

# HOUSE BILL REPORT

## HB 1468

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**As Reported by House Committee On:**  
Education

**Title:** An act relating to K-12 dual language and bilingual education.

**Brief Description:** Concerning bilingual educators.

**Sponsors:** Representatives Thai, Lovick, Ortiz-Self, Callan, Morgan, Entenman, Appleton, Senn, Doglio, Stanford, Valdez, Pollet, Ramos, Hudgins, Jinkins and Macri; by request of Superintendent of Public Instruction.

**Brief History:**

**Committee Activity:**

Education: 2/14/19, 2/19/19 [DPS].

**Brief Summary of Substitute Bill**

- Creates annual bonuses for certificated instructional staff with a bilingual education endorsement and certain paraeducators with an English language learner (ELL) certificate.
- Requires the Office of the Superintendent of Public Instruction to develop Spanish language arts standards, and a plan for phasing in other language arts standards, by June 30, 2020.
- Allows new teachers without bilingual education or ELL endorsements to be funded by the Transitional Bilingual Instruction Program for up to 24 months if the teacher is enrolled in an endorsement program within six months of transfer or hire.
- Extends the expiration date of the K-12 Dual Language Grant Program by six years.

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### HOUSE COMMITTEE ON EDUCATION

**Majority Report:** The substitute bill be substituted therefor and the substitute bill do pass. Signed by 15 members: Representatives Santos, Chair; Dolan, Vice Chair; Paul, Vice Chair; McCaslin, Assistant Ranking Minority Member; Bergquist, Callan, Corry, Harris, Kilduff, Ortiz-Self, Rude, Stonier, Thai, Valdez and Ybarra.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

**Minority Report:** Do not pass. Signed by 4 members: Representatives Steele, Ranking Minority Member; Volz, Assistant Ranking Minority Member; Caldier and Kraft.

**Staff:** Megan Wargacki (786-7194).

**Background:**

Transitional Bilingual Instruction Program. English language learners (ELLs) in Washington receive supplemental instruction through the Transitional Bilingual Instruction Program (TBIP), which is the part of the state's program of basic education. Beginning in the 2019-20 school year, all classroom teachers assigned using funds for the TBIP to provide supplemental instruction for eligible pupils must hold an endorsement in bilingual education or ELL, or both.

Bilingual Education Endorsement. An endorsement is the subject area in which a certificated teacher is authorized to teach, along with designated grade levels for that area. To earn a bilingual education endorsement, among other things, candidates must demonstrate a high level of oral and written language proficiency in English through meeting state certification requirements and in an additional language of instruction as demonstrated by performance on a standardized assessment of language proficiency.

Seal of Biliteracy. The Seal of Biliteracy recognizes public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. To earn the Seal of Biliteracy a student must demonstrate proficiency in English by meeting state high school graduation requirements in English and proficiency in one or more world languages other than English. A student may demonstrate proficiency in another world language through multiple methods including nationally or internationally recognized language proficiency tests and competency-based world language credits. The term "world language other than English" includes American Sign Language and Native American languages.

Paraeducator English Language Learner Certificate. Paraeducators work under the supervision of teachers to provide various levels of support, including performing instructional duties, assisting with classroom management, and acting as translators. An ELL certificate is an optional credential a paraeducator working with students in ELL programs (such as the TBIP) may earn by completing 20 hours of professional development that meet specified ELL knowledge and skill competencies. The ELL certificate expires after five years.

State Learning Standards. The Office of the Superintendent of Public Instruction (OSPI) is responsible for developing and revising the essential academic learning requirements (EALRs) that identify the knowledge and skills all public school students need to know and be able to do based on four basic education learning goals established by the Legislature. Before developing or revising the EALRs, the OSPI must notify the State Board of Education of its intention and provide specified information about its plans.

There are learning standards available in 14 subject areas, including English language arts, English language proficiency, mathematics, science, and world languages.

K-12 Dual Language Grant Program. A dual language (DL) program is an instructional model that provides content-based instruction to students in two languages, generally English and a target language other than English that is spoken in the local community. Typically, the programs begin at kindergarten or first grade and continue through elementary school.

In 2017 the K-12 DL Grant Program was created to grow capacity for high quality DL programs in the common schools and in state-tribal compact schools. Grants are awarded on a competitive basis to establish a DL program or expand a recently established DL program. The program expires on July 1, 2020.

