
HOUSE BILL 1783

State of Washington 64th Legislature 2015 Regular Session

By Representatives Ortiz-Self, Walkinshaw, Bergquist, Moscoso,
Hudgins, Pollet, and Santos

Read first time 01/28/15. Referred to Committee on Education.

1 AN ACT Relating to expanding dual language and bilingual
2 instruction for early learners through secondary students; adding a
3 new section to chapter 28A.300 RCW; adding a new section to chapter
4 28A.410 RCW; adding a new section to chapter 43.215 RCW; and creating
5 new sections.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. **Sec. 1.** The legislature showed its commitment to
8 equity in education by passing legislation creating a seal of
9 biliteracy, requiring world language for high school graduation, and
10 easing the transitions of English language learners. The legislature
11 intends to establish a cradle to career approach to support English
12 language learners by creating grant programs to expand dual language
13 programs and bilingual education for early learners, elementary
14 students, and secondary students; and by creating a scholarship to
15 meet the present and future demand for bilingual teachers.

16 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
17 RCW to read as follows:

18 (1) The K-12 dual language expansion grant program is created to
19 build and expand well-implemented, sustainable dual language programs
20 and create state-level infrastructure dedicated to dual language

1 instruction. Established programs are incentivized to mentor new
2 programs, with funds provided for expansion and implementation.

3 (2) The superintendent of public instruction shall administer the
4 grant program. Subject to appropriations made for this purpose, the
5 superintendent shall award no less than two grants to pairs of school
6 districts: One with an established dual language program with a plan
7 for expansion, and the other with the desire to implement a new dual
8 language program. The superintendent shall prioritize grants to
9 districts with dual language programming for English language
10 learners and migrant students that support instruction in the
11 students' native languages. The superintendent shall also consider a
12 district's sustainability plan for continuing the program beyond the
13 grant period, the geographic location of a district to ensure
14 diversity in the location of grant program funds, the opportunity gap
15 between subgroup populations in a district, and the level of economic
16 hardship in a district. The languages chosen for each dual language
17 program must reflect the languages spoken by a district's English
18 language learner population.

19 (3) The grant period is two years. Grant funds may be used for
20 professional development, supplemental materials, training,
21 administrative staffing of the program, site visits, recruiting
22 bilingual teachers and instructional aides, program evaluation, and
23 coaching.

24 (4) The office of the superintendent of public instruction shall
25 dedicate at least one full-time staff member to provide technical
26 assistance and support for the expansion and implementation of high
27 quality dual language programs in school districts. This staff member
28 shall also provide specific recommendations for any schools and
29 districts with a dual language program.

30 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.410
31 RCW to read as follows:

32 (1) The dual language teacher pipeline scholarship program is
33 created to build capacity for bilingual and dual language programming
34 by developing a pipeline for dual language teachers, from early
35 childhood to K-12 education. The professional educator standards
36 board shall prioritize grants to candidates with a foreign degree or
37 credential who are willing to work in programs awarded grants to
38 expand dual language instruction, as provided in section 2 of this
39 act.

1 (2) Subject to appropriations made for this purpose, the
2 professional educator standards board shall award scholarships to
3 bilingual professionals wishing to teach in a bilingual program and
4 enrolled in alternative route programs operating routes two, three,
5 or four, as described in RCW 28A.660.040.

6 (3) The professional educator standards board shall dedicate at
7 least one full-time staff member to support the recruitment and
8 development of bilingual teachers through alternative routes to
9 teacher certification two, three, and four, as described in RCW
10 28A.660.040. This specialist must administer the scholarship
11 described in this section and provide outreach and assistance to
12 bilingual professionals with bachelor's degrees to support their
13 pathways to teacher certification.

14 NEW SECTION. **Sec. 4.** A new section is added to chapter 43.215
15 RCW to read as follows:

16 (1) The early learning bilingual and dual language grant program
17 is created to (a) provide the technical and financial support needed
18 to increase bilingual and dual language instruction in early learning
19 settings where there are a high number of English language learners
20 and (b) create a statewide strategy for increasing bilingual
21 education among providers enrolled in the early achievers quality
22 rating and improvement system.

23 (2) The department shall administer the grant program. Subject to
24 appropriations made for this purpose, the department shall award
25 small capacity-building grants to providers who are participants in
26 the early achievers program under RCW 43.215.100 and members of
27 nonprofit organizations that provide child care and early learning
28 program referrals throughout the state.

29 (3) The department shall dedicate at least one full-time lead
30 coach to act as a liaison to nonprofit organizations that provide
31 child care and early learning program referrals throughout the state
32 and to provide dual language training to early achievers coaches
33 working with head start programs and early childhood education and
34 assistance providers under this chapter.

35 (4) The department shall provide funds to nonprofit organizations
36 that provide child care and early learning program referrals
37 throughout the state to hire at least three full-time lead coaches to
38 provide specialized training and consultation to early achievers
39 coaches working with home-based and center-based programs in

1 bilingual and dual language instruction. The lead coaches must be
2 content experts on supporting English language learners, language
3 acquisition, and effective bilingual and dual language
4 prekindergarten instructional models.

5 NEW SECTION. **Sec. 5.** By November 1, 2017, the office of the
6 superintendent of public instruction, the professional educator
7 standards board, and the department of early learning shall submit a
8 combined report to the appropriate committees of the legislature that
9 includes information on grants awarded, student outcome data, and in
10 the case of scholarships, the number of scholarships funded and the
11 demographic data on participants.

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