



59th Washington State Legislature

LEGISLATIVE BILL SUMMARY

2006 Regular Session

State Board for Community and Technical Colleges

2006 Legislative Bill Summary

Table of Contents

Administration and Governance

2SHB 2964 Department of Early Learning	4
ESSB 6566 Commute Trip Reduction.....	6

Budget and Tuition

SHB 2233 Veterans Tuition.....	10
SHB 3087 Cost Savings on Course Materials	12
EHB 6384 2006 Supplemental Capital Budget.....	14
ESSB 6386 2006 Supplemental Operating Budget.....	16
SB 6766 National Guard Conditional Scholarship	18

Educational Programs

SHB 2394 Financial Literacy	22
2SHB 2498 Cluster-Based Economic Development	24
SHB 2726 Washington Manufacturing Services.....	26
2SHB 2789 Apprenticeship Opportunities for High School Graduates	28
SHB 2817 Technology Priorities.....	30
SHB 2867 Expansion of WSU Tri-Cities.....	32
SHB 2973 Career and Technical High School Graduation Option	34
SHB 3113 University Center Model.....	36
ESB 6194 Multicultural Education for Health Professionals	38
2SSB 6197 Health Disparities	40
SSB 6308 Offenders Programs, Sentencing and Supervision	42
2SSB 6326 Work Force Training	44
ESSB 6475 Certificate of Academic Achievement.....	46
2SSB 6480 Public Works Apprenticeship Utilization Requirements.....	48

Personnel/Faculty Development

E2SHB 2353 Family Child Care Providers.....	52
2SHB 2583 Part-time Academic Employees Health Benefits.....	54
ESHB 2680 Retirement System Service Credit	56
HB 2681 Retirement System Contribution Rates.....	58
HB 2690 Retirement System One-Time Purchase of Additional Service Credit.....	60
SHB 2780 Payroll Deductions.....	62
SHB 2898 Distribution of Communications.....	64
SSB 6185 Family and Medical Leave Act.....	66
ESSB 6396 Sick Leave.....	70

Student Services

2SHB 2002 Foster Youth Achievement Act	74
SHB 2576 Sexual Assault Protection Order.....	76



Administration and Governance

**59th Washington State Legislature
2006 Regular Session**

2SHB 2964

Creating the department of early learning.

SPONSORS: Kagi, Talcott, Walsh, Quall, Haler, Shabro, Fromhold, Kessler, Hunt, Appleton, Lantz, Darneille, Kenney, Chase, Hasegawa, Sells, Roberts, Hunter, Moeller, McCoy, Santos, Green, Simpson

EFFECTIVE DATE: July 1, 2006

STATUS: Chapter 265, 2006 Laws

STAFF CONTACT: Robin Thompson

BACKGROUND

Child care and early learning programs in the state are administered through three state agencies: the Department for Social and Health Services (DSHS), the Department of Community, Trade and Economic Development (CTED), and the Office of the Superintendent of Public Instruction (OSPI). The Division of Child Care and Early Learning (DCCEL) within DSHS licenses child care homes and centers, develops policy and procedures for the state's child care subsidy program, and directs the Head Start-State Collaboration Project. The CTED administers the Early Childhood Education and Assistance Program (ECEAP), which is the state's preschool program. The OSPI administers services and programs relating to child care and early learning, including family literacy programs, special education for children three years of age and older, and the nutrition assistance program for child care. Training and professional development programs for early learning professionals are available through such sources as the State Training and Registry System and the state's higher education institutions.

In the 2005 session, the Washington Early Learning Council (Council) was established in the Office of the Governor for the purpose of providing vision, leadership, and direction to the improvement, realignment, and expansion of early learning programs and services for children birth to five years of age in order to better meet the early learning needs of children and their families. "Early learning programs and services" were defined to include the following: child care; state, private, and nonprofit preschool programs; child care subsidy programs; and training and professional development programs for early learning professionals. The Council serves as the Advisory Committee on Early Learning to the Comprehensive Education Study Steering Committee created in Engrossed Second Substitute Senate Bill No. 5441 of 2005. The goal of the Council is to build upon existing efforts and recommend to the Governor and the Legislature new initiatives, as necessary, to create an adequately financed high-quality, accessible, and comprehensive early learning system that benefits all young children whose parents choose it.

EFFECT

This bill was requested by the Governor. It establishes the Department of Early Learning as an executive branch agency whose director is appointed by and serves at the pleasure of the Governor, subject to confirmation by the Senate. The Department's primary duties are to implement early learning policy, to coordinate, consolidate, and integrate child-care and early learning programs to promote an efficient use of funds, and to collaborate with the K-12 school system to improve transitions from pre-kindergarten environments to kindergarten. The Director of the Department will provide leadership and actively participate in the creation and governance of a non-governmental private-public partnership focused on supporting government's investments in early learning and promoting school readiness and success.

The following programs and functions currently within DSHS, OSPI, and CTED are transferred to the Department: child-care licensing and quality; child-care tiered reimbursement system; child-care career and wage ladder; Child Care Partnership employer liaison; Child Care Resource and Referral Network; Early Childhood Education Assistance Program; Head Start collaboration; Early Learning Reading Initiative; and Working Connections Child Care. The income eligibility determination and provider payment functions for Working Connections are not transferred to the Department and remain with the Economic Services Administration within the DSHS. Spending authority for Working Connections Child Care moneys is transferred from the DSHS to the Department. Appropriations and staff associated with the programs listed, except appropriations for the DSHS, are transferred to the Department. Appropriations for the programs transferred from the DSHS to the Department will be transferred through interagency agreement.

Goals of the new Department of Early Learning include “improving parent education and support” and “improving the quality of early learning and child care”. The community and technical college system historically is a primary provider of parent education, as well as the primary education and training source for early childhood education staff. Colleges may experience a growth in the demand for early childhood education programs as the Department of Early Learning and the *Washington Learns* bring more public attention and focus on the educational needs of young children.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	81	15
Senate	47	2

Governor Signed, March 28, 2006

ESSB 6566

Revising commute trip reduction provisions.

SPONSORS: Eide, Esser, Swecker, Haugen, **EFFECTIVE DATE:** June 7, 2006
Prentice, McAuliffe

STATUS: Chapter 329, 2006 Laws **STAFF CONTACT:** Chuck Greenough

BACKGROUND

The existing legislation creating the Commute Trip Reduction (CTR) program was implemented in 1991 and has been successful in reducing commute trips. However, the Legislature finds further efforts to reduce commute trips is a cost effective approach to at least partially address transportation delays in congested urban growth areas.

The final report of the CTR Taskforce was made to the Legislature in December, 2005. Continuing status reports and updates on a statewide basis are considered important to this effort.

EFFECT

This bill replaces the existing taskforce with a Board and provides expanded duties including a state CTR plan, program goals, guidelines and deadlines for updating local plans, and allocation of program funds.

State agencies, including higher education, with operations in counties with populations exceeding 150,000, and employing more than 100 workers, will be required to update CTR plans. The revised plans will need to be consistent with updated plans developed by the local city or county. Annual reviews of these plans and progress toward CTR goals are required and will be reported as part of the agency's annual quality management, accountability and performance program as defined in RCW 43.17.385.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	44	0

Governor Signed, March 29, 2006



Budget and Tuition

59th Washington State Legislature
2006 Regular Session

SHB 2233

Mandating that a percentage of tuition waivers be granted to veterans.

SPONSORS: Kristiansen, B. Sullivan, Cox, Sells, **EFFECTIVE DATE:** June 7, 2006
Woods, Rodne, Bailey, Pearson,
Strow, Campbell, Serben, O'Brien,
Ahern, Kretz, Murray

STATUS: Chapter 229, 2006 Laws **STAFF CONTACT:** Mary Alice Grobins

BACKGROUND

This bill was written out of concern that veterans are not currently being serviced with tuition waivers in public higher education, and in its original form required a certain proportion of waivers be granted to veterans. Subsequently, information was brought forward by the institutions of higher education indicating tuition waivers were already being made available to veterans. The bill was then revised to eliminate the requirement that a certain proportion of waivers be granted to veterans, and to require outreach to veterans regarding waivers.

