

# HOUSE BILL REPORT

## 2SHB 1013

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### As Passed Legislature

**Title:** An act relating to establishing regional apprenticeship programs through educational service districts.

**Brief Description:** Establishing regional apprenticeship programs.

**Sponsors:** House Committee on Appropriations (originally sponsored by Representatives Maycumber, Santos, Ybarra, Stonier, Dent, Goodman, Tharinger, Riccelli, Lekanoff, Rude, Walen, Robertson, Mosbrucker, Berry, Stokesbary, Fey, Harris, McClintock, Bronoske, Waters, Duerr, Hackney, Klicker, Kretz, Couture, Barnard, Walsh, Chapman, Griffey, Chopp, Leavitt, Ryu, Low, Barkis, Simmons, Schmidt, Sandlin, Bateman, Reed, Graham, Christian, Timmons, Pollet, Street, Rule, Connors, Cortes, Callan, Doglio, Orwall, Caldier, Reeves, Wylie, Bergquist, Thai, Kloba, Cheney and Ormsby).

### **Brief History:**

#### **Committee Activity:**

Education: 1/16/23, 1/26/23 [DPS];

Appropriations: 2/8/23, 2/23/23 [DP2S(w/o sub ED)].

#### **Floor Activity:**

Passed House: 3/2/23, 97-0.

Passed Senate: 4/10/23, 49-0.

Passed Legislature.

### **Brief Summary of Second Substitute Bill**

- Directs the Office of the Superintendent of Public Instruction (OSPI) and Educational Service Districts to establish the Regional Apprenticeship Preparation Pilot Program (Program) with five program sites located statewide.
- Directs the OSPI, in collaboration with specified entities, to evaluate the Program and other issues and prepare a report by June 30, 2027.
- Extends the expiration date of the Work-Integrated Learning Advisory

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.*

Committee from September 1, 2022, to June 30, 2027.

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## HOUSE COMMITTEE ON EDUCATION

**Majority Report:** The substitute bill be substituted therefor and the substitute bill do pass. Signed by 15 members: Representatives Santos, Chair; Shavers, Vice Chair; Rude, Ranking Minority Member; McEntire, Assistant Ranking Minority Member; Bergquist, Callan, Eslick, Harris, McClintock, Ortiz-Self, Pollet, Sandlin, Steele, Stonier and Timmons.

**Staff:** Ethan Moreno (786-7386).

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## HOUSE COMMITTEE ON APPROPRIATIONS

**Majority Report:** The second substitute bill be substituted therefor and the second substitute bill do pass and do not pass the substitute bill by Committee on Education. Signed by 30 members: Representatives Ormsby, Chair; Bergquist, Vice Chair; Gregerson, Vice Chair; Macri, Vice Chair; Stokesbary, Ranking Minority Member; Chambers, Assistant Ranking Minority Member; Corry, Assistant Ranking Minority Member; Berg, Chandler, Chopp, Connors, Couture, Davis, Dye, Fitzgibbon, Hansen, Harris, Lekanoff, Pollet, Riccelli, Rude, Ryu, Sandlin, Schmick, Senn, Simmons, Springer, Steele, Stonier and Tharinger.

**Staff:** Jordan Clarke (786-7123).

### **Background:**

#### Educational Service Districts.

Washington has nine regionally based educational service districts (ESDs) that provide cooperative informational services to local school districts and assist the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) in the performance of their duties. Among other duties, the ESDs serve as a depository and distribution center for instructional materials and assist school districts in the preparation of their budgets. The OSPI and the SBE are authorized to delegate assigned programs, projects, and services to the ESDs, and the ESDs are obligated to comply with the rules of those agencies.

#### The Office of the Superintendent of Public Instruction.

In addition to its constitutional charge of supervising all matters pertaining to public schools, the Superintendent of Public Instruction and its office has numerous and broad responsibilities prescribed in statute, including:

- making rules and regulations necessary for the administration of public education

- requirements;
- preparing courses of study and other materials and books for the discharge of education duties;
- fulfilling financial responsibilities, including distributing legislatively allocated funds to districts for the operation of the public school system, and awarding numerous state and federally funded grants; and
- satisfying numerous reporting and other duties assigned by the Legislature.

#### Washington State Apprenticeship and Training Council.

The Washington State Apprenticeship and Training Council (WSATC) regulates apprenticeships for state and federal purposes. The WSATC is administered by the Department of Labor and Industries. Apprenticeship preparation programs that meet the requirements of the WSATC, including having working relationships with one or more registered apprenticeship program sponsors, are designated as officially recognized programs.

