

HOUSE BILL REPORT

HB 2573

As Reported by House Committee On:
Education

Title: An act relating to the shortage of public school teachers and substitute teachers.

Brief Description: Concerning the shortage of public school teachers and substitute teachers.

Sponsors: Representatives Santos, Magendanz, Kilduff, Reykdal, Rossetti, Muri, Pollet and Hickel; by request of Superintendent of Public Instruction.

Brief History:

Committee Activity:

Education: 1/25/16, 2/4/16 [DPS].

Brief Summary of Substitute Bill

- Requires the development and implementation of a comprehensive, statewide initiative to increase the number of qualified individuals who apply for teaching positions in Washington, including recruiting activities and creating statewide recruitment and hiring services.
- Creates a grant program to fund recruitment specialists in teacher preparation programs.
- Provides that certain retired teachers may work as substitute teachers, mentors, or advisers to student teachers without a suspension of their pension benefits.
- Requires plans describing how public teacher preparation programs will partner with school districts to place resident teachers.
- Expands the Beginning Educator Support Team program.
- Requires development of mentor training program goals for teacher preparation program curricula.
- Establishes the Teacher Shortage Conditional Grant program for certain students completing teacher preparation programs who commit to obtaining an endorsement in a subject or geographic endorsement shortage area and teaching for five school years in a school that needs such a teacher.

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.

- Creates a grant program to provide additional funds to low-income student teaching residents at Title I schools.
- Requires districts to report the number of teachers they plan to hire in the following year.
- Makes appropriations to the Future Teachers Conditional Scholarship Account and for the expansion of enrollments in teacher preparation programs at the University of Washington, Washington State University, Western Washington University, and Central Washington University.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 19 members: Representatives Santos, Chair; Ortiz-Self, Vice Chair; Reykdal, Vice Chair; Magendanz, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Stambaugh, Assistant Ranking Minority Member; Bergquist, Caldier, Griffey, Harris, S. Hunt, Kilduff, Klippert, Kuderer, McCaslin, Orwall, Pollet, Rossetti and Springer.

Minority Report: Without recommendation. Signed by 2 members: Representatives Hargrove and Hayes.

Staff: Megan Wargacki (786-7194).

Background:

Teacher Preparation, Certification, and Endorsement.

The Professional Educator Standards Board (PESB), a 13-member board, is responsible for the policy and oversight of Washington's system of educator preparation and certification. The PESB has approved residency teacher preparation programs at 21 institutions of higher education. Some programs offer certificates, while other programs offer bachelor's, master's, or doctor's degrees.

Teaching Certificates. There are two levels of teacher certification: (1) residency, which requires completion of an approved teacher preparation program; and (2) professional, which requires a minimum of two years of experience, and either completion of an external, uniform assessment adopted by the PESB, called the ProTeach Portfolio, or completion of a certificate from the National Board for Professional Teaching Standards, called a National Board Certificate (NBC). A teacher can only apply for the rigorous NBC after attaining three years of experience. Teachers coming from out-of-state with a NBC are awarded the Professional Certificate.

Teacher Shortage Areas. The PESB designates official shortage areas based on periodic analysis of educator supply and demand in Washington. An endorsement is the subject area in which a certified educator is authorized to teach, along with designated grade levels for that area. There are 39 endorsements in Washington, not including a large number of career and technical education endorsements. The current endorsement shortage areas, as defined by the PESB, include special education, mathematics, and science.

Alternate Route Programs. The Alternate Route to Residency Certification programs (Alternate Route programs) are designed to fill subject matter or geographic need shortage areas by allowing individuals with work and life experience to segue into teaching through flexible, expedient teacher preparation programs. In these programs, school districts, or districts in cooperation with an Educational Service District (ESD), work in partnership with teacher preparation programs to offer shortened, field-based preparation programs with a mentored internship. There are Alternate Route programs at eight higher education institutions.

Superintendent of Public Instruction.

The Office of the Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 public education in Washington. The OSPI provides leadership and support for educators to ensure engaged and effective teaching and learning for all students in public schools.

The Beginning Educator Support Team (BEST) program provides professional development and mentor support for beginning educators and educators on probation. Grant funding for the BEST program is administered by the OSPI. The BEST program includes professional development for beginning educators and mentors, release time for beginning educators and mentors to work together, orientation or individualized assistance before the start of the school year, and program evaluation.

