

SHB 1445 - S AMD TO WM COMM AMD (S-2566.1/17) 261
By Senator Zeiger

NOT CONSIDERED 04/12/2017

1 Beginning on page 1, line 3 of the amendment, strike all material
2 through "void." on page 3, line 32 and insert the following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature finds that it should
4 review and revise the K-12 educational program taking into
5 consideration the needs of students as they evolve. In Washington
6 state, immigrant students whose first language is not English
7 represent a significant part of evolving and more diverse school
8 demographics. The legislature finds that Washington's educator
9 workforce in school districts has not evolved in a manner consistent
10 with changing student demographics. Thus, more and more schools are
11 without the capacity to meet the needs of English learners and
12 without the capacity to communicate effectively with parents whose
13 first language is not English.

14 (2) The legislature finds that:

15 (a) Between 1986 and 2016, the number of students served in the
16 state's transitional bilingual instruction program increased from
17 fifteen thousand twenty-four to one hundred eighteen thousand five
18 hundred twenty-six, an increase of six hundred eighty-nine percent,
19 and that two-thirds of the students were native Spanish speakers; the
20 next ten most common languages were Russian, Vietnamese, Somali,
21 Chinese, Arabic, Ukrainian, Tagalog, Korean, Marshallese, and
22 Punjabi;

23 (b) In the 2015-16 school year, forty-six percent of instructors
24 in the state's transitional bilingual instruction program were
25 instructional aides, or paraeducators, not certificated teachers; and

26 (c) Eleven percent of students in the transitional bilingual
27 instruction program received instruction in their native language in
28 the 2015-16 school year, and research shows that non-English speaking
29 students develop academic proficiency in English more quickly when
30 they are provided instruction in their native language initially.

31 (3) The legislature showed its commitment to equity in education
32 by passing legislation creating a seal of biliteracy, requiring world

1 language for high school graduation, easing the transitions of
2 English learners, encouraging training for staff in cultural
3 competence, monitoring the racial and ethnic data of teachers, and
4 funding the creation of K-12 dual language programs.

5 (4) However, the legislature finds it is necessary to better
6 serve non-English speaking students by addressing and closing the
7 significant language and instructional gaps that hinder English
8 learners from meeting the state's rigorous educational standards.

9 (5) Thus, the legislature intends to establish a comprehensive
10 approach to support English learners by creating grant programs to:

11 (a) Expand dual language programs for elementary and secondary
12 students; and (b) recruit bilingual individuals to become educators
13 who are able to provide instruction in, and support for, dual
14 language programs.

15 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.630
16 RCW to read as follows:

17 (1)(a) The K-12 dual language grant program is created to grow
18 capacity for high quality dual language learning in the common
19 schools and in state-tribal compact schools.

20 (b) A dual language program is an instructional model that
21 provides content-based instruction to students in two languages:
22 English and a target language other than English spoken in the local
23 community, for example Spanish, Somali, Vietnamese, Russian, Arabic,
24 native languages, or indigenous languages. The goal of the program is
25 for students to eventually become proficient and literate in both
26 languages, while also meeting high academic standards in all subject
27 areas. Typically, programs begin at kindergarten or first grade and
28 continue through at least elementary school. Two-way dual language
29 programs begin with a balanced number of native and nonnative
30 speakers of the target language so that both groups of students serve
31 in the role of language modeler and language learner at different
32 times. One-way dual language programs serve only nonnative English
33 speakers.

34 (2)(a) The office of the superintendent of public instruction
35 shall develop and administer the grant program.

36 (b) Subject to the availability of amounts appropriated for this
37 specific purpose, by October 1, 2017, the office of the
38 superintendent of public instruction must award grants of up to two
39 hundred thousand dollars each through a competitive process to school

1 districts or state-tribal compact schools proposing to: (i) Establish
2 a two-way dual language program or a one-way dual language program in
3 a school with predominantly English learners; or (ii) expand a
4 recently established two-way dual language program or a one-way dual
5 language program in a school with predominantly English learners.
6 When awarding a grant to a school district or a state-tribal compact
7 school proposing to establish a dual language program in a target
8 language other than Spanish, the office must provide a bonus of up to
9 twenty thousand dollars.