#### Work-Integrated Learning Advisory Committee.

Legislation enacted in 2018 directed the Superintendent of Public Instruction, in consultation with the Employment Security Department and the Workforce Training and Education Coordinating Board, to convene a 10-person Work-Integrated Learning Advisory Committee (WILAC) to provide advice to the Legislature and the education and workforce sectors on creating opportunities for students to:

- explore and understand a wide range of career-related opportunities through applied learning;
- engage with industry mentors; and
- plan for career and college success.

WILAC, which consisted of legislators and agency appointees, was tasked with numerous duties, including:

- reviewing certain instructional programs and analyzing barriers to statewide adoption of work-integrated and career-related learning opportunities and instructional programs; and
- recommending policies to implement work-integrated and career-related strategies that increase students' college and career readiness.

Provisions establishing the WILAC and directing its duties expired on September 1, 2022.

#### **Summary of Second Substitute Bill:**

Subject to funding provisions, the Office of the Superintendent of Public Instruction (OSPI) and the educational service districts (ESDs) are directed to establish the Regional Apprenticeship Preparation Pilot Program (Program). The stated purpose of the Program is to identify common best practices and processes for establishing regional apprenticeship preparation programs that support postsecondary success for students and strengthen

community engagement in schools and school districts.

The Program must consist of five sites: three located west of the crest of the Cascade Mountains; and two located east of the crest of the Cascade Mountains. The OSPI and the ESDs must ensure that the sites are geographically dispersed, with one Western Washington site located in a school district with a collaboratively developed regional apprenticeship pathways program, and a second Western Washington site located in a school district with a preapprenticeship program recognized by the Washington State Apprenticeship and Training Council (WSATC) after July 1, 2021, but before September 1, 2021. The Eastern Washington sites must also be geographically dispersed and at least one Eastern Washington site must be located in an ESD with rural communities that lack convenient access to skill centers or other workforce development facilities or programs.

In implementing the Program, the ESDs must meet specified requirements, including:

- ensuring that the Program is an education-based apprenticeship preparation program recognized by the WSATC, and developed as a collaborative partnership involving specified entities;
- providing students with dual credit opportunities to meet high school graduation requirements and earn credit toward a postsecondary degree or industry recognized credential; and
- providing students with preferred or direct entry into an aligned state registered apprenticeship program

Provisions establishing the Program and its requirements expire June 30, 2027.

The OSPI, in collaboration with the State Board for Community and Technical Colleges, the WSATC, the Washington Association for Career and Technical Education, and the Work-Integrated Learning Advisory Committee (WILAC) must evaluate the Program and best practices for increasing:

- awareness about career and technical education, including participation in career and technical student organizations, dual credit opportunities, core plus, and career and technical education course equivalencies;
- awareness about preapprenticeship and postsecondary career opportunities for students and employers;
- the availability and variety of dual credit and industry-related and postsecondary articulation opportunities; and
- community and industry support for preapprenticeships, internships, externships, and all work-integrated learning opportunities.

By June 30, 2027, the OSPI must report the results of the evaluation to the Governor, the SBE, the Student Achievement Council, the Workforce Training and Education Coordinating Board, and the appropriate committees of the Legislature. The report must include:

- an analysis of barriers to the establishment and support of recognized apprenticeship

- preparation programs and work-integrated instructional programs;
- recommended policies to implement recognized apprenticeship preparation programs and work-integrated strategies that increase the college and career readiness of students statewide; and
- recommendations for legislative action to establish common standards for the operations of regional apprenticeship preparation programs and other work-integrated learning opportunities, and authorize additional regional apprenticeship preparation programs and other work-integrated learning opportunities.

The report may also include recommendations for actions to improve the cohesion, coordination, and quality of work-integrated learning opportunities, including regional apprenticeship preparation programs, throughout the state.

Additionally, the expiration date for provisions establishing the WILAC and directing its duties is extended to June 30, 2027.

**Appropriation:** None.

**Fiscal Note:** Available.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed. However, the bill is null and void unless funded in the budget.

**Staff Summary of Public Testimony (Education):**

(In support) This bill is about hope. Students who are not going to college have lost hope: they are depressed and scared and don't yet realize what they can do. The opportunities this bill promotes are as important as other education components. Students want to be taught and we have the curriculum available to do so. Females and minorities are in trades, but they need to be reached early, which is not happening. This bill will make sure that preapprenticeship programs, where students can learn practical skills, are available in ESDs. The education opportunities in rural and tribal areas are insufficient, but this bill will give students hope for the future and family-wage jobs.

