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SENATE BILL 5529

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State of Washington

65th Legislature

2017 Regular Session

By Senators Rolfes, Walsh, Fain, Frockt, Zeiger, Hunt, and Kuderer

Read first time 01/27/17. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to dual language in early learning and K-12  
2 education; adding a new section to chapter 28A.630 RCW; adding a new  
3 section to chapter 28A.300 RCW; adding a new section to chapter  
4 28A.410 RCW; adding new sections to chapter 43.215 RCW; creating new  
5 sections; and providing an expiration date.

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,  
10 easing the transitions of English language learners, encouraging  
11 training for staff in cultural competence, monitoring the racial and  
12 ethnic data of teachers, and funding the creation of K-12 dual  
13 language programs. The legislature finds that there are decades of  
14 evidence-based research showing the benefits of dual language  
15 programs in closing the opportunity gap, especially for English  
16 language learner students. The legislature intends to establish a  
17 comprehensive approach to support English language learners by  
18 creating grant programs to: (1) Expand dual language programs for  
19 early learning students; (2) expand dual language programs for  
20 elementary and secondary students; and (3) support and recruit  
21 bilingual educators.

1        NEW SECTION.    **Sec. 2.**    A new section is added to chapter 28A.630

2    RCW to read as follows:

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

6        (b) A dual language program is an instructional model that  
7    provides content-based instruction to students in two languages:  
8    English and a target language other than English spoken in the local  
9    community, for example Spanish, Somali, Vietnamese, Russian, Arabic,  
10   native languages, or indigenous languages. The goal of the program is  
11   for students to eventually become proficient and literate in both  
12   languages, while also meeting high academic standards in all subject  
13   areas. Typically, programs begin at kindergarten or first grade and  
14   continue through at least elementary school. Two-way dual language  
15   programs begin with a balanced number of native and nonnative  
16   speakers of the target language so that both groups of students serve  
17   in the role of language modeler and language learner at different  
18   times. One-way dual language programs serve only nonnative English  
19   speakers.

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

22        (b) By October 1, 2017, the office of the superintendent of  
23   public instruction must award ten grants of up to two hundred  
24   thousand dollars each to school districts or state-tribal compact  
25   schools interested in: (i) Establishing a two-way dual language  
26   program or a one-way dual language program in a school with  
27   predominantly English language learners; or (ii) expanding a recently  
28   established two-way dual language program or a one-way dual language  
29   program in a school with predominantly English language learners.  
30   When awarding a grant to a school district or a state-tribal compact  
31   school proposing to establish a dual language program in a target  
32   language other than Spanish, the office must provide a bonus of up to  
33   twenty thousand dollars.

34        (c) The office of the superintendent of public instruction must  
35   identify criteria for awarding the grants, evaluate applicants, and  
36   award grant money. The application must require, among other things,  
37   that the applicant describe: (i) How the program will serve the  
38   applicant's English language learner population; (ii) the number of  
39   classrooms that the applicant expects to add; (iii) the planned use  
40   of the grant money; (iv) the applicant's plan for student enrollment

1 and outreach to families who speak the target language; (v) the  
2 applicant's pipeline for bilingual paraeducators, classified staff,  
3 parents, and high school students to become bilingual teachers in the  
4 district or state-tribal compact school; (vi) the applicant's  
5 commitment to, and plan for, sustaining a dual language program  
6 beyond the grant period; and (vii) whether the school district board  
7 of directors or the governing body of a state-tribal compact school  
8 has expressed support for bilingualism.

9 (d) The grant money must be used for dual language program start-  
10 up and expansion costs, such as staff and teacher training, teacher  
11 recruitment, development and implementation of a dual language  
12 learning model and curriculum, and other costs identified in the  
13 application as key for start-up. The grant money may not be used for  
14 ongoing program costs.

15 (3) The grant period is two years. At the end of the grant  
16 period, the grantees must work with the office of the superintendent  
17 of public instruction to draft the report required in section 7 of  
18 this act.

19 (4) The office of the superintendent of public instruction must  
20 notify school districts and state-tribal compact schools of the grant  
21 program established under this section and provide ample time for the  
22 application process.

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

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

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

28 (1) Within existing resources, the office of the superintendent  
29 of public instruction shall facilitate dual language learning cohorts  
30 for school districts and state-tribal compact schools establishing or  
31 expanding dual language programs. The office must provide technical  
32 assistance and support to school districts and state-tribal compact  
33 schools implementing dual language programs, including those  
34 establishing or expanding dual language programs under section 1 of  
35 this act.

