both. Establishes duties for the work group, including reviewing student data, engaging stakeholders, and producing reports, and related directives for the Education Data Center. Modifies provisions governing a biannual report for specified education outcome programs. Removes an expired reporting requirement regarding specific efforts to promote educational stability and improve education outcomes for children in foster care. (Companion [SB 6511](#))

Signed into law on 3/31

[SHB 2728](#) Slatter – Implementing a sustainable funding model for the services provided through the children’s mental health services consultation program and the telebehavioral health video call center.

Codifies the implementation of the Psychiatry Consultation Line (PCL). Modifies data and reporting requirements for the Partnership Access Line (PAL), PCL, PAL for Moms, and PAL for Kids Referral and Assistance programs. Establishes a funding model for the PAL and PCL programs. Creates the Telebehavioral Health Access Account. Directs the Joint Legislative Audit and Review Committee to conduct a review of the PAL, PCL, PAL for Moms, and PAL for Kids Referral Assistance Service programs.

Signed into law on 4/2

[HB 2737](#) Callan – Updating the children’s mental health work group.

Renames the Children's Mental Health Work Group (Work Group) as the Children and Youth Behavioral Health Work Group. Amends the duties of the Work Group. The CYBHWG must provide annual recommendations to the Governor and the Legislature beginning November 1, 2020. The CYBHWG expires December 30, 2026. (Companion [SB 6588](#) Darneille)

Signed into law on 3/25

[HB 2853](#) Harris – Promoting the effective and efficient administration of the Washington state charter school commission.

Authorizes the Washington State Charter School Commission to hire an executive director and employ staff. Changes the date by which an annual charter school performance report must be completed, from December 1st to March 1st. Repeals provisions that were operational before and immediately after the 2016 reenactment of charter school laws.

Signed into law on 3/18

[2SSB 6561](#) Liias – Creating the undocumented student support loan program.

The Undocumented Student Support Loan Program, administered by the Office of Student Financial Assistance (Office) under the Washington Student Achievement Council (WSAC), is created to offer low-interest loans to resident students who would not otherwise be eligible for federal student loans because of their citizenship status. The program must be designed in consultation with financial aid professionals, relevant student associations, certain nonprofit programs, and other stakeholders. (Companion [HB 2801](#) Gregerson)

Signed into law on 4/2

[HB 2816](#) Corry – Nurturing positive social and emotional school and classroom climates.

Directs the Washington State School Directors' Association (WSSDA) to develop, and periodically update, a model policy and procedure for nurturing a positive social and emotional school and classroom climate that meets specified requirements and to post the policy to its website by March 1, 2021. Specifies that, among other elements, the model policy and procedure must include elements to protect the integrity of learning environments by requiring districts to provide information to the parents and guardians of enrolled students regarding students' rights to a free public education and to provide meaningful access to this information for families with limited English proficiency. Specifies that, by the beginning of the 2021-22 school year, each school district must adopt or amend if

necessary, and periodically update, policies and procedures that, at a minimum, incorporate specified elements to protect the integrity of learning environments.

Signed into law on 3/31

[HB 2737](#) Callan – Updating the children’s mental health work group.

Renames the Children's Mental Health Work Group (Work Group) as the Children and Youth Behavioral Health Work Group. Amends the duties of the Work Group and the Work Group expiration date. An advisory group focused on school-based behavioral health and suicide prevention is established, subject to funds appropriated, to advise the CYBHWG on creating and maintaining an integrated system of care through a tiered support framework for K-12 school systems. The CYBHWG co-chairs may invite non-work group members to participate as advisory group members. Staff support for the advisory group must be provided by the OSPI. The CYBHWG must provide annual recommendations to the Governor and the Legislature beginning November 1, 2020. The CYBHWG expires December 30, 2026. (Companion [SB 6588](#))

Signed into law 3/25

LEGISLATION THAT DID NOT PASS

1. [Early Learning & Childcare](#)
2. [Career Pathways & Dual Credit](#)
3. [Data](#)
4. [Student Supports](#)

1. Early Learning & Childcare

[SB 6253](#) Wilson – Creating a comprehensive statewide early care and education system by improving accessibility and affordability of early care and education programs for families.

Makes changes to the Early Childhood Education and Assistance Program (ECEAP) including phasing in expanded eligibility and changing when this program becomes a state-funded entitlement. Makes changes to the Working Connections Child Care (WCCC) program including expanding eligibility in accordance with a phased-in copayment schedule and subject to appropriations. Includes provisions related to family resource and referral; early learning coordination and shared service hubs; family, friend, and neighbor caregivers; dual language; early interventions; expanded learning opportunities quality initiative; and a number of appropriation clauses.

6253 did not pass; originated in S Early Learning & K-12 Education, referred to Ways & Means 1/28

[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

[SB 5607](#) (2019) Wellman – Concerning dual language learning in early learning and K-12 education.

