2021 LEGISLATIVE SESSION REPORT

A DETAILED SUMMARY OF LEGISLATIVE IMPACTS TO WASHINGTON’S COMMUNITY AND TECHNICAL COLLEGE SYSTEM
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This report, which includes active links to legislation and other information, is available electronically at the SBCTC Legislative Outreach webpage: [https://www.sbctc.edu/colleges-staff/programs-services/legislative-outreach/default.aspx](https://www.sbctc.edu/colleges-staff/programs-services/legislative-outreach/default.aspx).

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A Letter from the Executive Director

The COVID-19 pandemic upended life as usual, including the operation of the Washington state Legislature. After a 105-day “virtual session” in which the entire session operated remotely, the Legislature adjourned on April 25. During this long session, members’ primary focus was to pass the biennial operating, capital, and transportation budgets. Dominant issues included economic recovery from the recession caused by the COVID-19 pandemic, equity and COVID response. The community and technical college system set its legislative priorities to match those top-of-mind topics. Those priorities were to enhance educational opportunities, continue to open equitable access to postsecondary education, and prepare Washingtonians for current and future workforce needs.

As a new format, the virtual session presented some challenges. Business on the hill was not as usual. But the remote session also provided many opportunities for deliberate college system representatives involvement that would not have been otherwise possible. State Board staff and college system leadership met with legislators and their staff in numerous virtual meetings to share the system’s priorities. Committee testimony was held entirely by Zoom, allowing college presidents, trustees, faculty, and students from all corners of the state to provide their perspective on legislation affecting the college system without having to travel to Olympia. Remote session also allowed for the participation of two stellar community college students to engage with the legislative process through the SBCTC legislative internship program. Da’Mea Birdsong, a student at Whatcom Community College, and Sydney Sharp, a student at Skagit Valley College, monitored and testified on several pieces of legislation — giving legislators unique insights into how bills would affect students — and connected with students from across the state empowering them to take part in the legislative process.

Engagement and attentiveness through this difficult and fast-paced legislative session resulted in several positive outcomes for Washington’s community and technical college system. Successes included:

- Increased funding in the state operating budget to enhance Guided Pathways, provide emergency grants for students, increase full-time faculty across the system, support for mental health counseling for students, and robust investment in equity and diversity efforts for students, faculty, and staff, and additional funding in the successful Job Skills Program.
- A capital budget that funded $10 million in minor works and preservation needs at all 34 colleges as well as design funding for construction projects at 10 colleges and major construction funding for another 10 vital infrastructure projects.
- Passage of several bills supported by the college system.

Legislators made investments that will make a positive impact on students and their families now and in the future. During the interim period before the start of the 2022 legislative session, community and technical college system representatives will continue to build relationships with legislators and stakeholders to build on the story of our colleges and the benefit they provide to our state. We look forward to continuing our focus on our students as we prepare them to enter or reenter the workforce, to transfer to continue their education, to build basic skills and knowledge, and to continue their pathways to a better life in Washington state.

Jan Yoshiwara
SBCTC executive director
Budget Summaries

Capital Budget
The 2021-2023 biennial capital budget, **SHB 1080**, was signed into law on May 18, 2021 and includes the highest level of appropriated funding for community and technical colleges in the past 10 years.

The $6.54 billion capital budget funds the **community and technical college system’s capital budget request** with $499.62 million in priority order through construction of Bellevue College’s Center for Transdisciplinary Learning and Innovation project, 26 on the list of 39 projects. Different from the system request, the budget combines minor program and infrastructure lists with 60% of the requested funding for the individual lists. It also includes:

- $5 million for Career Preparation and Launch Grants for equipment.
- Authorization for all requested local financing.
- A requirement for SBCTC to look at different ways to structure and prioritize the system’s 2023-25 capital request and to submit a report to the legislature by Dec. 15, 2021.

Operating Budget
The 2021-2023 biennial operating budget, **ESSB 5092**, was signed into law on May 18, 2021. The total state investment for the next biennium is $1.89 billion, a 4.3% increase over the current biennium. Considering the dismal budget outlook only a few months prior, this is an extraordinary improvement — one that will help stabilize our colleges in the face of continuing uncertainty caused by the COVID-19 pandemic.

