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**Education Committee**

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**HB 2303**

**Brief Description:** Creating a future bilingual teacher mentoring and training program.

**Sponsors:** Representatives Hudgins, Hasegawa, Kenney, O'Brien, Eickmeyer, Priest, Fromhold, Haigh, Kessler, Upthegrove, Quall and Dickerson.

**Brief Summary of Bill**

- Creates a Bilingual Teacher Mentoring and Training Program which assigns bilingual teacher/mentors to bilingual students in their junior and senior years of high school and provides a curriculum and support services for students to become bilingual teachers.
- Directs the Office of the Superintendent of Public Instruction and the Latino/a Educational Achievement Project to develop and administer the program, subject to available funds.
- Makes successful participants eligible for the Future Teachers Conditional Scholarship Program upon graduation from high school.

**Hearing Date:** 2/23/07

**Staff:** Barbara McLain (786-7383).

**Background:**

According to the Office of the Superintendent of Public Instruction (OSPI), more than 87,000 students were served in the state's Transitional Bilingual Program in 2004-05, representing 8.7 percent of the total student population. The population of English language learners in public schools is growing. For example, 1994-95, there were 50,700 students in the program representing 5.4 percent of the student population. About 57 percent of the teachers in the program had a teaching endorsement in English as a Second Language (ESL); 19 percent had a teaching endorsement in Bilingual Education. A teaching endorsement in ESL does not require the teacher to be proficient in another language; a Bilingual Education endorsement does. There are currently 554 active public school teachers with a Bilingual Education endorsement.

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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 a part of the legislation nor does it constitute a statement of legislative intent.*

The Future Teachers Conditional Scholarship and Loan Repayment Program is designed to encourage individuals to become teachers or obtain additional teaching endorsements in teacher shortage areas. In return for scholarship or loan repayments, participants agree to teach in Washington public schools. For teachers in shortage areas, the condition is one year of teaching for every year of scholarship received. Individuals with verified bilingual ability in languages needed in schools receive priority in the selection process. Scholarship or loan repayment awards cannot exceed tuition and fees at the participant's college or university, or tuition at the University of Washington, whichever is lower. For the 2005-07 biennium, the program has \$500,000 available for about 70 participants.

**Summary of Bill:**

A Bilingual Teacher Mentoring and Training Program is created as a pilot project between the OSPI and the Latino/a Educational Achievement Project (LEAP). Participating students who are fluent in English and another language, including but not limited to Spanish, are recruited in their junior year and assigned a teacher/mentor. Students fluent in Washington state trade partner languages are given preference in the selection process. The pilot projects, to be chosen by LEAP, are conducted in Eastern and Western Washington and serve 50 students in the 2007-09 biennium.

Teacher/mentors must be an active or retired school district teacher, bilingual, able to advise students on postsecondary education, and the same gender as the students mentored. Teacher/mentors must work with parents and students using a curriculum designed for mentoring and training future bilingual teachers. The teacher/mentors mentor two students and receive a \$1,000 annual stipend. They must also meet regularly with students and parents, monitor student attendance and progress, and assist students in course selection and college preparation.

Students who successfully complete the two-year program qualify for the Future Teachers Conditional Scholarship and Loan Repayment Program, as long as they are a resident student, are making satisfactory progress toward high school graduation and taking college preparatory classes when they enter the program, graduate with at least a C average, have no felony convictions, and devote 100 hours in each of their junior and senior years of high school to activities of the program. Scholarship awards may be for up to 180 quarter credits (four years) and must be used within five years. The first scholarships are awarded to students graduating in 2009.

Subject to funding, the OSPI and LEAP determine the criteria for distributing funds for the pilot projects. The OSPI distributes funds to the partners and participating teacher/mentors. Funds for the project, including contributions, are deposited in an account that may be spent without further appropriation. The OSPI reports to education and higher education committees of the Legislature on the outcomes of the pilot project by December 1, 2008.

**Appropriation:** None.

**Fiscal Note:** Requested on February 21, 2007.

**Effective Date:** The bill takes effect 90 days after adjournment of session in which bill is passed.