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HOUSE BILL 2881

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State of Washington

64th Legislature

2016 Regular Session

By Representatives Pollet, Reykdal, Stanford, Morris, S. Hunt, Ortiz-Self, Kilduff, Walkinshaw, Frame, and Farrell

Read first time 01/25/16. Referred to Committee on Education.

1 AN ACT Relating to responding to the educator shortage crisis by  
2 increasing training, recruitment, and retention, in order to enable  
3 Washington to lower class sizes; amending RCW 28B.145.005,  
4 28B.145.010, 28B.145.040, 28B.145.070, and 28A.415.265; adding a new  
5 section to chapter 28B.102 RCW; adding a new section to chapter  
6 28A.630 RCW; adding a new section to chapter 28A.410 RCW; adding new  
7 sections to chapter 28A.300 RCW; adding new sections to chapter  
8 28B.10 RCW; adding a new section to chapter 41.32 RCW; adding a new  
9 section to chapter 28A.150 RCW; creating new sections; making  
10 appropriations; and providing expiration dates.

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

12 NEW SECTION. **Sec. 1.** INTENT. (1) The legislature recognizes  
13 that lower class sizes are an essential element of the constitutional  
14 rights of students, as recognized by the supreme court in *McCleary v.*  
15 *Washington*, 173 Wn.2d 477 (2012). In addition, the legislature finds  
16 that research strongly demonstrates that well qualified teachers and  
17 paraeducators are critical for improving student outcomes.  
18 Consequently, the benefits of smaller class sizes are undermined when  
19 the certification standards, mentoring, and training of teachers is  
20 lowered. Unfortunately, the legislature also finds that school

1 districts in Washington are experiencing a crisis of being unable to  
2 fill vacant positions with qualified teachers and paraeducators.

3 (2) The legislature finds that the state and school districts  
4 cannot meet the constitutional requirement to lower class sizes  
5 without addressing the current severe shortage of teachers and  
6 paraeducators.

7 (3) With respect to teacher retention, the legislature finds  
8 that:

9 (a) Approximately fifty percent of new teachers leave their jobs  
10 within five years;

11 (b) Compensation and health care costs are important factors in  
12 teacher retention rates; and

13 (c) The state will be unable to sustain an increased number of  
14 classrooms if teacher retention is not addressed as part of a  
15 comprehensive approach.

16 (4) With respect to the capacity of state institutions of higher  
17 education with teacher and paraeducator preparation programs, the  
18 legislature finds that:

19 (a) The capacity of these institutions and programs is inadequate  
20 to produce enough new teachers and paraeducators to meet current  
21 demand; and

22 (b) The capacity of these institutions will not be adequate to  
23 produce the number of new teachers and paraeducators needed to lower  
24 class sizes pursuant to the supreme court ruling in *McCleary v.*  
25 *Washington*, 173 Wn.2d 477 (2012), chapter 236, Laws of 2010, and  
26 Initiative Measure No. 1351 (2014).

27 (5) With respect to diversity among teachers, the legislature  
28 finds that the cost of teaching degrees, alternate route teacher  
29 certification programs, and student indebtedness have a significant  
30 impact on diversity. Thus, programs to provide support for degree  
31 completion, certification, and mentoring are vitally important to  
32 diversity of the state's teacher corps.

33 (6) It is the intent of the legislature to create a plan and  
34 provide for the initial implementation needed to supply the teachers  
35 necessary to lower class sizes. Using the funding that the Washington  
36 supreme court ordered to be set aside, the legislature intends to  
37 provide for new supports for basic education, including the programs  
38 adopted in this act, to increase the number of qualified teachers and  
39 lower class sizes. While the legislature is committed to addressing  
40 these complex issues in separate legislation, this act represents the

1 commitment of the legislature and includes a long-term plan to  
2 increase teacher education programs and alternate route  
3 certifications by lowering financial obstacles to becoming a teacher  
4 or paraeducator.

5 **PART I**

6 **TEACHER AND PARAEDUCATOR TRAINING**

7 NEW SECTION. **Sec. 101.** A new section is added to chapter  
8 28B.102 RCW to read as follows:

9 **TEACHER SHORTAGE CONDITIONAL GRANT PROGRAM.** (1) Established  
10 within the future teachers conditional scholarship and loan repayment  
11 program is a subprogram called the teacher shortage conditional grant  
12 program, to be administered by the office. To be eligible for the  
13 teacher shortage conditional grant, a student needs to submit an  
14 application to the office and must:

15 (a) Be seeking a bachelor's degree through an accredited teacher  
16 preparation program and be classified as a junior or senior;

17 (b) Be seeking a master's degree through an accredited teacher  
18 preparation program while completing a student teaching residency; or

19 (c) Be seeking a master's degree through an accredited teacher  
20 preparation program while working in a school district as a  
21 paraeducator, and commit to working in the employing district after  
22 obtaining teacher certification.