**Policy investments**

- $15.9 million for Guided Pathways to fulfill the future commitments made in the Workforce Education Investment Act in 2019.
- $10 million for the Job Skills Program for grants to colleges who partner with employers to provide incumbent worker training.
- $1.5 million to expand the anti-racist curriculum review pilot currently focused on English 101.
- $4 million for Career Launch and High Demand enrollments to help expand enrollments in program fields currently in demand by employers.

**Legislative funding**

- $15.8 million for implementation of **E2SSB 5194**, the Diversity, Equity and Inclusion (DEI) Strategic Plan, including:
  - $5 million to increase the number of tenure-track faculty.
  - $6.8 million for strategic DEI planning, faculty diversity and outreach.
  - $4 million for pilot mental health counseling grants and enhancing support for students of color.
- $3.2 million for implementation of **E2SSB 5227**, Diversity in Higher Education, a bill that provides for faculty, staff and student diversity training as well as campus climate
assessments at all colleges.

- $1.03 million for implementation of SHB 1166 to double the number of pilot programs at community and technical colleges to provide assistance to students experiencing homelessness and students who were in foster care.
- $350,000 for implementation of ESHB 1273 to provide free menstrual products in colleges.
- $107,000 for implementation of 2SHB 1044 for education certificate and degree programs at correctional institutions.

Miscellaneous budget items

- $8 million for emergency assistance grants to students experiencing unforeseen emergencies or situations that affect their ability to attend classes. (2SHB 1893, 2019)
- $10,000 for Running Start data reporting requirements.

Compensation, health benefits and pension

- I-732 increases for faculty and technical college classified employees scheduled for July 2021 and July 2022 were included at the rate of 1.7% and 2.2%, respectively.
- Funding for the 3% increase for exempt employees that was authorized for July 1, 2020 and then delayed until July 1, 2021 is included.
- Employer monthly health benefit rate decreases to $936 from $993 in fiscal year 2022 and increases to $1,091 in fiscal year 2023.
- Pension Funding Council 2021-2023 contribution rates
2021 Legislation

SBCTC staff monitored approximately 90 pieces of legislation during the 2021 session. Staff represented the interests of the community and technical college system by analyzing bills, providing testimony to legislative committees, and collaborating with legislators, their staff, and college employees on potential amendments and impacts of the legislation.

Below are the bills affecting the community and technical college system that passed the Legislature. Descriptions include:

- Bill number
- Prime sponsor
- Bill short title
- Bill description as signed into law
- Link to the Session Law
- Any SBCTC or college implications

The information contained in this section will also serve as a resource for SBCTC and college staff as they track bill implementation.

Diversity, Equity and Inclusion

E2SSB 5227 (Randall): Diversity, etc./higher education

Requires diversity, equity and inclusion (DEI), and antiracism training and assessments at institutions of higher education for faculty, staff and students.


SBCTC/college implications

- Colleges must provide DEI and antiracism training for faculty and staff (beginning 2022-2023 academic year) and students (beginning 2024-2025).
- Colleges must submit its DEI curriculum and participant evaluations of the DEI training/programming annually to SBCTC beginning July 1, 2023.
- Colleges will administer a campus climate assessment on its own campuses (at minimum) every 5 years, and SBCTC must develop a model campus climate assessment for the colleges to consider using or modifying for use.
- Colleges must also conduct annual listening and feedback sessions on DEI during the periods between administering its campus climate assessments.
- Colleges will submit progress reports of its campus climate assessments and listening/feedback sessions annually to SBCTC beginning July 1, 2022.
- Colleges must post its DEI professional development content/framework and results of its campus climate assessments and/or annual listening and feedback sessions on its public websites, and SBCTC must post a list of model DEI professional development standards/promising practices on its website.
- SBCTC will submit reports to the Legislature by Dec. 31, 2024 and Dec. 31, 2026.
Education/Instruction

2SHB 1028 (Bergquist): Residency teacher certification

Revises requirements related to eligibility and recommendation for residency teacher certification, including repealing requirements related to the evidence-based assessment of teaching effectiveness, otherwise known as the edTPA.