EFFECT

The bill applies to veterans who are eligible under existing veteran's tuition waiver authority. It requires institutions revise their applications for admission so all applicants can advise the institution they are veterans who need assistance. The institution shall then inquire if the applicant is already receiving assistance from the federal Montgomery GI bill, and if not shall encourage the veteran to do so. This will be done prior to providing the veteran a tuition waiver under the terms of RCW 28B.15.621(2).

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	95	0
Senate	44	0

Governor Signed, March 27, 2006

SHB 3087

Concerning cost savings on course materials for students at state universities, regional universities, and The Evergreen State College.

SPONSORS: Ormsby, Sells, Kenney, Cox, Buri, Fromhold, Hasegawa, Morrell, McCoy, Upthegrove, Ericks, Darneille, Rodne, Chase, Conway, Kessler, Dunn, Green, Lantz

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 81, 2006 Laws

STAFF CONTACT: Chuck Greenough

BACKGROUND

Students have been expressing ever increasing concern over the increasing cost of text books. Contributing to the increasing cost has been publishers' practice of bundling textbooks with other course related materials, some of which is not required by the instructor. Additionally, publishers often create new editions to publications with only minimal content updates. Finally, when making selections of required course materials, faculty are often unaware of the implications of those selections in terms of cost to students.

EFFECT

Governing boards of the four-year universities and TESC are directed to adopt rules in collaboration with affiliated bookstores, faculty and students to address the cost of textbooks. The rules are to provide a means for faculty to better understand the cost impact of course material selections, when bundled materials are appropriate and to identify the least costly, content-comparable materials available. Community and Technical colleges were not included in this bill.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	48	0

Governor Signed, March 15, 2006

ESB 6384

Adopting the 2006 supplemental capital budget.

SPONSORS: Fraser, Prentice, Doumit, Zarelli, **EFFECTIVE DATE:** March 31, 2006
Brandland

STATUS: Chapter 371, 2006 Laws PV **STAFF CONTACT:** Tom Henderson

BACKGROUND

Washington State is on a biennial budget cycle. The Legislature authorizes expenditures for capital needs in the capital budget for a two-year period, and authorizes bond sales through passage of a bond bill associated with the capital budget.

Although the Legislature enacts the biennial budgets every odd numbered year, it commonly enacts a supplemental budget during the short legislative session to make corrections, adjustments and to add emergent projects to the biennial budget.

EFFECT

The Legislature enacted the 2006 Capital Supplemental Budget Bill to make technical changes and to add emergent projects to the 2005-07 Capital Budget Bill enacted in the 2005 Legislative Session. The final version of the bill provides \$278 million with \$144 million funded with Bonds. Higher Education received \$34.8 million in new appropriations with \$9.7 million of that amount appropriated to two-year colleges. This budget includes significant investment in water improvement projects, prison expansion, parks and natural resource projects, and many local projects. The implementing Bond Bill for the supplemental capital budget is HB 3316.

Western Washington University and community and technical colleges received RCW 39.94 authority for alternatively financed projects, allowing the state treasurer to sell bonds on their behalf.

The State Board for Community and Technical Colleges received funding for all of our requests with the exception of the inflation adjustment request. The Legislature sent a message to all agencies to manage projects within appropriations or expected appropriation request levels identified in the predesigns for the projects. Here is a summary of the impact of the 2006 Capital Supplemental on community and technical colleges.

Two-year colleges received \$5,570,000 for infrastructure projects funded with Gardner Evans Bonds:

College/Project	SBCTC Request	Final Budget
Highline Primary Power Feeder Branch	\$1,717,000	\$1,717,000
Skagit Valley Campus Fire Loop	\$1,634,000	\$1,634,000
Green River Campus Water System	\$1,951,000	\$1,951,000
Seattle Central Bulkhead, Pier, and Dredging	\$1,856,000	\$268,000

Two-year colleges received \$4,169,000 from Gardner-Evans Bonds for land acquisition and design for NSIS upper division expansion. This action is based on recommendations contained in the HB 1794 Higher Education Opportunity Study dated November 30, 2005:

College/Project	SBCTC Request	Final Budget
Everett Undergraduate Education Center		\$3,844,000
Skagit Expansion of Science Replacement		\$ 325,000

Two year colleges received consideration for alternatively financed projects:

College/Project	SBCTC Request	Final Budget
Bellevue North Center Building	Delete Project	Delete Project
Edmonds Bookstore and Student Center	\$8,500,000	\$8,500,000
Walla Walla Land Acquisition Language Rev.	Technical Change	Technical Change
Clark Training Center Building	\$9,100,000	\$9,100,000
Columbia Basin Richland Heath Science	\$3,000,000	\$3,000,000

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	91	6
Senate	48	0

Governor Signed, March 31, 2006

Partial Veto – None for State Board for Community & Technical Colleges

ESSB 6386

Making 2006 supplemental operating appropriations.

SPONSORS: Prentice, Zarelli, Fairley, Fraser, Rockefeller, Shin, Brandland
EFFECTIVE DATE: March 31, 2006
STATUS: Chapter 372, 2006 Laws PV
STAFF CONTACT: Deborah Frazier

BACKGROUND

The operating expenses of state government and its agencies and programs are funded on a biennial basis by an omnibus operations budget adopted by the Legislature in odd-numbered years. In even-numbered years, a supplemental budget is adopted, making various modifications to agency appropriations. State operating expenses are paid from the state General Fund and from various dedicated funds and accounts.

EFFECT

SBCTC appropriations include:

- \$5.2 million in facilities maintenance and operations
- Budget language exempts two-year colleges from SmartBuy reduction – i.e., no budget cut
- Full funding for FY2007 I-732 COLA (2.8%)
- \$1.5 million for faculty increments. Budget language requires funds be divided proportionately between full and part-time faculty
- \$761,000 for natural gas cost increases – one-time funds for FY2006
- 187 high demand enrollments at \$8,000 each
- Funding at request level for applied baccalaureate and university contract pilots. The conference budget (as did the House and Senate proposals) assumes the SBCTC will use some of its already appropriated FY2007 enrollment growth for university contract pilots.
- Funding for university contracts administered by the NSIS consortium. Same approach as university contracts (above) – using some of FY2007 enrollment growth.
- \$1 million additional funds for the Job Skills program
- \$4.1 million for Opportunity Grants
- \$3.15 million for customized workforce training (2SSB 6326)
- \$768,000 to pay for costs associated with part-time faculty health costs (2SHB 2583)
- \$275,000 for Transitions Math Project
- \$150,000 for firefighter apprenticeship program
- \$150,000 for health care partnerships
- \$140,000 for nursing faculty recruitment and retention pilot

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	55	43
Senate	29	19

Governor Signed, March 31, 2006
Partial Veto

VETO MESSAGE ON ESSB 6386:

Section 602(16), page 229, State Board for Community and Technical Colleges, High Demand Training

This proviso provides funding for and directs the State Board for Community and Technical Colleges to identify high demand occupations, develop or utilize skills standards or credentials for those occupations, and market the standards and credentials to educational institutions and employers. This agency, the Higher Education Coordinating Board, the Workforce Training and Education Coordinating Board, and the Department of Employment Security have already accomplished much of this work in prior studies. I have, therefore, vetoed Section 602(16).

Section 602(22), page 231, State Board for Community and Technical Colleges, Nursing Faculty Retention Pilot Program

This proviso attempts to address a real problem relating to nursing recruitment and retention, but addresses it in a very narrow fashion. The State Board for Community and Technical Colleges, along with industry stakeholders, needs to consider various, statewide options for retaining nursing faculty and keeping qualified teachers in the classroom. This proviso directs state funds to a very limited number of sites with no plan for retention of faculty beyond the current year. Therefore, I have vetoed Section 602(22).

Section 602(25), page 231, State Board for Community and Technical Colleges, High School Completion

The proviso indicates that there is sufficient funding in the State Board for Community and Technical Colleges' budget to implement Engrossed Second Substitute House Bill 2582. Since that bill did not pass the Legislature, I have vetoed Section 602(25).

Respectfully submitted,



Christine O. Gregoire
Governor

SB 6766

Regarding the national guard conditional scholarship.