Financial Aid Programs.

The Washington Student Achievement Council (WSAC) administers the majority of the state's student financial aid programs.

State Need Grant. The State Need Grant (SNG) program provides need-based financial aid to income-eligible undergraduate students at eligible public and private institutions of higher education. Eligible students have a household income that is less than 70 percent of the state's median household income. The SNG award values are based on the tuition and fee rates at Washington's public institutions of higher education and are prorated by income category and part-time enrollment.

Future Teachers Conditional Scholarship Program. The Future Teachers Conditional Scholarship Program was created in 1987. The program is designed to encourage into the teaching profession individuals who demonstrate outstanding academic achievement, leadership ability, willingness to commit to providing teaching service in shortage areas, and who are likely to be good role models for students. Participants in the program incur an obligation to repay the conditional scholarship, with interest and an equalization fee, unless they teach for two years in an approved education program for each year of scholarship received. However, participants who teach in a designated teacher shortage area have one year of loan canceled for each year they teach in the shortage area. The program was last funded in fiscal year 2010 at \$1 million annually.

Postretirement Employment Options.

Washington retirement systems have various rules relating to the conditions under which a retiree may return to work for a retirement system-participating employer and continue to

receive pension benefits. For members of the Teachers' Retirement System (TRS), pension benefits will generally be suspended after a member works for more than 867 hours per year with a participating employer. The TRS Plans 2 and 3 have an unreduced retirement age of 65. An early retirement formula, or factor, (ERF) was established in 2000, to permit members with 30 years of service to receive a reduced pension as early as age 55. Members retiring under this provision are able to work for up to 867 hours per year without suspension of benefits, just like those retiring at age 65. Another ERF was established in 2008 that allows members to retire with unreduced pensions beginning at age 62, but members are unable to work for a state retirement system employer until age 65 without immediate suspension of benefits. In 2012 an ERF for certain members hired after May 1, 2013 was established that would also allow retired members to work for up to first 867 hours per year without suspension of benefits.

Workforce Training and Education Coordinating Board.

The Workforce Training and Education Coordinating Board (WTB), a nine-member board, provides planning, coordination, evaluation, monitoring, and policy analysis for the state training system as a whole, and advice to the Governor and the Legislature concerning the state training system, in cooperation with the state training system and the WSAC.

Summary of Substitute Bill:

Recruitment to (or Back to) the Teaching Profession.

Superintendent's Initiative. Subject to a specific appropriation, the Superintendent of Public Instruction (SPI), in consultation with ESDs and school district staff, must develop and implement a comprehensive, statewide initiative to increase the number of qualified individuals who apply for teaching positions in Washington. In developing and implementing the initiative, the SPI must:

- include a teacher recruitment component that targets groups of individuals who may be interested in teaching in Washington public schools, such as: college students who have not chosen a major, out-of-state teachers, military personnel and their spouses, and individuals with teaching certificates who are not currently employed as teachers;
- contract for the development of a statewide system to provide recruitment and hiring services, including a centralized hiring portal, to small school districts, and a statewide central application depository that can be accessed by small school districts for purposes of hiring teachers and other certificated positions;
- create or enhance an existing website that provides useful information to individuals who are interested in teaching in Washington; and
- take other actions to increase the number of qualified individuals who apply for teaching positions in Washington.

Recruitment by the Workforce Training and Education Coordinating Board. Subject to a specific appropriation, the WTB, in collaboration with the PESB, must work with appropriate public agencies, school districts and ESDs, and other parties to disseminate information designed to increase recruitment into public and private PESB-approved residency teacher preparation programs, and PESB-approved Alternate Route programs, using the WTB, and other, existing channels.

Recruitment Specialists. Subject to a specific appropriation, the PESB must create and administer the Recruitment Specialists Grant program to provide funds to public and private PESB-approved residency teacher preparation programs to hire, or contract with, recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group among teachers in Washington when compared to the common school population. This section expires July 1, 2018.

