
HOUSE BILL 1445

State of Washington

65th Legislature

2017 Regular Session

By Representatives Ortiz-Self, Stambaugh, Santos, Orwall, Harris, Caldier, Springer, Appleton, Lytton, Condotta, Fey, Pollet, Goodman, Slatter, Bergquist, Macri, Doglio, and Kagi

Read first time 01/20/17. Referred to Committee on Education.

1 AN ACT Relating to dual language in early learning and K-12
2 education; adding a new section to chapter 28A.630 RCW; adding a new
3 section to chapter 28A.300 RCW; adding a new section to chapter
4 28A.410 RCW; adding new sections to chapter 43.215 RCW; creating new
5 sections; and providing an expiration date.

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

7 NEW SECTION. **Sec. 1.** The legislature showed its commitment to
8 equity in education by passing legislation creating a seal of
9 biliteracy, requiring world language for high school graduation,
10 easing the transitions of English language learners, encouraging
11 training for staff in cultural competence, monitoring the racial and
12 ethnic data of teachers, and funding the creation of K-12 dual
13 language programs. The legislature finds that there are decades of
14 evidence-based research showing the benefits of dual language
15 programs in closing the opportunity gap, especially for English
16 language learner students. The legislature intends to establish a
17 comprehensive approach to support English language learners by
18 creating grant programs to: (1) Expand dual language programs for
19 early learning students; (2) expand dual language programs for
20 elementary and secondary students; and (3) support and recruit
21 bilingual educators.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.630

2 RCW to read as follows:

3 (1)(a) The K-12 dual language grant program is created to grow
4 capacity for high quality dual language learning in the common
5 schools and in state-tribal compact schools.

6 (b) A dual language program is an instructional model that
7 provides content-based instruction to students in two languages:
8 English and a target language other than English spoken in the local
9 community, for example Spanish, Somali, Vietnamese, Russian, Arabic,
10 native languages, or indigenous languages. The goal of the program is
11 for students to eventually become proficient and literate in both
12 languages, while also meeting high academic standards in all subject
13 areas. Typically, programs begin at kindergarten or first grade and
14 continue through at least elementary school. Two-way dual language
15 programs begin with a balanced number of native and nonnative
16 speakers of the target language so that both groups of students serve
17 in the role of language modeler and language learner at different
18 times. One-way dual language programs serve only nonnative English
19 speakers.

20 (2)(a) The office of the superintendent of public instruction
21 shall develop and administer the grant program.

22 (b) By October 1, 2017, the office of the superintendent of
23 public instruction must award ten grants of up to two hundred
24 thousand dollars each to school districts or state-tribal compact
25 schools interested in: (i) Establishing a two-way dual language
26 program or a one-way dual language program in a school with
27 predominantly English language learners; or (ii) expanding a recently
28 established two-way dual language program or a one-way dual language
29 program in a school with predominantly English language learners.
30 When awarding a grant to a school district or a state-tribal compact
31 school proposing to establish a dual language program in a target
32 language other than Spanish, the office must provide a bonus of up to
33 twenty thousand dollars.

34 (c) The office of the superintendent of public instruction must
35 identify criteria for awarding the grants, evaluate applicants, and
36 award grant money. The application must require, among other things,
37 that the applicant describe: (i) How the program will serve the
38 applicant's English language learner population; (ii) the number of
39 classrooms that the applicant expects to add; (iii) the planned use
40 of the grant money; (iv) the applicant's plan for student enrollment

1 and outreach to families who speak the target language; (v) the
2 applicant's pipeline for bilingual paraeducators, classified staff,
3 parents, and high school students to become bilingual teachers in the
4 district or state-tribal compact school; (vi) the applicant's
5 commitment to, and plan for, sustaining a dual language program
6 beyond the grant period; and (vii) whether the school district board
7 of directors or the governing body of a state-tribal compact school
8 has expressed support for bilingualism.

9 (d) The grant money must be used for dual language program start-
10 up and expansion costs, such as staff and teacher training, teacher
11 recruitment, development and implementation of a dual language
12 learning model and curriculum, and other costs identified in the
13 application as key for start-up. The grant money may not be used for
14 ongoing program costs.

15 (3) The grant period is two years. At the end of the grant
16 period, the grantees must work with the office of the superintendent
17 of public instruction to draft the report required in section 7 of
18 this act.

19 (4) The office of the superintendent of public instruction must
20 notify school districts and state-tribal compact schools of the grant
21 program established under this section and provide ample time for the
22 application process.

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

25 (6) This section expires July 1, 2020.

26 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
27 RCW to read as follows:

28 (1) Within existing resources, the office of the superintendent
29 of public instruction shall facilitate dual language learning cohorts
30 for school districts and state-tribal compact schools establishing or
31 expanding dual language programs. The office must provide technical
32 assistance and support to school districts and state-tribal compact
33 schools implementing dual language programs, including those
34 establishing or expanding dual language programs under section 1 of
35 this act.

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

1 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.410
2 RCW to read as follows:

3 (1) The grow your own bilingual educator grant program is created
4 to support and recruit a pipeline of talented teachers who are
5 invested in their local communities, can diversify the educator
6 workforce, and fill the bilingual teacher shortage.