23 (2) As part of the application, an eligible student must meet the  
24 following conditions:

25 (a) Complete the free application for federal student aid (FAFSA)  
26 or the Washington application for state financial aid;

27 (b) Agree to obtain a Washington state residency teacher  
28 certificate;

29 (c) Commit to obtaining an endorsement in a subject or geographic  
30 endorsement shortage area, as defined by the professional educator  
31 standards board; and

32 (d) Commit to teach for five school years in an approved  
33 education program with a need for a teacher with such an endorsement  
34 at the time of hire.

35 (3) The office shall prioritize applicants in the following  
36 order:

37 (a) An applicant who is eligible for, but did not receive, the  
38 state need grant established in chapter 28B.92 RCW;

1 (b) An applicant who has a family income below one hundred  
2 seventy-five percent of median family income, adjusted for family  
3 size, as documented by the free application for federal student aid  
4 (FAFSA) or the Washington application for state financial aid, and  
5 who:

6 (i) Can certify that neither parent or guardian completed a  
7 postsecondary degree or certificate; or

8 (ii) Is from a traditionally underrepresented group among  
9 teachers in Washington when compared to the common school population.

10 (4)(a) An applicant selected for a teacher shortage conditional  
11 grant who meets the eligibility requirements in subsections (1)(a)  
12 and (2) of this section must:

13 (i) Receive a grant to cover the cost of resident undergraduate  
14 tuition fees, defined in RCW 28B.15.020, for up to two academic years  
15 of full-time study at an institution of higher education; or

16 (ii) Receive a grant to cover the cost of resident undergraduate  
17 tuition fees, defined in RCW 28B.15.020, for up to two academic years  
18 of full-time study at the most expensive regional university if  
19 enrolled in an accredited teacher preparation program at a private,  
20 not-for-profit institution of higher education.

21 (b) If a recipient of a conditional grant who qualified for the  
22 grant under subsection (1)(a) of this section is unable to earn a  
23 bachelor's degree after two years of full-time study due to the  
24 unavailability of required courses, the recipient must be able to  
25 receive a conditional grant for two additional quarters or semesters  
26 as long as he or she maintains satisfactory academic progress and  
27 successfully completes a student teaching residency.

28 (5) An applicant selected for a teacher shortage conditional  
29 grant who meets the eligibility requirements in subsections (1)(b)  
30 and (2) of this section must receive a grant to cover resident  
31 graduate tuition fees, defined in RCW 28B.15.020, for up to two years  
32 of full-time study at an institution of higher education plus an  
33 additional grant of two thousand dollars for each-six month period  
34 that the student is completing a student teaching residency.

35 (6) An applicant selected for a teacher shortage conditional  
36 grant who meets the eligibility requirements in subsections (1)(c)  
37 and (2) of this section must receive a grant to cover resident  
38 graduate tuition fees, defined in RCW 28B.15.020, for up to two years  
39 of full-time study at an institution of higher education plus an

1 additional grant of sixteen thousand five hundred dollars for each  
2 year that the student is completing a student teaching residency.

3 (7) In order to receive a teacher shortage conditional grant  
4 under subsections (4) through (6) of this section, a student must  
5 sign a contract to affirm his or her intent to graduate from a  
6 teacher preparation program, obtain certification, obtain an  
7 endorsement in a subject or geographic endorsement shortage area as  
8 defined by the professional educator standards board, and teach for  
9 five school years in an approved education program with a need for a  
10 teacher with such an endorsement at the time of hire. The conditions  
11 of the contract must include the following:

12 (a) If a student does not (i) obtain a Washington state residency  
13 teaching certificate with an endorsement in a subject or geographic  
14 endorsement shortage area as defined by the professional educator  
15 standards board within six months of graduation and (ii) sign a  
16 contract to teach in an approved education program with a need for a  
17 teacher with such an endorsement within fifteen months of graduation,  
18 then the conditional grant will be converted into a loan with  
19 interest rates set by the office.

