



NATIONAL CONFERENCE OF STATE LEGISLATURES

LEGISLATIVE TRACKER (AS OF DEC 1, 2015)

NATIONAL CONFERENCE of STATE LEGISLATURES *The Forum for America's Ideas* As of Dec. 1, 2015, all 50 states, the District of Columbia and Puerto Rico have convened or adjourned their 2015 legislative sessions. View the full [2015 legislative calendar](#) for all states and the territories, including targeted adjournment dates, on NCSL's website.

As of Dec. 1, 2015, 223 bills relating to English language learners (ELLs) and education have been filed; this summary will be continuously updated throughout the 2015 legislative session. For a categorical description of ELL-related bills see the [2015 Legislation Table](#).

Selected Prefiled and Introduced 2015 Legislation on Prekindergarten through Third Grade English Language Learners

State/Jurisdiction	Bill Number	Associated Bills	Author	Current Disposition	Summary
Arizona	HCR 2025		Saldate	Failed	Pertains to the education of English language learners; repeals certain sections of the Arizona Revised Statutes; is enacted to become valid as a law if approved by the voters and on proclamation of the governor.
Arizona	H 2246	S 1461 (Ward)-enacted	Ackerly	Failed	Includes provisions for parents to request exemption from statewide assessments for their ELL students who have fewer than two years of English language instruction.
Arizona	H 2668		Bolding	Failed	Establishes and appropriates funding for the Arizona School Readiness Program. This program will provide grant funding to existing preschools for upgrading services to include quality of instruction, assessment and achievement. Promulgates rules for parental engagement, English language learners, curriculum and instruction.
Arizona	S 1397		Dalessandro	Failed	Requires the Department of Education to conduct a five-year structured English immersion exemption pilot program and

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					select up to 10 high schools to participate in the pilot program.
Arizona	S 1469	H 2671 (Gowan)		Enacted	Appropriates funding for the purposes of English language acquisition services and assessments.
Arkansas	S 174		Joint Committee on Budget	Enacted	Appropriates funding to the Department of Education to provide services to English language learners.
California	Ballot Measure (CA 3 2016)		Constitutional Amendment	11/8/2016 Vote	Proposes to repeal several areas of Proposition 227 (SB 1174); to expand services to ELLs from structured English immersion (SEI) to also include transitional bilingual education (TBE) and dual-language immersion programs. Leaves choice to the discretion of the parents.
California	A 103	S 69 (Leno)	Weber	Pending- carryover	Provides appropriations for the development of and transition to the English Language Proficiency Assessments for California to be administered to English language learners.
California	A 491		Gonzalez	Pending- carryover	Requires the Department of Education to review and analyze the criteria, policies and practices that a sampling of school districts representing the geographic, socioeconomic and demographic diversity of school districts in the state use to reclassify English learners, and recommend to the Legislature and state board any guideline, regulatory or statutory changes that the department determines are necessary to identify when English learners are prepared for the successful transition to classrooms and curricula that require English proficiency.
California	A 575		O'Donnell	Pending- carryover	Relates to best practices for a teacher evaluation system; for certified employees who directly instruct English learner pupils in acquiring English, measures are to include the degree to which pupils acquire the English language

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					development standards and the results of English language proficiency assessments.
California	A 600		Alejo	Pending-carryover	Makes changes concerning a specified state master plan for services to children identified as migrant children; specifies additional services and elements that would be required as part of the plan; requires development of a certain monitoring instrument to monitor each local educational agency and region receiving certain funds; and provides for workshops and seminars for certain personnel.
California	A 711		Santiago	Pending-carryover	Requires the state board, on or before Jan. 1, 2017, to adopt specified national content standards for teaching foreign languages in kindergarten and grades one to 12, inclusive, pursuant to recommendations developed by the superintendent. Course content is to be aligned with findings from research on second language acquisition for English language learners.
California	A 812		Weber	Pending-carryover	Requires the State Department of Education to develop an assessment tool to determine the proficiency level of pupils of limited academic English proficiency, as determined by a survey administered by the superintendent of education and a local educational agency.
California	S 172		Liu	To Governor	As allowable by federal statute, recently -arrived English learner pupils are exempted from taking the state assessment in English language arts.
California	S 416		Huff	To Governor	Relates to providing sufficient textbooks for English learners (EL) and for providing teachers with sufficient training in English language acquisition to EL students in classes where ELs comprise 20 percent or more of the total student population.

