

SHB 1445 - S COMM AMD

By Committee on Ways & Means

NOT ADOPTED 04/12/2017

1 Strike everything after the enacting clause and insert the
2 following:

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

14 (2) The legislature finds that:

15 (a) Between 1986 and 2016, the number of students served in the
16 state's transitional bilingual instruction program increased from
17 fifteen thousand twenty-four to one hundred eighteen thousand five
18 hundred twenty-six, an increase of six hundred eighty-nine percent,
19 and that two-thirds of the students were native Spanish speakers; the
20 next ten most common languages were Russian, Vietnamese, Somali,
21 Chinese, Arabic, Ukrainian, Tagalog, Korean, Marshallese, and
22 Punjabil;

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

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

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

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

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

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

16 (a) The professional educator standards board, beginning in the
17 2017-2019 biennium, shall administer the bilingual educator
18 initiative, which is a long-term program to recruit, prepare, and
19 mentor bilingual high school students to become future bilingual
20 teachers and counselors. Pilot projects must be implemented in two
21 school districts east of the crest of the Cascade mountains and two
22 school districts west of the crest of the Cascade mountains, where
23 immigrant students are shown to be rapidly increasing. Districts
24 selected by the professional educator standards board must partner
25 with at least one two-year and one four-year college in planning and
26 implementing the program. The professional educator standards board
27 shall provide oversight.

28 (b) Participating school districts must implement programs,
29 including: (i) An outreach plan that exposes the program to middle
30 school students and recruits them to enroll in the program when they
31 begin their ninth grade of high school; (ii) activities in ninth and
32 tenth grades that help build student agency, such as self-confidence
33 and awareness, while helping students to develop academic mind-sets
34 needed for high school and college success; the value and benefits of
35 teaching and counseling as careers; and introduction to leadership,
36 civic engagement, and community service; (iii) credit-bearing
37 curricula in grades eleven and twelve that include mentoring,
38 shadowing, best practices in teaching in a multicultural world,
39 efficacy and practice of dual language instruction, social and

1 emotional learning, enhanced leadership, civic engagement, and
2 community service activities.

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

7 (d) High school and college teachers and counselors must be
8 recruited and compensated to serve as mentors and trainers for
9 participating students.

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

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

25 (4) The professional educator standards board may consult with
26 the department of early learning to determine whether it is feasible
27 to add early learning professionals to the program described in this
28 section.

29 NEW SECTION. **Sec. 3.** If specific funding for the purposes of
30 this act, referencing this act by bill or chapter number, is not
31 provided by June 30, 2017, in the omnibus appropriations act, this
32 act is null and void."

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1 On page 1, line 2 of the title, after "education;" strike the
2 remainder of the title and insert "adding a new section to chapter
3 28A.180 RCW; and creating new sections."

EFFECT: Removes provisions creating the K-12 Dual Language Grant program, the Grow Your Own Bilingual Educator Grant program, and the Early Learning Dual Language Grant program; directs the Office of the Superintendent of Public Instruction to facilitate dual language learning cohorts for school districts and state-tribal compact schools establishing or expanding dual language programs; and requires the Department of Early Learning to work with community partners to support outreach and education for parents and families around the benefits of native language development, retention, and dual language learning, create culturally responsive resources on dual language learning, and support dual language learning communities for teachers and coaches. Establishes the Bilingual Educator Initiative to recruit, prepare, and mentor bilingual high school students to become future bilingual teachers and counselors. Requires four school districts, with rapidly increasing immigrant student populations, to pilot the program. Provides that students who meet certain requirements qualify to receive conditional loans to cover the full cost of college tuition, fees, and books if they teach or serve as a counselor in their educational service district region for at least five years. Provides that the Professional Educator Standards Board may consult with the Department of Early Learning to determine whether it is feasible to expand the program to include early learning professionals.

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