20 (b) If a student does not complete the contractual obligation of  
21 five school years of teaching in an approved education program with a  
22 need for a teacher with an endorsement in a subject or geographic  
23 endorsement shortage area as defined by the professional educator  
24 standards board, the conditional grant will be converted into a loan  
25 with the following repayment requirements:

26 (i) For less than one school year of teaching completed, the loan  
27 obligation is eighty-five percent of the conditional grant the  
28 student received, plus interest and an equalization fee;

29 (ii) For less than two school years of teaching completed, the  
30 loan obligation is seventy percent of the conditional grant the  
31 student received, plus interest and an equalization fee;

32 (iii) For less than three school years of teaching completed, the  
33 loan obligation is fifty-five percent of the conditional grant the  
34 student received, plus interest and an equalization fee; and

35 (iv) For less than four school years of teaching completed, the  
36 loan obligation is forty percent of the conditional grant the student  
37 received, plus interest and an equalization fee.

38 (c) For a conditional grant that is converted into a loan under  
39 (b) of this subsection, the terms and conditions of the loan must

1 follow the interest rate and repayment terms of the federal direct  
2 subsidized loan program.

3 (8) A teacher shortage conditional grant received under  
4 subsections (4) through (6) of this section must not result in a  
5 reduction of federal or state grant aid, including Pell grants, state  
6 need grants, college bound scholarships, or opportunity scholarships.

7 NEW SECTION. **Sec. 102.** A new section is added to chapter  
8 28A.630 RCW to read as follows:

9 AFFORDABILITY OF CERTIFICATION AND ENDORSEMENTS. (1) Subject to  
10 funds specifically appropriated for this purpose, the teacher  
11 endorsement and certification help project, known as the TEACH  
12 project, is created. The scale of the TEACH project is dependent on  
13 the level of funding appropriated.

14 (2) The student achievement council, after consultation with the  
15 professional educator standards board, shall have the power and duty  
16 to develop and adopt rules as necessary under chapter 34.05 RCW to  
17 administer the project described in this section. The rules, which  
18 must be adopted by August 1, 2016, must include:

- 19 (a) A TEACH grant application process;
- 20 (b) A financial need verification process;
- 21 (c) The order of priority in which the applications will be  
22 approved; and
- 23 (d) A process for disbursing TEACH grant awards to selected  
24 applicants.

25 (3) A student seeking a TEACH grant to cover the costs of basic  
26 skills and content tests required for teacher certification and  
27 endorsement shall submit an application to the student achievement  
28 council, following the rules developed under this section.

29 (4) To qualify for financial assistance, an applicant must meet  
30 the following criteria:

- 31 (a) Be enrolled in, have applied to, or have completed a teacher  
32 preparation program approved by the professional educator standards  
33 board;
- 34 (b) Show a financial need, as demonstrated by the student's  
35 eligibility to receive the state need grant under RCW 28B.92.080;
- 36 (c) Apply for a TEACH grant under this section; and
- 37 (d) Register for an endorsement competency test in endorsement  
38 shortage areas.

1 (5) Beginning September 1, 2016, the student achievement council,  
2 in collaboration with the professional educator standards board,  
3 shall award a TEACH grant to a student who meets the qualifications  
4 provided in this section and in rules developed under this section.  
5 The TEACH grant award must cover the costs of basic skills and  
6 content tests required for teacher certification. The council shall  
7 prioritize TEACH grant awards first to applicants registered for  
8 competency tests in endorsement shortage areas and second to  
9 applicants with greatest financial need. The council shall scale the  
10 number of TEACH grant awards to the amount of funds appropriated for  
11 this purpose.

12 (6) The student achievement council and the professional educator  
13 standards board shall include information about the TEACH project in  
14 materials distributed to schools and students.

15 (7) By December 31, 2018, and in compliance with RCW 43.01.036,  
16 the student achievement council, in collaboration with the  
17 professional educator standards board, shall submit a preliminary  
18 report to the appropriate committees of the legislature that details  
19 the effectiveness and costs of the project. The preliminary report  
20 must (a) compare the numbers and demographic information of students  
21 taking and passing tests in the endorsement shortage areas before and  
22 after implementation of the project, and (b) determine the amount of  
23 TEACH grant award financial assistance awarded each year and per  
24 student.

25 (8) By December 31, 2020, and in compliance with RCW 43.01.036,  
26 the student achievement council, in collaboration with the  
27 professional educator standards board, shall submit a final report to  
28 the appropriate committees of the legislature that details the  
29 effectiveness and costs of the project. In addition to updating the  
30 preliminary report, the final report must (a) compare the numbers and  
31 demographic information of students obtaining teaching certificates  
32 with endorsement competencies in the endorsement shortage areas  
33 before and after implementation of the project, and (b) recommend  
34 whether the project should be modified, continued, and expanded.