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California	S 460	A 1226 (Chavez)	Allen	Pending-carryover	Prioritizes implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted, for purposes of gaining academic content knowledge and English language proficiency.
California	S 499	A 575 (O'Donnell)	Liu	Pending-carryover	Relates to a teacher evaluation system; for certified employees who directly instruct English learner pupils in acquiring English, measures are to include the degree to which pupils acquire the English language development standards in order to acquire English proficiency.
California	S 548	S 409 (De Leon)	De Leon	To Governor	Creates a training partnership between the state and a certified provider organization to add capacity to existing state training resources, from general education classes and English language learner classes to providing support for child care providers who seek to obtain higher education credentials in child development. This training partnership will help build skills, knowledge and techniques to provide higher-quality early learning for family child care providers and center or school-based care providers.
California	S 750		Mendoza	Enacted	Relates to English language learners; requires the Department of Education to post the number of long-term English learners and English learners at risk of becoming long-term English learners. Expands range for eligibility as LTEL from fifth-12 th grade to third-12 th grade. Requires the superintendent of public instruction to designate alternate equivalent criteria for eligibility for the State Seal of Bilingual Literacy.

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Colorado	H 1196		Lundeen	Failed	Creates the Colorado flexible lifetime learning expenditures account program (C-FLEX program) to enable a parent, by directing the use of public money deposited to a savings account (C-FLEX account), to select the educational programs and services that most effectively meet the needs of the parent's child who is an eligible student; a portion of the funds can be used for ELL proficiency programs; does not pertain to public school students.
Colorado	H 1323		Buckner	Enacted	Relates to assessment; allows English language learners (ELL) to take state assessments in a language other than English as long as they have not been in an ELL program for more than three years, at which point they must take the assessment in English.
Colorado	S 56		Kerr	Enacted	Relates to social studies testing; provides assessment in an English language learner's (ELL) native language where possible, unless the ELL has been in an English language learner program for more than three years.
Colorado	S 73		Merrifield	Failed	Requires English language learners who have been enrolled for three or more years to take the statewide assessment in English.
Colorado	S 108		Steadman	Enacted	Establishes the English Language Proficiency Act Excellence Award Program, designed to award grants to local education providers and charter schools that achieve the highest English language and academic growth among ELLs in English programs and those that have transferred out of the program.
Connecticut	H 5987		Candelaria	Failed	Pertains to an amendment to prohibit the use of ELL student data as an indicator for teacher evaluation and school performance indices in cases where the ELL has less than 20 consecutive months of instruction in a bilingual education program.

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Connecticut	H 5989		Candelaria	Failed	Increases the time a student may spend in a program of bilingual education from 30 months to 60 months and provides funding to school districts for such increase.
Connecticut	H 6599		S. Johnson	Failed	Eliminates the 20-student minimum for school districts to qualify for state bilingual education funding; requires the Department of Education to study the feasibility of having regional educational service centers provide bilingual education services for school districts with a low enrollment of ELL students; eliminates the one-year delay in bilingual education funding to school districts; and funds bilingual education programs at the level in which the educational achievement of ELLs matches that of non-ELLs.
Connecticut	H 6689		Candelaria	Failed	Increases from 30 months to 60 months the time a student may spend in a bilingual education program and increases the appropriation to the Department of Education to help local and regional boards of education implement the 60-month requirement.
Connecticut	H 6835		Joint Committee on Education	Failed	Concerns English language learners; requires school districts to provide a program of bilingual education when there are six or more eligible students enrolled in a public school; increases the time a student may spend in a program of bilingual education from 30 months to 60 months.
Connecticut	H 6974		Joint Committee on Education	Enacted	Implements the recommendations of the achievement gap task force; specifies addressing reading and literacy issues related to students who are English language learners.
Connecticut	H 7018		Joint Committee on Education	Enacted	The State Board of Education is to conduct a statewide assessment of the disparities among local and regional school districts and make comparisons to relevant national standards or regional accreditation standards, in the areas of programs and services to students with limited English

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					proficiency, and an analysis of such programs and services in terms of the recommendations of the bilingual education task force.
Connecticut	H 7061		Sharkey	Enacted	Appropriates funding for bilingual education programming.
Connecticut	S 942		Looney	Failed	Relates to a progress report that includes language and transition support services, program evaluation and measures of the effectiveness of bilingual education and English as a second language programs; includes data on students in these programs and certification by the board of education submitting the report that any funds received pursuant to this section have been used for the purposes specified.
Connecticut	S 1098		Joint Committee on Education	Enacted	Each local or regional board of education is to provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. The program will provide information on second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f.
Connecticut	S 1102		Joint Committee on Education	Failed	Concerns certification requirements for bilingual educators; increases the number of bilingual education teachers in the state by providing flexibility in the certification requirements for such teachers.
Connecticut	S 1502a		Looney	Enacted	Relates to an English language learner pilot program that will develop English language acquisition plans that are research-based and developed in consultation with experts.
Florida	H 855	S 1524 (Simmons)	Torres	Failed	Relates to native language testing for limited English proficient students. Creates the English Language Learners Advisory Council to review and recommend in an annual report to the governor reform initiatives, including research-