For the 2019-20, 2020-21, and 2021-22 academic years, educator preparation programs must recommend candidates for residency teacher certification who did not pass the edTPA, but did meet all other program completion requirements. Educator preparation programs must attempt to notify all candidates who are now eligible for recommendation from these academic years. For academic years prior to 2019, programs may recommend candidates for residency teacher certification who did not pass the edTPA, but did meet all other program completion requirements.

Educator preparation programs approved to offer the residency teaching certificate are required to demonstrate how the program produces effective teachers as evidenced by multiple measures of the knowledge, skills, performance, and competencies described in the legislation and by the Washington Professional Education Standards Board (PESB) for professional teaching standards. Each board-approved teacher preparation program must publish and provide to candidates prior to admission a list of program completion requirements. Before a board-approved teacher preparation program may recommend a candidate for residency teacher certification, the candidate must meet or exceed the knowledge, skill performance, and competency standards.


SBCTC/college implications

- Colleges who offer programs in teacher preparation should consult with the Professional Education Standards Board (PESB) when certifying completers of those programs.

2SHB 1044 (Leavitt): Prison to postsecondary

Authorizes use of the Department of Corrections (DOC) funding for post-secondary education up to and including baccalaureate degrees. Explores secured internet for corrections students with the intent to providing assistance with completing financial aid documents. Increases DOC funding eligibility to 10 years from release. Provides students with free official transcripts. Supports expansion to access and opportunities to people of color by setting target goals.

Requires DOC to review education and employment needs through an individual release plan for every justice-involved individual. Requires DOC to establish a process to identify, assess and provide accommodations for students. DOC will consider education pathway when transferring individuals.

Expands DOC post-secondary education partnerships between non-profits and community based post-secondary education programs.


SBCTC/College Implications

- Impact includes expanding corrections education to include post-secondary education
through a bachelor’s degree. Provides for assessments for learning disabilities, traumatic brain injuries and cognitive impairments. The Washington State Institute for Public Policy will review effects of post-secondary education on enrollment and completions including programs offered by community and technical college programs in correctional institutions.

**ESHB 1176 (Paul): Student fines and fees**

Removes transcripts and grades from the items K-12 school districts can withhold for unpaid student fines and fees.

*Session Law:* Chapter 120, 2021 Laws (effective July 25, 2021)

**SBCTC/College Implications**
- No SBCTC or college implications.
- Will increase access to secondary transcripts for high school completion and multiple measures placement.

**HB 1289 (Chambers): Winery workforce development**

Authorizes domestic winery employees who are at least age 18, but under age 21, to engage in wine production and work in a winery's production facility, so long as there is an adult age 21 or older on duty supervising.

*Session Law:* Chapter 123, 2021 Laws (effective July 25, 2021)

**SBCTC/college implications**
- Colleges with wine programs can support internships for students 18 or older in a commercial wine facility.

**E2SSB 5194 (Llias): Higher education & access**

The equity and access in community and technical colleges bill:

- Develops diversity, equity and inclusion (DEI) strategic plans.
- Fully implements Guided Pathways with evaluation to be completed by the Washington State Institute for Public Policy.
- Establishes a goal for adding 200 full-time faculty positions in the 2021-23 biennium.
- Creates a pilot program to provide grants to colleges to increase student access to mental health counseling and services.
- Establish minimum hiring standards for college faculty counselors.

**DEI strategic plans**

Colleges must submit DEI strategic plans to SBCTC to include:

- Opportunities for historically marginalized students to form student-based organizations to support each other and to access trained mentors.
- A culturally appropriate outreach program to help marginalized students navigate college, financial aid, community resources, etc.
SBCTC must provide a model faculty diversity program aimed at retaining and recruiting diverse faculty. The program must be based on proven practices in diversity hiring processes.

**Guided Pathways**

Colleges must fully implement Guided Pathways to include:

- Program maps, dedicated advising and career counseling, data analysis of student learning and program/service outcomes, and a student support infrastructure, based on research or documented evidence of success.
- Each community and technical college shall post on its website and include in the guided pathways program documentation and reports definitions for key terms including: Diversity, equity, inclusion, culturally competent, culturally appropriate, historically marginalized communities, communities of color, low-income communities, and community organizations.

