

# 2022 SESSION REVIEW

- **Key policy developments**
- **Highlights from budget**
- **Grant opportunities**

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Washington STEM is a statewide, education nonprofit leveraging STEM for social change, removing barriers to credential attainment, and creating pathways to long-term economic security for systemically underserved students.

# WA STEM PRIORITY: ACCESS TO DUAL CREDIT

## [HB 1867: Dual credit data](#)

Rep. Dave Paul

**Status:** 3/17, Signed by Governor

**Budget:** \$35,000 of State General Fund (GFS) for fiscal year (FY) 2022 and \$86,000 GFS FY 2023

- HB 1867 will enable evidence-based systems-change in Dual Credit in Washington state through data disaggregation & accountability metrics.
- Currently, the dual credit data that is reported on in our state is about participation only—they tell us how many students in high school have taken a form of dual credit. The Dual Credit data reporting that this bill requires includes course completion, successful transcription of credit and ensures that all of these measures are available by race, income, gender, geography, and other demographics.
  - Annually by September 1, the Education Data Center must submit a dual credit report to the appropriate committees of the legislature.
  - Expands categories of data to be included in the annual dual credit report to include:
    - Award of high school credit and award of postsecondary credit at an institution of higher education.
  - The report must also recommend additional categories of data reporting and disaggregation. For each additional category, the report must describe:
    - the purpose for reporting on, or disaggregating by, the category;
    - the specific metric or indicator to be used;
    - whether the specific metric or indicator is a new data point; and
    - which educational entities should be responsible for collecting the data.
  - In addition to other disaggregation requirements, the data in the report must be disaggregated by students who are dependent, students who are homeless, and Multilingual/English learners.
  - Revises responsibilities in coordinating and producing the report.
    - The ERDC, rather than OSPI, is required to collaborate with the other entities to prepare the annual dual credit report to the Legislature.
    - The State Board of Education is added to the list of entities that must be collaborated with in preparing the report.

# WA STEM PRIORITY: CAREER CONNECTED LEARNING

Expansion of Career Connected Learning Opportunities (Career Connect WA) [read more here](#)

	House Proposed	Senate Proposed	Compromise
Career Connected Learning Grants	\$875,000 for FY 2022 (State General Fund) \$7.385 million (WEIA)	\$875,000 for FY 2022 (State General Fund) \$8,260,000 (WEIA)	\$875,000 for FY 2022 (State General Fund) \$8.26 million (source: WEIA)
Career Connected Learning Grants to Sector Intermediaries	\$3 million for FY 2023 (State General Fund)	\$3 million (WEIA)	\$3 million (source: WEIA) Up to 5% can be used for admin expenses.
Career Connected Learning Grants to Public and Private Four-Year Institutions	No additional funding	\$1 million (WEIA)	\$1 million (source: WEIA) Administered by WSAC

WEIA = workforce education investment account funded by the B&O tax

# WA STEM PRIORITY: COMPUTER SCIENCE

**Equitable access to Computer Science:** Increase access to Computer Science by supporting regional implementation, community partnerships & strategic planning through the Educational Service District regional structure

Sen. Wellman - lead on this request. [OSPI+ESD proviso](#)

**Status: Did not pass**

- Each educational service district shall use this funding solely for salary and benefits for 1.0 FTE who will help the state reach its Computer Science education attainment goals. The CS Implementation lead will also help districts prioritize diversity, equity, and inclusion in the expansion of their CS programs.

**Our ongoing work: [Cross sector Computer Science Strategic Plan](#)**

- WA STEM is currently working with partners in early learning, career pathways in 2- and 4-year institutions, WTIA and the tech industry to generate feedback, comprehension, and implementation of the draft Statewide Computer Science Strategic Plan.
- The strength of the final plan will be that it has authentic buy-in from a variety of stakeholders including students, families, educators, business, philanthropy, agencies, and community-based organizations
- The first draft of the plan from OSPI focuses on the K-12 sector. Subsequent iterations of the Statewide Computer Science Strategic Implementation Plan will include cross-sector input from early learning, K-12 schools, post-secondary, career pathways and industry. It will include responses from each responsible entity on what services are provided, what services could be provided, what other partners Washington STEM should connect with, dates for deliverables, specifically outline which part of each goal who is accomplishing.

