
SECOND SUBSTITUTE SENATE BILL 5607

State of Washington

66th Legislature

2020 Regular Session

By Senate Ways & Means (originally sponsored by Senators Wellman, Das, Kuderer, Nguyen, Randall, Hunt, Carlyle, Darneille, Cleveland, Keiser, Takko, Saldaña, Lias, Van De Wege, Hasegawa, and Wilson, C.)

READ FIRST TIME 02/11/20.

1 AN ACT Relating to dual language learning in early learning and
2 K-12 education; amending RCW 28A.300.574; adding new sections to
3 chapter 28A.300 RCW; adding a new section to chapter 28A.655 RCW;
4 adding new sections to chapter 43.216 RCW; and repealing 43.216.105.

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

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

8 (1)(a) Subject to the availability of amounts appropriated for
9 this specific purpose, the office of the superintendent of public
10 instruction shall develop and administer the K-12 dual language grant
11 program to grow capacity for high quality dual language learning in
12 the public schools, and as described in this section.

13 (b) A dual language program is an instructional model that
14 provides content-based instruction to students in two languages:
15 English and a target language other than English spoken in the local
16 community, such as Spanish, Somali, Vietnamese, Russian, Arabic,
17 native languages, or indigenous languages. The goal of a dual
18 language program is for students to eventually become proficient and
19 literate in both languages, while also meeting high academic
20 standards in all subject areas. Typically, programs begin at
21 kindergarten or first grade and continue through at least elementary

1 school. Two-way dual language programs begin with a balanced number
2 of native and nonnative speakers of the target language so that both
3 groups of students serve in the role of language modeler and language
4 learner at different times. One-way dual language programs serve only
5 nonnative English speakers.

6 (2) (a) Within the K-12 dual language grant program, the office of
7 the superintendent of public instruction shall establish two separate
8 competitive grant application and award processes: One to establish
9 dual language programs and one to expand existing dual language
10 programs. Grant awards must be limited to one award per program per
11 biennium.

12 (b) Beginning October 1, 2020, and by October 1st each even-
13 numbered year thereafter, the office of the superintendent of public
14 instruction must award up to:

15 (i) Ten two-year grants to local education agencies interested in
16 establishing a two-way dual language program or a one-way dual
17 language program in a target language that is one of the five most
18 commonly spoken languages in the community, and in a school with
19 predominantly English learners; and

20 (ii) Ten two-year grants to local education agencies interested
21 in expanding a recently established two-way dual language program or
22 a one-way dual language program in a target language that is one of
23 the five most spoken languages in the community, and in a school with
24 predominantly English learners.

25 (c) When awarding a grant to a local education agency proposing
26 to establish or expand a dual language program in a target language
27 other than Spanish, the office of the superintendent of public
28 instruction must provide a bonus of up to five thousand dollars.

29 (d) The office of the superintendent of public instruction must:

30 (i) Identify criteria for awarding the grants, evaluate
31 applicants, and award grant money; and

32 (ii) Select grantees with geographic, demographic, and enrollment
33 diversity.

34 (e) The grant application must require, among other things, that
35 the applicant describe:

36 (i) How the program will serve the applicant's English learner
37 population in a target language that is one of the five most commonly
38 spoken languages in the community;

39 (ii) The number of classrooms that the applicant expects to add
40 with the grant money;

1 (iii) The planned use of the grant money;

2 (iv) The applicant's plan for student enrollment and outreach to
3 families who speak the target language;

4 (v) The applicant's plan to recruit and support bilingual
5 paraeducators, classified staff, parents, and high school students to
6 become bilingual teachers in the local education agency;

7 (vi) The applicant's commitment to, and plan for, sustaining a
8 dual language program beyond the grant period; and

9 (vii) Whether the governing body of the local education agency
10 has expressed support for dual language programs.

11 (3) Each grant recipient must:

12 (a) Convene an advisory board to guide the development and
13 continuous improvement of its dual language program. At least half
14 the members of the board must be parents of English learner students.
15 The other members of the board must represent teachers, students,
16 school leaders, governing board members, and community-based
17 organizations that support English learners;

18 (b) Use the grant money for: Dual language program start-up and
19 expansion costs, such as staff and teacher training, teacher
20 recruitment, development and implementation of a dual language
21 learning model and curriculum, and other costs identified in the
22 application as key for start-up; and advisory board costs. The grant
23 money may not be used for ongoing program costs; and

24 (c) Work with the office of the superintendent of public
25 instruction at the end of the grant period to draft the report
26 required in subsection (5) of this section.

27 (4) The office of the superintendent of public instruction must
28 notify local education agencies of the K-12 dual language grant
29 program established under this section and provide ample time for the
30 application process.