The Washington State Institute for Public Policy, with Workforce Education Investment Account (WEIA) accountability and oversight board, will evaluate the guided pathways model. To the greatest extent possible, the report will look early student outcomes related to retention, persistence, college-level English/math completion within the first year, graduation rates and transfer rates.

**Tenure-track faculty**

Legislature’s goal is to add 200 full-time, tenure-track positions in the 2021-2023 biennium; SBCTC must:

- Collect data and assess the impact of adding 200 full-time tenure-track faculty on student completion rates.
- Convene representatives of faculty, staff, and administration to report on outcomes as a result of increasing full-time tenure-track faculty; make recommendations.
- Post data, outcomes and recommendations on its website and include in the report definitions for key terms.

**Mental health**

SBCTC must administer a mental health pilot program to include:

- Selecting pilot colleges, half of which must be outside of the Puget Sound area.
- Strategies aimed at increasing student access to mental health counseling and services, including substance use disorders.
- Hiring counselors with graduate-level training.

A joint report is due to the Legislature that must include information and data on the effectiveness (including cost effectiveness) of each strategy used to increase student access to counseling and services.

**Session Law:** Chapter 272, 2021 Laws (effective July 25, 2021)

**SBCTC/college implications**

- Design and publish program (curricular) maps.
- Regularly conduct data analysis of student learning and program/service outcomes.
• Implement advising, career counseling and an evidence-based student support infrastructure.
• Post guided pathways program documentation and reports on college website.
• Post definitions for key terms including: Diversity, equity, inclusion, culturally competent, culturally appropriate, historically marginalized communities, communities of color, low-income communities, and community organizations on college website.
• Post DEI strategic plans and definitions of key terms on college website.
• Convene system representatives for collaborative work.
• Reports to the Legislature.

**SSB 5401 (Nguyen): CTC computer science degrees**

Authorizes community and technical colleges to offer Bachelor of Science degrees in computer science. Community and technical colleges are encouraged to expand access to the high-demand field of computer science to low-income students and students of color. Community and technical colleges may develop the curriculum for and design and deliver courses leading to a Bachelor of Science degree in computer science. Degree programs developed are subject to approval by SBCTC before a college may enroll students in upper-division courses.

Beginning Dec. 1, 2021 colleges may submit applications to SBCTC. SBCTC will review the applications and select the colleges using objective criteria including but not limited to the following:

• The college demonstrates the capacity to make a long-term commitment of resources to build and sustain a high-quality program.
• The college has or can readily engage faculty appropriately qualified to develop and to deliver high-quality curriculum at the baccalaureate level.
• The college can demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost effective and feasible to operate.
• The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost effective for students to seek the degree.
• The proposed program fills a gap in options available for students because it is not offered by a public four-year university or if there is a shortage of program in the college’s geographic area or if there is a shortage of programs demanded by industry or workforce.

Any community or technical college offering a Bachelor of Science degree in computer science prior to the approved legislation is exempt from the outlined requirements.

**Session Law: Chapter 147, 2021 Laws (effective July 25, 2021)**

**SBCTC/college implications**

• Interested colleges can submit applications to SBCTC beginning Dec. 1, 2021.
• SBCTC must approve college applications before a college may enroll students in upper-division course.
Finance

E2SHB 1504 (Chopp): Workforce education investment

This bill modifies the Workforce Investment Act in order to invest state resources in new and existing behavioral health workforce programs by:

- Adding workforce development and career connected learning as allowable uses of the Workforce Education Investment Account.
- Requiring the Health Care Authority to establish a behavioral health workforce pilot program and provide training support grants to community mental health and substance use disorder treatment providers.
- Broadening the definition of "agency affiliated counselors" to include student interns (referring to public agency and federally-recognized tribal facilities).
- Requiring that a portion of nonfederal funds in the Health Professional Loan Repayment program be prioritized for demographically underrepresented populations.
- Increasing the cap on state match dollars for the Washington State Opportunity Scholarship Advanced Degrees Pathways Account to $5 million per biennium.


SBCTC/college implications

- No SBCTC or college implications.
- Positive implications may be realized by colleges and their students through increased availability of behavioral health clinical supervision placements. Students in instructional programs leading to licensure in certain regulated health professions by may benefit from increased availability of grants and loan forgiveness options.