Establishes grant programs to grow capacity for dual language (DL) learning in public schools, child care, and early childhood education and assistance programs, and to grow capacity for heritage language learning. Requires the Office of the Superintendent of Public Instruction (OSPI) to adopt essential academic learning requirements and

grade-level expectations for biliteracy development. Creates additional duties for OSPI and the Department of Children, Youth, and Families with respect to DL programs.

5607 did not pass; originated in S Early Learning & K-12 Education, passed through Senate Rules 3; referred to H Education 2/24 and didn't move; returned to Senate Rules 3

([HB 1322](#) [2019] Ortiz-Self - 1322 reintroduced and did not move in 2020)

[HB 2284](#) McCaslin – Supporting the cost-effective professional development of early learning providers.

The DCYF must award clock hours to early learning providers that satisfy education requirements for professional licensure. Clock hours must be awarded to a provider who selfcertifies that the experience provides beneficial skills and knowledge in an area directly related to providing care that supports the safety and developmental needs of children. Activities that may qualify for clock hours must include participation in community-based trainings, earned credit from an institution of higher education, time related to providing care for children in a licensed setting, and certification by a national organization with a mission related to providing early learning or child care.

2284 did not pass; no action taken in Executive session in H Human Services & Early Learning 1/24

[HB 2661](#) Senn – Expanding accessible, affordable child care and early childhood development programs.

Increases eligibility for child care, early childhood development programs, and services for children and families. Provides for increased rates, training, grants, and services for early learning providers. Establishes new accounts and allowable fund uses.

2661 did not pass; public hearing in H Appropriations on 2/6, originating in H Human Services & Early Learning

[SHB 2865](#) Chambers – Informing families of kindergarten readiness standards.

Directs the Office of the Superintendent of Public Instruction to develop a guide for families that outlines ways to help their children be prepared for kindergarten. Specifies that the guide must be available in ten languages. Requires certain state agencies to annually provide the guide to certain households with three and four-year-old children and licensed child care providers.

2865 did not pass; originated in H Human Services and Early Learning, referred to and heard in S Early Learning & K-12 Education 2/24; returned to H Rules

[2SSB 5820](#) (2019) Nguyen – Increasing eligibility for child care and early learning programs for homeless and other vulnerable children.

Requires 12-month authorizations for the Working Connections Child Care (WCCC) program for homeless children. Allows WCCC program eligibility for minor parents meeting education requirements.

5820 did not pass; did not move in 2020 from reintroduction in S Early Learning & K-12 Education (originated in S Early Learning & K-12 Education and passed H Human Services & Early learning, referred to Appropriations in 2019)

([SHB 1574](#) (2019) Callan did not pass; did not move in 2020 from reintroduction)

[HB 2631](#) Ortiz-Self – Creating a family engagement framework.

Establishes a work group to recommend a family engagement framework for early learning through high school. Specifies membership, staffing, meeting, reporting, and other requirements for the work group.

2631 did not pass; originated and heard in H Education, executive session scheduled but no action taken 2/4

[SB 6577](#) Lias – Creating a statewide child savings account program.

Requires the Washington Student Achievement Council to conduct a study to develop design options and an implementation plan for creating a statewide child savings account program. Directs the Washington Student Achievement Council to deliver preliminary findings to the Legislature by December 30, 2020, and a final report by June 30, 2021.

6577 did not pass; originated in and passed out of S Higher Education and Workforce Development; passed to Rules 2 and then to "X" file

([HB 2776](#) Kilduff; did not move from initial hearing in H College & Workforce Development)

[HB 2814](#) Ortiz-Self – Developing best practices for the child care industry as recommended by the child care workforce commission.

Creates the Child Care Workforce Commission, to develop best practice standards and related budget requests. The Commission must create best practice standards for the child care center industry that include: wage levels for various provider occupations; benefits; and professional development assistance, all of which may vary by region. Outlines commissioners to be appointed by the Governor.

2814 did not pass; did not move from introduction and public hearing in H Labor & Workplace Standards

[HB 2653](#) (2019) Thai – Determining cultural bias in kindergarten assessments.

Directs the Office of the Superintendent of Public Instruction to convene a 10- member work group (work group) to have the Washington Kindergarten Inventory of Developing Skills materials reviewed by experts trained in identifying cultural bias and by representatives of culturally and linguistically diverse subgroups. Establishes membership and duties for the work group and directs it to submit two reports to legislative and other recipients by December 1, 2020, and December 1, 2021. Repeals expired provisions relating to a 2012 implementation and administration Washington Kindergarten Inventory of Developing Skills work group, and implementation waivers that the Superintendent of Public Instruction was authorized to issue.

2653 did not pass; public hearing in H Education 1/27

2. Career Pathways & Dual Credit

[HB 1121](#) (2019), Dolan – Concerning flexibility in high school graduation requirements.

