CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6455

64th Legislature
2016 Regular Session

Passed by the Senate March 10, 2016
Yeas 49  Nays 0

______________________________
President of the Senate

Passed by the House March 10, 2016
Yeas 96  Nays 2

______________________________
Secretary of the House of Representatives
Approved

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is ENGROSSED SECOND SUBSTITUTE SENATE BILL 6455 as passed by Senate and the House of Representatives on the dates hereon set forth.

______________________________
Secretary

FILED

______________________________
Secretary of State
State of Washington
AN ACT Relating to expanding the professional educator workforce by increasing career opportunities in education, creating a more robust enrollment forecasting, and enhancing recruitment efforts; amending RCW 28A.410.250, 28A.415.265, 28A.660.050, and 28B.15.558; adding new sections to chapter 28A.300 RCW; adding new sections to chapter 28A.410 RCW; adding a new section to chapter 41.32 RCW; adding a new section to chapter 28B.10 RCW; adding a new section to chapter 28A.330 RCW; adding a new section to chapter 28B.102 RCW; adding a new section to chapter 28A.630 RCW; adding a new section to chapter 28B.76 RCW; creating new sections; and providing expiration dates.

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

NEW SECTION. Sec. 1. A new section is added to chapter 28A.300 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the office of the superintendent of public instruction, in consultation with school districts, educational service districts, and other state agencies, shall develop and implement a comprehensive, statewide initiative to increase the number of qualified individuals who apply for teaching positions in Washington. In developing and implementing the initiative, the office
of the superintendent of public instruction, in partnership with the employment security department, shall:

(a) Develop and implement a teacher recruitment campaign that targets groups of individuals who may be interested in teaching in Washington public schools, such as: College students who have not chosen a major; out-of-state teachers; military personnel and their spouses; and individuals with teaching certificates who are not currently employed as teachers;

(b) Incorporate certificated positions into the employment security department's existing web-based depository for job applications that allows for access by school districts in the state for purposes of hiring teachers and other certificated positions. The services and tools developed under this subsection must be made available initially to small school districts, and to larger districts as resources are available. When defining small districts for the purpose of this subsection, the office of the superintendent of public instruction must consider whether a district has fewer than three hundred certificated staff;

(c) Create or enhance an existing web site that provides useful information to individuals who are interested in teaching in Washington; and

(d) Take other actions to increase the number of qualified individuals who apply for teaching positions in Washington.

(2) By December 1, 2019, the office of the superintendent of public instruction shall assess the efficiency and effectiveness of the centralized web-based depository for job applications required under subsection (1)(b) of this section, and shall submit a report to the appropriate committees of the legislature, in accordance with RCW 43.01.036, that recommends whether the requirement for the application depository be continued, modified, or terminated. In performing the assessment required in this subsection (2), the office must solicit and consider feedback from small school districts.

(3) This section expires July 1, 2020.

NEW SECTION. Sec. 2. (1) Subject to the availability of amounts appropriated for this specific purpose, the workforce training and education coordinating board, in collaboration with the professional educator standards board, shall work with the student achievement council, the office of the superintendent of public instruction, school districts, educational service districts, the state board for
community and technical colleges, the institutions of higher education, major employers, and other parties to develop and disseminate information designed to increase recruitment into professional educator standards board-approved teacher preparation programs. The information must be disseminated statewide through existing channels.

(2) This section expires July 1, 2019.

NEW SECTION. Sec. 3. (1) Subject to the availability of amounts appropriated for this specific purpose, the professional educator standards board shall create and administer the recruitment specialists grant program to provide funds to professional educator standards board-approved teacher preparation programs to hire, or contract with, recruitment specialists that focus on recruitment of individuals who are from traditionally underrepresented groups among teachers in Washington when compared to the common school population.

(2) This section expires July 1, 2018.

