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SENATE BILL 5712

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State of Washington

65th Legislature

2017 Regular Session

By Senators Zeiger, Frockt, Saldaña, Warnick, Fain, Walsh, Bailey, Hawkins, Baumgartner, Braun, Schoesler, Hasegawa, Billig, Mullet, Rolfes, Chase, and Kuderer

Read first time 02/03/17. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to developing a bilingual educational workforce;  
2 adding a new section to chapter 28A.180 RCW; and creating a new  
3 section.

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

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

16 (2) The legislature finds that:

17 (a) Between 1986 and 2016, the number of students served in the  
18 state's transitional bilingual instruction program increased from  
19 fifteen thousand twenty-four to one hundred eighteen thousand five  
20 hundred twenty-six, an increase of six hundred eighty-nine percent,  
21 and that two-thirds of the students were native Spanish speakers; the

1 next ten most common languages were Russian, Vietnamese, Somali,  
2 Chinese, Arabic, Ukrainian, Tagalog, Korean, Marshallese, and  
3 Punjabil;

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

7 (c) Eleven percent of students in the transitional bilingual  
8 instruction program received instruction in their native tongue in  
9 the 2015-16 school year, and research shows that non-English speaking  
10 students develop academic proficiency in English more quickly when  
11 they are provided instruction in their native language initially.

12 (3) Accordingly, the legislature finds it is necessary to better  
13 serve non-English speaking students by addressing and closing the  
14 significant language and instructional gaps that hinder English  
15 language learners from meeting the state's rigorous educational  
16 standards. Thus, the legislature finds it necessary to implement a  
17 long-term, grow-your-own bilingual educator initiative to enhance  
18 teaching and learning in Washington's K-12 educational system.

19 (4) It is the intent of the legislature to provide funds for a  
20 pilot project for the bilingual educator initiative in the 2017-2019  
21 biennium and to expand the program to other regions of the state upon  
22 successful demonstration of pilot projects.

23 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.180  
24 RCW to read as follows:

25 (1) In 2017, funds must be appropriated for the purposes in this  
26 subsection (1).

27 (a) The office of the superintendent of public instruction,  
28 beginning in the 2017-2019 biennium, shall administer the bilingual  
29 educator initiative, which is a long-term program to recruit,  
30 prepare, and mentor bilingual high school students to become future  
31 bilingual teachers and counselors. Pilot projects must be implemented  
32 in two school districts east of the crest of the Cascade mountains  
33 and two school districts west of the crest of the Cascade mountains,  
34 where immigrant students are shown to be rapidly increasing.  
35 Districts selected by the office of the superintendent of public  
36 instruction must partner with at least one two-year and one four-year  
37 college in planning and implementing the program. The office of the  
38 superintendent of public instruction shall provide oversight.

1 (b) Participating school districts must implement programs,  
2 including: (i) An outreach plan that exposes the program to middle  
3 school students and recruits them to enroll in the program when they  
4 begin their ninth grade of high school; (ii) activities in ninth and  
5 tenth grades that help build student agency, such as self-confidence  
6 and awareness, while helping students to develop academic mind-sets  
7 needed for high school and college success; the value and benefits of  
8 teaching and counseling as careers; and introduction to leadership,  
9 civic engagement, and community service; (iii) credit-bearing  
10 curricula in grades eleven and twelve that include mentoring,  
11 shadowing, best practices in teaching in a multicultural world,  
12 efficacy and practice of dual language instruction, social and  
13 emotional learning, enhanced leadership, civic engagement, and  
14 community service activities.

15 (c) There must be a pipeline to college using two-year and four-  
16 year college faculty and consisting of continuation services for  
17 program participants, such as advising, tutoring, mentoring,  
18 financial assistance, and leadership.

19 (d) High school and college teachers and counselors must be  
20 recruited and compensated to serve as mentors and trainers for  
21 participating students.

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

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

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