Requires rules adopted by the State Board of Education (SBE) to allow school districts to waive up to two credits for individual students based on individual student circumstances, rather than unusual circumstances, and directs the Washington State School Directors' Association to revise and distribute a related model policy and procedure. Extends an appeal process that allows the Superintendent of Public Instruction to waive certain graduation requirements for qualifying students in all graduating classes rather than only for students in the graduating classes of 2014 through 2018. Directs the SBE to convene, staff, and lead a competency-based education work group of 21 or fewer members and to produce related reports by December 1, 2019, and December 1, 2020. Directs the SBE to provide a report to the Legislature on specific credit waiver provisions by December 1, 2021.

1121 did not pass; in public hearing in H Education in 2019; didn't move in 2020 session
(SSB 5146)

[HB 1123](#) (2019) - Establishing the Washington promise, providing for affordable access to postsecondary education. CTC tuition waiver program.

Establishes the Washington Promise as the state's commitment to affordable access to higher education, provided through the College Bound Scholarship program, the State Need Grant (SNG), and a new Washington Promise (Promise) Program. Establishes the Promise Program to provide free community and technical college tuition and fees to eligible students, first with a pilot project and then phased-in with full implementation in 2024-25. Provides a \$500 cost of attendance stipend for Promise Program students who have a family income that does not exceed 70 percent of the state median family income (MFI). Expands SNG eligibility to 100 percent MFI by the academic year 2023-24, and modifies the maximum SNG award. Requires the Caseload Forecast Council to forecast the number of eligible students for the Promise and the SNG. Allows cities and counties to contribute funds to the Washington State Opportunity Scholarship Program.

1123 did not pass; in Approps in 2019; didn't move in 2020 session

[HB 1164](#) (2019); Bergquist – Concerning dual credit programs

Authorizes qualifying high schools to receive competitive grants from the Academic Acceleration Incentive Program (Program) more than once. Discontinues a reporting requirement obligating the Office of the Superintendent of Public Instruction to annually inform the Legislature about students earning dual credits from schools receiving grants through the Program. Makes numerous changes to the funding provisions for College in the High School programs, including making per college credit funding available to students in grade 10, rather than only grades 11 and 12, and conditioning student funding upon eligibility for free or reduce price lunches.

1164 did not pass; scheduled for public hearing in H Education, but didn't move in 2020

([SB 5427](#) Wellman)

[HB 1459](#) (2019) Sullivan – Establishing a running start summer school pilot program.

Establishes, subject to state funding, the Running Start Summer School Pilot Program (Pilot Program). Directs the State Board for Community and Technical Colleges (College Board) to select three applicant institutions of higher education to participate in the Pilot Program. Directs the College Board to report findings and recommendations on the Pilot Program to the Governor and the Legislature by November 15, 2021.

1459 did not pass; originated in H Education and scheduled for Executive Session, no action taken 1/23

[SHB 1715](#) (2019) Entenman – Removing school districts' ability to withhold pupils' grades and transcripts.

Removes the ability of a school district to withhold the grades and transcript of a student who is responsible for damaging certain property until payment is made for the damages. Requires that school districts, when informing either a pupil or the pupil's parent or guardian that the pupil's diploma is being withheld due to failure to pay for damaged property, provide information on payment and community service. Directs each school district that has an associated student body to publish information on the number of students subject to the withholding of their diplomas for damaging property in the last five years, and how many of these students were eligible for free or reduced-price meals in their last year of enrollment in the district.

1715 did not pass; originated in H Early Learning & K-12 Education, parked in H Rules for third reading

([SB 5669](#))

[SHB 2128](#) (2019) Leavitt – Establishing new reporting requirements for the delivery and improvement of career and technical education.

Requires school districts, beginning September 1, 2021, to provide annual reports on career and technical education (CTE) courses and course offerings to the Office of the Superintendent of Public Instruction (OSPI) and to post the reports on the districts' websites. Requires the OSPI, beginning September 1, 2021, to provide a biannual report to the education committees of the Legislature that summarizes the school district CTE reports and makes recommendations for improving the content and delivery of CTE courses.

2128 did not pass; referred to Rules 2 on 2/7 from H Education

[SHB 2185](#) (Leavitt) – Assisting spouses and dependents of active duty military by ensuring affordable access to higher education.

Modifies the definition of in-state resident for tuition purposes to include spouses and dependents of active duty military stationed in the state and who are accepted to a higher education institution before the military member is reassigned out of state, as long as the spouse or dependent enrolls for the term in which they were admitted. Allows residency to be decided at the time of acceptance for spouses and dependents of active duty military residing in Washington, but stationed in an Oregon border county, if the military member is reassigned out of the Oregon border county after acceptance. Restructures the residency statute for students who are active duty military and National Guard members and their spouses and dependents.

2185 did not pass; returned to Rules for second reading 2/21, originating in H College and Workforce Development

([SB 6116](#))

[HB 2233](#) Van Werven – Expanding the college in high school program to students in ninth grade.