Financial Aid

SHB 1302 (Berg): Concerning the College in the High School program

Expands College in the High School eligibility to grade 9. Also includes a maximum of $65 per college credit tuition fee adjusted for inflation using the implicit price deflator for that fiscal year. Office of Superintendent of Public Instruction (OSPI) will annually calculate the maximum per college credit tuition fee and post the fee on its website. Any high school that offers a College in the High School program must provide general information about the program to all students in grades 8 through 12 and to the parents and guardians of those students.


SBCTC/college implications

- Colleges that partner with local school districts and offer College in the High School programs may now include 9th graders as beneficiaries of this dual credit program.
SHB 1425 (Taylor): CTC student scholarships

Expands eligibility for the Career and Technical Scholarship by removing the requirement for a student’s high school diploma or equivalent to be from Washington with the goal of increasing access to scholarships for nontraditional and military students who want to attend rural community and technical colleges.


SBCTC/college implications

- Continue to assist the Washington State Opportunity Scholarship (WSOS) team distribute scholarship materials to system councils and commissions.

ESSB 5321 (Nobles): College Bound Scholarship

Expands access to the College Bound Scholarship by eliminating the requirement that a student sign a pledge for scholarship eligibility. Directs Washington Student Achievement Council’s (WSAC) Office of Financial Assistance to develop a process for auto-enrolling eligible students.

Session Law: Chapter 283, 2021 Laws (effective May 12, 2021)

SBCTC/college implications

- No SBCTC or college implications.

SB 5430 (Mullet): Advanced tuition payment program

The Guaranteed Education Tuition (GET) participant payout structure is tied to in-state tuition rather than market-based investment returns and retroactively adjusts accounts purchased at the 2020-21 purchase price.


SBCTC/college implications

- No SBCTC or college implications.

Human Resources/Benefits

SHB 1016 (Morgan): Juneteenth

Designates June 19 “Juneteenth” as a state legal holiday to celebrate the end of chattel slavery and the emancipation of Black/African Americans who had been enslaved in the United States.


SBCTC/college implications

- Revise state holiday policies.
Student Services

SHB 1166 (Leavitt): College students pilot

Increases the number of community and technical colleges participating in the homeless college student pilot (2SSB 5800, 2019) from four to eight. The selected colleges will provide assistance to students experiencing homelessness and to students who were in the foster care system when they graduated high school.

A joint report is due to the Legislature by Dec. 1, 2023 addressing certain information on students experiencing homelessness or food insecurity.

All colleges are invited to participate and submit data required of the pilot participants.


SBCTC/college implications

- SBCTC will select the additional four colleges to participate in the pilot.
- Participating colleges must provide certain accommodations to students that may include, but are not limited to: access to laundry facilities, secure storage, showers, reduced-price meals or meal plans and food banks, technology, short-term housing or housing assistance and case management services.
- SBCTC will provide a joint report to the Legislature by Dec. 1, 2023.

ESHB 1273 (Berg): Menstrual products/schools

Requires the Washington State Board of Health (BOH) adopt rules controlling public health related to environmental conditions in public facilities, including schools. By the beginning of the 2022-23 academic year, school districts, private K-12 schools, charter schools and state-tribal compact schools must make menstrual hygiene products available at no cost in all gender-neutral bathrooms and bathrooms designated for female students located in schools serving students in grades 6–12. If a school building serving grades 6–12 does not have a gender-neutral bathroom, then the products must also be available in at least one bathroom accessible to male students or in a school health room accessible to all students. Schools that serve students in grades 3–5 must make menstrual hygiene products available in a school health room or other location as designated by the school principal. Public and private institutions of higher education must also make these products available. Menstrual hygiene products must include sanitary napkins, tampons, or similar items. The educational entities must bear the cost of supplying these products. They may seek grants or partner with nonprofit or community-based organizations to fulfill this obligation.


SBCTC/college implications

- Revise SBCTC Policy Manual, Chapter 3.20.50: Student Rights and Responsibilities.
- Notify colleges of requirements and fiscal impacts.