Retired Teachers. Until August 1, 2020, certain teachers who have retired under the alternate early retirement provisions may be employed with an employer that has documented a shortage of certificated substitute teachers without a suspension of benefits:

- for up to 1,200 hours per school year, if the retired teacher (1) reenters employment more than one calendar month after his or her accrual date and after the effective date of this section, and (2) is employed exclusively as a substitute teacher in an instructional capacity; or
- for up to 630 hours per school year, if the retired teacher (1) reenters employment more than one calendar month after his or her accrual date and after the effective date of this section, (2) is employed exclusively as a mentor to teachers or an adviser to students in teacher preparation programs, and (3) has received appropriate training as defined by the OSPI, such as a NBC or other specialized training.

Mentoring Teachers.

Placement of Resident Teachers. Beginning January 1, 2017, public PESB-approved residency teacher preparation programs must develop a plan describing how the institution will partner with school districts in the general geographic region of the school, or where its programs are offered, regarding placement of resident teachers. The plans must be developed in collaboration with districts desiring to partner with the institutions, and may include use of unexpended federal or state funds to support residencies and mentoring for students who are likely to continue teaching in the district in which they have a supervised student teaching residency (residency). The plans must be updated at least biennially.

Beginning Educator Support Team Program. It is specified that a mentor is an educator who has achieved appropriate training as defined by the OSPI, such as a NBC or other specialized training. Candidates in Alternate Route programs are offered support through the BEST program. Funds are prioritized to school districts with a large influx of beginning teachers. The BEST program must have a goal to provide beginning teachers from underrepresented populations with a mentor who has strong ties to underrepresented populations. The OSPI must notify districts about the BEST program and encourage them to apply for program funds.

Mentor Training. In fiscal year 2017, the OSPI must collaborate with the PESB and the public and private PESB-approved residency teacher preparation programs to develop mentor training program goals. Once developed, the teacher preparation programs are encouraged to develop and implement curricula that meet the mentor training program goals.

Financial Aid Programs.

Teacher Shortage Conditional Grant. Subject to a specific appropriation, the Teacher Shortage Conditional Grant (conditional grant) program is established within the Future

Teachers Conditional Scholarship and Loan Repayment Program. To be eligible, students must submit an application and meet one of the following requirements:

- be enrolled in a bachelor's degree program through a teacher preparation program and be classified as a junior or senior;
- be enrolled in a master's degree program through a teacher preparation program while completing a residency; or
- be enrolled in a teacher preparation program while working in a school district as a paraeducator, and commit to working in the employing district after obtaining teacher certification.

As part of their application, eligible students must meet the following conditions:

- complete the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
- agree to obtain a Washington State Residency Certificate;
- commit to obtaining an endorsement in a subject or geographic endorsement shortage area, as defined by the PESB; and
- commit to teach for five school years in an approved education program with a need for a teacher with such an endorsement at the time of hire.

The WSAC must prioritize the following applicants when awarding conditional grants:

- applicants who are eligible for, but did not receive, the SNG;
- applicants who have a family income below 175 percent of median family income, adjusted for family size, as documented by the FAFSA or the WASFA, and who:
 - can certify that neither parent or guardian completed a postsecondary degree or certificate; or
 - are from a traditionally underrepresented group among teachers in Washington compared to the common school population; and
- applicants who are completing a residency in a subject endorsement shortage area or in a district that certifies that it will offer employment in a shortage area to the student if the student successfully completes the residency and obtain a teacher certificate.

If selected, juniors or seniors in public teacher preparation programs must receive conditional grants to cover the cost of resident undergraduate tuition fees for up to two academic years of full-time study at a public institution of higher education. If selected, juniors or seniors in private, not-for-profit, teacher preparation programs must receive conditional grants to cover the cost of resident undergraduate tuition fees for up to two academic years of full-time study at the most expensive regional university. In either case, students who are unable to earn their bachelor's degree after two years of full-time study due to the unavailability of required courses must receive a conditional grant for up to two additional quarters or semesters as long as they maintain satisfactory academic progress and successfully complete residencies.

If selected, students enrolled in master's degree programs who are completing residencies must receive conditional grants to cover resident graduate tuition fees for up to two years of full-time study at a public institution, plus \$2,000 per month for up to six months, during the period that they are completing residencies.

If selected, paraeducators enrolled in teacher preparation programs must receive conditional grants to cover resident graduate tuition fees for up to two years of full-time study at a public

institution, plus \$16,500 for each year they are enrolled in master's degree programs or completing residencies.