Apprenticeship programs teach students valuable skills and help to balance opportunities. The bill establishes programs in Eastern and Western Washington and stakeholders look forward to the insights and learning that will result from the Program.

The underlying bill is supported, but the proposed substitute has not been reviewed. The underlying bill encourages creative solutions to meet the demands of employers and the needs of students. The proposed substitute might preclude small schools from participating in the Program and should be modified to make the Program work at the ESD level to allow district collaborations.

This bill complements efforts underway in Career Connect Washington and will help support smaller schools. The expanded full-time equivalent enrollment provisions in the bill are supported.

More rural satellite skill centers should be established, and they can work with the ESDs. The proposed substitute does not mention collaborating with skill centers, but skill centers would be happy to do so.

This bill will enable the duplication of the Regional Apprenticeship Pathways Program in Marysville that was approved by the WSATC. The students from that program, which also supports female students, graduate ready to enter the world of employment. The Marysville program has been a great success, but at the end of this biennium, funding ends. Lawmakers should consider melding the Marysville program into the bill or supporting the budget proviso that funds the Marysville program.

The state has a pathway to college via the Running Start program, but an equivalent program should be established for career and technical education. Students, with the permission of the Department of Labor and Industries, need to become involved in the trades earlier in secure learning environments. Trade education programs can be financially self-supportive.

At one time, college was considered the only pathway for students, but anything that provides more opportunity and choice for students deserves support. Apprenticeships are an essential tool for meeting workforce needs. The bill should be clarified to indicate that it is addressing preapprenticeship programs for youth that support a pathway to registered apprenticeships.

(Opposed) The bill improperly assigns authority to ESDs with unelected leaders. The bill removes oversight by local school districts and doesn't disclose who will oversee the Program. Parents should be involved in the Program but they are not included in the bill.

(Other) The bill seems to introduce preapprenticeship programs. This is a good thing, but if that is the intent, the bill should be clarified to ensure that its provisions don't conflict with apprenticeship requirements. The bill should ensure that preapprenticeship programs meet state requirements and that preapprenticeship providers are involved in the creation of those programs.

The Committee's focus on preapprenticeships is appreciated. Alternative bill language has been submitted to the prime sponsor for consideration. The ESDs should have a role in the Program and core plus opportunities should be supported. Preapprentice programs should employ a multiple craft approach. Relationships with labor have been built and should be encouraged.

**Staff Summary of Public Testimony (Appropriations):**

(In support) This pilot program complements the Career Connected Learning work and Career Connect Washington work that is underway in Washington, together with the OSPI, Career Connect Washington, Educational Service Districts, the Department of Labor & Industries, and the Employment Security Department. The bill would also support additional graduation pathways and allow for the development of regional apprenticeship programs in school districts and in rural communities where students do not have access to developed career and technical education programs or skills centers.

The Curlew School District is currently collaborating with Job Corps and the United States Forest Service to provide apprenticeship pathways through its alternative Open Doors program. This bill will provide an opportunity for students enrolled in traditional high schools across the state. There is a need for the regional apprenticeship pathway programs included in this bill for students in small, rural districts. The solution is to increase these opportunities for students, and this can best be met through a collaborative approach with other districts and with community partners. This bill supports that approach.

(Opposed) None.

**Persons Testifying (Education):** (In support) Representative Jacquelin Maycumber, prime sponsor; Brian Freeman, Curlew School District; Michelle Price, North Central Educational Service District; Charlie Brown, Skills Centers Directors; Nick Massie, Southwest Washington Contractors Association and Rotschy, Inc.; Pete Rosenkranz, La Center School District; Preston Dwoskin; Pavan Venkatakrishnan, Washington State Board of Education; Becky Wallace, Office of Superintendent of Public Instruction; Kelly Fukai, Washington Technology Industry Association; Stephanie Wright and Josh Weiss, Snohomish County; and Ryan Beatty, Marysville School District.

(Opposed) Jeannie Magdua, Conservative Ladies of Washington.

(Other) Michael Transue, Mechanical Contractor Association of Western Washington; Erin Frasier, Washington State Building and Construction Trades Council; and John Traynor, Washington State Labor Council, American Federation of Labor and Congress of Industrial Organizations.

**Persons Testifying (Appropriations):** Michelle Price, Association of Educational Service Districts; and Brian Freeman, Curlew School District.

**Persons Signed In To Testify But Not Testifying (Education):** None.

**Persons Signed In To Testify But Not Testifying (Appropriations):** None.