Students eligible for ninth grade are made eligible to participate in a College in the High School (CHS) program. Participating school districts must also provide general information about the CHS programs to all students in grade eight and their parents or guardians.

2233 did not pass; originated in H Education, referred to Appropriations on 2/6

[HB 2255](#) Gildon – Encouraging Washington college grant recipients to reside or work in Washington after graduation.

Modifies the Washington College Grant (WCG) to require junior and senior level students to reside or work in Washington for two-years following graduation or be required to repay the WCG as a student loan. Requires the Student Achievement Council to convert grants to 0-percent interest student loans for WCG recipients who do not reside or work in Washington following graduation. Establishes the WCG Loan Repayment Account, in which loan repayments are to be collected and used to reduce or prevent an increase in the cost of tuition at public higher education institutions whenever funds reach a specific threshold.

2255 did not pass (after public hearing)

[HB 2254](#) Gildon – Encouraging Washington college grant recipients to pursue high demand degrees.

Modifies the Washington College Grant (WCG) to require students enrolled in baccalaureate programs during their junior and senior years to pursue a high demand degree or incur an obligation to repay the grant funding received during those years. Requires the Workforce Education Investment Accountability and Oversight Board, in consultation with the Student Achievement Council (Council) and the Workforce Training and Education Coordinating Board, to determine every four years which undergraduate programs qualify as high demand programs. Requires the Council to convert grants to zero interest student loans for those recipients not pursuing high demand programs. Establishes the WCG Loan Repayment Account, in which loan repayments are to be collected and used to reduce or prevent an increase in the cost of tuition at public higher education institutions whenever funds reach a specific threshold.

2254 did not pass (after public hearing)

[HB 2283](#) Stokesbary - Increasing fairness, transparency, and accountability in the admission process of state universities.

Requires the University of Washington and Washington State University to report on routine, special, and priority admissions, in addition to nonresident tuition fees differential exemptions. Requires state universities admitting students as special admissions to establish a three-person panel to review and approve special admissions students.

2283 did not pass; parked in rules 2/21; originated in H College & Workforce Development, Rules 2 Review

[SB 6505](#) Mullet – Expanding access to dual credit opportunities by eliminating direct costs to students and families.

Requires institutions of higher education to waive most fees for Running Start students beginning in the 2022-23 school year, and ensure Running Start students are not charged for course books, fees, and supplies beginning in the 2023-24 school year. Gives institutions of higher education the sole jurisdiction in determining whether a student is competent to benefit from the Running Start program. Establishes that the maximum per-credit tuition fee for College-in-the-High School (CiHS) is to be adjusted by inflation. Allows ninth grade students to be eligible for the CiHS program. Requires school districts to cover direct costs for exam-based dual-credit courses and CiHS courses beginning in the 2021-22 school year, and career and technical education dual credit courses beginning with the 2022-23 school year. Creates a dual credit task force to be convened by the Office of the Superintendent of Public Instruction.

6505 did not pass; originated in S Early Learning & K-12 Education, placed on second reading Rules; Senate Rules "X" file 2/24

[E2SHB 1304](#) (2019) MacEwen – Concerning career and technical education in alternative learning experience programs.

Establishes the Vocational Alternative Learning Experience Pilot Program (Program) and directs the Office of the Superintendent of Public Instruction (OSPI) to select up to 10 school districts to participate in the Program, including at least two districts with multidistrict online programs. Specifies that schools participating in the Program are eligible for the vocational program funding enhancement for career and technical education (CTE) courses. Requires the curriculum frameworks for CTE courses approved by the OSPI to include courses that may be offered in alternative learning experience (ALE) courses and multidistrict online programs. Requires the OSPI to develop and approve, before the beginning of the 2021-22 school year, a list of CTE courses that may be offered in ALE courses or multidistrict online programs.

1304 did not pass; originated in 2019 H Education & passed through S Early Learning & K-12 Education; reintroduced in S Early Learning & K-12 Education 1/24; returned to H Rules for third reading

[SB 6542](#) Liias – Adopting a uniform statewide automatic admissions policy at the four-year institutions of higher education.

Creates a pilot program to assess the impact of providing certain information to high school students on college-going. WSAC, with the Office of the Superintendent of Public Instruction (OSPI), must identify two school districts, one on each side of the Cascade mountain range, to participate in the Next Step pilot program. Resources and materials for the pilot program must be developed by the school districts with assistance by WSAC. Convenes an advisory committee to develop a statewide automatic admissions policy. The committee must develop recommendations to the Legislature on a uniform statewide automatic admissions policy for first-time freshman undergraduates at the four-year higher education institutions.

6542 did not pass; originated in and passed out of S Higher Education and Workforce Development, and last referred to S Ways and Means

[SB 6576](#) Darneille – Creating prison to postsecondary education pathways.

