

CERTIFICATION OF ENROLLMENT

**SUBSTITUTE HOUSE BILL 1445**

Chapter 236, Laws of 2017

65th Legislature  
2017 Regular Session

DUAL LANGUAGE PROGRAMS--K-12 AND EARLY LEARNING

EFFECTIVE DATE: 7/23/2017

Passed by the House April 18, 2017  
Yeas 68 Nays 28

FRANK CHOPP

**Speaker of the House of Representatives**

Passed by the Senate April 12, 2017  
Yeas 45 Nays 4

CYRUS HABIB

**President of the Senate**

Approved May 8, 2017 9:26 AM

JAY INSLEE

**Governor of the State of Washington**

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1445** as passed by House of Representatives and the Senate on the dates hereon set forth.

BERNARD DEAN

**Chief Clerk**

FILED

May 8, 2017

**Secretary of State  
State of Washington**

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**SUBSTITUTE HOUSE BILL 1445**

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AS AMENDED BY THE SENATE

Passed Legislature - 2017 Regular Session

**State of Washington                      65th Legislature                      2017 Regular Session**

**By** House Appropriations (originally sponsored 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 02/24/17.

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.180 RCW; adding a new section to chapter 43.215 RCW; creating new  
5 sections; and providing expiration dates.

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

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

18            (2) The legislature finds that:

19            (a) Between 1986 and 2016, the number of students served in the  
20 state's transitional bilingual instruction program increased from  
21 fifteen thousand twenty-four to one hundred eighteen thousand five

1 hundred twenty-six, an increase of six hundred eighty-nine percent,  
2 and that two-thirds of the students were native Spanish speakers; the  
3 next ten most common languages were Russian, Vietnamese, Somali,  
4 Chinese, Arabic, Ukrainian, Tagalog, Korean, Marshallese, and  
5 Punjabi;

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

9 (c) Eleven percent of students in the transitional bilingual  
10 instruction program received instruction in their native language in  
11 the 2015-16 school year, and research shows that non-English speaking  
12 students develop academic proficiency in English more quickly when  
13 they are provided instruction in their native language initially.

14 (3) The legislature showed its commitment to equity in education  
15 by passing legislation creating a seal of biliteracy, requiring world  
16 language for high school graduation, easing the transitions of  
17 English learners, encouraging training for staff in cultural  
18 competence, monitoring the racial and ethnic data of teachers, and  
19 funding the creation of K-12 dual language programs.

20 (4) However, the legislature finds it is necessary to better  
21 serve non-English speaking students by addressing and closing the  
22 significant language and instructional gaps that hinder English  
23 learners from meeting the state's rigorous educational standards.

24 (5) Thus, the legislature intends to establish a comprehensive  
25 approach to support English learners by creating grant programs to:  
26 (a) Expand dual language programs for elementary and secondary  
27 students; and (b) recruit bilingual individuals to become educators  
28 who are able to provide instruction in, and support for, dual  
29 language programs.

30 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.630  
31 RCW to read as follows:

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

35 (b) A dual language program is an instructional model that  
36 provides content-based instruction to students in two languages:  
37 English and a target language other than English spoken in the local  
38 community, for example Spanish, Somali, Vietnamese, Russian, Arabic,  
39 native languages, or indigenous languages. The goal of the program is

1 for students to eventually become proficient and literate in both  
2 languages, while also meeting high academic standards in all subject  
3 areas. Typically, programs begin at kindergarten or first grade and  
4 continue through at least elementary school. Two-way dual language  
5 programs begin with a balanced number of native and nonnative  
6 speakers of the target language so that both groups of students serve  
7 in the role of language modeler and language learner at different  
8 times. One-way dual language programs serve only nonnative English  
9 speakers.

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

12 (b) Subject to the availability of amounts appropriated for this  
13 specific purpose, by October 1, 2017, the office of the  
14 superintendent of public instruction must award grants of up to two  
15 hundred thousand dollars each through a competitive process to school  
16 districts or state-tribal compact schools proposing to: (i) Establish  
17 a two-way dual language program or a one-way dual language program in  
18 a school with predominantly English learners; or (ii) expand a  
19 recently established two-way dual language program or a one-way dual  
20 language program in a school with predominantly English learners.  
21 When awarding a grant to a school district or a state-tribal compact  
22 school proposing to establish a dual language program in a target  
23 language other than Spanish, the office must provide a bonus of up to  
24 twenty thousand dollars.

25 (c) The office of the superintendent of public instruction must  
26 identify criteria for awarding the grants, evaluate applicants, and  
27 award grant money. The office must select grantees that represent  
28 sufficient geographic, demographic, and enrollment diversity to  
29 produce meaningful data for the report required in section 6 of this  
30 act. The application must require, among other things, that the  
31 applicant describe: (i) How the program will serve the applicant's  
32 English learner population; (ii) the number of classrooms that the  
33 applicant expects to add with the grant money; (iii) the planned use  
34 of the grant money; (iv) the applicant's plan for student enrollment  
35 and outreach to families who speak the target language; (v) the  
36 applicant's plan to recruit and support bilingual paraeducators,  
37 classified staff, parents, and high school students to become  
38 bilingual teachers in the district or state-tribal compact school;  
39 (vi) the applicant's commitment to, and plan for, sustaining a dual  
40 language program beyond the grant period; and (vii) whether the

1 school district board of directors or the governing body of a state-  
2 tribal compact school has expressed support for dual language  
3 programs.

