

# SENATE BILL REPORT

## SB 5529

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As Reported by Senate Committee On:  
Early Learning & K-12 Education, February 16, 2017

**Title:** An act relating to dual language in early learning and K-12 education.

**Brief Description:** Concerning dual language in early learning and K-12 education.

**Sponsors:** Senators Rolfes, Walsh, Fain, Frockt, Zeiger, Hunt and Kuderer.

**Brief History:**

**Committee Activity:** Early Learning & K-12 Education: 2/14/17, 2/16/17 [DP-WM].

### Brief Summary of Bill

- Creates the K-12 Dual Language Grant program, the Grow Your Own Bilingual Educator Grant program, and the Early Learning Dual Language Grant program.
- Requires the Office of the Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and the Department of Early Learning (DEL) to submit a combined report to the Legislature on the successes, best practices, lessons learned, and outcomes of the grant programs.
- 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, including technical assistance and support to grant recipients.
- Requires DEL 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.

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### SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

**Majority Report:** Do pass and be referred to Committee on Ways & Means.

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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.*

Signed by Senators Zeiger, Chair; Fain, Vice Chair; Rolfes, Ranking Minority Member; Mullet, Rivers and Warnick.

**Staff:** Alia Kennedy (786-7405) and Ailey Kato (786-7434)

**Background:** Dual Language Programs. A dual language 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. The goal of dual language programs is for the students, over a number of years of participation in the program, to become proficient and literate in both languages, while also meeting high academic standards in all subject areas.

The programs typically begin at kindergarten or first grade and continue through elementary school, and, if possible, into middle school or high school. A number of dual language programs currently exist in school districts throughout Washington including Bellevue, Evergreen, Highline, Kennewick, Mount Vernon, North Shore, Pasco, Seattle, Vancouver, Wenatchee, and Yakima. These programs offer instruction in Spanish, Japanese, or Mandarin Chinese.

The 2015-17 operating budget appropriated \$500,000 to OSPI to implement a K-12 Dual Language Expansion Grant program for the purposes of building and expanding well-implemented, sustainable dual language programs.

Early Childhood Education and Assistance Program (ECEAP). This state-funded voluntary preschool program serves eligible three and four-year-old children. Children are eligible if they are from a low-income household, eligible for special education due to disability, or impacted by certain risk factors identified by DEL. Children from families with an annual income at or below 110 percent of the federal poverty level, \$26,730 for a family of four, are eligible for enrollment in ECEAP. ECEAP providers can be public or private organizations, including, but not limited to, school districts, educational service districts, community and technical colleges, local governments, or nonprofit organizations. Current law requires that state funding continue to be phased in each year until full statewide implementation is achieved in the 2020-21 school year, at which time any eligible child must be entitled to be enrolled in the program.

Dual Language Educators. PESB establishes the policies and requirements for the preparation and certification of educators, including approval of endorsements. An endorsement is the subject area in which a certified educator is authorized to teach, along with designated grade levels for that area. There are approximately 40 endorsements in Washington, as well as a large number of career and technical education endorsements. In addition to subjects, such as math, science, English, and history, there are approved endorsements in bilingual education and English language learner, both for all grade levels.

**Summary of Bill:** OSPI, PESB, and DEL are directed to develop and administer the following grant programs, respectively: the K-12 Dual Language Grant program, the Grow Your Own Bilingual Educator Grant program, and the Early Learning Dual Language Grant program. Each agency must identify criteria for awarding grants, evaluating applicants, and awarding grant money, and may adopt rules to implement the necessary provisions.

At the end of the two-year grant period, the grantees must work with the agencies to draft a report to the Legislature. By December 1, 2019, OSPI, PESB, and DEL must submit a combined report to the Legislature that details the successes, best practices, lessons learned, and outcomes of the grant programs, and the results of a third-party evaluation. The agencies must collaboratively select the third-party evaluator to determine how the early learning and K-12 education systems have met the goals of each grant program and expanded their capacities to support dual language models of instruction, including how many more children were educated in dual language classrooms as a result of the grants.

K-12 Dual Language Grant Program. This program is created to grow capacity for high quality dual language learning in common schools and state-tribal compact schools. The goal of the program is for students to eventually become proficient and literate in both languages, while also meeting high academic standards in all subject areas.

Programs typically begin at kindergarten or first grade and continue through at least elementary school. Two-way dual language programs begin with a balanced number of native and non-native speakers of the target language so that both groups of students serve in the role of language modeler and language learner at different times. One-way dual language programs serve only non-native English speakers.

By October 1, 2017, OSPI must award ten grants of up to \$200,000 each to school districts or state-tribal compact schools interested in establishing a two-way dual language program or a one-way dual language program in a school with predominantly English language learners. School districts may also expand recently established two-way dual language program or a one-way dual language program in a school with predominantly English language learners. When awarding a grant to a school district or a state-tribal compact school proposing to establish a dual language program in a target language other than Spanish, OSPI must provide a bonus of up to \$20,000. Minimum application requirements are established, including a description of how the program will serve the applicant's English language learner population, the applicant's plan for student enrollment and outreach to families who speak the target language, and the applicant's commitment to, and plan for, sustaining a dual language program beyond the grant period.