35 **Sec. 103.** RCW 28B.145.005 and 2011 1st sp.s. c 13 s 1 are each  
36 amended to read as follows:

37 OPPORTUNITY SCHOLARSHIP ACT FINDING AND INTENT. The legislature  
38 finds that, despite increases in degree production, there remain  
39 acute shortages in high employer demand programs of study,

1 particularly in the science, technology, engineering, and mathematics  
2 (STEM), education, and health care fields of study. According to the  
3 workforce training and education coordinating board, seventeen  
4 percent of Washington businesses had difficulty finding job  
5 applicants in 2010. Eleven thousand employers did not fill a vacancy  
6 because they lacked qualified job applicants. Fifty-nine percent of  
7 projected job openings in Washington state from now until 2017 will  
8 require some form of postsecondary education and training.

9 It is the intent of the legislature to provide jobs and  
10 opportunity by making Washington the place where the world's most  
11 productive companies find the world's most talented people. The  
12 legislature intends to accomplish this through the creation of the  
13 opportunity scholarship and the opportunity expansion programs to  
14 help mitigate the impact of tuition increases, increase the number of  
15 baccalaureate degrees in high employer demand programs, educator  
16 preparation programs with science, technology, engineering, and  
17 mathematics endorsements, and other programs, and invest in programs  
18 and students to meet market demands for a knowledge-based economy  
19 while filling middle-income jobs with a sufficient supply of skilled  
20 workers.

21 Beginning in the 2016-17 academic year, the legislature intends  
22 that appropriations that exceed the appropriation provided for the  
23 programs in chapter 4, Laws of 2015 3rd sp. sess. are to be provided  
24 to increase scholarships awarded to students enrolled in educator  
25 preparation programs with science, technology, engineering, and  
26 mathematics endorsements.

27 **Sec. 104.** RCW 28B.145.010 and 2014 c 208 s 1 are each amended to  
28 read as follows:

29 OPPORTUNITY SCHOLARSHIP ACT DEFINITIONS. The definitions in this  
30 section apply throughout this chapter unless the context clearly  
31 requires otherwise.

32 (1) "Board" means the opportunity scholarship board.

33 (2) "Council" means the student achievement council.

34 (3) "Eligible education programs" means high employer demand  
35 programs, educator preparation programs with science, technology,  
36 engineering, and mathematics endorsements, and other programs of  
37 study as determined by the board.

38 (4) "Eligible expenses" means reasonable expenses associated with  
39 the costs of acquiring an education such as tuition, books,



1 equipment, fees, room and board, and other expenses as determined by  
2 the program administrator in consultation with the council and the  
3 state board for community and technical colleges.

4 (5) "Eligible student" means a resident student who received his  
5 or her high school diploma or high school equivalency certificate as  
6 provided in RCW 28B.50.536 in Washington and who:

7 (a)(i) Has been accepted at a four-year institution of higher  
8 education into an eligible education program leading to a  
9 baccalaureate degree; or

10 (ii) Will attend a two-year institution of higher education and  
11 intends to transfer to an eligible education program at a four-year  
12 institution of higher education;

13 (b) Declares an intention to obtain a baccalaureate degree; and

14 (c) Has a family income at or below one hundred twenty-five  
15 percent of the state median family income at the time the student  
16 applies for an opportunity scholarship.

17 (6) "High employer demand program of study" has the same meaning  
18 as provided in RCW 28B.50.030.

19 (7) "Participant" means an eligible student who has received a  
20 scholarship under the opportunity scholarship program.

21 (8) "Program administrator" means a college scholarship  
22 organization that is a private nonprofit corporation registered under  
23 Title 24 RCW and qualified as a tax-exempt entity under section  
24 501(c)(3) of the federal internal revenue code, with expertise in  
25 managing scholarships and college advising.

26 (9) "Resident student" has the same meaning as provided in RCW  
27 28B.15.012.

28 **Sec. 105.** RCW 28B.145.040 and 2011 1st sp.s. c 13 s 5 are each  
29 amended to read as follows:

30 OPPORTUNITY SCHOLARSHIP PROGRAM EXPANSION. (1) The opportunity  
31 scholarship program is established.

32 (2) The purpose of this scholarship program is to provide  
33 scholarships that will help low and middle-income Washington  
34 residents earn baccalaureate degrees in high employer demand and  
35 other programs of study and encourage them to remain in the state to  
36 work. The program must be designed for both students starting at two-  
37 year institutions of higher education and intending to transfer to  
38 four-year institutions of higher education and students starting at  
39 four-year institutions of higher education.