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

10 (3) The grant period is two years. At the end of the grant  
11 period, the grantees must work with the office of the superintendent  
12 of public instruction to draft the report required in section 6 of  
13 this act.

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

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

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

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

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

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

33 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.180  
34 RCW to read as follows:

35 In 2017, funds must be appropriated for the purposes in this  
36 section.

37 (1) The professional educator standards board, beginning in the  
38 2017-2019 biennium, shall administer the bilingual educator

1 initiative, which is a long-term program to recruit, prepare, and  
2 mentor bilingual high school students to become future bilingual  
3 teachers and counselors.

4 (2) Subject to the availability of amounts appropriated for this  
5 specific purpose, pilot projects must be implemented in one or two  
6 school districts east of the crest of the Cascade mountains and one  
7 or two school districts west of the crest of the Cascade mountains,  
8 where immigrant students are shown to be rapidly increasing.  
9 Districts selected by the professional educator standards board must  
10 partner with at least one two-year and one four-year college in  
11 planning and implementing the program. The professional educator  
12 standards board shall provide oversight.

13 (3) Participating school districts must implement programs,  
14 including: (a) An outreach plan that exposes the program to middle  
15 school students and recruits them to enroll in the program when they  
16 begin their ninth grade of high school; (b) activities in ninth and  
17 tenth grades that help build student agency, such as self-confidence  
18 and awareness, while helping students to develop academic mind-sets  
19 needed for high school and college success; the value and benefits of  
20 teaching and counseling as careers; and introduction to leadership,  
21 civic engagement, and community service; (c) credit-bearing curricula  
22 in grades eleven and twelve that include mentoring, shadowing, best  
23 practices in teaching in a multicultural world, efficacy and practice  
24 of dual language instruction, social and emotional learning, enhanced  
25 leadership, civic engagement, and community service activities.

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

30 (5) High school and college teachers and counselors must be  
31 recruited and compensated to serve as mentors and trainers for  
32 participating students.

33 (6) After obtaining a high school diploma, students qualify to  
34 receive conditional loans to cover the full cost of college tuition,  
35 fees, and books. To qualify for funds, students must meet program  
36 requirements as developed by their local implementation team, which  
37 consists of staff from their school district and the partnering two-  
38 year and four-year college faculty.

39 (7) In order to avoid loan repayment, students must (a) earn  
40 their baccalaureate degree and certification needed to serve as a

1 teacher or professional guidance counselor; and (b) teach or serve as  
2 a counselor in their educational service district region for at least  
3 five years. Students who do not meet the repayment terms in this  
4 subsection are subject to repaying all or part of the financial aid  
5 they receive for college unless students are recipients of funding  
6 provided through programs such as the state need grant program or the  
7 college bound scholarship program.

8 (8) Grantees must work with the professional educator standards  
9 board to draft the report required in section 6 of this act.

10 (9) The professional educator standards board may adopt rules to  
11 implement this section.

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

14 (1) The department of early learning must work with community  
15 partners to support outreach and education for parents and families  
16 around the benefits of native language development and retention, as  
17 well as the benefits of dual language learning. Native language means  
18 the language normally used by an individual or, in the case of a  
19 child or youth, the language normally used by the parents or family  
20 of the child or youth. Dual language learning means learning in two  
21 languages, generally English and a target language other than English  
22 spoken in the local community, for example Spanish, Somali,  
23 Vietnamese, Russian, Arabic, native languages, or indigenous  
24 languages where the goal is bilingualism.

25 (2) Within existing resources, the department must create  
26 training and professional development resources on dual language  
27 learning, such as supporting English learners, working in culturally  
28 and linguistically diverse communities, strategies for family  
29 engagement, and cultural responsiveness. The department must design  
30 the training modules to be culturally responsive.

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

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

34 NEW SECTION. **Sec. 6.** (1) By December 1, 2019, subject to the  
35 availability of amounts appropriated for this specific purpose and in  
36 compliance with RCW 43.01.036, the office of the superintendent of  
37 public instruction and the professional educator standards board must

1 submit a combined report to the appropriate committees of the  
2 legislature that:

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

5 (b) Describes how the K-12 education system has met the goals of  
6 each grant program and expanded their capacities to support dual  
7 language models of instruction because of this act, that is, how many  
8 more children were educated in dual language classrooms as a result  
9 of the grants in this act.

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

11 NEW SECTION. **Sec. 7.** If specific funding for the purposes of  
12 this act, referencing this act by bill or chapter number, is not  
13 provided by June 30, 2017, in the omnibus appropriations act, this  
14 act is null and void.

Passed by the House April 18, 2017.

Passed by the Senate April 12, 2017.

Approved by the Governor May 8, 2017.

Filed in Office of Secretary of State May 8, 2017.

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