Sec. 4. RCW 28A.410.250 and 2005 c 498 s 2 are each amended to read as follows:
The agency responsible for educator certification shall adopt rules for professional certification that:

(1) Provide maximum program choice for applicants, promote portability among programs, and promote maximum efficiency for applicants in attaining professional certification;

(2) Require professional certification no earlier than the fifth year following the year that the teacher first completes provisional status, with an automatic two-year extension upon enrollment;

(3) Grant professional certification to any teacher who attains certification from the national board for professional teaching standards;

(4) Permit any teacher currently enrolled in or participating in a program leading to professional certification to continue the program under administrative rules in place when the teacher began the program;

(5) Provide criteria for the approval of educational service districts, beginning no later than August 31, 2007, to offer programs leading to professional certification. The rules shall be written to encourage institutions of higher education and educational service districts to partner with local school districts or consortia of
school districts, as appropriate, to provide instruction for teachers seeking professional certification;

(6) Encourage institutions of higher education to offer professional certificate coursework as continuing education credit hours. This shall not prevent an institution of higher education from providing the option of including the professional certification requirements as part of a master's degree program;

(7) Provide criteria for a liaison relationship between approved programs and school districts in which applicants are employed;

(8) Identify an expedited professional certification process for out-of-state teachers who have five years or more of successful teaching experience ((to demonstrate skills and impact on student learning commensurate with Washington requirements for professional certification. The rules may require these teachers, within one year of the time they begin to teach in the state's public schools, take a course in or show evidence that they can teach to the state's essential academic learning requirements)), including a method to determine the comparability of rigor between the Washington professional certification process and the advanced level teacher certification process of other states. A professional certificate must be issued to these experienced out-of-state teachers if the teacher holds: (a) A valid teaching certificate issued by the national board for professional teaching standards; or (b) an advanced level teacher certificate from another state that has been determined to be comparable to the Washington professional certificate; and

(9) Identify an evaluation process of approved programs that includes a review of the program coursework and applicant coursework load requirements, linkages of programs to individual teacher professional growth plans, linkages to school district and school improvement plans, and, to the extent possible, linkages to school district professional enrichment and growth programs for teachers, where such programs are in place in school districts. The agency shall provide a preliminary report on the evaluation process to the senate and house of representatives committees on education policy by November 1, 2005. The board shall identify:

   (a) A process for awarding conditional approval of a program that shall include annual evaluations of the program until the program is awarded full approval;
(b) A less intensive evaluation cycle every three years once a program receives full approval unless the responsible agency has reason to intensify the evaluation;

c) A method for investigating programs that have received numerous complaints from students enrolled in the program and from those recently completing the program;

d) A method for investigating programs at the reasonable discretion of the agency; and

e) A method for using, in the evaluation, both program completer satisfaction responses and data on the impact of educators who have obtained professional certification on student work and achievement.

NEW SECTION. Sec. 5. A new section is added to chapter 28A.410 RCW to read as follows:

The agency responsible for educator certification shall adopt rules for professional certification that identify an expedited professional certification process for out-of-state teachers who have five years or more of successful teaching experience, including a method to determine the comparability of rigor between the Washington professional certification process and any United States federally issued or state-issued advanced level teacher certification process that allows an individual to teach internationally. A professional certificate must be issued to these experienced out-of-state teachers if the teacher holds a United States federally issued or state-issued advanced level teacher certificate that allows the individual to teach internationally and that has been determined to be comparable to the Washington professional certificate.

NEW SECTION. Sec. 6. A new section is added to chapter 28A.410 RCW to read as follows:

(1) By September 1, 2020, the Washington state institute for public policy must review the effect of the provisions in RCW 28A.410.250(8) and section 5 of this act and report to the appropriate committees of the legislature, in accordance with RCW 43.01.036. The review and report must include information on:

(a) The extent to which advanced level teacher certificates from other states compare to the standards and requirements of the Washington professional certificate;

(b) The extent to which United States federal or state-issued advanced level certificates that allow individuals to teach
internationally compare to the standards and requirements of the
Washington professional certificate; and
(c) Whether the provisions in RCW 28A.410.250(8) and section 5 of
this act have increased the number of professional certifications
issued to individuals from out-of-state.
(2) The Washington state institute for public policy must
coordinate with state agencies including the office of the
superintendent of public instruction, the employment security
department, and the professional educator standards board to gather
data that informs the review. These state agencies must cooperate in
a timely manner with data requests in service of this review.
(3) This section expires July 1, 2021.