# WA STEM PRIORITY: EARLY STEM METRICS

## [SB 5553](#): Systems improvements in Early STEM; Providing data regarding early STEM metrics in the STEM education report card

Sen. Claire Wilson

**Status:** 2/17 Passed House Children Youth & Families on party lines; 2/21 Referred to House Rules; 3/10 Bill is one of 103 bills returned to Senate Rules at the close of session

**Budget:** N/A

- Requires the existing Science, Technology, Engineering, and Mathematics (STEM) Education Report Card to provide data regarding early STEM metrics, including outcomes data that is publicly available through the Early Learning Advisory Council and ongoing Department of Children, Youth and Families reports.
- **Intent:** To add early STEM metrics to the statewide STEM report card published by the state. This will help ensure that educators and business annually track the importance of early learning in achieving statewide STEM education and workforce goals. SB 5553 does not add any additional data collection requirements.

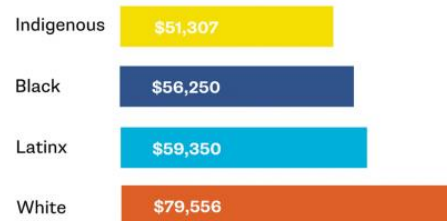
Our ongoing work:

[THE STATE OF THE CHILDREN REPORT SERIES: FROM INSIGHT TO ACTION](#)

# EARLY STEM METRICS

## RACIAL DISPARITIES

Income disparities put families of color on unequal ground when searching and paying for care.



Washington statewide average yearly income by race/ethnicity

## WOMEN SHOULDER THE BURDEN

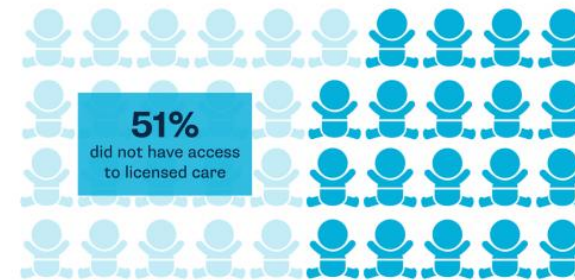
Income disparities also impact women. In Washington state, women earn only \$3.00 for every \$4.00 earned by men.



## EARLY LEARNING & CARE

WHERE HISTORIC UNDERINVESTMENT MEETS NATIONAL HEALTH CRISIS

### Early Care in Washington State Prior to COVID-19

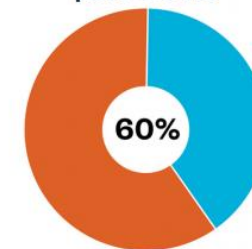


314,000 children under age 5 with all caregivers working

## IMPACT OF COVID-19



Children without access to care post-COVID



THE PANDEMIC HAS FURTHER REDUCED THE NUMBER OF AVAILABLE CARE OPTIONS AND LEFT EVEN MORE FAMILIES WITHOUT CARE.

# BRIDGE GRANTS

**[HB 1659](#): Making higher education more affordable and accessible for students by bridging the gap between cost and need to reduce barriers, improve opportunity, and advance economic security**

Rep. Slatter

**Status:** 3/4 Passed Senate w/ floor amendment(s), yeas, 38; nays, 10; absent, 0; excused, 1; No House concurrence; 3/10 Bill is one of 62 bills referred back to House Rules at the close of session

**Budget:** ~\$27.627m

- Makes the bridge grant program a 4-year pilot program at the following institutions of higher education: Eastern Washington University, The Evergreen State College, Highline College, Yakima Valley College, Wenatchee Valley College, and Tacoma Community College.
- **Bridge grant awards are \$500 annually to eligible students.**
- Requires a study by the student achievement council on the effectiveness of the bridge grant pilot program.
- The bridge grant pilot program expires June 30, 2026.

**Budget language as of 3/31:** \$27,627,000 of the workforce education investment account— state appropriation is provided solely for an annual bridge grant of \$500 to eligible students. A student is eligible for a grant if the student receives a maximum college grant award and does not receive the college bound scholarship program under chapter 28B.118 RCW. Bridge grant funding provides supplementary financial support to low- income students to cover higher education expenses.

# FINANCIAL AID

## [HB 1835](#): Creating outreach and completion initiatives to increase postsecondary enrollment

Rep. Hansen

**Status:** 3/30 Signed by Governor

**Budget:** ~ \$3.7 million

- Requires the Washington Student Achievement Council to conduct a statewide marketing campaign to promote the Washington College Grant.
- Establishes a Free Application for Federal Student Aid (FAFSA) and Washington Application for State Financial Aid (WASFA) Outreach and Completion Pilot Program and a State Library FAFSA and WASFA Outreach Pilot Program to have public libraries work with community-based organizations to increase FAFSA and WASFA completion rates.
  - The CTCs and libraries selected to participate in the pilot program will be located within ESDs that are in the bottom two for FAFSA completion rates when combining their respective school districts' FAFSA completion rates over the past three academic years.
  - Makes changes to the Washington College Grant program to determine a student's financial need eligibility based on whether they are receiving benefits through a public assistance program.