1 (3) The opportunity scholarship board shall determine which  
2 programs of study, including but not limited to high employer demand  
3 programs, and educator preparation programs with science, technology,  
4 engineering, and mathematics endorsements are eligible for purposes  
5 of the opportunity scholarship.

6 (4) The source of funds for the program shall be a combination of  
7 private grants and contributions and state matching funds. A state  
8 match may be earned under this section for private contributions made  
9 on or after June 6, 2011. A state match, up to a maximum of fifty  
10 million dollars annually, shall be provided beginning the later of  
11 January 1, 2014, or January 1st next following the end of the fiscal  
12 year in which collections of state retail sales and use tax, state  
13 business and occupation tax, and state public utility tax exceed, by  
14 ten percent the amounts collected from these tax resources in the  
15 fiscal year that ended June 30, 2008, as determined by the department  
16 of revenue.

17 **Sec. 106.** RCW 28B.145.070 and 2014 c 208 s 7 are each amended to  
18 read as follows:

19 OPPORTUNITY SCHOLARSHIP PROGRAM REPORTS TO THE LEGISLATURE. (1)  
20 Annually each December 1st, the board, together with the program  
21 administrator, shall report to the council, the governor, and the  
22 appropriate committees of the legislature regarding the opportunity  
23 scholarship and opportunity expansion programs, including but not  
24 limited to:

25 (a) Which education programs the board determined were eligible  
26 for purposes of the opportunity scholarship;

27 (b) The number of applicants for the opportunity scholarship,  
28 disaggregated, to the extent possible, by race, ethnicity, gender,  
29 county of origin, age, and median family income;

30 (c) The number of participants in the opportunity scholarship  
31 program, disaggregated, to the extent possible, by race, ethnicity,  
32 gender, county of origin, age, and median family income;

33 (d) The number and amount of the scholarships actually awarded,  
34 and whether the scholarships were paid from the scholarship account  
35 or the endowment account;

36 (e) The institutions and eligible education programs in which  
37 opportunity scholarship participants enrolled, together with data  
38 regarding participants' completion and graduation;

1 (f) The total amount of private contributions and state match  
2 moneys received for the opportunity scholarship program, how the  
3 funds were distributed between the scholarship and endowment  
4 accounts, the interest or other earnings on the accounts, and the  
5 amount of any administrative fee paid to the program administrator;  
6 ((and))

7 (g) Identification of the programs the board selected to receive  
8 opportunity expansion awards and the amount of such awards; and

9 (h) The number and percent of scholarships awarded to students  
10 enrolled in educator preparation programs with science, technology,  
11 engineering, and mathematics endorsements.

12 (2) In the next succeeding legislative session following receipt  
13 of a report required under subsection (1) of this section, the  
14 appropriate committees of the legislature shall review the report and  
15 consider whether any legislative action is necessary with respect to  
16 either the opportunity scholarship program or the opportunity  
17 expansion program, including but not limited to consideration of  
18 whether any legislative action is necessary with respect to the  
19 nature and level of focus on high employer demand fields and the  
20 number and amount of scholarships.

## 21 PART II

### 22 TEACHER RECRUITMENT STRATEGY

23 NEW SECTION. **Sec. 201.** A new section is added to chapter  
24 28A.410 RCW to read as follows:

25 RECRUITMENT SPECIALISTS. Subject to an appropriation of up to six  
26 hundred thousand dollars specifically provided for this purpose, the  
27 institutions of higher education as defined in RCW 28B.10.016, with  
28 professional educator standards board-approved residency teacher  
29 preparation programs must employ, or contract, with recruitment  
30 specialists that focus on recruitment of individuals who are from a  
31 traditionally underrepresented group among teachers in Washington  
32 when compared to the common school population into the teacher  
33 preparation programs, and development and implementation of programs  
34 to encourage students to enroll in teacher preparation programs.

35 NEW SECTION. **Sec. 202.** A new section is added to chapter  
36 28A.300 RCW to read as follows:

1 RECRUITMENT TO SMALL DISTRICTS. Subject to an appropriation of up  
2 to four hundred thousand dollars specifically provided for these  
3 purposes, the office of the superintendent of public instruction  
4 shall:

5 (1) Develop and implement a statewide campaign to encourage  
6 qualified individuals to apply for teaching positions in small school  
7 districts; and

8 (2) Implement a statewide central depository for the applications  
9 of individuals interested in applying for teaching positions that can  
10 be accessed by small school districts in the state.