NEW SECTION. Sec. 7. A new section is added to chapter 41.32
RCW under the subchapter heading "provisions applicable to plan 2 and
plan 3" to be codified between RCW 41.32.067 and 41.32.215 to read as
follows:
In addition to the postretirement employment options available in
RCW 41.32.802 or 41.32.862, and only until August 1, 2020, a teacher
in plan 2 or plan 3 who has retired under the alternate early
retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) may
be employed with an employer for up to eight hundred sixty-seven
hours per calendar year without suspension of his or her benefit,
provided that: (1) The retired teacher reenters employment more than
one calendar month after his or her accrual date and after the
effective date of this section; (2) is employed exclusively as either
a substitute teacher as defined in RCW 41.32.010(48)(a) in an
instructional capacity, as opposed to other capacities identified in
RCW 41.32.010(49); and (3) the employing school district compensates
the district's substitute teachers at a rate that is at least eighty-
five percent of the full daily amount allocated by the state to the
district for substitute teacher compensation.

NEW SECTION. Sec. 8. A new section is added to chapter 28A.300
RCW to read as follows:
(1) By October 1st of each year, a school district must report to
the office of the superintendent of public instruction:
(a) The number of substitute teachers hired per school year;
(b) The number of substitute teachers hired under section 5 of
this act per school year;
(c) The full daily compensation rate per substitute teacher; and
(d) The reason for hiring the substitute teacher.

(2) By January 1st of each year, the office of the superintendent
of public instruction must post on its web site the information
identified in subsection (1) of this section.

NEW SECTION. Sec. 9. (1) Subject to the availability of amounts
appropriated for this specific purpose, the professional educator
standards board shall coordinate meetings between the school
districts that do not have professional educator standards board-
approved alternative route teacher certification programs and the
nearest public or private institution of higher education with a
professional educator standards board-approved teacher preparation
program. The purpose of the meetings is to determine whether the
districts and institutions can partner to apply to the professional
educator standards board to operate an alternative route teacher
certification program.

(2) Subject to the availability of amounts appropriated for this
specific purpose, an institution of higher education, as defined in
RCW 28B.10.016, with a professional educator standards board-approved
teacher preparation program that does not operate a professional
educator standards board-approved alternative route teacher
certification program must seek approval from the professional
educator standards board to offer an alternative route teacher
certification program by submitting the proposal developed under RCW
28A.410.290, or an updated version of the proposal, by September 1, 2016. If approved, the institution of higher education must implement
an alternative route teacher certification program according to a
timeline suggested by the professional educator standards board.

(3) This section expires July 1, 2017.

NEW SECTION. Sec. 10. A new section is added to chapter 28B.10
RCW to read as follows:

(1) By July 1, 2018, each institution of higher education with a
professional educator standards board-approved alternative route
teacher certification program must develop a plan describing how the
institution of higher education will partner with school districts in
the general geographic region of the school, or where its programs
are offered, regarding placement of resident teachers. The plans must
be developed in collaboration with school districts desiring to
partner with the institutions of higher education, and may include
use of unexpended federal or state funds to support residencies and
mentoring for students who are likely to continue teaching in the
district in which they have a supervised student teaching residency.

(2) The plans required under subsection (1) of this section must
be updated at least biennially.

Sec. 11. RCW 28A.415.265 and 2013 2nd sp.s. c 18 s 401 are each
amended to read as follows:

(1) For the purposes of this section, a mentor is an educator who
has achieved appropriate training in assisting, coaching, and
advising beginning teachers or student teaching residents as defined
by the office of the superintendent of public instruction, such as
national board certification or other specialized training.

(2)(a) The educator support program is established to provide
professional development and mentor support for beginning educators,
candidates in alternative route teacher certification programs under
RCW 28A.660.040, and educators on probation under RCW 28A.405.100, to
be composed of the beginning educator support team for beginning
educators and continuous improvement coaching for educators on
probation, as provided in this section.

((2)(a)) (b) The superintendent of public instruction shall
notify school districts about the educator support program and
encourage districts to apply for program funds.