Funding in budget includes support for the Secretary of State (State Library), WSAC, and SBCTC



# FINANCIAL AID ADVISING DAY MATERIALS & PLAYBOOK

## Additional statewide Financial Aid investments:

- \$2.7 million for State Board of Community and Technical Colleges (SBCTC) for fiscal year 2023 is provided solely for each community and technical college to contract with a community-based organization to assist with financial aid access and support in communities.
- \$500,000 of the general fund over two years provided for a regional school district to co-develop a statewide pilot strategy to increase completion rates for the free application for federal student aid (FAFSA).

Budget includes other line items for region and college specific funding for Financial Aid completion.

### Our ongoing work:

#### [Financial Aid Completion Playbook](#)

- Best practices for Financial Aid Advising Day (FAAD)
- Case studies from around the state
- Instructional materials
- “know your data” tools

# WSAC CHALLENGE GRANTS

## 2SSB 5789: Creating the Washington career and college pathways innovation challenge program

Rep. Randall

**Status:** 3/30 Signed by Governor

**Budget:** \$6 million in FY 2023, with ~\$8mil forecasted for subsequent years.

- The Washington Career and College Pathways Innovation Challenge Program (program) is created and will be administered by the Washington Student Achievement Council. The purpose of the program is to meet statewide attainment goals through the use of local and regional partnerships.
- Program must be administered using a competitive grant process and must consider, among other things, initiatives that raise educational attainment and decrease opportunity gaps; engage community-based organizations; provide financial support or other services and supports for enrollment and completion; expand the use of integrated work-based learning models; and include local funds.
- WSAC must consult with representatives of the public two and four-year institutions, the state's ethnic commissions, the Governor's Office of Indian Affairs, the LGBTQ commission, and the women's commission, in the design and administration of the grant program.
- Discussion of *anticipated* timeline at the March Council meeting (acknowledging Fiscal Year begins July 1):
  - **May 2022 Council Meeting:** devote to talk through a draft or outline of higher-level strategic policy guidance to design.
  - **August 2022:** approval of RFP
  - **September 2022:** RFP issued
- WSAC will seek input from partners on the above and key items outlined in the bill as the RFP is designed.

# APPRENTICESHIPS

## **SB 5600: Concerning the sustainability and expansion of state registered apprenticeship programs**

Sen. Keiser

**Status:** 3/24 signed by Governor

**Budget:** a little over \$9 million across all aspects of the bill.

- **Apprenticeship Council is required to establish economic or industry sector-based platforms** to promote collaboration within each industry, review the required classroom and on-the-job training standards for apprenticeship programs in each industry, review and recommend applications for new apprenticeship programs to the apprenticeship council, and collaborate with any relevant Centers of Excellence.
  - Sectors may include: the building trades; **manufacturing and engineering; health care and behavioral health; education and early learning; information and communications technology; biotechnology and life sciences; hospitality; state agencies; maritime; and other identified economic or industry growth sectors.**
- Requires the Governor to establish a committee to develop apprenticeship programs for state agencies.
- Requires apprenticeship programs seeking approval to provide an assessment for future sustainability.
- Requires the Apprenticeship Council, when evaluating applications for new apprenticeship programs, to consider whether graduating apprentices will move toward a living wage, the availability of a career ladder to graduating apprentices, or the existence of non-wage benefits as factors in the approval process