11 NEW SECTION. **Sec. 203.** A new section is added to chapter  
12 28A.300 RCW to read as follows:

13 CENTRALIZED HIRING PORTAL. Subject to an appropriation of up to  
14 two hundred fifty thousand dollars specifically provided for these  
15 purposes, the office of the superintendent of public instruction  
16 shall develop and implement a centralized hiring portal for school  
17 districts hiring fewer than five teachers per year on average over  
18 the prior five years.

19 NEW SECTION. **Sec. 204.** A new section is added to chapter 28B.10  
20 RCW to read as follows:

21 CAREERS IN EDUCATION TRAINING. (1) Subject to an appropriation of  
22 up to seventy-five thousand dollars specifically provided for these  
23 purposes, during fiscal year 2017 the Western Washington University's  
24 Woodring school of education must develop a model curriculum on how  
25 to encourage careers in education, and share it with the public and  
26 private schools of education in Washington.

27 (2) If a model curriculum is developed and shared under  
28 subsection (1) of this section:

29 (a) The institutions of higher education as defined in RCW  
30 28B.10.016, with professional educator standards board-approved  
31 residency teacher preparation programs must include training for  
32 education degree candidates on how to encourage careers in education;  
33 and

34 (b) The private institutions of higher education with  
35 professional educator standards board-approved residency teacher  
36 preparation programs are encouraged to include training for education  
37 degree candidates on how to encourage careers in education.

1 **PART III**

2 **SUBSTITUTE TEACHER AND MENTOR SHORTAGE**

3 NEW SECTION. **Sec. 301.** A new section is added to chapter 41.32  
4 RCW under the subchapter heading "provisions applicable to plan 2 and  
5 plan 3" to be codified between RCW 41.32.141 and 41.32.215 to read as  
6 follows:

7 (1) In addition to the postretirement employment options  
8 available in RCW 41.32.802 or 41.32.862, and only until August 1,  
9 2019, a teacher in plan 2 or plan 3 that has retired under the  
10 alternate early retirement provisions of RCW 41.32.765(3)(b) or  
11 41.32.875(3)(b) may be employed with an employer that has documented  
12 a shortage of certified substitute teachers for up to six hundred  
13 thirty hours per school year without suspension of his or her  
14 benefit, provided that: (1) The retired teacher reenters employment  
15 more than one calendar month after his or her accrual date and after  
16 the effective date of this section, and (2) the retired teacher is  
17 employed exclusively as a substitute teacher as defined in RCW  
18 41.32.010(48)(a) in an instructional capacity, as opposed to other  
19 capacities identified in RCW 41.32.010(49).

20 (2) In addition to the postretirement employment options  
21 available in RCW 41.32.802 or 41.32.862, and only until August 1,  
22 2019, a teacher in plan 2 or plan 3 who has retired under the  
23 alternate early retirement provisions of RCW 41.32.765(3)(b) or  
24 41.32.875(3)(b) may be employed with an employer as a mentor for up  
25 to six hundred thirty hours per school year without suspension of his  
26 or her benefit, if: (a) The retired teacher reenters employment more  
27 than one calendar month after his or her accrual date and after the  
28 effective date of this section, and (b) the retired teacher is  
29 employed exclusively as a mentor, which is an educator who has  
30 achieved appropriate training as defined by the office of the  
31 superintendent of public instruction.

32 **PART IV**

33 **ALTERNATE ROUTES TO TEACHER CERTIFICATION**

34 NEW SECTION. **Sec. 401.** AWARENESS CAMPAIGN. (1) The workforce  
35 training and education coordinating board, in collaboration with the  
36 professional educator standards board, shall work with the student  
37 achievement council, the office of the superintendent of public

1 instruction, school districts, educational service districts, the  
2 state board for community and technical colleges, the institutions of  
3 higher education, major employers, and other parties to develop and  
4 implement a statewide public awareness campaign designed to increase  
5 recruitment into approved residency teacher preparation programs at  
6 public and private institutions of higher education and alternate  
7 route teacher certification programs.

8 (2) This section expires July 1, 2019.

9 NEW SECTION. **Sec. 402.** ADDRESSING BARRIERS. (1) The  
10 professional educator standards board shall coordinate meetings  
11 between the school districts that do not have approved alternate  
12 route teacher certification programs and the nearest public or  
13 private institution of higher education with a professional educator  
14 standards board-approved teacher preparation program. The purpose of  
15 the meetings is to determine whether the districts and institutions  
16 can partner to apply to the professional educator standards board to  
17 operate an alternate route teacher certification program.