(3) Subject to ((funds appropriated for this specific)) the
availability of amounts appropriated for this specific purpose, the
office of the superintendent of public instruction shall allocate
funds for the beginning educator support team on a competitive basis
to individual school districts or consortia of districts. School
districts are encouraged to include educational service districts in
creating regional consortia. In allocating funds, the office of the
superintendent of public instruction shall give priority to:

(a) School districts with low-performing schools identified under
RCW 28A.657.020 as being challenged schools in need of improvement;
and

(b) School districts with a large influx of beginning classroom
teachers.

(4) A portion of the appropriated funds may be used for program
coordination and provision of statewide or regional professional
development through the office of the superintendent of public
instruction.

((5)) A beginning educator support team must include the
following components:

((a)) A paid orientation or individualized assistance
before the start of the school year for beginning educators;

((b)) Assignment of a trained and qualified mentor for the
first three years for beginning educators, with intensive support in
the first year and decreasing support over the following years
depending on the needs of the beginning educator;

((c)) A goal to provide beginning teachers from
underrepresented populations with a mentor who has strong ties to
underrepresented populations;

(d) Professional development for beginning educators that is
designed to meet their unique needs for supplemental training and
skill development;

((e)) Professional development for mentors;

((f)) Release time for mentors and their designated
educators to work together, as well as time for educators to observe
accomplished peers; and

((g)) A program evaluation using a standard evaluation
tool provided from the office of the superintendent of public
instruction that measures increased knowledge, skills, and positive
impact on student learning for program participants.

((6)) Subject to ((funds separately)) the availability of
amounts appropriated for this specific purpose, the beginning
educator support team components under subsection ((2)) (3) of this
section may be provided for continuous improvement coaching to
support educators on probation under RCW 28A.405.100.

NEW SECTION. Sec. 12. A new section is added to chapter 28A.300
RCW to read as follows:

(1) In fiscal year 2017, the office of the superintendent of
public instruction, in collaboration with the professional educator
standards board and institutions of higher education with
professional educator standards board-approved teacher preparation
programs, shall develop mentor training program goals, and shall post
the goals on its web site.

(2) The office of the superintendent of public instruction is
encouraged to develop professional development curricula aligned with
the mentor training program goals required under this section. The
purpose of this curricula is to standardize mentorship training
statewide in order to develop high quality mentors.

NEW SECTION. Sec. 13. A new section is added to chapter 28A.330
RCW to read as follows:
By June 15th of each year, a school district shall report to the
office of the superintendent of public instruction the number of
classroom teachers hired in the previous school year and the district
projects will be hired in the following school year, disaggregated by
content area.

Sec. 14. RCW 28A.660.050 and 2015 3rd sp.s. c 9 s 2 are each
amended to read as follows:
Subject to the availability of amounts appropriated for ((these))
this specific purpose((#)), the conditional scholarship programs in
this chapter are created under the following guidelines:
(1) The programs shall be administered by the student achievement
council. In administering the programs, the council has the following
powers and duties:
(a) To adopt necessary rules and develop guidelines to administer
the programs;
(b) To collect and manage repayments from participants who do not
meet their service obligations; and
(c) To accept grants and donations from public and private
sources for the programs.
(2) Requirements for participation in the conditional scholarship
programs are as provided in this subsection (2).
(a) The alternative route conditional scholarship program is
limited to interns of professional educator standards board-approved
alternative route((s to teaching)) teacher certification programs
under RCW 28A.660.040. For fiscal year 2011, priority must be given
to fiscal year 2010 participants in the alternative route partnership
program. In order to receive conditional scholarship awards,
recipients shall:
(i) Be accepted and maintain enrollment in an alternative
((certification)) route((#)) teacher certification program through a
professional educator standards board-approved program;
(ii) Continue to make satisfactory progress toward completion of
the alternative route teacher certification program and receipt of a
residency teaching certificate; and

(iii) Receive no more than the annual amount of the scholarship,
not to exceed eight thousand dollars, for the cost of tuition, fees,
and educational expenses, including books, supplies, and
transportation for the alternative route teacher certification
program in which the recipient is enrolled. The council may adjust
the annual award by the average rate of resident undergraduate
tuition and fee increases at the state universities as defined in RCW
28B.10.016.