# APPRENTICESHIPS

## **SB 5600: Concerning the sustainability and expansion of state registered apprenticeship programs**

Sen. Keiser

**Status:** 3/24 Governor signed (Chapter 156, 2022 Laws), Effective date 6/9/2022\*

**Budget:** a little over \$9 million across all aspects of the bill.

- **Labor & Industries L&I must consult the U.S. Department of Labor** about opportunities for employers to participate in apprenticeship programs and to pursue federal grants on behalf of state registered apprentices and apprenticeship programs
- **Additional support: L&I must provide vouchers to cover the cost of driver's education courses** for minors enrolled in state registered apprenticeship programs.
- **L&I is tasked with multiple reports:**
  - **OSPI in collaboration with Career Connect Washington**, must submit a report to the Legislature detailing the requirements and options for, and any barriers to, high schools having a career pathways day once per year for students in their junior year.
  - Report identify opportunities and challenges for expansion, enhancement, and sustainability of high quality career and technical education. The report must identify existing state registered pre-apprenticeship programs and existing high school career and technical education programs that could be eligible to become state registered pre-apprenticeship programs.
  - L&I must submit a report to the Legislature detailing the list of options for incentivizing apprenticeship utilization and the policy option recommendations addressing apprenticeship issues in rural communities.
  - L&I must conduct an apprentice retention study by collecting data from apprentices that are six months into their apprenticeships on the barriers and challenges new apprentices encounter that may prevent them from continuing their apprenticeships.
  - L&I must aggregate the data by trade and post it on a dashboard on its public website annually.
    - L&I must use the data to work with apprenticeship coordinators to implement an early alert response system to connect apprentices with support and wraparound services. By December 1, 2026, L&I must report its findings to the Legislature.

# APPRENTICESHIPS

## **SB 5600: Concerning the sustainability and expansion of state registered apprenticeship programs**

Sen. Keiser

**Status:** 3/24, signed by Governor

**Budget:** a little over \$9 million across all aspects of the bill.

- **Grants outlined in bill through Labor & Industries (L&I)**
  - For technology and remote learning infrastructure modernization- **L&I may award one-time grants** to state registered apprenticeship programs for modernizing technology and remote learning infrastructure.
  - Grant program for **wrap-around support services** to mitigate barriers to beginning or participating in state registered apprenticeship programs. Support services include provisions for childcare, health care, transportation to job sites, and other support services necessary to mitigate barriers to starting or participating in apprenticeship programs.
    - **L&I may award grants to nonprofit organizations and apprenticeship training committees** that provide or connect apprentices to wrap-around support services, including childcare, professional clothing, required tools, or transportation.
  - Grant program **for updating equipment in state registered apprenticeship programs.**
    - L&I may award grants to state registered apprenticeship programs or Apprenticeship Council recognized apprenticeship preparation programs to upgrade equipment necessary for the program.

# APPRENTICESHIPS

## SB 5764: Concerning apprenticeships and higher education

Sen. Randall

**Status:** 3/24 Signed by Governor

**Budget:** ~ \$724K

- **Washington College Grant for Apprenticeships.** By the 2025-26 academic year, the SBCTC must provide eligible apprentices access to the Washington College Grant for Apprenticeships (WCG-A) through the financial aid office at the college where the apprentice receives RSI.(Related Supplemental Instruction)
- **To implement this, the SBCTC must collaborate with WSAC's Office of Financial Assistance** to create a student information technology interface to simplify the application, verification of registration, eligibility, and award for students.
- **WSAC must contract with the William D. Ruckelshaus Center (Ruckelshaus)** to research, evaluate, consult with certain stakeholders, and report on further developing opportunities for registered apprentices to receive credit towards degrees.
  - **The center must consult with:** SBCTC, Association of General Contractors (WA); AWB WA; and any other relevant or impacted parties to provide recommendations to legislature.
- **Public institutions of higher education must establish a policy** for granting as many credits as possible and appropriate for an apprenticeship's related supplemental instruction.
- By the **2028-2029 school year**, policies for granting as many credits as possible and appropriate for an apprenticeship's related supplemental instruction for active state registered apprenticeship programs.

# DIGITAL EQUITY

**HB 1723:** Closing the digital equity divide by increasing the accessibility and affordability of telecommunications services, devices, and training

Rep. Gregerson

**Status:** 3/31 Governor signed

**Budget:** \$1.865 million GFS FY 2023\*

- Requires the Statewide Broadband Office, in consultation with the Digital Equity Forum, the Utilities and Transportation Commission, and the Department of Social and Health Services, to develop a state digital equity plan and seek any available federal funding for purposes of developing and implementing the state digital equity plan.
- Requires the office, in developing the state digital equity plan, to identify measurable objectives for documenting and promoting digital equity among underserved communities located in the state.
- Requires the office to submit a report on the state digital equity plan and identified measurable objectives to the Governor and the appropriate committees of the Legislature by December 1, 2023.
- **Makes changes to the Community Technology Opportunity Program, including renaming it the Digital Equity Opportunity Program and redefining its purpose to be the advancement of broadband adoption and digital equity. *Children and youth in foster care and individuals experiencing housing instability are included in the definition of underserved population.***
- **Establishes the Digital Equity Planning Grant Program to provide grants to local governments, institutions of higher education, workforce development councils, and others to fund the development of a digital equity plan for a discrete geographic region of the state. *Pre-K is included in the list of students that must be considered when awarding grants under the program.***
- Codifies the Digital Equity Forum (Forum) and adds a provision allowing funds to be used to compensate, for any work done in connection with the Forum, additional persons with lived experience navigating barriers to digital connectivity.
- Removes the provisions in prior versions of the bill related to the Washington Broadband Assistance Program and the Anchor Institution Digital Equity Program.