SPONSORS: Schmidt, McAuliffe, Rasmussen **EFFECTIVE DATE:** June 7, 2006
STATUS: Chapter 71, 2006 Laws **STAFF CONTACT:** Nani Jackins Park

BACKGROUND

The Washington State National Guard Conditional Scholarship, administered by the Office of the Adjutant General of the state military department, was created during the 1994 Legislative session to allow eligible members of the National Guard to receive conditional scholarships to attend institution of higher education in Washington. Students may attend Washington institutions accredited by Northwest Association of Schools and Colleges (NASC). Participants must repay the scholarship, with interest, unless they serve in the National Guard for one additional year for each year of scholarship received.

EFFECT

Senate Bill 6766 was primarily focused on providing a technical modification to expand eligibility to students who attend Washington institutions providing approved training under the Montgomery GI Bill.

Students who are attending NASC accredited institutions will receive priority status for this conditional scholarship aid, but as available, awards can be made to students attending other Montgomery GI Bill approved programs now as well.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	47	0

Governor Signed, March 15, 2006



Educational Programs

59th Washington State Legislature
2006 Regular Session

SHB 2394

Including financial literacy in work activity provisions.

SPONSORS: Dickerson, Morrell, Appleton,
Moeller, Lantz, Hasegawa,
Williams, Darneille, Santos, Haler,
Wallace, Walsh, McIntire, Simpson

EFFECTIVE DATE: January 2, 2006

STATUS: Chapter 107, 2006 Laws

STAFF CONTACT: Robin Thompson

BACKGROUND

The Temporary Assistance for Needy Families (TANF) Program was created by the Welfare Reform Law of 1996. TANF became effective July 1, 1997, and replaced the Aid to Families with Dependent Children (AFDC) and the Job Opportunities and Basic Skills Training (JOBS) programs. TANF provides assistance and work opportunities to needy families by granting states the federal funds and flexibility to develop and implement their own welfare programs. TANF recipients in Washington participate in the WorkFirst program. Under WorkFirst, cash assistance is limited to a maximum of 60 months in a person's lifetime. During that time, the person must be involved in the WorkFirst program and working or actively looking for a job. Benefits may be extended beyond five years for parents who continue to abide by the rules and seek work.

EFFECT

This bill states WorkFirst services may “include financial literacy in work activity provisions” but it does not require it nor designate any of the four WorkFirst partners to specifically deliver these activities. Actual language in the bill instructs private and non-profit agencies be accessed as a possible source for this activity. Financial Literacy curriculum is currently provided through many, if not most, Adult Basic Education and English as a second language programs and many TANF clients are already engaged in ABE/ESL. Our partner agencies currently have some financial self-sufficiency information. For TANF clients in an education pathway other than ABE/ESL, the services would be available through the other partners or accessed in the community. We will continue to serve the TANF clients engaged in an ABE/ESL education pathway.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	45	0

Governor Signed, March 17, 2006

2SHB 2498

Establishing an industry cluster-based approach to economic development.

SPONSORS: Kilmer, Buri, Morrell, Skinner,
Green, Linville, McCoy, Moeller,
Chase, Rodne, Conway, Haler,
Morris, Ericks, Sells

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 105, 2006 Laws

STAFF CONTACT: Carolyn Cummins

BACKGROUND

Clusters are groups of complementary, competing, and interdependent industries that drive wealth creation in a region, primarily through export of goods and services. An industry cluster is different from the classic definition of industry sectors because it represents the entire value chain of a broadly-defined industry from suppliers to end products, including supporting services and specialized infrastructure. Firms in a cluster are more strongly connected to one another by the flow of goods and services within the cluster than the flow linking them to the rest of the economy. Clusters are characterized by geographic concentration of the related industries within a region and represent a distinct way of organizing economic data and viewing the economy. Viewing a group of companies and institutions as a cluster highlights opportunities for coordination and mutual improvement in areas of common concern without threatening or distorting competition.

Some areas of the state have made use of a cluster strategy for economic development more than others. Statewide, there is work yet to be done to truly substantiate the viable industry clusters that exist and will benefit from investment.

EFFECT

At present, several state and local agencies compile lists of clusters, but a single, verifiable list does not exist with passage of 2SHB 2498, Washington will be equipped to make a concerted study of industry clusters. The outcome will be identification of statewide and regional clusters. The benefit of having a concerted cluster examination is those agencies may be better equipped to align their economic development strategies toward those common clusters.

The budget bill provides \$400,000 in funding to Community Trade and Economic Development to formulate a competitive grant program to assist communities in forming cluster-based partnerships. Grants can be up to \$100,000 and must involve partnerships made up of business and local development organizations. Community and technical colleges and workforce development councils are eligible to apply for grants. The bill recognizes the King, Pierce, Snohomish and Kitsap region is already underway with a cluster strategy of its own (the Prosperity Partnership), and therefore limits total grants to that region to \$100,000.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	95	2
Senate	41	6

Governor Signed, March 17, 2006

SHB 2726

Creating Washington manufacturing services in statute.

SPONSORS: Chase, Skinner, Kessler, Haler, Kilmer, Grant, Chandler, Blake, Clements, Linville, Newhouse, McCoy, Kristiansen, Kenney, Wallace

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 34, 2006 Laws

STAFF CONTACT: Carolyn Cummins

BACKGROUND

Manufacturing represents 14 percent of all employment in Washington, 16 percent of wages, and 17 percent of the state's business and occupation tax revenue, contributing about \$27 billion to Washington's gross state product. Almost half of the manufacturers in the state have fewer than 250 employees. The competitiveness of larger manufacturers often depends on smaller manufacturers, which generate more than half of all innovations in the economy and account for more than half of the net job creation annually.

Washington Manufacturing Services (WMS) was formed in 1997 as a not-for-profit organization affiliated with the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership. WMS works with smaller manufacturers to increase their competitiveness. Federal funding for the program is contingent on the receipt of state matching funds and private funds. WMS believes that by having statutory authorization for its operations, as exists in other states, it will be easier to garner needed state and federal funds.

EFFECT

Passage of this bill places codifies WMS in statute (i.e., provides authorization for its operations in Washington). Doing so officially recognizes it as the state's manufacturing extension agent and puts the organization in a better position to receive state and federal funds (1:1 federal match to state funds). The statute will instruct WMS to place an emphasis on assisting small and mid-sized manufacturers, which it already does to a large extent.

The executive director of SBCTC will serve as an ex-officio member of the WMS board. Currently, Jim Crabbe, Director of Workforce Education serves on the WMS board.

DCTED is directed to assist WMS in applying for federal and state grants. DCTED must contract with WMS to provide consultation and educational services to smaller manufacturers (120 or fewer employees or less for educational services and 100 or fewer employees for consultation). WMS may charge up to 50% for consultation services matched by contract funds from DCTED.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	97	1
Senate	47	0

Governor Signed, March 14, 2006

2SHB 2789

Expanding apprenticeship opportunities for high school graduates.

SPONSORS: Quall, Conway, Wood, Hasegawa, Haigh, Ormsby, Murray, Chase, Kessler, Morrell, Green, Roberts, McCoy, Moeller, Simpson, Sells, Lantz, McDermott, Ericks, Hankins, Kagi, Hudgins

EFFECTIVE DATE: April 1, 2006

STATUS: Chapter 161, 2006 Laws

STAFF CONTACT: Jim Crabbe

BACKGROUND

Apprenticeship programs enable individuals to learn occupations and trades through a combination of on-the-job training and related supplemental instruction. Apprenticeship programs are sponsored by joint employer and labor groups, individual employers, and/or employer associations. The sponsor of an apprenticeship program plans, administers, and pays for the program.

EFFECT

The Legislature intends to expand opportunities for graduating secondary school students to enter apprenticeship programs by creating four pilot projects with the purpose to expand student enrollment in pre-apprenticeship programs. The State Board for Community and Technical Colleges (SBCTC) will be a recipient of two of the four pilot projects. It is to be implemented by Centers of Excellence and other colleges identified by the Washington State Apprenticeship and Training Council (WSATC) with high densities of apprenticeship offerings, who will act as brokers of relevant information and resources on available grants, job openings, industries of growth, and scholarship opportunities. Two of the pilot projects will involve community and technical colleges which work collaboratively with local or regional apprenticeship programs, local high schools, and the Washington State Apprenticeship and Training Council to design and offer the apprenticeship programs.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	89	6
Senate	42	2

Governor Signed, March 21, 2006

SHB 2817

Establishing technology priorities for institutions of higher education.