(b) The pipeline for paraeducators conditional scholarship
program is limited to qualified paraeducators as provided by RCW
28A.660.042. In order to receive conditional scholarship awards,
recipients shall:

(i) Be accepted and maintain enrollment at a community and
technical college for no more than two years and attain an associate
of arts degree;

(ii) Continue to make satisfactory progress toward completion of
an associate of arts degree. This progress requirement is a condition
for eligibility into a route one program of the alternative route teacher
certification program for an early childhood education, elementary education, mathematics, computer science, special education, bilingual education, or English as a second
language endorsement; and

(iii) Receive no more than the annual amount of the scholarship,
not to exceed four thousand dollars, for the cost of tuition, fees,
and educational expenses, including books, supplies, and
transportation for the alternative route teacher certification
program in which the recipient is enrolled. The student achievement
council may adjust the annual award by the average rate of tuition
and fee increases at the state community and technical colleges.

(c) The educator retooling conditional scholarship program is
limited to current K-12 teachers. In order to receive conditional
scholarship awards:

(i) Individuals currently employed as teachers shall pursue an
endorsement in a subject or geographic endorsement shortage area, as
defined by the professional educator standards board, including but
not limited to mathematics, science, special education, elementary education, early childhood education, bilingual education,
English language learner, computer science education, or environmental and sustainability education; or

(ii) Individuals who are certificated with an elementary education endorsement shall pursue an endorsement in a subject or geographic endorsement shortage area, as defined by the professional educator standards board, including but not limited to mathematics, science, special education, bilingual education, English language learner, computer science education, or environmental and sustainability education; and

(iii) Individuals shall use one of the pathways to endorsement processes to receive an endorsement in a subject or geographic endorsement shortage area, as defined by the professional educator standards board, including but not limited to mathematics, science, special education, bilingual education, English language learner, computer science education, or environmental and sustainability education, which shall include passing an endorsement test plus observation and completing applicable coursework to attain the proper endorsement; and

(iv) Individuals shall receive no more than the annual amount of the scholarship, not to exceed three thousand dollars, for the cost of tuition, test fees, and educational expenses, including books, supplies, and transportation for the endorsement pathway being pursued.

(3) The Washington professional educator standards board shall select individuals to receive conditional scholarships. In selecting recipients, preference shall be given to eligible veterans or national guard members. In awarding conditional scholarships to support additional bilingual education or English language learner endorsements, the board shall also give preference to teachers assigned to schools required under state or federal accountability measures to implement a plan for improvement, and to teachers assigned to schools whose enrollment of English language learner students has increased an average of more than five percent per year over the previous three years.

(4) For the purpose of this chapter, a conditional scholarship is a loan that is forgiven in whole or in part in exchange for service as a certificated teacher employed in a Washington state K-12 public school. The state shall forgive one year of loan obligation for every two years a recipient teaches in a public school. Recipients who fail to continue a course of study leading to residency teacher
certification or cease to teach in a public school in the state of Washington in their endorsement area are required to repay the remaining loan principal with interest.

(5) Recipients who fail to fulfill the required teaching obligation are required to repay the remaining loan principal with interest and any other applicable fees. The student achievement council shall adopt rules to define the terms for repayment, including applicable interest rates, fees, and deferments.

(6) The student achievement council may deposit all appropriations, collections, and any other funds received for the program in this chapter in the future teachers conditional scholarship account authorized in RCW 28B.102.080.

NEW SECTION. Sec. 15. A new section is added to chapter 28B.102 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the office shall develop and administer the teacher shortage conditional grant program as a subprogram within the future teachers conditional scholarship and loan repayment program. The purpose of the teacher shortage conditional grant program is to encourage individuals to become teachers by providing financial aid to individuals enrolled in professional educator standards-approved teacher preparation programs.

(2) The office has the power and duty to develop and adopt rules as necessary under chapter 34.05 RCW to administer the program described in this section.