**\*\$175,667 GFS FY 2023 (digital equity)**

**\*\$1.023 million GFS FY 2023 (telecommunications access)**

# GRADUATION PATHWAYS: BILLS

## [HB 1162](#) : Concerning high school graduation credit and pathway options.

Rep. Stonier

**Status:** Did not meet cut off deadlines

- Establishes an additional graduation pathway option that enables students to meet graduation pathway requirements by completing a performance exhibition meeting specified criteria.
- Current graduation pathways (established in 2019):
  - Meeting or exceeding a set standard on statewide English language arts (ELA) and mathematics assessments;
  - completing and qualifying for college credit in dual credit courses in ELA and mathematics;
  - earning high school credit in a high school transition course in ELA and mathematics;
  - earning high school credit with a C+ grade or receiving particular scores in AP, international baccalaureate, or Cambridge international courses;
  - meeting or exceeding set scores on the SAT or ACT;
  - meeting standards in the Armed Services Vocational Aptitude Battery; or
  - completing a sequence of career and technical education (CTE) courses.

## [SB 5902](#): Concerning high school graduation credit and pathway options.

Sen. Wellman

**Status:** Did not meet cut off deadlines

- Directs the State Board of Education to adopt graduation requirements for the class of 2022 and beyond with specified credit options.
- Specifies that rules adopted under this act shall not increase the overall required credit amount and does not alter graduation pathways.
- Requires that when selecting courses to meet these graduation requirements, each student's high school and beyond plan (HSBP) must be updated annually to assess progress toward identified goals.
- Revises current code by moving HSBP provisions to a separate section.



# GRADUATION PATHWAYS + EMERGENCY WAIVERS

- In response to the COVID-19 disruptions in learning, the legislature passed HB 1121 in 2020-2021 session. This allowed the State Board of Education to set rules for districts to provide Emergency Waivers for graduation requirements. These were set in place for the Class of 2020-Class of 2022.
  - Allowed districts to waive 2 credits, providing a student does not graduate with less than 20 credits.
    - Credit waiver applied to core credits or flexible credit. No more than 1 core credit may be waived.
  - Allowed districts to waive completion of a graduation pathway, providing the student meets all other graduation requirements. Districts must provide a good faith effort for pathway completion before granting waiver.
- In March of 2022, the State Board of Education met to discuss Class of 2021 Graduation Data and proposed continuation/revisions to the Graduation Requirement Emergency Waiver program.
  - Proposed rules would extend the current waiver (above) to the Class of 2023 and then reduce the credit waiver to 1 credit and remove the pathway waiver for the Class of 2024.
  - The waiver would then be sunset for subsequent classes.

# GRADUATION PATHWAYS: ENGAGEMENT

- **State Board of Education will vote on the proposed rules at the May Board Meeting (May 11-12) and will host a series of listening and feedback sessions:**
  - **Budget: \$263,000 GFS FY 2023** Provided solely for the state board of education for a community engagement coordinator position within the state board of education. Funding provided in this subsection may also be used for contracts for partner organizations, including community-based and nonprofit organizations, to support the engagement coordinator. Pp. 608, line 5
  - **Graduation Requirements Listening Sessions:** What are your ideas about graduation requirements in our state and how they should change to be more relevant for students? Give your view! This is the first round of listening sessions on [the journey](#) to alignment recommendations:
    - [Tuesday, April 12, 2022 from 3:30-4:30 p.m. \(registration required\)](#)
    - [Wednesday, April 20, 2022 from 12:00-1:00 p.m. \(registration required\)](#)
    - [Tuesday, May 3, 2022 from 5:00-6:30 p.m. \(registration required\) - students are welcome to speak during this session, adults will be in listen-only mode.](#)
  - **Learn more about at [sbe.wa.gov/alignment](https://sbe.wa.gov/alignment)**
- **In the interim, OSPI will also provide opportunities for engagement. From OSPI:**
  - OSPI plans to hold a webinar sometime in June to discuss high level 2023 session priorities, and also plans to engage stakeholders around policy and development in a variety of ways over the interim. One of our agency priorities continued to be strategies for increasing flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options. If you'd to schedule an early interim discussion about this topic, or other areas of interest, please contact: [Jenny.Plaja@k12.wa.us](mailto:Jenny.Plaja@k12.wa.us).