
SUBSTITUTE HOUSE BILL 2590

State of Washington

65th Legislature

2018 Regular Session

By House Education (originally sponsored by Representatives Ortiz-Self, Harris, Kilduff, Stonier, Lovick, Gregerson, McBride, Fitzgibbon, Peterson, Valdez, Stanford, Doglio, and Macri)

READ FIRST TIME 02/02/18.

1 AN ACT Relating to the transitional bilingual instruction
2 program; creating new sections; and providing an expiration date.

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

4 NEW SECTION. **Sec. 1.** (1) The legislature acknowledges that
5 state and federal civil rights and education laws require public
6 schools to provide opportunities for English learners to participate
7 meaningfully and equally in educational programs. In Washington, the
8 transitional bilingual instruction program, part of the state's
9 program of basic education, is designed to help English learners meet
10 state standards and develop language proficiency in an environment
11 where language and cultural assets are recognized as valuable
12 resources for learning.

13 (2) The legislature finds over ten percent of public school
14 students are English learners. These students come from
15 linguistically and culturally diverse backgrounds, and are sometimes
16 new to Washington or to the United States. As a category, English
17 learners have some of the lowest proficiency rates on federally
18 required state assessments and some of the lowest graduation rates.
19 Unfortunately, these needy students are frequently taught by the
20 least qualified school staff, including paraeducators and classroom
21 teachers with little training on working with English learners.

1 (3) The legislature recognizes that it enacted legislation in
2 2016 that requires all classroom teachers assigned using funds for
3 the transitional bilingual instruction program to provide
4 supplemental instruction for eligible pupils to hold an endorsement
5 in bilingual education or English language learner, or both, by the
6 2019-20 school year. The legislature intends to determine the
7 qualifications of school staff currently providing supplemental
8 instruction to English learners, the number of vacant positions for
9 school staff with training on working with English learners, and
10 whether programs and processes are in place to prepare enough
11 qualified staff to meet the 2019-20 school year deadline.

12 NEW SECTION. **Sec. 2.** (1) By December 15, 2018, and in
13 compliance with RCW 43.01.036, the office of the superintendent of
14 public instruction and the professional educator standards board must
15 work together to compile the information required in this section and
16 report it to the appropriate committees of the legislature.

17 (2)(a) The following transitional bilingual instruction program
18 data from the 2017-18 school year must be collected at the school
19 level:

20 (i) The number of eligible pupils;

21 (ii) The number of full-time equivalent classroom teachers with
22 and without an endorsement in bilingual education or English language
23 learner, or both;

24 (iii) The number of full-time equivalent paraeducators;

25 (iv) The number of paraeducators who have received training or
26 professional development related to English learners;

27 (v) The number of classroom teacher applicants with an
28 endorsement in bilingual education or English language learner, or
29 both;

30 (vi) The number of vacant full-time equivalent positions for
31 classroom teachers with an endorsement in bilingual education or
32 English language learner, or both;

33 (vii) The number of vacant full-time equivalent paraeducator
34 positions for English learner paraeducators; and

35 (viii) The barriers to hiring classroom teachers with an
36 endorsement in bilingual education or English language learner, or
37 both.

1 (b) The data collected and reported under this subsection (2)
2 must also be calculated as ratios of staff to students, where
3 applicable.

4 (3) The following data about the preparation of classroom
5 teachers and paraeducators with specialties in bilingual education or
6 English language learner, or both, from the 2017-18 academic year
7 must be collected from each community and technical college, and each
8 teacher preparation program approved by the professional educator
9 standards board:

10 (a) The number of students in the pipeline to become English
11 learner paraeducators by the 2019-20 school year;

12 (b) The number of students in the pipeline to become classroom
13 teachers with an endorsement in bilingual education or English
14 language learner, or both, by the 2019-20 school year; and

15 (c) If a college or program does not have any students in either
16 pipeline, the barriers to developing a pipeline for preparation of
17 classroom teachers or paraeducators with specialties in bilingual
18 education or English language learner, or both.

19 (4) The public schools, the community and technical colleges, and
20 the teacher preparation programs approved by the professional
21 educator standards board must cooperate with the office of the
22 superintendent of public instruction and the professional educator
23 standards board to collect and submit the data required under this
24 section.

25 (5) This section expires August 1, 2019.

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