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### **Summary of Substitute Bill:**

Transitional Bilingual Instruction Program. Teachers with less than one-year of teaching experience, who do not hold an endorsement in bilingual education or English language learner (ELL) may be funded by the Transitional Bilingual Instruction Program for a period of 24 months, if the teacher is enrolled in a bilingual education endorsement program or an ELL endorsement program within six months of the teacher's date of transfer or hire.

Bonuses for Bilingual Educators. Certificated instructional staff who have attained a bilingual education endorsement must receive a bonus each year they maintain the endorsement. In the 2019-20 school year, the lump sum bonus is \$5,000; thereafter, it increases by inflation annually.

Instructional paraeducators who have attained an ELL certificate and demonstrate proficiency in a language other than English on a standardized test, achieving a level of proficiency comparable to that expected of students who earn the Seal of Biliteracy, must receive a bonus each year they maintain the certificate. In the 2019-20 school year, the lump sum bonus is \$1,500; thereafter, it increases by inflation annually.

Spanish Language Arts Standards. Subject to state funding, by June 30, 2020, the Office of the Superintendent of Public Instruction must: (1) develop Spanish language arts standards, contract with an organization to conduct a bias and sensitivity review of the proposed Spanish language arts standards, and provide professional learning outreach to school districts to help educators implement the Spanish language arts standards; and (2) develop a plan for phasing in language arts standards for languages (other than Spanish and English) spoken by Washington students.

Dual Language Grant Program. The expiration date of the K-12 Dual Language Grant Program is extended six years to July 1, 2026.

### **Substitute Bill Compared to Original Bill:**

The substitute bill requires the Office of the Superintendent of Public Instruction to develop a plan for phasing in language arts standards for languages (other than Spanish and English) spoken by Washington students by the end of fiscal year 2020.

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**Appropriation:** None.

**Fiscal Note:** Available. New fiscal note requested on February 20, 2019.

**Effective Date of Substitute Bill:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.

**Staff Summary of Public Testimony:**

(In support) The bill recognizes and values that bilingualism is part of a twenty-first century education for students. The bill ensures a pathway for a bilingual education workforce.

This bill will address the shortage of bilingual educators and provide stability for schools that have already implemented a dual language program or hope to in the future. This bill reflects the recommendations from the English Language Learner (ELL) Work Group, convened by the Road Map Project and OneAmerica, with input from school districts, parents, students, teachers, researchers, and state education agencies.

In Washington 0.7 percent of teachers hold a bilingual education endorsement and 5.1 percent of teachers hold an ELL endorsement. Statewide, 11 percent of students are ELLs. Nationally, it is projected that 25 percent of kindergarten through twelfth grade students will be ELLs by 2025. Teachers need additional tools and resources to retain and grow the language assets of their students. The incentives for, and phase-in requirements of, educators with a bilingual or ELL endorsement in this bill will help school districts support these students.

Dealing with opportunity gaps is a top priority. This bill is part of the state's six-year vision for moving in a different direction. In most places in the world, students learn to speak, read, and write in more than one language. In the United States, people who do not speak English are called ELLs. The best time to acquire a second language is when you are young.

The state provides an incentive for teachers to obtain National Board Certification, because the state has determined that the certification process results in more effective teachers. There are not enough bilingual educators, so the bill provides a financial incentive to put teachers on the track to obtaining a bilingual education endorsement.

(Opposed) The concept of the bill is good. Having bilingual educators is important. This bill calls out one endorsement as more important than any other and provides financial compensation for it using state funds. This money would be better used to address the immediate need, which is that there are not enough bilingual educators. There is a retooling scholarship and alternative routes for teachers to earn a bilingual education endorsement. National Board Certification is available to nearly all educators; it looks at their practice and their performance as a teacher, but is not tied to one particular endorsement. None of the paraeducators have an ELL certificate yet. Depending on how the paraeducator courses are rolled out, there will be some paraeducators with this certificate in two or three years.

**Persons Testifying:** (In support) Representative Thai, prime sponsor; Eli Goss, OneAmerica; and Dave Mastin, Office of the Superintendent of Public Instruction.

(Opposed) Lucinda Young, Washington Education Association.

**Persons Signed In To Testify But Not Testifying:** None.