18 (2) All professional educator standards board-approved residency  
19 teacher preparation programs at institutions of higher education as  
20 defined in RCW 28B.10.016 not currently a partner in an alternative  
21 route program must seek approval from the professional educator  
22 standards board to offer an alternate route program by submitting the  
23 proposal developed under RCW 28A.410.290, or an updated version of  
24 the proposal, by September 1, 2016. If approved, the institution of  
25 higher education must implement an alternate route program according  
26 to a timeline suggested by the professional educator standards board.

27 (3) This section expires July 1, 2017.

28 NEW SECTION. **Sec. 403.** A new section is added to chapter 28B.10  
29 RCW to read as follows:

30 PLACEMENT OF RESIDENT TEACHERS PLANS. (1) Beginning January 1,  
31 2017, each institution of higher education with a professional  
32 educator standards board-approved residency teacher preparation  
33 program is encouraged to develop a plan describing how the  
34 institution of higher education will partner with school districts in  
35 the general geographic region of the school, or where its programs  
36 are offered, regarding placement of resident teachers who are  
37 obtaining a master's degree through an accredited teacher preparation  
38 program. The plans must be developed in collaboration with school

1 districts desiring to partner with the institutions of higher  
2 education, and may include use of unexpended federal or state funds  
3 to support residencies and mentoring for students who are likely to  
4 continue teaching in the district in which they have a supervised  
5 student teaching residency.

6 (2) The plans required under subsection (1) of this section must  
7 be updated at least biennially.

8 **PART V**  
9 **MENTORING**

10 **Sec. 501.** RCW 28A.415.265 and 2013 2nd sp.s. c 18 s 401 are each  
11 amended to read as follows:

12 BEGINNING EDUCATOR SUPPORT TEAM. (1) For the purposes of this  
13 section, a mentor is defined as an educator who has achieved  
14 appropriate training as defined by the office of the superintendent  
15 of public instruction, such as national board certification or other  
16 specialized training.

17 (2)(a) The educator support program is established to provide  
18 professional development and mentor support for beginning educators,  
19 candidates in alternate route teacher programs under RCW 28A.660.040,  
20 and educators on probation under RCW 28A.405.100, to be composed of  
21 the beginning educator support team for beginning educators and  
22 continuous improvement coaching for educators on probation, as  
23 provided in this section.

24 (b) The superintendent of public instruction shall notify school  
25 districts about the educator support program and encourage districts  
26 to apply for program funds.

27 ~~((2))~~ (3)(a) Subject to funds appropriated for this specific  
28 purpose, the office of the superintendent of public instruction shall  
29 allocate funds for the beginning educator support team on a  
30 competitive basis to individual school districts or consortia of  
31 districts. School districts are encouraged to include educational  
32 service districts in creating regional consortia. In allocating  
33 funds, the office of the superintendent of public instruction shall  
34 give priority to:

35 (i) School districts with low-performing schools identified under  
36 RCW 28A.657.020 as being challenged schools in need of improvement;  
37 and

1 (ii) Beginning with the state's largest school districts, school  
2 districts with a large influx of new teachers.

3 (b) The office may fund up to one mentor per twelve new teachers  
4 expected to be hired for the next school year, up to a maximum of  
5 five mentors per district.

6 (4) A portion of the appropriated funds may be used for program  
7 coordination and provision of statewide or regional professional  
8 development through the office of the superintendent of public  
9 instruction.

10 ~~((b))~~ (5) A beginning educator support team must include the  
11 following components:

12 ~~((i))~~ (a) A paid orientation or individualized assistance  
13 before the start of the school year for beginning educators;

14 ~~((ii))~~ (b) Assignment of a trained and qualified mentor for the  
15 first three years for beginning educators, with intensive support in  
16 the first year and decreasing support over the following years  
17 depending on the needs of the beginning educator;

18 ~~((iii))~~ (c) A goal to provide new teachers from  
19 underrepresented populations with a mentor who has strong ties to  
20 underrepresented populations;

21 (d) Professional development for beginning educators that is  
22 designed to meet their unique needs for supplemental training and  
23 skill development;

24 ~~((iv))~~ (e) Professional development for mentors;

25 ~~((v))~~ (f) Release time for mentors and their designated  
26 educators to work together, as well as time for educators to observe  
27 accomplished peers; and

28 ~~((vi))~~ (g) A program evaluation using a standard evaluation  
29 tool provided from the office of the superintendent of public  
30 instruction that measures increased knowledge, skills, and positive  
31 impact on student learning for program participants.

32 ~~((3))~~ (6) Subject to funds separately appropriated for this  
33 specific purpose, the beginning educator support team components  
34 under subsection ~~((2))~~ (3) of this section may be provided for  
35 continuous improvement coaching to support educators on probation  
36 under RCW 28A.405.100.