(3) As part of the rule-making process under subsection (2) of this section, the office must collaborate with the professional educator standards board, the Washington state school directors' association, and the professional educator standards board-approved teacher preparation programs to develop a framework for the teacher shortage conditional grant program, including eligibility requirements, contractual obligations, conditional grant amounts, and loan repayment requirements.

(4)(a) In developing the eligibility requirements, the office must consider: Whether the individual has a financial need, is a first-generation college student, or is from a traditionally underrepresented group among teachers in Washington; whether the individual is completing an alternative route teacher certification program; whether the individual plans to obtain an endorsement in a
hard-to-fill subject, as defined by the professional educator standards board; the characteristic of any geographic shortage area, as defined by the professional educator standards board, that the individual plans to teach in; and whether a school district has committed to offering the individual employment once the individual obtains a residency teacher certificate.

(b) In developing the contractual obligations, the office must consider requiring the individual to: Obtain a Washington state residency teacher certificate; teach in a subject or geographic endorsement shortage area, as defined by the professional educator standards board; and commit to teach for five school years in an approved education program with a need for a teacher with such an endorsement at the time of hire.

(c) In developing the conditional grant award amounts, the office must consider whether the individual is: Enrolled in a public or private institution of higher education, a resident, in a baccalaureate or postbaccalaureate program, or in an alternative route teacher certification program. In addition, the award amounts must not result in a reduction of the individual's federal or state grant aid, including Pell grants, state need grants, college bound scholarships, or opportunity scholarships.

(d) In developing the repayment requirements for a conditional grant that is converted into a loan, the terms and conditions of the loan must follow the interest rate and repayment terms of the federal direct subsidized loan program. In addition, the office must consider the following repayment schedule:

(i) For less than one school year of teaching completed, the loan obligation is eighty-five percent of the conditional grant the student received, plus interest and an equalization fee;

(ii) For less than two school years of teaching completed, the loan obligation is seventy percent of the conditional grant the student received, plus interest and an equalization fee;

(iii) For less than three school years of teaching completed, the loan obligation is fifty-five percent of the conditional grant the student received, plus interest and an equalization fee; and

(iv) For less than four school years of teaching completed, the loan obligation is forty percent of the conditional grant the student received, plus interest and an equalization fee.

(5) By November 1, 2018, and November 1, 2020, the office shall submit reports, in accordance with RCW 43.01.036, to the appropriate
committees of the legislature that recommend whether the teacher shortage conditional grant program under this section should be continued, modified, or terminated, and that include information about the recipients of the grants under this program.

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

(1) Subject to the availability of amounts appropriated for this specific purpose, the teacher endorsement and certification help pilot project, known as the TEACH pilot, is created. The scale of the TEACH pilot is dependent on the level of funding appropriated.

(2) The student achievement council, after consultation with the professional educator standards board, shall have the power and duty to develop and adopt rules as necessary under chapter 34.05 RCW to administer the pilot project described in this section. The rules, which must be adopted by August 1, 2016, must include:
   (a) A TEACH pilot grant application process;
   (b) A financial need verification process;
   (c) The order of priority in which the applications will be approved; and
   (d) A process for disbursing TEACH pilot grant awards to selected applicants.

(3) A student seeking a TEACH pilot grant to cover the costs of basic skills and content tests required for teacher certification and endorsement must submit an application to the student achievement council, following the rules developed under this section.

(4) To qualify for financial assistance, an applicant must meet the following criteria:
   (a) Be enrolled in, have applied to, or have completed a professional educator standards board-approved teacher preparation program;
   (b) Demonstrate financial need, as defined by the office of student financial assistance and consistent with the income criteria required to receive the state need grant established in chapter 28B.92 RCW;
   (c) Apply for a TEACH pilot grant under this section; and
   (d) Register for an endorsement competency test in one or more endorsement shortage areas.