In order to receive their conditional grants, students must sign contracts that include the following conditions:

1. If the student does not (a) obtain a Washington State Residency Certificate with an endorsement in a subject or geographic endorsement shortage area within six months of graduation, and (b) sign a contract to teach in an approved education program with a need for such a teacher within fifteen months of graduation, then the conditional grant will be converted into a loan with interest rates set by the WSAC, consistent with the interest rate and repayment terms of the federal Direct Subsidized Loan program.
2. If the student does not complete the contractual obligation of five school years of teaching in an approved education program with a need for a teacher with an endorsement in a subject or geographic endorsement shortage area, the conditional grant will be converted into a loan. The amount of the loan will depend on how much of the contractual obligation the student completed, and will include interest and an equalization fee, as follows:
 - 85 percent of the conditional grant amount if less than one school year of teaching is completed;
 - 70 percent of the conditional grant amount if less than two school years of teaching are completed;
 - 55 percent of the conditional grant amount if less than three school years of teaching are completed; and
 - 40 percent of the conditional grant amount if less than four school years of teaching are completed.

Students who receive conditional grants must not have their federal or state grant aid, including Pell grants, SNG, College Bound Scholarships, or Opportunity Scholarships, reduced.

By November 1, 2018, the WSAC must submit a report to the Legislature that recommends whether the conditional grant program should be continued, modified, or terminated, and that includes information about the applicants to the program and the grantees of the program.

Residency Grant. Subject to a specific appropriation, the WSAC must administer a Student Teaching Residency Grant program to provide additional funds to individuals completing residencies at public schools in Washington. To qualify for the grant, recipients must be enrolled in a teacher preparation program and be completing or about to start a residency at a Title I school, and be eligible for the SNG.

Other Provisions.

Reporting Requirement. By June 15 of each year, school districts must report to the OSPI the number of classroom teachers the district projects will be hired in the following school year.

Substitute Bill Compared to Original Bill:

The substitute differs from the original bill in that it:

- removes provisions related to:
 - increasing the salary for beginning teachers;
 - hiring bonuses for certain teachers;
 - training high school teachers on the careers in education curriculum;
 - reciprocity for certain out-of-state teachers; and
 - expansion of the Pipeline for Paraeducators Conditional Scholarship program.
- modifies provisions as follows:
 - makes the comprehensive statewide initiative of the OSPI subject to an appropriation;
 - combines the subsection related to recruitment and hiring services with the subsection related to the application depository; provides that the application depository can be made available initially to small districts; and specifies that, when defining the term "small district," the OSPI must consider whether a district has fewer than three hundred certificated staff; and
 - limits the use of the post-retirement options to August 1, 2020; specifies that, under this option, retired teachers can work as substitutes for up to 1200 hours per year; and adds that, if appropriately trained, the retired teachers can, instead, work up to 630 hours per year as a mentor or adviser to students in teacher preparation programs.
- adds provisions as follows:
 - requires the WTB to develop and disseminate information to recruit individuals into teacher preparation programs, subject to a specific appropriation;
 - requires the PESB to administer a Recruitment Specialist Grant program to provide funds to teacher preparation programs to hire, or contract with, recruitment specialists that focus on recruitment of individuals from underrepresented groups, subject to a specific appropriation;
 - requires development of plans describing partnerships between teacher preparation programs and local school districts regarding the placement of student teaching residents;
 - expands the BEST program to candidates in Alternate Route programs and schools with a large influx of beginning teachers, defines mentor, adds a goal to provide beginning teachers from underrepresented populations with a mentor with strong ties to those populations, and requires the OSPI to notify districts about the program and encourage them to apply;
 - requires the OSPI to collaborate with the PESB and teacher preparation programs to develop mentor training program goals, and encourages the programs to implement curricula that meets the goals;
 - requires districts to report, to the OSPI by June 15 each year, the number of classroom teachers the district projects to hire in the following year;
 - establishes, subject to a specific appropriation, the Teacher Shortage Conditional Grant program for certain students completing teacher preparation programs who commit to obtaining an endorsement in a subject or geographic shortage area and teaching for five school years in a school that needs such a teacher, specifies the conditions under which the conditional grant will be converted into a loan, requires a report after two years that recommends whether the program should be continued, modified, or terminated;