SPONSORS: Sells, McCoy, Strow, Dunshee, **EFFECTIVE DATE:** June 7, 2006
Lovick, Jarrett, Morris, Ormsby,
Morrell, Haler, O'Brien, Fromhold,
Ericks, Kilmer, B. Sullivan

STATUS: Chapter 180, 2006 Laws **STAFF CONTACT:** Loretta Seppanen

BACKGROUND

Data published by the Office of Financial Management (OFM) shows that, at the public four-year institutions in 2003-04, a total of 90,073 full-time equivalents (FTEs) were enrolled at the undergraduate level at public four year institutions. Four percent of all FTEs were enrolled in engineering and related technologies and two percent were enrolled in computer science studies at in-state public four-year institutions of higher education. Between the academic years of 1993-94 and 2003-04, there was a twelve percent decline in the number of FTEs enrolled in the fields of engineering and related technologies and a nearly nine percent decline in the number of bachelor's degrees conferred in these fields at public four-year higher education institutions in Washington.

A recent joint study conducted by the Higher Education Coordinating Board (HECB), the Workforce Training and Education Coordinating Board (WTECB), and the State Board for Community and Technical Colleges (SBCTC) found that current degree production only meets 67 percent of the ultimate need in engineering and 56 percent of the need in computer science. The study concludes demands would best be met through increased enrollments in these disciplines.

EFFECT

Substitute House Bill 2817 establishes engineering, technology, biotechnology, science, computer science and math as the state's priority in terms of access, enrollment and degree achievement while recognizing other areas of study should not be diminished in importance. The specific strategies to achieve the priority are left to the institutions. Two-year and baccalaureate public institutions must determine local student demand and report findings to the Higher Education Coordinating Board (HECB) and the Legislature by November 1, 2008. The HECB will track and report progress, including the:

- ❖ Number of students enrolled on a biennial basis;
- ❖ Number of associate's, bachelor's, and master's degrees conferred on a biennial basis;
- ❖ Amount of expenditures for enrollment and degree programs; and
- ❖ Number and type of public-private partnerships established.

The bill states “community colleges play a unique role in supporting degree attainment in the fields of science, technology, engineering, and mathematics through the development of transferable curricula and the maintenance of viable articulation agreements with both public and private university.” The SBCTC needs establish a process to identify student demand in these areas, as well as establish a process for tracking enrollments and expenditures for enrollments in these fields.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	95	0
Senate	48	0

Governor Signed, March 23, 2006

SHB 2867

Regarding expansion of WSU Tri-Cities into a four-year institution.

SPONSORS: Kenney, Haler, Grant, Hankins, **EFFECTIVE DATE:** June 7, 2006
Cox, Sells, Roberts, Fromhold,
Armstrong, Walsh, Skinner,
Newhouse

STATUS: Chapter 166, 2006 Laws **STAFF CONTACT:** Loretta Seppanen

BACKGROUND

In 2005 the Legislature passed E2SHB 1794 allowing Washington State University Tri-Cities to continue its co-admission and co-enrollment options with Columbia Basin College, and expand its upper-division capacity for transfer students and graduate capacity and programs. The campus was also allowed to seek additional opportunities to collaborate with the Pacific Northwest National Laboratories in biotechnology research programs.

Beginning in the fall of 2006, the campus is permitted, under E2SHB 1794, to offer lower-division courses linked to specific majors in fields not addressed at local community colleges. The campus is permitted to admit lower-division students in a co-admission or co-enrollment agreement with a community college. In addition to the lower division courses linked to specific majors, the campus is permitted to directly admit freshmen and sophomores only for a bachelor's degree in biotechnology with approval by the Higher Education Coordinating Board (HECB).

EFFECT

Under the provisions of SHB 2867, Washington State University Tri-Cities may admit lower division students without the limitation of co-admission and co-enrollment with Columbia Basin College beginning the fall of 2006. The campus will develop into a four-year institution of higher education by simultaneously admitting freshmen and sophomores, increasing transfer enrollments, continuing co-admission of transfer students, and expanding graduate and professional programs.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	97	1
Senate	44	0

Governor Signed, March 22, 2006

SHB 2973

Creating a career and technical high school graduation option for students meeting state standards in fundamental academic content areas.

SPONSORS: Priest, Ormsby, Kenney, Kagi,
Hasegawa, P. Sullivan, Moeller,
Santos, Springer

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 114, 2006 Laws PV

STAFF CONTACT: Sally Zeiger Hanson

BACKGROUND

In an effort to ensure high school Career and Technical Education (CTE) courses are not eclipsed by the focus on WASL, this bill was created to bring more emphasis on the CTE options in high school. It also creates a vehicle for CTE teachers to assert their curriculum is rigorous enough to prepare students to be successful on the WASL.

EFFECT

The State Board of Education is tasked to create course equivalencies so it is easier for students to take CTE courses to fulfill their graduation credit requirements. It also calls for a WASL alternative with a CTE emphasis to be created. It does not create a new diploma but rather new ways for CTE courses and skills to be used in meeting graduation requirements.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	95	0
Senate	47	0

Governor Signed, March 20, 2005
Partial Veto

VETO MESSAGE ON SHB 2973:

March 20, 2006

To the Honorable Speaker and Members,
The House of Representatives of the State of Washington

Ladies and Gentlemen:

I am returning, without my approval as to Section 5, Substitute House Bill No. 2973 entitled:

"AN ACT Relating to creating a career and technical high school graduation option for students meeting state standards in fundamental academic content areas."

This bill authorizes local school boards to develop approval processes for high school course equivalencies. Requirements are established for students in career and technical education programs who may earn whole or partial academic credits. Further, the State Board of Education is directed to reevaluate the graduation requirements for students enrolled in vocational and technical education courses. Topics of the evaluation are enumerated. Findings and any recommendations are to be reported by December 1, 2007.

I have vetoed Section 5, which provides for the development of objective alternative assessments for career and technical education programs. The provisions and language of this Section are duplicative of provisions for alternative assessments for career and technical education programs found in SB 6475. For this reason, I have vetoed Section 5 of Substitute House Bill 2973. With the exception of Section 5, Substitute House Bill No. 2973 is approved.

Respectfully submitted,
Christine O. Gregoire
Governor

SHB 3113

Expanding access to higher education using the university center model.

SPONSORS: Sells, Kenney, Strow, McCoy,
Haler, Dunshee, B. Sullivan,
Lovick, Roberts, Hasegawa

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 179, 2006 Laws

STAFF CONTACT: Loretta Seppanen

BACKGROUND

In 1996, the Legislature directed the Higher Education Coordination Board (HECB) to develop a plan for increasing higher education services in the North Snohomish, Island, and Skagit counties area. The HECB recommended multiple institutions collaborate to provide instruction and degree programs on four community college campuses throughout the region and at one unidentified "hub" location. In 1999, the Legislature authorized funds to enable the North Snohomish, Island, and Skagit (NSIS) Consortium to tailor leased space for educational purposes in a new transit station in Everett. Participating institutions began teaching classes at the Everett Station in March 2002.

In the Fall of 2004, 670 students were enrolled in classes offered by two community colleges and four universities at the Everett Station. Most program offerings were for associate degree or master's degree students. There were also several professional certificates offered. However, it is not possible to complete a bachelor's degree at the Everett Station.

In 2005, the Legislature passed House Bill 1794, which found the NSIS Consortium did not meet the needs of the region. The bill further stated the university center model of service delivery, centered on a community college campus with a single point of accountability, has proven more effective in developing degree programs and attracting students.

The state therefore assigned management and leadership responsibility for the NSIS Consortium to Everett Community College, and requested the college develop a plan for the region. Preliminary recommendations were due December 1, 2005.

Everett Community College submitted a report, "Higher Education Opportunity in the NSIS region (Preliminary Report)" to the Legislature on December 1, 2005. The report describes a vision for a new "University Center of North Puget Sound," which would sponsor bachelor's and graduate degree programs offered by a variety of different universities. The University Center of North Puget Sound would be located at Everett Station through 2008, and then relocate to Everett Community College in January of 2009, with the opening of a new undergraduate education center on the college campus. Depending on enrollment growth, the report states additional space may be required beyond 2011.