Expands the authority of the Department of Corrections (DOC) to implement postsecondary degree and certificate programs at state correctional institutions. Alters DOC's educational goals for incarcerated persons to include special education services and postsecondary degrees and certificates. Requires DOC to establish a process for identifying and providing accommodations to incarcerated persons with learning disabilities, traumatic brain injuries, and cognitive impairments, and to provide free unofficial transcripts to incarcerated persons who participated in postsecondary education programs upon release a transfer to another facility, or completion a postsecondary education program.

6576 did not pass; originated and heard in S Human Services, Reentry & Rehabilitation

([SHB 2299](#) Leavitt; originated in and passed out of H College & Workforce Development; heard and passed out of H Appropriations; placed in Rules for second reading)

[SB 6614](#) Takko – Establishing the rural college promise program.

Creates the Rural College Scholarship Promise program and pilots it in up to four community or technical colleges. Establishes award levels and eligibility criteria including county of residence. Requires that the rural college promise award be applied before any other forms of aid. Increases the workforce education investment act surcharge on advanced computing businesses and dedicates the revenue to the new Rural College Promise Program Account.

6614 did not pass; originated and heard in S Higher Education & Workforce Development 2/4

[SB 6559](#) Conway – Increasing the maximum Washington college grant award at independent institutions of higher education.

Increases the maximum Washington College Grant award for students attending private four-year not-for-profit institutions to be the equivalent of the maximum award at the public higher education institutions. The maximum WCG award for students attending private four-year not for-profit institutions is modified to be the lesser of the maximum award at a public two or four-year higher education institution or the individual institution's tuition for 15 quarter credits.

6559 did not pass; last referred to S Ways and Means; originated in and passed out of S Higher Education & Workforce Development

[SHB 2548](#) Lekanoff – Concerning tribally controlled colleges and universities.

Requires the Washington Student Achievement Council (WSAC) to provide payments to a tribally controlled college or university (TCU) for each fulltime equivalent (FTE) nonbeneficiary student enrolled. Requires the Legislature to appropriate funding for the nonbeneficiary FTE payments to the TCU. Requires the WSAC to enter into a state-tribal compact with a TCU in order to facilitate payments and data sharing.

2548 did not pass; originated in and passed out of H College & Workforce Development; Referred to H Appropriations

3. Data

[SB 6371](#) Hunt – Expanding school library information and technology programs.

Directs the Office of the Superintendent of Public Instruction (OSPI) to provide oversight of school library information and technology programs through various means, including establishing a single point of contact and data collection and analysis. Requires OSPI to submit reports to the Legislature on school library information and technology programs, including on best practices, policy recommendations, and the benefits of these programs. Provides for an additional allocation to school districts with teacher-librarian-to-student ratios above the prototypical level. Requires school districts to provide access to library information and technology programs for all students, and to update policies accordingly.

6371 did not pass; originated and passed executive session in S Early Learning & K-12 Education, referred to Ways & Means 2/7

([SHB 2637](#) Pettigrew)

4. Student Supports

[HB 2414](#) Gregerson – Concerning digital equity.

Establishes and sets forth requirements for the Digital Equity Opportunity Grant Program under the Department of Commerce (Department). Creates a Digital Equity Planning Grant Program to fund the development of a Digital Equity Plan. Provides that the Department may convene a Statewide Action Team on broadband access and adoption. Requires the Statewide Broadband Office to prepare a report on the comparative availability and adoption of broadband across the state by July 1, 2021.

2414 did not pass; referred to H Appropriations, originated in H Innovation, Technology & Economic Development

[SB 6099](#) - Repealing the education accountability system oversight committee.

Repeals the Education Accountability System Oversight Committee and corresponding statutory references. Provisions establishing and referencing the Education Accountability System Oversight Committee in statute are repealed.

6099 did not pass; last referred to Rules 2 review on February 27th

[HB 2237](#) Blake – Concerning local effort assistance.

Beginning in 2021 and each calendar year thereafter, the state must provide state local effort assistance funding to supplement school district enrichment levies as provided in this section.

2237 did not pass; first reading and referred to Appropriations 1/13

([SB 6075](#))

[HB 2289](#) Leavitt – Increasing tuition transparency at postsecondary educational institutions.



Requires institutions of higher education to provide predictive cost estimates in acceptance letters to full-time resident students applying for undergraduate degree programs. Requires institutions of higher education to consult with student organizations and provide an opportunity for public comment before increasing tuition. Changes "cost of instruction" to "cost of attendance" in tuition billing statements.

2289 did not pass; public hearing in H College and Workforce Development 1/14

[HB 2290](#) Pollet – Concerning statewide implementation of early screening for dyslexia.

Requires school districts to collect data regarding the use of dyslexia screening tools and interventions provided using multitiered systems of support. Changes the dates by which the Superintendent of Public Instruction and the Dyslexia Advisory Council are required to publish, review, and update information on dyslexia.