- creates, subject to a specific appropriation, a Student Teaching Residency Grant program to provide additional funds to low-income students completing or about to start a student teaching residency in Title I schools;
- appropriates \$500,000 to the University of Washington for the expansion of enrollments in the teacher preparation programs at the Bothell and Tacoma sites;
- appropriates \$500,000 to Washington State University for the expansion of enrollments in elementary education teacher preparation programs;
- appropriates \$1,089,000 to Western Washington University (WWU) for the expansion of enrollments in teacher preparation programs with science, technology, mathematics, and engineering (STEM) endorsements;
- appropriates \$355,000 to WWU for the expansion of enrollments in special education, elementary education and early childhood education teacher preparation programs;
- appropriates \$1,089,000 to Central Washington University (CWU) for the expansion of enrollments in teacher preparation programs with STEM endorsements; and
- appropriates \$355,000 to CWU for the expansion of enrollments in special education, elementary education and early childhood education teacher preparation programs.

Appropriation:

- The sum of \$3,600,000 from the State General Fund to the WSAC for the Future Teachers Conditional Scholarship Account.
- The sum of \$500,000 from the State General Fund to the University of Washington for the expansion of enrollments in the teacher preparation programs at the Bothell and Tacoma sites.
- The sum of \$500,000 from the State General Fund to Washington State University for the expansion of enrollments in elementary education teacher preparation programs.
- The sum of \$1,089,000 from the State General Fund to WWU for the expansion of enrollments in teacher preparation programs with STEM endorsements.
- The sum of \$355,000 from the State General Fund to WWU for the expansion of enrollments in teacher preparation programs as follows: 24 students in the early childhood education program, and 25 students in the dual special education elementary education program at the North Seattle site, and 25 students in the dual special education elementary education program at the Everett site.
- The sum of \$1,089,000 from the State General Fund to CWU for the expansion of enrollments in teacher preparation programs with STEM endorsements.
- The sum of \$355,000 from the State General Fund to CWU for the expansion of enrollments in teacher preparation programs as follows: 24 students in the early childhood education program, and 25 students in the dual special education elementary education program at the Moses Lake campus, and 25 students in the elementary education program at the Yakima campus.

Fiscal Note: Available. New fiscal note requested on February 5, 2016.

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

Staff Summary of Public Testimony:

(In support) There are many factors contributing to the current educator shortage, including the recession and individuals working longer. The current shortage is real, substantial, ongoing, and not cyclical. It is a new normal of persistent shortage, especially in hard-to-fill schools and subjects. There are a set of district shortage problems that need to be addressed through a range of thoughtful responses. This bill represents such a comprehensive and thoughtful response.

Sometimes principals and vice principals have to substitute teach because there are no other substitutes available. Many administrators have to do this at least one day per week. Substitute teachers do not always have the qualifications to teach students.

Shortages of teachers in special education, math, and science have continued. There are now shortages in elementary education and early learning. If class sizes are also reduced in grades 4 through 12, which they probably should be, then there will also be shortages in those grades.

Washington has high standards for teachers. The higher the standards the harder it is to have a large pool of people who meet the standards. But as the number of qualified individuals decreases, pay increases, and then more people decide to become qualified.

The educator preparation system might not be able to make the nimble adjustment necessary to train new educators. There might need to be an investment in programs that allow individuals to learn how to teach while working in the classroom. There should be highly qualified mentors available to help new teachers.

The Legislature made the decision that highly qualified, retired teachers cannot come back into the workforce; hopefully, the Legislature will correct that decision at least on a temporary basis.

Some other states offer a second-level certificate after three to five years. Experienced teachers with second-level certificates should be allowed to teach in Washington with Professional Certificates. Hiring bonuses are important to districts with high poverty rates, high minority rates, and high cost of living. Often teachers with spouses cannot find jobs for their spouses in rural districts. Even schools with high graduation rates are in failing districts. It is hard to get teachers into these schools because people do not want to work in failing districts. The state needs to help with mentoring teachers to help them feel valued, capable, and respected.

The State Board of Education (SBE) and the PESB are in agreement about supporting systemic measures to address a persistent and multifaceted problem of teacher and principal shortage. Access to an effective teacher is essential to student achievement and educational equity.