EFFECT

In SHB 3113, the Legislature accepted the "Higher Education Opportunity in the NSIS region (Preliminary Report)" as representative of the needs for higher education in the NSIS region.

The 2006 Supplemental Budget provided funding to the State Board for Community and Technical Colleges for 250 full-time equivalent (FTE) students at the upper-division and graduate levels for the fiscal year ending June 30, 2007. The funding will support fields of study including, but not limited to, engineering, technology, nursing and health professions, environmental sciences, education, interdisciplinary studies, and other areas of study based on student and employer demand.

By July 1, 2007, Everett Community College, with the assistance of Edmonds Community College, Skagit Valley College, and the universities participating in offering enrollment, will submit a report to the Legislature. The report will describe the number of enrollments and degrees resulting from the new FTE funding and the effect of those enrollments and degrees on the local communities

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	90	8
Senate	48	0

Governor Signed, March 23, 2006

ESB 6194

Requiring multicultural education for health professionals.

SPONSORS: Franklin, Regala, Keiser, Eide, **EFFECTIVE DATE:** June 7, 2006
Prentice, Thibaudeau, Jacobsen,
Fairley, McAuliffe, Fraser, Spanel,
Kline, Kohl-Welles, Shin

STATUS: Chapter 237, 2006 Laws **STAFF CONTACT:** Pat Ward

BACKGROUND

In 2004, the Legislature created the Joint Select Committee on Health Disparities through the adoption of Senate Concurrent Resolution 8419. The Committee issued a report on health disparities in Washington on November 1, 2005. The report contained several recommendations and findings for the Legislature's consideration. Among the Committee's recommendations was to “develop the knowledge, attitudes, and practice skills of health professionals and those working with diverse populations to achieve a greater understanding of the relationship between culture and health.”

EFFECT

By July 1, 2008, education programs that train individuals to practice a health profession must incorporate multicultural health into their basic education preparation curriculum. “Multicultural health” is defined as the provision of health care services with the knowledge and awareness of the causes of health disparities between genders and racial and ethnic populations and the practice skills necessary to respond appropriately.

Further, the Department of Health is required to establish an ongoing multicultural health awareness and education program. Disciplining authorities that may establish continuing education programs may provide multicultural health care training. Disciplining authorities may require continuing education or continuing competency programs integrate multicultural health into their curricula as appropriate to the subject matter.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	67	31
Senate	35	12

Governor Signed, March 27, 2006

2SSB 6197

Creating the governor's interagency coordinating council on health disparities.

SPONSORS: Franklin, Regala, Eide, Prentice, **EFFECTIVE DATE:** June 7, 2006
Fraser, Brown, Kline, Kohl-Welles,
Shin

STATUS: Chapter 239, 2006 Laws **STAFF CONTACT:** Pat Ward

BACKGROUND

In 2004, the Legislature created the Joint Select Committee on Health Disparities through the adoption of Senate Concurrent Resolution 8419. The Committee issued a report on health disparities in Washington on November 1, 2005. The report contained several recommendations and findings for the Legislature's consideration. Among the Committee's recommendations was to create an "interagency coordinating council under the direction of the Governor to promote and facilitate communication, collaboration, and cooperation among state agencies and programs in the communities." In addition, the report recommended the creation of an action plan that includes health impact reviews which measure and address how social determinants of health can lead to disparities in the health of different populations.

EFFECT

The Governor's Interagency Coordinating Council on Health Disparities is established to promote and facilitate communication, coordination, and collaboration among state agencies, communities of color, and the public and private sector with respect to addressing health disparities. The Governor or the Governor's designee shall serve as the chair of the Council. In addition to the Governor, the Council shall consist of 23 other members including representatives of state government entities with jurisdiction over minority affairs, health care, higher education, the workforce, and the environment, as well as two public members representing health care consumers. The State Board of Health (Board) is to provide assistance to the Governor by convening and assisting the Council.

By 2012, the Council must create an action plan for eliminating health disparities. The action plan must include plans to address diabetes, asthma, infant mortality, HIV/AIDS, heart disease, stroke, breast cancer, cervical cancer, prostate cancer, women's health issues, chronic kidney disease, Sudden Infant Death Syndrome, mental health, smoking cessation, oral disease, and immunization rates. The action plan must be updated every two years.

The Board must publish health impact reviews in collaboration with the Council and relevant state agencies. A "health impact review" is defined as a review of the effect a legislative or budgetary proposal has on improving or worsening health disparities. The health impact reviews must be based upon the best empirical information and professional assumptions available to the Board. "Health disparities" are defined as differences in the incidence, prevalence, mortality, or

burden of disease and other adverse health conditions that exist between specific population groups in Washington.

A health impact review may be initiated by any state legislator or the Governor by written request. The Board shall respond to requests during the legislative session within ten days. The Board may limit the number of health impact reviews it conducts to maintain quality within available resources. Health impact reviews become public documents upon delivery to the requestor.

Beginning January 15, 2008, the Council shall report its progress to the Governor and the Legislature every two to four years. JLARC shall review the Council and its functions and present findings to the Legislature by December 1, 2016.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	58	40
Senate	38	10

Governor Signed, March 27, 2006

SSB 6308

Creating a joint select committee on offenders programs, sentencing, and supervision.

SPONSORS: Carrell, Stevens, Regala, Schoesler, Schmidt, Oke, Rasmussen **EFFECTIVE DATE:** June 7, 2006

STATUS: Chapter 267, 2006 Laws **STAFF CONTACT:** Kathy Goebel

BACKGROUND

The number of offenders incarcerated in the state's correctional facilities continues to climb. It costs taxpayers close to \$26,000 to keep one person in prison for one year. Over the past 10 years, the number of prisoners housed in adult correctional institutions has risen from approximately 10,000 to over 17,500. Unfortunately, once offenders are released, over 37% will return to prison within 10 years.

The Legislature is grappling with the numerous and difficult issues surrounding criminal behavior and individuals cycling through the judicial system. Citizens are realizing that building more prisons and throwing away the key is not the solution. The Legislature is interested in doing a better job of supporting programs that will assist offenders to successfully transition back to their communities and remain in those communities as supportive family members, productive employees, and contributing citizens.

EFFECT

Substitute Senate Bill 6308 will implement the creation of a taskforce comprised of representatives from a number of stakeholder groups to examine Washington's prison and parole system in order to find strategies to reduce recidivism and lower costs to taxpayers.

Membership on the task force is to include "faculty members who educate incarcerated offenders", but does not include a representative of The State Board for Community and Technical Colleges. The four biggest hurdles to lowering the recidivism rate of the state's offender population are substance abuse, low literacy skills, lack of job skills, and mental health issues. The taskforce will review programs that are currently available to offenders at the correctional facilities and new programs that have shown success in other states. The taskforce will study what types of offenders would benefit from enhanced training and education while in prison. The committee will review sentencing and supervision practices, with emphasis on those policies that are related to earned early release for eligible offenders who successfully participate in intervention programs while in prison.

The taskforce also plans to study alternatives to the way in which offenders are supervised which will establish continuity between state, county, and city agencies and community organizations. The taskforce will present its findings and recommendations to the Governor and appropriate committees of the Legislature by November, 2006.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	42	0

Governor Signed, March 28, 2006

2SSB 6326

Providing a source of funding for customized work force training.

SPONSORS: Shin, Rasmussen, Pflug, Doumit, Rockefeller, Weinstein, Pridemore, Hewitt, Jacobsen, Thibaudeau, Swecker, Sheldon, Oke, Keiser, Kohl-Welles, Franklin, Kline, Berkey

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 112, 2006 Laws

STAFF CONTACT: Carolyn Cummins

BACKGROUND

The Washington Competitiveness Council has recommended the acceleration of worker training in high-demand fields for new workers, incumbent workers, and displaced workers. The council advocates an increase in capacity to provide customized training for business recruitment or expansion. The state's Job Skills Program is a customized training program that matches employer investments in on-the-job training but it is among the smallest customized training programs in the nation.