37 NEW SECTION. Sec. 502. A new section is added to chapter  
38 28A.150 RCW to read as follows:





1 office of student financial assistance for the teacher shortage  
2 conditional grant program under section 101 of this act. Of this  
3 amount, five hundred thousand dollars is provided solely for the  
4 office to administer the program. The office is expected to provide  
5 up to seven hundred conditional grants to applicants meeting the  
6 eligibility requirements in section 101(1)(a) of this act. The office  
7 is expected to provide up to one hundred eighty conditional grants to  
8 applicants meeting the eligibility requirements in section 101(1) (b)  
9 and (c) of this act.

10 NEW SECTION. **Sec. 602.** UNIVERSITY OF WASHINGTON. The sum of  
11 five hundred thousand dollars, or as much thereof as may be  
12 necessary, is appropriated for the fiscal year ending June 30, 2017,  
13 from the general fund—state account to the University of Washington.  
14 The appropriation in this subsection is provided solely for the  
15 expansion of enrollments in the teacher preparation programs at the  
16 University of Washington Bothell and Tacoma sites.

17 NEW SECTION. **Sec. 603.** WASHINGTON STATE UNIVERSITY. The sum of  
18 five hundred thousand dollars, or as much thereof as may be  
19 necessary, is appropriated for the fiscal year ending June 30, 2017,  
20 from the general fund—state account to Washington State University.  
21 The appropriation in this subsection is provided solely for the  
22 expansion of enrollments in elementary education teacher preparation  
23 programs.

24 NEW SECTION. **Sec. 604.** WESTERN WASHINGTON UNIVERSITY. (1) The  
25 sum of one million eighty-nine thousand dollars, or as much thereof  
26 as may be necessary, is appropriated for the fiscal year ending June  
27 30, 2017, from the general fund—state account to Western Washington  
28 University. The appropriation in this subsection is provided solely  
29 for the expansion of enrollments in teacher preparation programs with  
30 science, technology, mathematics, and engineering endorsements.

31 (2) The sum of three hundred fifty-five thousand dollars, or as  
32 much thereof as may be necessary, is appropriated for the fiscal year  
33 ending June 30, 2017, from the general fund—state account to Western  
34 Washington University. The appropriation in this subsection is  
35 provided solely for the expansion of enrollments in special  
36 education, elementary education, and early childhood education

1 teacher preparation programs. Western Washington University is  
2 expected to enroll an additional twenty-four students in the early  
3 childhood education program, twenty-five students in the dual special  
4 education elementary education program at the north Seattle site, and  
5 twenty-five students in the dual special education elementary  
6 education program at the Everett site.

7 (3) The sum of one hundred fifty-eight thousand dollars, or as  
8 much thereof as may be necessary, is appropriated for the fiscal year  
9 ending June 30, 2017, from the general fund—state account to Western  
10 Washington University. The appropriation in this subsection is  
11 provided solely for diversity outreach and recruitment of already  
12 admitted students into teacher preparation programs. The university  
13 is expected to increase the number of students in teacher preparation  
14 programs by two hundred fifty-three students above current levels.

15 (4) The sum of seventy-five thousand dollars, or as much thereof  
16 as may be necessary, is appropriated for the fiscal year ending June  
17 30, 2017, from the general fund—state account to Western Washington  
18 University. The appropriation in this subsection is provided solely  
19 for the development of the model curriculum required in section 204  
20 of this act.

21 NEW SECTION. **Sec. 605.** OFFICE OF THE SUPERINTENDENT OF PUBLIC  
22 INSTRUCTION. (1) The sum of four hundred thousand dollars, or as much  
23 thereof as may be necessary, is appropriated for the fiscal year  
24 ending June 30, 2017, from the general fund—state account to the  
25 office of the superintendent of public instruction. The appropriation  
26 in this subsection is provided solely for the statewide campaign and  
27 statewide central depository required in section 202 of this act.

28 (2) The sum of two hundred fifty thousand dollars, or as much  
29 thereof as may be necessary, is appropriated for the fiscal year  
30 ending June 30, 2017, from the general fund—state account to the  
31 office of the superintendent of public instruction. The appropriation  
32 in this subsection is provided solely for the centralized hiring  
33 portal required in section 203 of this act.

34 (3) The sum of two hundred twenty-five million dollars, or as  
35 much thereof as may be necessary, is appropriated for the fiscal year  
36 ending June 30, 2017, from the general fund—state account to the  
37 office of the superintendent of public instruction. The appropriation

1 in this subsection is provided solely for additional mentors in  
2 educator support program required in section 501 of this act.

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