2290 did not pass; parked in rules 2/5; originated in H Education, referred to Rules 2 review

([SB 6101](#) Wellman)

6101 did not pass; originated in S Early Learning and K-12 Education, referred to H Education and returned to S Rules 3)

[ESSB 5908](#) Das – Providing training for equity and cultural competency in the public school system.

Requires the development of a list of available equity, diversity, inclusion (EDI), and cultural competency training for school board directors. Requires that school board directors, and subject to funding, school district and school staff, be provided with ongoing EDI and cultural competency training that meets certain requirements, beginning in the 2020-21 school year. Directs school districts to focus first on these topics when there is new state funding for professional learning days, beginning with the 2021-22 school year.

5908 did not pass; no action taken in Exec session in H Education; originated in S Early Learning & K-12 Education, passed through S Ways and Means, and heard in H Education

([HB 1914](#) - Doglio)

[SB 6067](#) Hasegawa – Concerning educator certification assessments.

Removes statutory language that requires the Professional Educator Standards Board to implement a uniform and externally administered professional-level certification assessment. Removes requirement that teaching candidates achieve a minimum assessment score in order to obtain a residency teaching certificate. Establishes that applicants for teaching certification shall not be required to perform a professional-level certification assessment in order to receive a residency certificate.

6067 did not pass; referred to and heard in S Early Learning & K-12 Education

[SB 6073](#) Dhingra – Providing menstrual hygiene products in public school bathrooms.

Requires school districts and charter schools to make menstrual hygiene products available at no cost in public schools serving students in any of grades 6-12 by the beginning of the 2021-22 school year. Specifies school districts and charter schools must bear the cost of supplying these products.

6073 did not pass; originated in and passed through S Early Learning & K-12 Education, referred to H Education committee 2/24

[SSB 6339](#) Hunt – Creating a computer science grant program for school districts.

Requires the Office of the Superintendent of Public Instruction (OSPI) to establish a grant program to support middle school computer science and coding programs. Directs OSPI to prioritize schools with large percentages of low-income students, rural districts, and those that currently do not offer computer science or coding programs. Appropriates \$5 million for the purposes of the grant program.

6339 did not pass; originated and passed executive session in S Early Learning & K-12 Education, referred to Ways & Means 2/7

([2509](#) Callan)

[SB 6424](#) Wilson – Concerning room and board for college bound scholarship students.



Public higher education institutions offering on-campus housing options must provide a one-year waiver for on-campus housing to eligible students on a space available basis. Eligible students are first-year CBS recipients who, upon graduation from high school, are considered homeless under the McKinney-Vento Act. The student must inform the institution of their eligibility for the waiver when accepting admittance for the fall term to receive the waiver.

6424 did not pass; referred to and heard in S Higher Education & Workforce Development

SB 6425 Stanford – Establishing the American Indian cultural study grant.

The Washington American Indian Cultural Study Grant is established for eligible students. The grant is the difference between the tuition and fees, less the value of other grant funds, plus \$500 dollars for books and materials for eligible students. An eligible student must be a member of a federally recognized tribe, a resident of Washington, and be registered for and enrolled in courses leading to a degree or certificate in an eligible degree or certificate program. An eligible program is one intended to promote the understanding and study of specialized areas of knowledge fostering American Indian wellness, cultural revitalization, or political sovereignty, at higher education institutions in Washington. WSAC will administer the grant, in collaboration with an advisory committee.

6425 did not pass; originated in S Higher Education & Workforce Development, passed through Ways & Means, passed to Rules for second reading 2/11; Senate Rules X file 2/24

(HB 2891 Sells; did not move from first reading and referral to H College & Workforce Development)

SB 6510 Cleveland – Increasing local effort assistance for small school districts and small remote and necessary plants.

Beginning in calendar year 2021, for LEA eligible small school districts, LEA is provided in an amount equal to that currently provided under law and the following additional amounts: \$950 per pupil for small school districts with 100 or fewer full-time enrolled students; and \$750 per pupil for small school districts with 101 to 299 full-time enrolled students.

6510 did not pass; originated and heard in S Early Learning & K-12 Education 1/22

SB 6550 Mullet – Concerning local effort assistance for charter schools.

Beginning in calendar year 2020 and each calendar year thereafter, the state must provide state local effort assistance funding to supplement school district enrichment levies.

6550 did not pass; originated in S Early Learning & K-12 Education (first reading 1/22, was not heard)

(HB 2788 Pettigrew In Committee)

SB 6132 Wellman – Allowing the learning and assistance program to support school-wide behavioral health system of supports and interventions.

Allows the Learning Assistance Program (LAP) to support school-wide behavioral health system of supports and interventions including social workers, counselors, instructional aides, and other school-based health professionals. Requires school districts to expend a portion of LAP funding to address the needs of students in grades K-4 who are deficient in reading or reading readiness skills rather than focus first on these students.