Workforce
2SHB 1033 (Leavitt): Employment training program

Extends the expiration date for the Washington Customized Employment Training Program Business and Occupation Tax credit to July 1, 2026.

By Dec. 31, 2024, SBCTC is required to report to the Legislature on:

- Industries supported by the program.
- Geographical location of companies utilizing the program.
- Number of employees trained.
- Types of occupations included in the training; the wages of employees trained prior to Program entrance and the wage growth one year after training
- Retention of employees for a period of one year after training.
- Credential attainment of employees upon completion of the training, if applicable.

**Session Law:** Chapter 116, 2021 Laws (effective July 1, 2021)

**SBCTC/college implications**

- SBCTC will provide required report to the Legislature by Dec. 31, 2024.

2SHB 1168 (Springer): Long-term forest health

Creates the Wildfire Response, Forest Restoration, and Community Resilience Account (Account) to fund certain wildfire preparedness, prevention, and protection activities. Also requires the Department of Natural Resources (DNR) to report every two years on how Account funds are used, implement a variety of wildfire preparedness, prevention, and forest health initiatives including, but not limited to developing a forest health work force. The DNR, jointly with the Department of Commerce, and in consultation with SBCTC, Centers of Excellence, and other stakeholders, must develop and implement initiatives to develop a forest health workforce. This includes developing a plan for tracking, maintaining, and publicly reporting on the development of workforce initiatives including: a working definition of the forest sector workforce; training recommendations; identification of gaps and barriers to a full forest sector workforce pool; and any recommendations for addressing barriers or other needs to develop a forest sector workforce.

**Session Law:** Chapter 298, 2021 Laws (effective July 25, 2021)

**SBCTC/college implications**

- Colleges that offer programs in forestry and forest products will engage with the SBCTC, DNR and other stakeholders in planning for future workforce needs in these industries.

2SHB 1170 (Boehnke): Washington BEST Manufacturing Act

Provides a state goal to double the state's manufacturing employment base, the number of small manufacturing businesses, and the number of women and minority-owned manufacturing businesses in 10 years.

Requires the Department of Commerce to:

- Prepare a biennial report to the Legislature on the state of the manufacturing and research
and development industry and workforce in Washington.

- Convene a manufacturing council to advise and consult on the development of the report and recommendations.
- Grant funding for initiatives that accelerate the development of regional clusters in manufacturing and research and development.
- Appoint a workforce innovation lead to coordinate needs identified by the manufacturing, clean technology and aerospace sector leads.

The SBCTC and relevant Centers of Excellence will assist by identifying potential public policy challenges and helping develop recommendations. The Office of Superintendent of Public Instruction (OSPI) and SBCTC must be consulted in the first biennial report to assess gaps in delivering hands-on, skill-based learning remotely to those seeking to enter into or upskill within the manufacturing workforce.

Session Law: Chapter 64, 2021 Laws (effective July 25, 2021)

SBCTC/college implications

- SBCTC will work with OSPI and consult with colleges to identify workforce gaps in manufacturing industries.

**EHB 1311 (Bronoske): Substance Use Disorder (SUD) apprenticeships/certification**

Allows for persons participating in authorized apprenticeship programs to qualify for substance use disorder professional certification. In addition to participation in an approved education program, an applicant for a substance use disorder professional certification or a substance use disorder professional trainee certification may also participate in an approved apprenticeship program. An apprenticeship program must be registered and approved by the Department of Labor and Industries, reviewed by the Substance Use Disorder Certification Advisory Committee, and approved by the Secretary of Health (Secretary). The educational requirements for an approved apprenticeship must be defined by the Secretary. All education requirements credited by an approved education program for participants in an apprenticeship program must meet or exceed competency requirements established by the Secretary. The Department of Health may adopt any rules necessary to implementation of substance use disorder professional apprenticeship programs.


SBCTC/college implications

- Colleges may provide classroom training for a new substance use disorder apprenticeship.
- SBCTC will work with stakeholder agencies to develop appropriate curriculum for this new apprenticeship.
System Involvement

Community and technical college system representatives are key to a successful legislative session. College presidents, chancellors, trustees and students took extra efforts, outside of regular system meetings, to meet with legislators from their home and college legislative districts. Members of the State Board, with leadership from Chair Carol Landa-McVicker, also participated through meetings, letters, emails and phone calls to key legislators.