EFFECT

The Washington Customized Employment Training Program (CT) was created to provide training assistance to employers locating or expanding in the state, giving preference to employers with fewer than fifty employees. The SBCTC administers the program, and an Employment Training Finance Account is created. Employers apply to the SBCTC for training allowances to cover the costs of training employees. No employer may receive more than \$500,000 per calendar year, nor may they receive more funds per employee than an amount determined by the SBCTC.

To qualify, applicants must: enter into an agreement with a qualified training institution for customized training; pay one-quarter of the training allowance upon completion of the training; pay the remaining three-quarters of the allowance within 18 months; employ, in-state in the calendar year after completing training, at least the same number of employees plus 75 percent of the number of trainees as they did the calendar year preceding the start of training; and file an annual survey with the Department of Revenue. Employers are allowed to receive a business and occupation tax credit for 50 percent of the value of their payments into the Employment Training Finance Account.

The Department of Revenue will provide an annual summary of data to the Legislature by September 1. It will also study the tax credit's impact on job creation, job retention, company growth, the movement of firms and other factors and report their findings to the Legislature by December 1, 2011. The program expires July 1, 2012.

The new Customized Training Program nearly doubles Washington's investment in employer-based training solutions and places community and technical colleges at the center of the solution.

Current Issues

Program design and implementation activities will include:

- Development of policies and procedures in consultation with the State Board, WACTC, a system task force of continuing and workforce education representatives and external stakeholders.
- Consulting with other states on best practices
- Orchestration of data and information sharing between SBCTC and DOR
- Development of contractual language and review by AG representative
- Marketing, training and technical assistance to colleges and external partners

Planning and design began on March 13. We intend on rolling the program out in late May for July 1, 2006 start-up.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	63	32
Senate	47	1

Governor Signed, March 20, 2006

ESSB 6475

Authorizing alternative methods of assessment and appeal processes for the certificate of academic achievement.

SPONSORS: McAuliffe, Schmidt, Eide,
Weinstein, Haugen, Berkey,
Kastama, Shin, Kohl-Welles,
Rasmussen

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 115, 2006 Laws

STAFF CONTACT: Bill Moore

BACKGROUND

It has been well-established nationally and clearly-defined in Washington that for the overall K-12 education reform effort to succeed there would need to be alternative assessment options for the WASL—something that could be used primarily for students who don't take standardized tests well but are presumed, based on other evidence, to be capable of demonstrating they meet the essential academic learning requirements reflected by the WASL. The class of 2008 is the first cohort of students to fall under the new high school graduation requirements, including meeting standard on the WASL they are taking in spring 2006 as sophomores. Therefore, defining these options is now essential in order to provide guidance for students and schools and bolster the state's case should lawsuits arise as a result of the implementation of the requirement. This bill is an attempt to define those alternatives and the processes/guidelines for implementation.

EFFECT

This bill defines two major alternative assessment processes to the WASL: a comparative GPA-based process and a portfolio (collection of evidence) process, with an additional option for substituting specific alternative standardized tests in math (PSAT, SAT, ACT) and an additional requirement for CTE students of attaining a nationally-recognized certificate or credential.

It directs the Office of Superintendent of Public Instruction to a) provide to the State Board of Education specific guidelines regarding the implementation of these alternatives for review and approval, b) develop a process for students to appeal their scores on the WASL and specific guidelines for waiving portions of the requirements, and c) work with SBCTC to define the alternative assessment option for High School Completion students.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	96	2
Senate	38	8

Governor Signed, March 20, 2006

2SSB 6480

Modifying public works apprenticeship utilization requirements.

SPONSORS: Kohl-Welles, Haugen, Brown, Keiser **EFFECTIVE DATE:** June 7, 2006
STATUS: Chapter 321, 2006 Laws **STAFF CONTACT:** Tom Henderson

BACKGROUND

Executive Order 00-01 required apprentices in programs approved by the Apprenticeship and Training Council make up at least 10 percent of the total labor hours on public works projects of more than \$2 million awarded after July 1, 2000. Over time, the percentage increased and the threshold amount decreased. In 2005, the Executive Order was codified and apprentices were required to account for 15 percent of the total labor hours on projects of more than \$1 million.

EFFECT

Effective July 1, 2007, the Department of Transportation (DOT) is no longer exempt from apprenticeship use requirements. DOT's required percentage use of apprenticeship labor hours is phased in over three years. DOT is required to use 10 percent apprenticeships on projects over \$5 million beginning July 1, 2007. Required apprenticeship use increases to 12 percent on projects over \$3 million beginning July 1, 2008, and 15 percent on projects over \$2 million beginning July 1, 2009.

This law will increase the demand for apprenticeship usage and drive the demand for training. Community and Technical colleges will see increasing pressure for the Department of Labor and Industries and the Governor's office to expand programs and initiate new apprenticeship training opportunities throughout the state.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	71	27
Senate	30	11

Governor Signed, March 29, 2006



Personnel/Faculty Development

59th Washington State Legislature
2006 Regular Session

E2SHB 2353

Providing collective bargaining for family child care providers.

SPONSORS: Pettigrew, Shabro, Kessler, Priest, Cox, Conway, Haler, P. Sullivan, Appleton, Walsh, Kenney, Green, Armstrong, Hasegawa, Kagi, Hunt, McCoy, Buri, Fromhold, Strow, Curtis, McDermott, Williams, Hudgins, Moeller, Sells, Lantz, Kilmer, Chase, McDonald, Morrell, Murray, Linville, Santos, Springer, Wallace, Dickerson, Roberts, Cody, B. Sullivan, Simpson, Ericks, Upthegrove, Campbell, Ormsby, O'Brien

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 54, 2006 Laws

STAFF CONTACT: Robin Thompson

BACKGROUND

The state, through the Department of Social and Health Services' (DSHS) Division of Child Care and Early Learning, licenses child care homes and centers. The state also subsidizes part of the child care costs for children from low-income families with parents who are working, going to school, homeless, or otherwise eligible. In accordance with federal regulations, the state ties child care subsidy rates to a local market rate survey of child care market rates conducted at least every two years.

In fiscal year 2004, the state subsidized the child care for approximately 67,000 children per month. These children received subsidized care in a variety of ways: in licensed centers, family homes, or from license-exempt providers. Licensed family home providers care for about 25 percent of state-subsidized children. Another 20 percent received subsidized care either in their own home or in the home of a relative.

Public Employee Collective Bargaining

Employees of cities, counties, and other political subdivisions of the state bargain their wages and working conditions under the Public Employees' Collective Bargaining Act (PECBA) administered by the Public Employment Relations Commission (PERC). Individual providers (home care workers) also have collective bargaining rights under the PECBA.

Under the PECBA, the employer and exclusive bargaining representative have a mutual obligation to negotiate in good faith over specified mandatory subjects of collective bargaining: grievance procedures and personnel matters, including wage, hours, and working conditions.

EFFECT

The PECBA is amended to include family child care providers. For purposes of collective bargaining, family care providers are “public employees”. They may now collectively bargain with the Governor.

For those students who access family child care, they may find increased quality of care available due to increased wages paid to providers. For those students who themselves are providers of family child care, they now have the ability for collective bargaining. Washington State now joins the ranks of 8 states where collective bargaining for family home child care now exists.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	86	11
Senate	40	8

Governor Signed, March 15, 2006

2SHB 2583

Regarding community and technical college part-time academic employee health benefits.

SPONSORS: Kenney, Cox, Conway, Hasegawa, **EFFECTIVE DATE:** June 7, 2006
Roberts, Appleton, Upthegrove,
Morrell, Linville, Hunt, Dickerson,
Ormsby

STATUS: Chapter 308, 2006 Laws **STAFF CONTACT:** John Boesenberg

BACKGROUND

Part-time academic employees at community and technical colleges who work half-time or more are currently eligible for health benefits beginning the second quarter they are employed half-time or more. They are also currently eligible for health benefits over the summer quarter even if they work under half-time, as long as they have worked half-time or more in three of the four quarters preceding the summer quarter.

However, if an employee works under half-time for one quarter, that employee loses benefit coverage for that quarter as well as for the following summer quarter.