6132 did not pass; originated in S Early Learning & K-12 Education, passed out and referred to H Education 2/14

(HB 2717 Ortiz-Self; did not move from introduction)

HB 2690 Callan – Providing students with equitable access to a high-quality public education by developing an infrastructure that assists public schools in the delivery of integrated student supports.

Requires the development and submission of a plan for a statewide multitiered system of supports infrastructure that assists public schools in developing local integrated student supports that provide all students with equitable access to a high-quality public education. Includes the minimum components of the plan, plan development requirements, and reporting deadlines.

2690 did not pass; originated and heard in H Education, scheduled for Executive session, no action taken 2/4

[HB 2663](#) Dufault - Concerning maximum salaries for skill center certificated instructional staff training students to work in skill center identified high-demand fields, including as veterinary technicians, nursing or medical assistants, or cybersecurity specialists.

Relating to maximum salaries for skill center certificated 2 instructional staff training students to work in skill center 3 identified high-demand fields, including as veterinary technicians, 4 nursing or medical assistants, or cybersecurity specialists

2663 not pass; did not move after referral to Appropriations 1/16

[SB 6198](#) Braun – Adding the workforce education investment account to the definition of related funds in the state four-year balanced budget requirement.

The legislature shall enact a balanced omnibus operating appropriations bill that leaves, in total, a positive ending fund balance in the general fund and related funds. Related funds includes the Washington opportunity pathways account, the education legacy trust account, and additionally, the workforce education investment account.

6198 did not pass; introduced and referred to S Ways and Means; no other movement

[SB 6480](#) Mullet – Developing comprehensive school counseling programs.

Requires school districts to develop and implement a written plan for a comprehensive school counseling program by the beginning of the 2021-22 school year, subject to appropriated funds. Requires school counselors to implement the plan and spend at least 80 percent of their work time providing direct and indirect services to students

6480 did not pass; originated in S Early Learning & K-12 Education and passed out of Senate; referred to H Education (**[HB 2699](#) Stonier; did not move from first reading**)

[SB 6484](#) Frockt – Allowing counties to seek voter approval for a property tax levy to fund community and technical college districts.

Permits counties to impose an additional regular property tax levy up to \$0.25 per \$1,000 of the assessed value of property in the county for community and technical colleges. Specifies the funds may be used for operating or capital expenses, but not both. Stipulates requirements on pro-rationing and ballot requirements.

6484 did not pass; originated in and moved out of S Ways and Means; public hearing in S Higher Education and Workforce development

[HB 2288](#) Leavitt – Creating statutory authorization for school-based health centers.

Authorizes school districts to enter into agreements with health care providers to establish school-based health centers for the provision of services exclusively to district students, employees, and employees' dependents. The agreements must take the form of a lease of district property to private or public health care providers for those entities' provision of health care services. The agreements must also include a variety of provisions.

2288 did not pass; originated and heard in H Education

[HB 2708](#) Stonier – Establishing a work group on school-based health centers.

Directs the Department of Health to establish a 27-member work group on school-based health centers. Establishes membership and duties for the work group, including reporting findings and recommendations to the Governor and the appropriate committees of the Legislature by December 1, 2020.

2708 did not pass; originated and heard in H Education

[SHB 1120](#) (2019), Dolan - Updating the term essential academic learning requirements to state learning standards to reflect current terminology.

Statutory references to the "essential academic learning requirements" are replaced with "state learning standards." The terminology change is made through modifications to numerous statutes, including revisions to provisions governing: the general contents of the instructional program of basic education; curriculum development by public schools; and the criteria for school library information and technology programs. Selected references to the "Washington Assessment of Student Learning," the name applied to discontinued statewide student



assessments, are revised to the "statewide student assessment." Additionally, definitions for the Washington Commission on Student Learning, an entity that was discontinued in 1999, are repealed.

1120 did not pass; referred to Rules 2 Review 1/27; previously passed in H Education; passed in H Education and S EL & K-12 in 2019

(SB 5068)

[HB 1674](#) (2019) Rude – Changing the term alternative learning experience to personalized learning experience.

Statutory references to the alternative learning experiences (ALEs) and associated provisions are changed to personalized learning experiences. The terminology change is made through modifications to numerous statutes, including revisions to provisions governing: the establishment, operation, and financing of ALE programs; student trancies; and staffing ratios for basic education certificated instructional staff.

1674 did not pass; referred to S Early Learning & K-12 2/3 after passing through H Education

[HB 1182](#) (2019) Santos – Modifying the learning assistance program.

Allows the Learning Assistance Program (LAP) to support school-wide behavioral health system of supports and interventions including social workers, counselors, instructional aides, and other school-based health professionals. Requires school districts to expend a portion of LAP funding to address the needs of students in grades K-4 who are deficient in reading or reading readiness skills rather than focus first on these students. Requires the Office of the Superintendent of Public Instruction to review LAP requirements and make recommendations on a number of topics, including use of the Washington Integrated Student Supports Protocol, by October 1, 2020. Increases the cap on the use of LAP allocations for partnership development from 5 percent to 15 percent.