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

1        NEW SECTION.    **Sec. 4.**    A new section is added to chapter 28A.410  
2    RCW to read as follows:

3        (1) The grow your own bilingual educator grant program is created  
4    to support and recruit a pipeline of talented teachers who are  
5    invested in their local communities, can diversify the educator  
6    workforce, and fill the bilingual teacher shortage.

7        (2)(a) The professional educator standards board shall develop  
8    and administer the grant program.

9        (b) By September 1, 2017, the professional educator standards  
10   board must award ten grants of up to one hundred thousand dollars  
11   each to school districts or state-tribal compact schools interested  
12   in supporting and recruiting community members to become bilingual  
13   teachers.

14        (c) The professional educator standards board shall identify  
15   criteria for awarding the grants, evaluate applicants, and award  
16   grant money. The application must require, among other things, that  
17   the applicant has the infrastructure to support bilingual education  
18   through a bilingual teacher pipeline.

19        (d) The grant money must be used for a teacher advancement  
20   position, within a school district, state-tribal compact school, or  
21   community-based organization, that provides recruitment, support, and  
22   coordination for the applicant's grow your own pipeline.

23        (3) The grant period is two years. At the end of the grant  
24   period, the grantees must work with the professional educator  
25   standards board to draft the report required in section 7 of this  
26   act.

27        (4)(a) The professional educator standards board shall coordinate  
28   with, and provide technical assistance to, school districts and  
29   state-tribal compact schools to develop grow your own bilingual  
30   educator programs.

31        (b) The professional educator standards board must encourage  
32   grantees to partner with community-based organizations that represent  
33   the local community.

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

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

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

1 (1)(a) The early learning dual language grant program is created  
2 to grow capacity for high quality dual language learning in the early  
3 childhood education and assistance program in order to better meet  
4 the needs of English language learner students.

5 (b) A dual language program is an instructional model that  
6 provides content-based instruction to students in two languages:  
7 English and a target language other than English spoken in the local  
8 community, for example Spanish, Somali, Vietnamese, Russian, Arabic,  
9 native languages, or indigenous languages. The goals of the program  
10 are to support bilingualism from an early age and expand the number  
11 of dual language early learning programs.

12 (2)(a) The department shall develop and administer the grant  
13 program.

14 (b) By September 1, 2017, the department must award ten grants of  
15 up to one hundred thousand dollars each to early childhood education  
16 and assistance program contractors interested in establishing or  
17 converting to a dual language program.

18 (c) The department shall identify criteria for awarding the  
19 grants, evaluate applicants, and award grant money. The application  
20 must require, among other things, that the applicant describe: (i)  
21 How the dual language early learning program will reflect the  
22 languages spoken in the classroom, the school, and the community;  
23 (ii) the contractor's dual language early learning program family  
24 engagement strategy, which may include, among other things, capacity  
25 building, supporting native language, and literacy activities; (iii)  
26 the contractor's plan for student enrollment and outreach to families  
27 who speak the target language; (iv) the number of classrooms that the  
28 contractor will convert; and (v) the contractor's plan for using the  
29 grant money.

30 (d) Grant money must be used to support a menu of professional  
31 development and capacity-building activities to be developed by the  
32 department.

33 (3) The grant period is two years. Throughout the grant period,  
34 the grantees must cooperate with the department to evaluate program  
35 effectiveness and to draft the report required in section 7 of this  
36 act.

37 (4) Priority for the dual language trainings and supports  
38 required under section 6 of this act must be given to the early  
39 childhood education and assistance program contractors awarded grants  
40 under this section.

1 (5) The department may adopt rules to implement this section.

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

3 NEW SECTION. **Sec. 6.** A new section is added to chapter 43.215  
4 RCW to read as follows:

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

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

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

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

25 NEW SECTION. **Sec. 7.** (1) By December 1, 2019, and in compliance  
26 with RCW 43.01.036, the office of the superintendent of public  
27 instruction, the professional educator standards board, and the  
28 department of early learning must submit a combined report to the  
29 appropriate committees of the legislature that:

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

32 (b) Includes a third-party evaluation describing how the early  
33 learning and K-12 education systems have met the goals of each grant  
34 program and expanded their capacities to support dual language models  
35 of instruction because of this act, that is, how many more children  
36 were educated in dual language classrooms as a result of the grants  
37 in this act. The office, the board, and the department must  
38 collaboratively select the third-party evaluator.

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

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