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## Education Committee

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### HB 1654

**Brief Description:** Changing explicit alternative routes to teacher certification program requirements to expectations for program outcomes.

**Sponsors:** Representatives McCaslin, Bergquist, Ortiz-Self, Muri and Pollet; by request of Professional Educator Standards Board.

#### Brief Summary of Bill

- Repeals the statute that describes the design of each of the Alternative Route programs in detail, and instead provides the Professional Educator Standards Board (PESB) with expected outcomes for Alternative Route programs and rulemaking authority with respect to program design.
- Requires a report from the PESB with respect to the Alternative Route programs beginning December 1, 2017, and every two years thereafter, and specifies the data that the report must include.

**Hearing Date:** 2/7/17

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

#### Background:

In 2001, the Legislature first authorized the alternative route to residency teacher certification programs. In these programs, one or more school districts and a Professional Educator Standards Board (PESB) approved preparation program, partner to develop and offer an alternative route program.

The PESB provides grant funding to support alternative route teacher preparation programs that engage in grow your own teacher strategies. These grants are available to preparation programs, school districts, and teacher candidates (in the form of scholarships). Applicants are selected based on their commitment and ability to partner with one another in order to create effective alternative route programs that meet district workforce development needs. The PESB provides

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technical assistance and guidance in creating strong partnerships, developing clear expectations, identifying how to structure the alternative routes program for greater success, and understanding the regional and state needs of districts.

There are various alternative routes intended to attract different possible candidates, and these are all spelled out in statute, as follows:

- Route 1: Alternative Routes for Classified Staff with Transferable Associate Degrees. Alternative route programs operating Route 1 enroll currently employed classified instructional employees (paraeducators) with transferable associate degrees seeking residency teacher certification with endorsements in special education, bilingual education, or English as a second language. Candidates enrolled in Route 1 complete both their baccalaureate degree and requirements for residency certification in two years or less, including a mentored internship to be completed in the final year.
- Route 2: Alternative Routes for Classified Staff with Baccalaureate Degrees. Alternative route programs operating Route 2 enroll currently employed classified staff with baccalaureate degrees seeking residency teacher certification in subject matter shortage areas and areas with shortages due to geographic location. Candidates enrolled in Route 2 must complete a mentored internship complemented by flexibly scheduled training and coursework offered at a local site, such as a school or Educational Service Districts, or online or via video-conference over the K-20 network, in collaboration with the higher education partner.
- Route 3: Alternative Routes for Individuals with Baccalaureate Degrees Employed Outside the School System. Alternative route programs operating Route 3 enroll individuals with baccalaureate degrees, who are not employed in the district at the time of application. Priority is given to individuals who are seeking residency teacher certification in subject matter shortage areas or shortages due to geographic locations. Candidates enrolled in Route 3 attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship, followed, if necessary, by a second summer teaching academy.
- Route 4: Alternative Routes for Individuals Teaching with Conditional Certificates. Alternative route programs operating Route 4 programs enroll individuals with baccalaureate degrees from, who are employed in the district at the time of application, or who hold conditional teaching certificates. Candidates enrolled in Route 4 attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship. If employed on a conditional certificate, the candidate may serve as the teacher of record, supported by a well-trained mentor.

### **Summary of Bill:**

The PESB has the duty to establish policies for the approval of nontraditional preparation programs and to provide oversight and accountability related to the quality of these programs. The PESB is directed to construct rules with respect to Alternative Route programs that address the competitive grant process and eligibility for scholarships in addition to program design. It is specified that program design of Alternative Route programs must continue to evolve over time to reflect the innovations and improvements in educator preparation.

In establishing and amending rules for the Alternative Route programs, the PESB must:

- uphold criteria for Alternative Route program design that is innovative and reflects evidence-based practice;
- ensure that approved partnerships reflect district engagement in their resident Alternative Route program as an integral part of their future workforce development, as well as school and student learning improvement strategies;
- provide for the issuance of preservice certification necessary to serve as substitute teachers in classrooms within the residency school for up to 10 days per school year;
- continue to prioritize program designs tailored to the needs of experienced paraeducators and candidates of high academic attainment in the subject area they intend to teach, taking into account school district demand for certain credentials;
- expand access and opportunity for individuals to become teachers statewide; and
- give preference in admissions to applicants who are eligible veterans or National Guard members and who meet the entry requirements.

Beginning December 1, 2017, and each odd-numbered year thereafter, the PESB must report to the Legislature regarding outcomes of the Alternative Route programs. In considering rules, and reporting outcomes, the PESB must examine the historical record of the data, reporting on:

- the number and percentage of completers hired;
- the percentage of completers from underrepresented populations;
- three and five year retention rates of completers;
- the average hiring dates of completers; and
- the percentage of completers hired in districts where their program was completed.

The statute that spells out, in detail, each of the Alternative Routes is repealed. Provisions describing the application proposal for an Alternative Route program are removed.

**Appropriation:** None.

**Fiscal Note:** Available.

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