Grant money must be used for dual language program start-up and expansion costs, such as staff and teacher training, teacher recruitment, development and implementation of a dual language learning model and curriculum, and other costs identified in the application as key for start-up. The grant money may not be used for ongoing program costs. OSPI must notify school districts and state-tribal compact schools of the grant program and provide ample time for the application process. Within existing resources, OSPI must facilitate dual language learning cohorts for school districts and state-tribal compact schools establishing or expanding a dual language program, including technical assistance and support to the grant program grantees.

Grow Your Own Bilingual Educator Grant Program. This program is created to support and recruit a pipeline of teachers who are invested in their local communities, diversify the educator workforce, and fill the bilingual teacher shortage.

By September 1, 2017, PESB must award ten grants of up to \$10,000 each to school districts or state-tribal compact schools interested in supporting and recruiting community members to become bilingual teachers. Minimum application requirements are established, including whether the applicant has the infrastructure to support bilingual education through a bilingual teacher pipeline.

Grant money must be used for a teacher advancement position within a school district, state-tribal compact school, or community-based organization, that provides recruitment, support, and coordination for the applicant's grow your own pipeline. PESB must coordinate with, and provide technical assistance to school districts and state-tribal compact schools to develop grow your own bilingual educator programs. PESB must encourage grantees to partner with community-based organizations that represent the local community.

Early Learning Dual Language Grant Program. This program is created to grow capacity for high quality dual language learning in the early childhood education and assistance program in order to better meet the needs of English language learner students. The goals of the program are to support bilingualism from an early age and expand the number of dual language early learning programs.

By September 1, 2017, DEL must award ten grants of up to \$100,000 each to ECEAP contractors interested in establishing or converting to a dual language program. Minimum application requirements are established, including how the dual language early learning program will reflect the languages spoken in the classroom, the school, and the community; the contractor's dual language early learning program family engagement strategy; and the plan for student enrollment and outreach to families who speak the target language.

Grant money must be used to support a menu of professional development and capacity-building activities to be developed by DEL. Priority for the dual language trainings and supports must be given to the ECEAP contractors awarded grants.

DEL must work with community partners to support outreach and education for parents and families around the benefits of native language development and retention, as well as the benefits of dual language learning. Native language means the language normally used by an individual or, in the case of a child or youth, the language normally used by the parents or family of the child or youth. Within existing resources, DEL must create training and professional development resources on dual language learning, such as supporting English language learners, working in culturally and linguistically diverse communities, strategies for family engagement, and cultural responsiveness. DEL must also support dual language learning communities for teachers and coaches.

**Appropriation:** None.

**Fiscal Note:** Available.

**Creates Committee/Commission/Task Force that includes Legislative members:** No.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony:** PRO: This is a meaningful bill for a lot of students and families. Dual language programs are effective and popular. Dual language programs are for all students, not just English language learners. The bonus for non-Spanish dual language programs would help with additional startup costs for materials and curriculum, as these already exist for Spanish dual language programs. Dual language programs help with positive identity building and is the most effective strategy for closing the opportunity gap. Expanding dual language programs is one of the most innovative ways for transforming education in Washington. Dual language programs increase economic and workforce development, and create more job opportunities across the state, including teaching positions. Expanding the need for bilingual teachers would give early learning teachers career mobility by recognizing bilingualism as a professional skill, which would allow them to stay in the profession and continue providing high quality care to children. Expanding the Early Childhood Education and Assistance Program to allow access to dual language learning is especially important with the state's growing dual language learner population and anti-immigrant sentiments at an all-time high. It is critical that the state create more equitable early learning settings that meet the unique needs of Washington's diverse population. Research indicates that dual language learning is the best way for increasing student achievement for English language learner students, while also improving educational outcomes for native English speakers. Dual language programs allow children to learn more about their culture and traditions, and helps increase the ability of parents to participate in the community and their children's education. This bill helps dual language immersion schools begin to institute indigenous languages. Bilingualism helps with cognitive ability and fighting Alzheimer's. Research finds that dual language programs are the only programs that help students fully reach the 50th percentile in L1 and L2 in all subjects and maintain high levels of achievement. Existing dual language programs in Washington have significantly impacted dual language learner students by providing them with instruction in their native language, and have showed positive outcomes in student achievement as opposed to those students learning in English only settings. The lack of bilingual teachers is hampering expansion of dual language programs. The bill needs clarification with regard to the combined report, specifically which agency should take the lead and is responsible for funding for third party evaluator.

**Persons Testifying:** PRO: Senator Christine Rolfes, Prime Sponsor; Michael Shapiro, Washington Association for Bilingual Education, Dual Language Washington; Mea Moore, Office of the Superintendent of Public Instruction; Casey Osborn-Hinman, MomsRising; Vy Nguyen, citizen; Gladys Clemente, citizen; Tachini Pete, Potlatch Fund; Jessica Vavrus, Washington State School Directors' Association.

**Persons Signed In To Testify But Not Testifying:** No one.