7 (2)(a) The professional educator standards board shall develop
8 and administer the grant program.

9 (b) By September 1, 2017, the professional educator standards
10 board must award ten grants of up to one hundred thousand dollars
11 each to school districts or state-tribal compact schools interested
12 in supporting and recruiting community members to become bilingual
13 teachers.

14 (c) The professional educator standards board shall identify
15 criteria for awarding the grants, evaluate applicants, and award
16 grant money. The application must require, among other things, that
17 the applicant has the infrastructure to support bilingual education
18 through a bilingual teacher pipeline.

19 (d) The grant money must be used for a teacher advancement
20 position, within a school district, state-tribal compact school, or
21 community-based organization, that provides recruitment, support, and
22 coordination for the applicant's grow your own pipeline.

23 (3) The grant period is two years. At the end of the grant
24 period, the grantees must work with the professional educator
25 standards board to draft the report required in section 7 of this
26 act.

27 (4)(a) The professional educator standards board shall coordinate
28 with, and provide technical assistance to, school districts and
29 state-tribal compact schools to develop grow your own bilingual
30 educator programs.

31 (b) The professional educator standards board must encourage
32 grantees to partner with community-based organizations that represent
33 the local community.

34 (5) The professional educator standards board may adopt rules to
35 implement this section.

36 (6) This section expires July 1, 2020.

37 NEW SECTION. **Sec. 5.** A new section is added to chapter 43.215
38 RCW to read as follows:

1 (1)(a) The early learning dual language grant program is created
2 to grow capacity for high quality dual language learning in the early
3 childhood education and assistance program in order to better meet
4 the needs of English language learner students.

5 (b) A dual language program is an instructional model that
6 provides content-based instruction to students in two languages:
7 English and a target language other than English spoken in the local
8 community, for example Spanish, Somali, Vietnamese, Russian, Arabic,
9 native languages, or indigenous languages. The goals of the program
10 are to support bilingualism from an early age and expand the number
11 of dual language early learning programs.

12 (2)(a) The department shall develop and administer the grant
13 program.

14 (b) By September 1, 2017, the department must award ten grants of
15 up to one hundred thousand dollars each to early childhood education
16 and assistance program contractors interested in establishing or
17 converting to a dual language program.

18 (c) The department shall identify criteria for awarding the
19 grants, evaluate applicants, and award grant money. The application
20 must require, among other things, that the applicant describe: (i)
21 How the dual language early learning program will reflect the
22 languages spoken in the classroom, the school, and the community;
23 (ii) the contractor's dual language early learning program family
24 engagement strategy, which may include, among other things, capacity
25 building, supporting native language, and literacy activities; (iii)
26 the contractor's plan for student enrollment and outreach to families
27 who speak the target language; (iv) the number of classrooms that the
28 contractor will convert; and (v) the contractor's plan for using the
29 grant money.

30 (d) Grant money must be used to support a menu of professional
31 development and capacity-building activities to be developed by the
32 department.

33 (3) The grant period is two years. Throughout the grant period,
34 the grantees must cooperate with the department to evaluate program
35 effectiveness and to draft the report required in section 7 of this
36 act.

37 (4) Priority for the dual language trainings and supports
38 required under section 6 of this act must be given to the early
39 childhood education and assistance program contractors awarded grants
40 under this section.

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

2 (6) This section expires July 1, 2020.

3 NEW SECTION. **Sec. 6.** A new section is added to chapter 43.215
4 RCW to read as follows:

5 (1) The department must work with community partners to support
6 outreach and education for parents and families around the benefits
7 of native language development and retention, as well as the benefits
8 of dual language learning. Native language means the language
9 normally used by an individual or, in the case of a child or youth,
10 the language normally used by the parents or family of the child or
11 youth. Dual language learning means learning in two languages,
12 generally English and a target language other than English spoken in
13 the local community, for example Spanish, Somali, Vietnamese,
14 Russian, Arabic, native languages, or indigenous languages where the
15 goal is bilingualism.

16 (2) Within existing resources, the department must create
17 training and professional development resources on dual language
18 learning, such as supporting English language learners, working in
19 culturally and linguistically diverse communities, strategies for
20 family engagement, and cultural responsiveness. The department must
21 design the training modules to be culturally responsive.

22 (3) Within existing resources, the department must support dual
23 language learning communities for teachers and coaches.

24 (4) The department may adopt rules to implement this section.

25 NEW SECTION. **Sec. 7.** (1) By December 1, 2019, and in compliance
26 with RCW 43.01.036, the office of the superintendent of public
27 instruction, the professional educator standards board, and the
28 department of early learning must submit a combined report to the
29 appropriate committees of the legislature that:

30 (a) Details the successes, best practices, lessons learned, and
31 outcomes of the grant programs described in this act; and

32 (b) Includes a third-party evaluation describing how the early
33 learning and K-12 education systems have met the goals of each grant
34 program and expanded their capacities to support dual language models
35 of instruction because of this act, that is, how many more children
36 were educated in dual language classrooms as a result of the grants
37 in this act. The office, the board, and the department must
38 collaboratively select the third-party evaluator.

1 (2) This section expires July 1, 2020.

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