31 (5) Beginning December 1, 2022, and by December 1st each even-
32 numbered year thereafter, and in compliance with RCW 43.01.036, the
33 office of the superintendent of public instruction must submit a
34 report to the appropriate committees of the legislature that details
35 the grant period's successes, best practices, lessons learned, and
36 outcomes, including how many more children were educated in dual
37 language classrooms as a result of the K-12 dual language grant
38 program.

39 (6) The superintendent of public instruction may adopt rules to
40 implement this section.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300

2 RCW to read as follows:

3 (1)(a) Subject to the availability of amounts appropriated for
4 this specific purpose, the office of the superintendent of public
5 instruction shall develop and administer the heritage language grant
6 program to grow capacity for students to receive high quality
7 heritage language learning, and as described in this section.

8 (b) A heritage language is a target language other than English,
9 spoken by an individual, a family, or a community, including the
10 indigenous languages of native communities or the home languages of
11 immigrant or refugee communities. A heritage language program is a
12 program designed to support language development of heritage language
13 learners in the target language.

14 (2)(a) Within the heritage language grant program, the office of
15 the superintendent of public instruction shall establish two separate
16 competitive grant application and award processes: One for heritage
17 language programs for immigrant and refugee students and one for
18 indigenous language programs for native students. Grant awards must
19 be limited to one award per program per biennium.

20 (b) Beginning October 1, 2020, and by October 1st each even-
21 numbered year thereafter, the office of the superintendent of public
22 instruction must award up to:

23 (i) Five two-year grants to create heritage language programs for
24 immigrant and refugee students, with up to two-thirds of the amount
25 awarded in the first year of the grant period; and

26 (ii) Five two-year grants to create indigenous language programs
27 for native students, with up to two-thirds of the amount awarded in
28 the first year of the grant period.

29 (c) The office of the superintendent of public instruction must
30 identify criteria for awarding the grants, evaluate applicants, and
31 award grant funds in compliance with the following requirements:

32 (i) Applicants wishing to create heritage language programs for
33 immigrants or refugees must be local education agencies;

34 (ii) The office of the superintendent of public instruction must
35 prioritize applicants that partner with community-based
36 organizations;

37 (iii) Applications for a heritage language program for immigrants
38 or refugees must describe how the program will support English
39 learners whose target language is one of the five most commonly
40 spoken languages in the community, but is not supported with school-

1 based enrichment opportunities for the language, such as a dual
2 language program;

3 (iv) Applicants wishing to create indigenous language programs
4 must be state-tribal compact schools or school districts in
5 partnership with an Indian tribe or nation;

6 (v) Applicants may create programs for any grade level, and may
7 offer the program during the school day, before or after school,
8 during the weekends, or during the summer;

9 (vi) Applicants must agree to inform students and families of
10 options to earn world language credits or the Washington state seal
11 of biliteracy, established under RCW 28A.300.575, by, among other
12 things, demonstrating proficiency in a language other than English;
13 and

14 (vii) Applicants must agree to work with the office of the
15 superintendent of public instruction at the end of the grant period
16 to draft the report required in subsection (4) of this section.

17 (3) The office of the superintendent of public instruction must
18 promote the heritage language grant program established under this
19 section by reaching out to immigrant and refugee communities and
20 native communities, including by notifying the state-tribal compact
21 schools, tribal governments, and the tribal leaders congress on
22 education.

23 (4) Beginning December 1, 2022, and by December 1st each even-
24 numbered year thereafter, and in compliance with RCW 43.01.036, the
25 office of the superintendent of public instruction must submit a
26 report to the appropriate committees of the legislature that details
27 the grant period's successes, best practices, lessons learned, and
28 outcomes, including the impact of the heritage language and
29 indigenous language programs on participating students' language
30 gains and overall academic outcomes, and the use of the grant funds.

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

33 **Sec. 3.** RCW 28A.300.574 and 2017 c 236 s 3 are each amended to
34 read as follows:

35 (1) (a) Within existing resources, the office of the
36 superintendent of public instruction shall facilitate dual language
37 professional learning ((cohort for school districts and state-tribal
38 compact schools establishing or expanding)) communities to promote
39 statewide collaboration among staff administering and working in dual

1 language programs under section 1 of this act and heritage language
2 programs under section 2 of this act.

3 (b) The office ((must)) of the superintendent of public
4 instruction shall provide technical assistance and support to
5 ((school districts and state-tribal compact schools implementing dual
6 language programs, including those establishing or expanding dual
7 language programs under section 1 of this act)) dual language
8 programs under section 1 of this act and heritage language programs
9 under section 2 of this act. Technical assistance and support must
10 include professional development, sharing resources and best
11 practices, and guidance for programs to be self-sustaining through
12 the use of state basic education or federal funding.