A total of 70 system representatives and SBCTC staff — 52 college system representatives and 18 SBCTC staff members — testified 51 times before House and Senate committees:

- 44 times on bills
- 7 times at work sessions
- 25 times before House committees
- 26 times before Senate committees

Through their participation, the college system’s view was well represented. The below list of presidents, chancellors, trustees, students, system advocates, and SBCTC staff testified on behalf of the community and technical college system during the 2021 legislative session.

Presidents and Chancellors

- Ed Brewster, Grays Harbor College
- Kevin Brockbank, Spokane Community College
- Darrell Cain, Pierce College Puyallup
- Chemene Crawford, North Seattle College
- Sheila Edwards Lange, Seattle Central College
- Ivan Harrell II, Tacoma Community College
- Gary Locke, Bellevue College
- Joyce Loveday, Clover Park Technical College
- Bob Mohrbacher, Centralia College
- Amy Morrison, Lake Washington Institute of Technology
- John Mosby, Highline College
- Rosie Rimando-Chareunsap, South Seattle College
- Tim Stokes, South Puget Sound Community College
- Rebekah Woods, Columbia Basin College

Trustees

- Glenn Johnson, Community Colleges of Spokane
- Doug Mah, South Puget Sound Community College
Students

- Da'Mea Birdsong, Whatcom Community College and SBCTC legislative intern
- Jaysa Cooper, Yakima Valley College
- Deanna George, Tacoma Community College
- Shelly Hoffman, Grays Harbor College
- Auntoria Peden, South Puget Sound Community College
- Sydney Sharp, Skagit Valley College and SBCTC legislative intern
- Shane Sweetman, Centralia College at Cedar Creek Corrections Center
- Torin Tinnin, South Puget Sound Community College
- Timothy Tipton, Clark College

Faculty, Staff, Administrators and Associates

- Beabe Akpojovwo, Bellevue College
- Jeana Ball, Jamco America Inc.
- Parfait Bassale, South Puget Sound Community College
- Robert Britten, Lake Washington Institute of Technology
- Matt Campbell, Pierce College Puyallup
- Tim Donahue, Walla Walla Community College
- Johana Dwyer, South Puget Sound Community College
- Erin Frasier, Washington State Building and Construction Trades Council
- Lowell Glodowski, Western Washington Masonry Trades JATC
- Sayumi Irey, South Seattle College
- Kurt Kageler, Tacoma Community College
- Pam Lemay, Edmonds College
- Erin Lynam, Grays Harbor College
- Jennifer Manley, South Puget Sound Community College
- Heidi Matlack, Yakima Valley College
- Lewis McMurrer, Workforce Training and Education Coordinating Board
- Mike Nielsen, Green River College
- Carrie O'Brien, Green River College
- Sue Orchard, Lower Columbia College
- Sultana Shabazz, Tacoma Community College
- Maureen Shadair, South Seattle College
- Valerie Strickland Hunt, Seattle Central College
- Loretta Taylor, Department of Corrections
- Rob Viens, Bellevue College
- Nicole Walker, South Puget Sound Community College
- Rashida Willard, Clark College
- Nicole Wilson, Highline College
SBCTC Staff

- Jan Yoshiwara, executive director
- Cherie Berthon, operating budget director
- Scott Copeland, associate director for campus relations and policy guidance
- Jennifer Dellinger, student support programs policy associate
- Wayne Doty, capital budget director
- Troy Goracke, Basic Education for Adults policy associate
- Marcus Antonio Gunn, Basic Education for Adults program administrator
- Peter Guzman, workforce education policy associate
- Arlen Harris, legislative director
- Joe Holliday, student services director
- Darby Kaikkonen, policy research director
- Ha Nguyen, equity, diversity and inclusion director
- Jamilyn Penn, transfer education director
- Jessica Porter, student services program coordinator
- Carli Schiffner, education deputy executive director
- Pat Seibert-Love, corrections education policy associate
- Kristi Wellington Baker, Student Success Center and strategic initiatives director
- Monica Wilson, Basic Education for Adults policy associate