

SENATE BILL REPORT

SB 5567

As Reported by Senate Committee On:
Early Learning & K-12 Education, February 18, 2025

Title: An act relating to secondary training for careers in natural resources and conservation.

Brief Description: Expanding secondary training for careers in natural resources and conservation.

Sponsors: Senators Nobles, Slatter, Chapman, Warnick, Conway, Lias, Lovelett, Ramos, Shewmake, Torres, Valdez, Wagoner and Wilson, C..

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/12/25, 2/18/25 [DP-WM].

Brief Summary of Bill

- Directs the Office of the Superintendent of Public Instruction to select a private sector, nonprofit partner to continue and expand the operations of an existing program to engage youth in sustainable natural resource systems, subject to appropriations.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass and be referred to Committee on Ways & Means.

Signed by Senators Wellman, Chair; Nobles, Vice Chair, K-12; Wilson, C., Vice Chair, Early Learning; Harris, Ranking Member; Cortes, Dozier, Hansen, Krishnadasan and McCune.

Staff: Elena Becker (786-7493)

Background: Summer Skills Centers. A skill center is a regional career and technical education (CTE) partnership established to provide access to comprehensive industry-defined career and technical programs of study. A skill center is operated by a host school

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district and governed by an administrative council. State law directs skill centers to provide students access to late afternoon and evening sessions and summer school programs aligned with regionally identified high-demand occupations.

John McCoy (lulilaš) Since Time Immemorial Curriculum. The John McCoy (lulilaš) Since Time Immemorial Curriculum (curriculum) is maintained by the Office of the Superintendent of Public Instruction (OSPI) and includes curricular resources for students in early learning programs, elementary, middle, and high school. The curriculum has been endorsed by all 29 federally recognized tribes located in Washington State.

School districts are statutorily directed to incorporate the curriculum when reviewing or adopting social studies curricula.

Summary of Bill: OSPI is directed to select a private sector, nonprofit partner (nonprofit partner) to continue and expand the operations of an existing program to engage youth in sustainable natural resource systems, subject to appropriations. The selected nonprofit partner must satisfy 11 different criteria, including more than 20 years of experience in natural resources and education, successful submission of CTE frameworks to OSPI, ability to obtain a private sector contribution to the program, and demonstrated successful recruitment of historically marginalized students.

The program structure must be designed as a summer skills center or after-school workforce program of at least 90 hours. At least two-thirds of the program hours must be dedicated to work-integrated learning with designated community partners that earns participants high school credits, an industry-recognized credential, or the possibility of dual credits with a community and technical college.

The courses offered by the nonprofit partner must target students 14 through 17 years of age and use learning based on natural resource industry competencies, the curriculum, and environmental and sustainability content developed by OSPI.

By December after the first and third year of state-funded programming, OSPI must report to the Legislature on the activities of the program, use of all funding, and recommendations for program continuation, expiration, or revision.

Appropriation: The bill contains a section or sections to limit implementation to the availability of amounts appropriated for that specific purpose.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: Natural resources are critical to Washington but many young people, especially marginalized young people, lack access to these roles. There are insufficient natural resource internship opportunities and the tradeoff of credit, time, and paychecks shuts many students out from the experiential pathways that lead to family wage jobs in conservation and resource management.

Existing programs doing this work connect students to community and industry partners, expose students to regionally-specific career paths and wildlife, provide authentic engagement with industry professionals, and allow students who struggle in the traditional classroom to flourish. Many such programs have grown from just a few students into much larger groups with waiting lists.

Providing school credit and stipends is a critical part of this work. This is a program that actually works for kids.

Persons Testifying: PRO: Senator T'wina Nobles, Prime Sponsor; Evan Pierce, Washington Department of Natural Resources; Miguel Morfin-Olivera, Lake Quinalt School; Rene Ibanez Sanchez, Eisenhower High School; Robin Driver, Eisenhower High School; Ella Henry, Cedarcrest High School Student; Kristin Edlund; Jacquelin Earley; Kathryn Kurtz, Pacific Education Institute.

Persons Signed In To Testify But Not Testifying: No one.