1182 did not pass; House did not concur with senate amendments 3/7; in 2019, originated in and passed through H Education and in 2020, reintroduced in and passed through H Appropriations, passed through Senate, and back into House with amendments

[ESB 5834](#) (2019) Hunt – Concerning the immigration status of students.

Requires that school districts, charter public schools, and state-tribal education compact schools, among other things: provide information to the parents and guardians of enrolled students regarding students' rights to a free public education, regardless of immigration status or religious beliefs; not collect information or documents regarding the citizenship or immigration status of students or their family members, except as otherwise required; and only provide information or access to an immigration officer after the officer presents a dated, signed judicial warrant. Directs the Office of the Superintendent of Public Instruction to develop training materials on the requirements described above. Directs the Washington State School Directors' Association (WSSDA) to develop a model policy and procedure that complies with the requirements described above. Directs school districts, charter public schools, and state-tribal education compact schools to adopt and enforce policies and procedures consistent with the WSSDA model policy, beginning in the 2020-21 school year, and to inform employees of the requirements described above.

5834 did not pass; no action taken in executive session in H Education 2/27, originated and passed in S Early Learning & K-12 Education

([HB 1779](#) (2019) Doglio did not pass; did not move from reintroduction)

[SHB 2089](#) (2019) Kraft- Increasing transparency and financial accountability in higher education to students, parents, and taxpayers.

Requires the public four-year institutions of higher education to submit their anticipated college-level revenues and expenditures made from state appropriated funds and tuition revenue to the Education Research and Data Center to display on the data dashboard. The institutions must include on their websites in a visible, easy to locate section, a link to the information on the ERDC's website that includes a description of the information.

2089 did not pass; heard in H Appropriations 2/8, originating in H College & Workforce Development

[2SSB 5774](#) (2019) Lias – Relieving student debt.

Creates the Washington Income Share Agreement (ISA) Pilot Program. Establishes ISA regulations for any ISA entered into by a resident of the state. Establishes the Washington Student Loan Refinancing Program in which the state contracts with financial institutions to refinance student loans by buying down the interest rate or providing partial risk coverage.

5774 did not pass; did not move in 2020, Senate Rules "X" file (last referred to Appropriations in 2019; originated in S Higher Education & Workforce Development and passed through to H College & Workforce Development in 2019)

HB 1300 (2019) Tarleton – Creating the reinvesting in our colleges program.

Requires the Legislature to allocate state funds, in addition to maintenance level funds, to be distributed to the colleges for increasing compensation, increasing counselor positions, converting part-time faculty to full-time faculty, establishing diversity, equity, and inclusion offices, and other uses. Appropriates \$500 million in the 2019-21 biennium to the State Board for Community and Technical Colleges.

1300 did not pass; did not move in 2020 from reintroduction

HB 1470 (2019) Young – Providing incentives for the use of open source instructional materials in higher education.

A taxpayer that publishes or creates open source instructional materials to be used by students attending private or public higher education institutions in Washington are eligible for a B&O tax or PUT credit if the open source materials: are provided at no cost to the institution and students; is officially adopted as the primary resource for the course by the instructor; and are used in lieu of materials that the students would be required to purchase.

1470 did not pass; did not move in 2020 from reintroduction (previously heard in H Finance 2/25/19)

HB 1496 (2019) Dolan – Improving climate science education.

Requires common schools to give instruction in science with special reference to the environmental and sustainability standards. Requires the superintendent of public instruction to establish and manage a grant program for nonprofit community-based organizations and educational service districts to create and implement plans to provide teacher training in next generation science standards, including climate science standards.

1496 did not pass; did not move in 2020 from reintroduction (originated and previously heard in H Education)

SSB 5354 (2019) Rivers – Concerning programs for highly capable students.

Requires school districts to conduct highly capable screenings of each student at least once in or before second and sixth grade. Requires professional development for members of the Highly Capable Selection Committee, principals, counselors, and instructional staff. Requires collection and reporting of highly capable program data. Provides "to and from" transportation for highly capable program students. Requires the Office of the Superintendent of Public Instruction to designate staff to provide guidance to school districts regarding highly capable programs.

5354 did not pass; third reading Rules, Senate Rules "X" file 2/24

(SHB 1641 (2019) Vick did not pass; did not move in 2020 from reintroduction)

2SHB 1701 (2019) Van Werven – Notifying students of courses with low-cost instructional materials and open educational resources at the four-year institutions of higher education.

The state universities, regional universities, and The Evergreen State College must designate in their online course descriptions which students use to register, whether a course uses the OER or low-cost required instructional materials. A course uses low-cost instructional materials if the entire cost of the required materials equals \$50 or less. Universities may designate whether the course uses low-cost materials or OER at a later date than registration if, at the time of registration, the faculty member has not yet been assigned to the course.

1701 did not pass; parked in Rules 2 review in the House 2/12