10 (c) The office of the superintendent of public instruction must
11 identify criteria for awarding the grants, evaluate applicants, and
12 award grant money. The office must select grantees that represent
13 sufficient geographic, demographic, and enrollment diversity to
14 produce meaningful data for the report required in section 6 of this
15 act. The application must require, among other things, that the
16 applicant describe: (i) How the program will serve the applicant's
17 English learner population; (ii) the number of classrooms that the
18 applicant expects to add with the grant money; (iii) the planned use
19 of the grant money; (iv) the applicant's plan for student enrollment
20 and outreach to families who speak the target language; (v) the
21 applicant's plan to recruit and support bilingual paraeducators,
22 classified staff, parents, and high school students to become
23 bilingual teachers in the district or state-tribal compact school;
24 (vi) the applicant's commitment to, and plan for, sustaining a dual
25 language program beyond the grant period; and (vii) whether the
26 school district board of directors or the governing body of a state-
27 tribal compact school has expressed support for dual language
28 programs.

29 (d) The grant money must be used for dual language program start-
30 up and expansion costs, such as staff and teacher training, teacher
31 recruitment, development and implementation of a dual language
32 learning model and curriculum, and other costs identified in the
33 application as key for start-up. The grant money may not be used for
34 ongoing program costs.

35 (3) The grant period is two years. At the end of the grant
36 period, the grantees must work with the office of the superintendent
37 of public instruction to draft the report required in section 6 of
38 this act.

39 (4) The office of the superintendent of public instruction must
40 notify school districts and state-tribal compact schools of the grant

1 program established under this section and provide ample time for the
2 application process.

3 (5) The superintendent of public instruction may adopt rules to
4 implement this section.

5 (6) This section expires July 1, 2020.

6 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
7 RCW to read as follows:

8 (1) Within existing resources, the office of the superintendent
9 of public instruction shall facilitate dual language learning cohorts
10 for school districts and state-tribal compact schools establishing or
11 expanding dual language programs. The office must provide technical
12 assistance and support to school districts and state-tribal compact
13 schools implementing dual language programs, including those
14 establishing or expanding dual language programs under section 1 of
15 this act.

16 (2) The superintendent of public instruction may adopt rules to
17 implement this section.

18 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.180
19 RCW to read as follows:

20 In 2017, funds must be appropriated for the purposes in this
21 section.

22 (1) The professional educator standards board, beginning in the
23 2017-2019 biennium, shall administer the bilingual educator
24 initiative, which is a long-term program to recruit, prepare, and
25 mentor bilingual high school students to become future bilingual
26 teachers and counselors.

27 (2) Subject to the availability of amounts appropriated for this
28 specific purpose, pilot projects must be implemented in one or two
29 school districts east of the crest of the Cascade mountains and one
30 or two school districts west of the crest of the Cascade mountains,
31 where immigrant students are shown to be rapidly increasing.
32 Districts selected by the professional educator standards board must
33 partner with at least one two-year and one four-year college in
34 planning and implementing the program. The professional educator
35 standards board shall provide oversight.

36 (3) Participating school districts must implement programs,
37 including: (a) An outreach plan that exposes the program to middle
38 school students and recruits them to enroll in the program when they

1 begin their ninth grade of high school; (b) activities in ninth and
2 tenth grades that help build student agency, such as self-confidence
3 and awareness, while helping students to develop academic mind-sets
4 needed for high school and college success; the value and benefits of
5 teaching and counseling as careers; and introduction to leadership,
6 civic engagement, and community service; (c) credit-bearing curricula
7 in grades eleven and twelve that include mentoring, shadowing, best
8 practices in teaching in a multicultural world, efficacy and practice
9 of dual language instruction, social and emotional learning, enhanced
10 leadership, civic engagement, and community service activities.

11 (4) There must be a pipeline to college using two-year and four-
12 year college faculty and consisting of continuation services for
13 program participants, such as advising, tutoring, mentoring,
14 financial assistance, and leadership.

15 (5) High school and college teachers and counselors must be
16 recruited and compensated to serve as mentors and trainers for
17 participating students.

18 (6) After obtaining a high school diploma, students qualify to
19 receive conditional loans to cover the full cost of college tuition,
20 fees, and books. To qualify for funds, students must meet program
21 requirements as developed by their local implementation team, which
22 consists of staff from their school district and the partnering two-
23 year and four-year college faculty.

24 (7) In order to avoid loan repayment, students must (a) earn
25 their baccalaureate degree and certification needed to serve as a
26 teacher or professional guidance counselor; and (b) teach or serve as
27 a counselor in their educational service district region for at least
28 five years. Students who do not meet the repayment terms in this
29 subsection are subject to repaying all or part of the financial aid
30 they receive for college unless students are recipients of funding
31 provided through programs such as the state need grant program or the
32 college bound scholarship program.