Some ESDs do recruitment for their districts and have a statewide system of publication of job offerings. There is tremendous benefit in shared partnership and resources. A pool of applicants significantly mitigates some of the challenges faced when districts try to recruit and hire on their own. The benefits are that the pool of applicants is larger, there is a common approach to human resource practices, the districts are better able to share the expenses of recruitment, so they can access the benefits of large-scale career fairs in and out-of-state.

Some districts ask teachers in January whether they will be retiring at the end of the school year. This allows the district to complete the majority of its hiring by April. However, it often takes into August to fill all vacancies. Some people do not want to move to, or stay in, rural districts. The hiring incentive and reciprocity parts of the bill will be very helpful to small and rural districts that do not have funds to go to career fairs. This school year, many districts have had to recruit up to 20 percent of their staff. When some districts can pay teachers more, it affects the neighboring district's ability to recruit good teachers.

In some rural areas, 15 to 20 percent of the teaching force is not fully licensed. In these districts, emergency substitute teachers are teaching full-time in the classroom, even though there is no education or experience requirement for emergency substitutes. There are many routes to becoming teachers, including Alternate Routes and Teach for America. All are important. One challenge to incentivizing individuals who are already working or who already have bachelor's degrees is making up for lost wages and providing tuition assistance.

Some teachers teach special courses and really push their students. When those teachers retire, and are not replaced with teachers of a similar quality, the special courses are no longer offered. Some of these special courses are essential to Washington's global competitiveness in science, technology, mathematics, and technology subjects. There should be equity between districts so that all students can have high quality teachers.

Students develop special connections with their full-time teachers. When those teachers leave for better pay, the students do not get the right attention and are left having to develop new relationships with adults. Teachers need to be there for the students. Good teachers are professional and can still relate to their students. Students are not motivated to go into public service because of the low pay.

The state needs to get the best prepared teachers in front of students and support them so that they stay in the profession. Mentors are very important to assist with new classroom teachers. The bottleneck will be finding and training good mentors. The bill does not address this. Allow retired teachers to serve as substitute teachers. This is important but it is also important to allow retired teachers to work as instructional coaches, site mentors, or university mentors.

(Opposed) None.

(Other) In section five of the bill, the section being amended conflicts with a newer section of code: one section refers to Professional Certification after five years, the other after two years. Also, "second tier" is not a well-defined term. Some states certify student teachers, largely for safety reasons, so the second tier is the regular certificate. It is understood that the

intent of the bill is to recognize comparable levels of certification; that it allows teachers who have already attained a level of knowledge and skills to be awarded the Professional Certification in Washington. Washington already recognizes the NBC. In addition, this state is ahead of the pack with its Professional Certification, which is a rigorous level of second tier certification. Teachers coming from out-of-state have seven years to obtain the Professional Certificate, and this is the only continuing education they are required to accomplish in that time. The cost for the ProTeach is \$495.

Some people are concerned with jumping ahead and changing state policy before it is clear if it will help. Recruiting teachers and attracting new talented people into the profession is supported by some people. Some people oppose individual hiring bonuses because there is not enough money to go around and districts are able to locally bargain this type of incentive. If there is money to be spent, it would be better if it went toward conditional loan forgiveness programs and to support Alternate Route programs. The central depository for applications makes sense, maybe a regional database would also work. Some people support amending retirement rules as needed to allow retired teachers to come back into the education system. Some people strongly oppose weakening the licensure system. There is not enough evidence to conclude that our system is preventing people from coming into this state. Some people support conditional loan programs to bring interested people into the profession.

Persons Testifying: (In support) Representative Santos, prime sponsor; Randy Dorn, Office of the Superintendent of Public Instruction; Dana Anderson, Educational Service District 113; Kevin Chase, Grandview School District; Mark Heid, Goldendale School District; Isaac Kipust, Legislative Youth Advisory Council; Twinny Alipio and Alrick Hollingsworth, 206 Forward; Denise Walters, Eatonville School District; Ken Bergevin, Heritage University; and Robert Manahan, Lake Chelan School District.

(Other) Jennifer Wallace, Professional Educator Standards Board; Lucinda Young, Washington Education Association; and Jack Archer, State Board of Education.

Persons Signed In To Testify But Not Testifying: Bob Cooper and Joyce Westgard, Washington Association of Colleges for Teacher Education; Jerry Bender, Association of Washington School Principals; Jessica Vavrus, Washington State School Directors' Association; and Dan Steele, Washington Association of School Administrators.