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

15 NEW SECTION. Sec. 4. A new section is added to chapter 28A.655
16 RCW to read as follows:

17 By September 1, 2021, the office of the superintendent of public
18 instruction shall adopt essential academic learning requirements and
19 grade level expectations for biliteracy development that are aligned
20 with the essential academic learning requirements for English
21 language arts and the statewide student assessments. These essential
22 academic learning requirements and grade level expectations must be
23 periodically updated to incorporate best practices in biliteracy
24 development.

25 NEW SECTION. Sec. 5. A new section is added to chapter 43.216
26 RCW to read as follows:

27 (1)(a) Subject to the availability of amounts appropriated for
28 this specific purpose, the department shall develop and administer
29 the early learning dual language grant program to grow capacity for
30 high quality dual language learning in child care and early childhood
31 education and assistance programs in order to better meet the needs
32 of English learners, and as described in this section.

33 (b) A dual language program is an instructional model that
34 provides content-based instruction to students in two languages:
35 English and a target language other than English spoken in the local
36 community, such as Spanish, Somali, Vietnamese, Russian, Arabic,
37 native languages, or indigenous languages. At least fifty percent of
38 the instruction must be in the target language. The dual language

1 program must prioritize students who speak a language other than
2 English at home. The goal of the dual language program is to support
3 bilingualism from an early age.

4 (2) (a) Within the early learning dual language grant program, the
5 department shall establish two separate competitive grant application
6 and award processes: One for early childhood education and assistance
7 program contractors and one for eligible child care providers. Grant
8 awards must be limited to one award per contractor or provider per
9 biennium.

10 (b) Beginning September 1, 2020, and by September 1st each even-
11 numbered year thereafter, the department must award up to:

12 (i) Five two-year grants to eligible child care providers
13 interested in establishing or converting to a dual language program;
14 and

15 (ii) Five two-year grants to early childhood education and
16 assistance program contractors to support new early childhood
17 education and assistance program dual language classrooms. At least
18 two of the five grants must be awarded to tribal early childhood
19 education and assistance program contractors.

20 (c) The department shall identify criteria for awarding the
21 grants, evaluate applicants, and award grant funds.

22 (d) The application must require that the applicant describe:

23 (i) How the dual language early learning program will reflect the
24 languages spoken in the classroom, the school, and the community;

25 (ii) The applicant's dual language early learning program family
26 engagement strategy, which may include capacity building, supporting
27 native language, and literacy activities;

28 (iii) The applicant's plan for student enrollment and outreach to
29 families who speak the target language;

30 (iv) The number of classrooms that the applicant will convert to
31 dual language instruction; and

32 (v) The applicant's spending plan for the grant funds, including
33 specific professional development and training supports.

34 (e) Grant funds must be used to support professional development
35 and capacity-building activities, including: Curriculum development;
36 training and professional development for teachers, coaches, and
37 supervisors; and materials.

38 (f) Throughout the two-year grant period, grantees must
39 participate in department-conducted evaluations of program
40 effectiveness.

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

2 (4) For the purposes of this section, "eligible child care
3 provider" means a provider who accepts state child care subsidy and
4 is an active participant with the early achievers program as
5 described in this chapter.

6 NEW SECTION. **Sec. 6.** A new section is added to chapter 43.216
7 RCW to read as follows:

8 The department must establish one full-time employee dual
9 language specialist position to administer the early learning dual
10 language grant program as described in section 5 of this act. The
11 dual language specialist must coordinate:

12 (1) Culturally responsive training, technical assistance, and
13 related resources for providers and early childhood education and
14 assistance program contractors who are eligible to apply for an early
15 learning dual language grant under section 5 of this act. Resources
16 must include developmentally appropriate practices, language, and
17 literacy resources;

18 (2) Training, in collaboration with the statewide child care
19 resource and referral organization, on effective dual language
20 classrooms for coaches participating in the early achievers program;
21 and

22 (3) Outreach, engagement, and education for parents and families
23 about the benefits of native language development, retention, and
24 dual language learning.

25 NEW SECTION. **Sec. 7.** A new section is added to chapter 43.216
26 RCW to read as follows:

27 The department shall:

28 (1) Provide early learning providers with professional
29 development materials translated into target languages other than
30 English. Examples of target languages include Spanish, Somali,
31 Vietnamese, Russian, Arabic, native languages, or indigenous
32 languages;

33 (2) Work with community partners to support outreach, engagement,
34 and education for parents and families about the benefits of native
35 language development, retention, and dual language learning; and

36 (3) Build upon its existing programmatic infrastructure to
37 support the growth of dual language child care and early childhood
38 education and assistance program classrooms across the state.

1 NEW SECTION. **Sec. 8.** RCW 43.216.105 (Native language
2 development and retention—Dual language learning—Rules) and 2018 c
3 58 s 44 & 2017 c 236 s 5 are each repealed.

--- **END** ---