EFFECT

Sections are added to the Health Care Authority statutes that describe health care benefit coverage for part-time academic employees at community and technical colleges. Part-time academic employees at community and technical colleges who have established eligibility for health care benefits are eligible for continuation of their health care benefits over the summer if they have worked an average of half-time or more in each of the preceding two academic years through employment at one or more community or technical college districts. Uninterrupted health care benefits for part-time academic employees at community and technical colleges are maintained as long as the employee continues to work at least three of the four quarters of the academic year with an average academic workload of half-time or more. Continuous health care benefit coverage ceases at the end of the academic year if the employee has not maintained at least a half-time average academic workload over three of the four quarters of the academic year.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	46	0

Governor Signed, March 29, 2006

ESHB 2680

Purchasing service credit in plan 2 and plan 3 of the teachers' retirement system for public education experience performed as a teacher in a public school in another state or with the federal government.

SPONSORS: Conway, Fromhold, Lovick, **EFFECTIVE DATE:** January 1, 2007
Kenney, Quall, Simpson, Moeller

STATUS: Chapter 257, 2006 Laws **STAFF CONTACT:** John Boesenberg

BACKGROUND

The Teachers' Retirement System Plans 2 and 3 (TRS 2/3) provide retirement benefits to employees certificated by the Superintendent of Public Instruction to teach for the state, educational service, or school districts, as well as community and technical college teachers. TRS 2/3 provides for full retirement benefits at age 65, and early retirement benefits beginning at age 55, following the completion of 10 years of service in TRS Plan 3 and 20 years of service in TRS Plan 2.

EFFECT

Members of TRS 2/3 may make a one-time purchase of up to seven years of service credit for public education experience outside of Washington's retirement systems. The education experience must have been covered by a government retirement plan, and the member must not be receiving, or be eligible to receive, a retirement benefit from the out-of-state plan. The service credit purchased is considered membership service in TRS 2/3, and it thus may be used to qualify the member for retirement. The member shall pay a cost for the service credit equal to the actuarial value of the increase in value of the member's benefits. A member may pay for all or part of the cost of a service credit purchase with an eligible rollover from an eligible qualified retirement plan. Members electing to not purchase TRS 2/3 service credit but use retirement service credit from an out of state plan to qualify for retirement, receiving a benefit that is actuarially reduced to recognize the difference between the age the member retires, and the age that they would first be able to retire based on Washington service alone. The Department of Retirement Systems is authorized to adopt rules to ensure that all transfers or rollovers used for the purchase of service credit comply with the Internal Revenue Code and regulations adopted by the federal Internal Revenue Service.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	44	0

Governor Signed, March 27, 2006

HB 2681

Establishing minimum contribution rates for the public employees' retirement system, the public safety employees' retirement system, the school employees' retirement system, and the teachers' retirement system.

SPONSORS: Conway, Fromhold, Lovick, Green, **EFFECTIVE DATE:** July 1, 2006
Sells, Kenney, Quall, Simpson,
Moeller, Morrell

STATUS: Chapter 365, 2006 Laws **STAFF CONTACT:** John Boesenberg

BACKGROUND

Payments to amortize the unfunded accrued actuarial liability (UAAL) in Plan 1 of the Public Employees' and Teachers' Retirement Systems are normally collected as a component of employer contribution rates. According to current funding policy, unfunded liability for Plan 1 is spread among all employers in the Public Employees', Teachers', School Employees', and Public Safety Employees' Retirement Systems (PERS, TRS, SERS, and PSERS). The unfunded liability is also spread over time. Current funding policy requires that the UAAL be fully amortized by June 30, 2024. Payments for the Plan 1 UAAL have been suspended for the current biennium, and were suspended in the previous biennium. Regular payments are scheduled to resume July 1, 2007.

EFFECT

Minimum employer contribution rates are established for amortizing the UAAL beginning July 1, 2009, for PERS Plan 1 at 2.68 percent, and beginning September 1, 2009, for TRS Plan 1 at 4.71 percent. These minimum contribution rates remain in effect until the actuarial value of assets in either PERS Plan 1 or TRS Plan 1 equal 125 percent of actuarial liabilities, or June 30, 2024, whichever comes first.

A process for determining minimum contribution rates for employers and employees in PERS, TRS, and SERS Plans 2 and 3 are set as 80 percent of employer or employee normal cost. ("Normal cost," which is the cost of plan benefits allocated to a given year, is not currently subject to minimum contribution rates. It is collected as a component of Plans 2 and 3 employer contribution rates and Plan 2 member contribution rates.) Upon completion of each biennial actuarial valuation, the State Actuary shall review the appropriateness of the minimum contribution rates and recommend changes to the Legislature, if needed.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	97	0
Senate	45	0

Governor Signed, March 31, 2006

HB 2690

Permitting members of the public employees' retirement system, the teachers' retirement system, the school employees' retirement system, the public safety employees' retirement system, plan 1 of the law enforcement officers' and fire fighters' retirement system, and the Washington state patrol retirement system to make a one-time purchase of additional service credit.

SPONSORS: Crouse, Conway, Lovick, Hunt, **EFFECTIVE DATE:** July 1, 2006
Green, Sells, Quall, Simpson,
Moeller, Morrell

STATUS: Chapter 214, 2006 Laws **STAFF CONTACT:** John Boesenberg

BACKGROUND

The normal retirement age under Plans 2 and 3 of the Public Employees' Retirement System (PERS), the Teacher's Retirement (TRS), or the School Employees' Retirement System (SERS) is 65 years. Members of Plan 2 of PERS, TRS, or SERS who have at least 20 years of service become eligible for early retirement at age 55. Those belonging to PERS 3 or SERS 3 need only 10 years of service to be eligible for early retirement.

Members of Plan 2 or Plan 3 of PERS, TRS or SERS may purchase up to five years of additional service credit at the time of early retirement. The cost of the additional service credit is the actuarially equivalent value of the resulting increase in the member's benefit.

EFFECT

Members of the PERS, TRS and other retirement plans managed by the Department of Retirement Systems may purchase up to five years of service credit at time of normal or early retirement. The service credit purchased is not regular membership service, and may not be used for purposes such as qualifying for improved early retirement benefits, such as the 3 percent per year reduction available to members of the PERS, TRS, and SERS Plans 2 and 3 with 30 years of service. The cost of the additional service credit is the actuarial equivalent value of the resulting increase in the member's benefit. The member may pay all or part of the cost of the additional service with an eligible transfer from a qualified retirement plan. The Department of Retirement Services must adopt rules to ensure that all purchases and transfers comply with the requirements of the federal Internal Revenue Code and regulations.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	97	0
Senate	39	0

Governor Signed, March 24, 2006

SHB 2780

Authorizing additional payroll deductions for state employees.

SPONSORS: McDermott, Hunt, Santos, Cody,
Sells, Conway, Kenney, Ormsby,
Williams, Green, Dunshee,
Campbell, Appleton, Chase,
Hasegawa

EFFECTIVE DATE: July 7, 2007

STATUS: Chapter 216, 2006 Laws

STAFF CONTACT: John Boesenberg

BACKGROUND

At the request of 25 or more employees of a single agency, or a total of 100 or more employees of several agencies, a payroll deduction to a: bank, savings and loan association, and credit unions; parking fees; U.S. savings bonds; board, lodging or uniform deductions when furnished by the state; academic tuition, fees, or scholarship contributions payable to the employing institution; dues and other fees; labor or employee organization dues; insurance contributions for payment of premiums under contracts authorized by the Health Care Authority; and contributions to the Washington State Combined Fund Drive.

EFFECT

In addition to labor or employee organization dues, an employee may authorize payroll deductions for contributions to one fund, committee, or subsidiary organization chosen and maintained by that labor or employee organization.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	97	1
Senate	37	9

Governor Signed, March 24, 2006

SB 6185

Modifying the family and medical leave act.

SPONSORS: Keiser, Kohl-Welles, Thibaudeau, **EFFECTIVE DATE:** June 7, 2006
Kline, Poulsen

STATUS: Chapter 59, 2006 Laws **STAFF CONTACT:** John Boesenberg

BACKGROUND

Federal and state laws provide that certain employees are entitled to unpaid family and medical leave. Under the federal Family and Medical Leave Act (FMLA), eligible employees are entitled to take up to 12 weeks of unpaid leave in a 12-month period for specified family and medical reasons, and to be reinstated to their original or equivalent jobs upon their return. An eligible employee is one who: (1) works for a covered employer; and (2) has worked for the same employer for at least 12 months, and for at least 1,250 hours over the previous 12 months.