33 (8) Grantees must work with the professional educator standards
34 board to draft the report required in section 6 of this act.

35 (9) The professional educator standards board may adopt rules to
36 implement this section.

37 NEW SECTION. **Sec. 5.** A new section is added to chapter 43.215
38 RCW to read as follows:

1 (1) The department of early learning must work with community
2 partners to support outreach and education for parents and families
3 around the benefits of native language development and retention, as
4 well as the benefits of dual language learning. Native language means
5 the language normally used by an individual or, in the case of a
6 child or youth, the language normally used by the parents or family
7 of the child or youth. Dual language learning means learning in two
8 languages, generally English and a target language other than English
9 spoken in the local community, for example Spanish, Somali,
10 Vietnamese, Russian, Arabic, native languages, or indigenous
11 languages where the goal is bilingualism.

12 (2) Within existing resources, the department must create
13 training and professional development resources on dual language
14 learning, such as supporting English learners, working in culturally
15 and linguistically diverse communities, strategies for family
16 engagement, and cultural responsiveness. The department must design
17 the training modules to be culturally responsive.

18 (3) Within existing resources, the department must support dual
19 language learning communities for teachers and coaches.

20 (4) The department may adopt rules to implement this section.

21 NEW SECTION. **Sec. 6.** (1) By December 1, 2019, subject to the
22 availability of amounts appropriated for this specific purpose and in
23 compliance with RCW 43.01.036, the office of the superintendent of
24 public instruction and the professional educator standards board must
25 submit a combined report to the appropriate committees of the
26 legislature that:

27 (a) Details the successes, best practices, lessons learned, and
28 outcomes of the grant programs described in this act; and

29 (b) Describes how the K-12 education system has met the goals of
30 each grant program and expanded their capacities to support dual
31 language models of instruction because of this act, that is, how many
32 more children were educated in dual language classrooms as a result
33 of the grants in this act.

34 (2) This section expires July 1, 2020.

35 NEW SECTION. **Sec. 7.** If specific funding for the purposes of
36 this act, referencing this act by bill or chapter number, is not
37 provided by June 30, 2017, in the omnibus appropriations act, this
38 act is null and void."

NOT CONSIDERED 04/12/2017

1 On page 4, line 2 of the title amendment, after "chapter" strike
2 the remainder of the title and insert "28A.630 RCW; adding a new
3 section to chapter 28A.300 RCW; adding a new section to chapter
4 28A.180 RCW; adding a new section to chapter 43.215 RCW; creating new
5 sections; and providing an expiration date."

EFFECT: Modifies the intent section. Adds a section creating the K-12 Dual Language Grant program to grow capacity for high quality dual language learning in common schools and state-tribal compact schools. Specifies that the Office of the Superintendent of Public Instruction must develop and administer the grant program. Provides that two-year grants are awarded through a competitive process to school districts or state-tribal compact schools proposing to: (1) Establish a two-way dual language program or a one-way dual language program in a school with predominantly English learners; or (2) expand a recently established two-way dual language program or a one-way dual language program in a school with predominantly English learners. Requires that grantees are selected as to represent sufficient geographic, demographic, and enrollment diversity to produce meaningful data for the Legislative report required after two years. Adds a section requiring the Office of the Superintendent of Public Instruction to facilitate dual language learning cohorts for school districts and state-tribal compact schools establishing or expanding dual language programs. Retains the section creating the Bilingual Educator Initiative, which is a long-term program to recruit, prepare, and mentor bilingual high school students to become future bilingual teachers and counselors. Provides that pilot projects must be implemented in one or two school districts east of the crest of the Cascade mountains and one or two school districts west of the crest of the Cascade mountains, where immigrant students are shown to be rapidly increasing. Creates a conditional scholarship program for Bilingual Educator Initiative participants who meet certain qualifications. Adds a section requiring the Department of Early Learning to work with community partners to support outreach and education for parents and families around the benefits of native language development and retention, as well as the benefits of dual language learning. Directs the Department of Early Learning to, within existing resources, create training and professional development resources on dual language learning and support dual language learning communities for teachers and coaches. Requires the Office of the Superintendent of Public Instruction and the Professional Educator Standards Board, in collaboration with grantees, to submit a combined report to the Legislature on program outcomes. Makes other nonsubstantive and technical changes, such as clarifying that the grant process is competitive, and replacing the

term English Language Learner with English Learner to be more consistent with the federal term. Retains a null and void clause.

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