(5) Beginning September 1, 2016, the student achievement council, in collaboration with the professional educator standards board,
shall award a TEACH pilot grant to a student who meets the qualifications listed in this section and in rules developed under this section. The TEACH pilot grant award must cover the costs of basic skills and content tests required for teacher certification. The council shall prioritize TEACH pilot grant awards first to applicants registered for competency tests in endorsement shortage areas and second to applicants with greatest financial need. The council shall scale the number of TEACH pilot grant awards to the amount of funds appropriated for this purpose.

(6) The student achievement council and the professional educator standards board shall include information about the TEACH pilot in materials distributed to schools and students.

(7) By December 31, 2018, and in compliance with RCW 43.01.036, the student achievement council, in collaboration with the professional educator standards board, shall submit a preliminary report to the appropriate committees of the legislature that details the effectiveness and costs of the pilot project. The preliminary report must (a) compare the numbers and demographic information of students taking and passing tests in the endorsement shortage areas before and after implementation of the pilot project, and (b) determine the amount of TEACH pilot grant award financial assistance awarded each pilot year and per student.

(8) By December 31, 2020, and in compliance with RCW 43.01.036, the student achievement council, in collaboration with the professional educator standards board, shall submit a final report to the appropriate committees of the legislature that details the effectiveness and costs of the pilot project. In addition to updating the preliminary report, the final report must (a) compare the numbers and demographic information of students obtaining teaching certificates with endorsement competencies in the endorsement shortage areas before and after implementation of the pilot project, and (b) recommend whether the pilot project should be modified, continued, and expanded.

(9) This section expires July 1, 2021.

NEW SECTION. Sec. 17. A new section is added to chapter 28B.76 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the office shall administer a student teaching residency grant program to provide additional funds to individuals
completing student teaching residencies at public schools in Washington.

(2) To qualify for the grant, recipients must be enrolled in a professional educator standards board-approved teacher preparation program, be completing or about to start a student teaching residency at a Title I school, and demonstrate financial need, as defined by the office and consistent with the income criteria required to receive the state need grant established in chapter 28B.92 RCW.

(3) The office shall establish rules for administering the grants under this section.

Sec. 18. RCW 28B.15.558 and 2015 c 55 s 221 are each amended to read as follows:

(1) The governing boards of the state universities, the regional universities, The Evergreen State College, and the community and technical colleges may waive all or a portion of the tuition and services and activities fees for state employees as defined under subsection (2) of this section and teachers ((and)), other certificated instructional staff under subsection (3) of this section, and K-12 classified staff under subsection (4) of this section. The enrollment of these persons is pursuant to the following conditions:

(a) Such persons shall register for and be enrolled in courses on a space available basis and no new course sections shall be created as a result of the registration;

(b) Enrollment information on persons registered pursuant to this section shall be maintained separately from other enrollment information and shall not be included in official enrollment reports, nor shall such persons be considered in any enrollment statistics that would affect budgetary determinations; and

(c) Persons registering on a space available basis shall be charged a registration fee of not less than five dollars.

(2) For the purposes of this section, "state employees" means persons employed half-time or more in one or more of the following employee classifications:

(a) Permanent employees in classified service under chapter 41.06 RCW;

(b) Permanent employees governed by chapter 41.56 RCW pursuant to the exercise of the option under RCW 41.56.201;
(c) Permanent classified employees and exempt paraprofessional employees of technical colleges; and

(d) Faculty, counselors, librarians, and exempt professional and administrative employees at institutions of higher education as defined in RCW 28B.10.016.

(3) The waivers available to state employees under this section shall also be available to teachers and other certificated instructional staff employed at public common and vocational schools, holding or seeking a valid endorsement and assignment in a state-identified shortage area.

(4) The waivers available under this section shall also be available to classified staff employed at K-12 public schools when used for coursework relevant to the work assignment.

(5) In awarding waivers, an institution of higher education may award waivers to eligible persons employed by the institution before considering waivers for eligible persons who are not employed by the institution.

((5)) (6) If an institution of higher education exercises the authority granted under this section, it shall include all eligible state employees in the pool of persons eligible to participate in the program.

((6)) (7) In establishing eligibility to receive waivers, institutions of higher education may not discriminate between full-time employees and employees who are employed half-time or more.

NEW SECTION. Sec. 19. Section 7 of this act expires July 1, 2021.