Leave may be taken for: (1) the birth and care of a child of the employee; (2) the placement of a child with the employee for adoption or foster care; (3) the care of an immediate family member who has a serious health condition; or (4) the serious health condition of the employee that makes the employee unable to work.

Under the state Family Leave Law, eligible employees are entitled to reinstatement to workplaces within 20 miles of their original workplaces. Employees are also entitled to leave for sickness or temporary disability related to pregnancy or childbirth in addition to leave under federal law. Enforcement of other provisions of the state Family Leave Law is currently suspended.

EFFECT

Portions of the state Family Leave Law are amended to conform in part to the federal Family and Medical Leave Act. An employee is entitled to a total of 12 work weeks of leave in a 12 month period for any of the following: the birth of a child; the placement of a child with the employee for adoption or foster care; to care for a family member of the employee, if the family member has a serious health condition; or for a serious health condition that makes the employee unable to perform his or her job duties. The leave entitlement for birth or placement of a child expires at the end of the 12 month period beginning on the date of the birth or placement.

The act applies to all employers in the state, including local governments. The provisions of the bill also apply to the state, state institutions and state agencies, regardless of size.

Leave may be taken intermittently or on a reduced leave schedule, with the employer's agreement: for the birth or placement of a child; when medically necessary for the medical treatment of a serious health condition; or to provide care or psychological comfort to an immediate family member with a serious health condition. There is no limit on the size of the increment of intermittent or reduced leave although the employer may limit leave increments to the shortest period of time that the employer's payroll system uses to account for absences or use of leave.

"Serious health condition" is consistent with the federal regulations. If possible, based on the expected birth or placement, the employee must provide the employer with at least 30 days notice before the leave begins. If the birth date or placement makes giving 30 days notice impracticable, then the employee must provide as much notice to the employer as possible.

If leave to care for a family member with a serious health condition or because of the employee's health condition becomes necessary, the employee must make a reasonable effort to schedule the treatment so as to not unduly interrupt the operations of the employer. The employee must also provide the employer 30 days notice, unless impracticable.

An employer may require a leave request for the employee's or a family member's serious health condition be supported by a health care provider's certification. The employee must provide a copy of the certification in a timely manner. If the employer has reason to doubt the validity of the certification, he or she can request the opinion of a second health care provider.

Any person taking leave under this act is entitled to be restored to the same or an equivalent position he or she held when leave started; with equal benefits, pay and other terms and conditions of employment. Employees maintain all employment benefits accrued before leave was taken. If the employee is not eligible to receive employer-paid benefits when on leave, the employee may opt to continue on a self-pay basis. The premium paid by the employee cannot exceed 102 percent of the applicable premium for the leave period.

An employer cannot discharge or discriminate against any employee who takes leave under this act. The director of the Department of Labor and Industries (L&I) is required to investigate any complaint. Any employer found to have violated the act is subject to a civil penalty of at least \$1000 per violation. These penalties are collected by L&I and deposited into the Family and Medical Leave Enforcement Account. Employees may also bring suit directly against the employer for violation and could recover damages equal to the amount of wages, benefits, salary or other compensation lost or denied as a result of the violation or any actual monetary losses as a result of the violation up to a sum equal to 12 weeks of the employee's wages or salary.

Employers are required to post notice of the provisions. Willful failure to post this notice could subject an employer to a civil penalty of \$100 per violation. Leave under this act and leave under the federal act are in addition to any sick or temporary disability leave provided because of pregnancy or childbirth. Leave under state law must be taken concurrently with leave under the federal FMLA. The provision suspending enforcement of the State law is repealed.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	54	44
Senate	37	12

Governor Signed, March 15, 2006

ESSB 6396

Modifying the accumulation and use of sick leave accrued by part-time faculty.

SPONSORS: Kohl-Welles, Schmidt, Pridemore, **EFFECTIVE DATE:** June 7, 2006
Keiser, Franklin, Thibaudeau,
Spanel, Jacobsen

STATUS: Chapter 243, 2006 Laws **STAFF CONTACT:** John Boesenberg

BACKGROUND

The 2000 Legislature passed provisions which required colleges to provide pro rata sick leave to part-time faculty and provided for their participation in the Shared Leave and Attendance Incentive Programs (sick leave buy back). Currently, part-time academic employees may accrue sick leave after their first quarter of employment. However, there is no statutory requirement providing for part-time academic employees to accumulate balances. The ability to accumulate sick leave on an ongoing basis has been subject to local collective bargaining and, through that process, slightly less than half of the college districts provide the benefits described in the act. There is no standard among the state community and technical colleges as to how much leave may be accrued.

EFFECT

Part-time academic employees must accumulate sick leave. The provisions of this act are to be applied prospectively.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	97	1
Senate	47	0

Governor Signed, March 27, 2006



Student Services

59th Washington State Legislature
2006 Regular Session

2SHB 2002

Foster Youth Achievement Act

SPONSORS: Dickerson, Roberts, Kagi, Kenney, Santos **EFFECTIVE DATE:** June 7, 2006
STATUS: Chapter 266, 2006 Laws **STAFF CONTACT:** Nani Jackins-Park

BACKGROUND

Under current law, foster care youths are eligible to receive resources until age 18. However, they can continue to receive services until their 21st birthday if they are still in high school or vocational programs. In practice, this means they lose eligibility for foster care resources, such as housing and medical coverage, when they complete high school, but remain eligible for continued serves if they put off graduating or simply opt out.

Estimates of high school and GED completion rates for youth in foster care range from 35 to 50 percent. Only 25 percent of high school completers continue on to higher education. Around two percent achieve a baccalaureate degree nationally.

EFFECT

Second Substitute House Bill 2002 authorizes continuing eligibility for foster care resources through age 20 for 50 foster youth who complete high school and continue their education by enrolling in higher education, and who maintain a 2.0 GPA, beginning in 2006. Fifty youth per year may be added in 2007 and 2008. To comply with the federal Family Education Rights and Privacy Act (FERPA), signed releases of information must be provided to college registration and records personnel to enable the Department of Social and Health Services (DSHS) staff to monitor student progress to document continued eligibility.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	96	1
Senate	45	0

Governor Signed, March 28, 2006

SHB 2576

Creating sexual assault protection orders.

SPONSORS: Williams, Green, O'Brien, Kirby, Hunt, Ericks, Simpson, Lovick, McCoy, Lantz, Ormsby, Springer, Conway

EFFECTIVE DATE: June 7, 2006

STATUS: Chapter 138, 2006 Laws

STAFF CONTACT: Nani Jackins Park

BACKGROUND

There are several types of orders a court may grant that restrict a person's ability to have contact with another person. Although there is potential overlap, the orders generally differ in who they apply to and in what context. No-contact orders are available in criminal proceedings and may be imposed as a condition of release or sentence. Domestic violence protection orders are civil orders and apply to victims of domestic violence committed by family or household members, including persons in dating relationships. Family law restraining orders are also civil, may be issued during dissolution or parentage proceedings, and may contain other provisions related to the dissolution. Anti-harassment orders are civil and may be obtained by a person who is the victim of on-going conduct that is considered seriously annoying, alarming, or harassing. Vulnerable adult protection orders, which are civil, address conduct such as abuse and financial exploitation of certain disabled, elderly adults. Generally, it is a gross misdemeanor if the person to be restrained knows of the order and violates certain restraint provisions in the order. A violation may be a class C felony under certain circumstances, such as if the person violating the order has two prior convictions for violations.

EFFECT

With passage of SHB 2576, any person who is a victim of sexual assault may file a petition for a sexual assault protection order (SAPO).

Colleges already have protocols in place to deal with no-contact orders and domestic violence protection orders. Colleges will use the same procedures in response to the new SAPO.

VOTES ON PASSAGE

	<u>Yeas</u>	<u>Nays</u>
House	98	0
Senate	45	0

Governor Signed, March 20, 2006