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					based accommodations, teacher preparation and credentialing, funding and others.
Florida	H 1121	S 1496 (Evers)	Tobia	Failed	Relates to assessment; includes the performance of English language learners only if they have been enrolled in a school in the United States for more than two years.
Florida	H 7069		House Education Committee	Enacted	Provides a good cause exemption from grade retention for limited English proficient students who have had less than two years of instruction in English for speakers of other languages programs, based on the initial date of entry into a school in the United States.
Florida	S 518	H 483 (Jones)	Gibson	Failed	Relates to a voluntary prekindergarten education program; provides stipulations requiring the programs to be appropriate for English language learners.
Florida	S 616	S 774 (Montford)	Legg	Failed	Relates to education requirements for the administration of local assessments; authorizes a school district to request approval from the state board to use student performance results on new statewide assessments for diagnostic and baseline purposes. In developing the formula, the commissioner shall consider other factors, such as a student's attendance record, disability status or status as an ELL.
Florida	S 702	H 7029 (House Rules, Calendar and Ethics Committee)	Simmons	Enacted	Provides retention exemptions for limited English proficient students as "good cause" in cases where the student has had less than two years of instruction in an English program.
Florida	S 7006	H 7017 (House Education Committee)	Education Committee Pre-K-12	Failed	Requires the Office of Early Learning to conduct a two-year pilot project to study the impact of assessing the early literacy skills of voluntary prekindergarten education program participants who are ELLs in both English and Spanish. Review must include connection of screening results

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					to subsequent Florida Comprehensive Assessment Test scores.
Georgia	H 474		Kaiser	Pending-carryover	Amends charter school code to define limited English proficient students as “educationally disadvantaged.”
Hawaii	H 1001	S 831 (Kidani)-passed second chamber	Takumi	Pending-carryover	Relates to charter schools; provides enrollment preference to educationally disadvantaged students; includes limited English proficient students within this group.
Hawaii	H 1159	S 1243 (Harimoto)	Oshiro	Pending - Carryover	Relates to standardized tests; requires the board to study testing accommodation guidelines for English language learners.
Idaho	S 1186		Senate Finance Committee	Enacted	Requires the superintendent of public instruction to distribute funding to school districts based upon the population of limited English proficient students under criteria established by the department.
Illinois	HJR 36		Chapa-LaVia	Enacted	Creates the Bilingual Advisory Task Force to evaluate whether the framework for existing bilingual education, including Transitional Bilingual Education programs and the Transitional Program of Instruction, is appropriate for learning today; evaluates the use of learning technologies in bilingual education to ensure that the same techniques, types of software and hardware are used to educate English learners as are provided today for mainstream classrooms; examines the competencies, experience and coursework necessary to teach in a setting in which English learners are involved; and assigns additional duties.
Illinois	HJR 45		Chapa-Lavia	Pending-passed first chamber	Relates to assessment and accountability; specifically cites the negative effects of standardized testing on English language learners.

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Illinois	H 306		Guzzardi	Pending-passed first chamber	Pertains to exemptions from state testing; refers in this code to students with limited English proficiency, who have been enrolled in schools in the United States for less than 12 months. Such students may be exempted from participation in one annual administration of the English language arts assessment.
Illinois	H 317		Madigan	Enacted	Related to appropriations; provides funding for bilingual education.
Illinois	H 2523		Hernandez	Pending	Each local school council of an attendance center that provides bilingual education shall create a Bilingual Advisory Committee or recognize an existing Bilingual Advisory Committee as a standing committee. The chair and a majority of the members of the advisory committee must be parents of students in the bilingual education program. The parents on the advisory committee must be selected by parents of students in the bilingual education program, and the committee shall select a chair. The advisory committee for each secondary attendance center must include at least one full-time bilingual education student. The Bilingual Advisory Committee will serve only in an advisory capacity to the local school council.
Illinois	H 2657		Winger	Enacted	Pertains to educator certification; an educator with a license with stipulations shall be permitted to teach in bilingual education programs in the language that was the medium of instruction in the teacher preparation program, provided he or she passes the English Language Proficiency Examination or another test of writing skills in English.
Illinois	H 2732		Hernandez	Pending	Appropriates funding from the General Revenue Fund to the State Board of Education for English language learner support software for school district instruction.

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Illinois	H 2781		Fortner	Enacted	Relates to digital learning; requires that such programming meet the needs of English learners.
Illinois	H 2842	S 2016 (Radogno)	Durkin	Pending	Provides an appropriation to bilingual education.
Illinois	H 3191		Mayfield	Pending	Amends the transitional bilingual education article of the school code; provides that an administrator of a transitional bilingual education program or a transitional program of instruction is not required to hold an administrative or a supervisory license endorsement.
Illinois	H 3763		Madigan	Enacted	Appropriates funding for bilingual education programming.
Illinois	H 4049		Cabello	Enacted	Allows issuance of a transitional bilingual educator endorsement on an educator license with stipulations in order to provide instruction to an applicant who provides satisfactory evidence that he or she possesses adequate speaking, reading and writing ability in the language other than English in which transitional bilingual education is offered.
Illinois	H 4151	H 3763	Madigan	Failed	Provides an appropriation for bilingual education.
Illinois	S 1		Manar	Pending	Relates to school funding reform; provides for establishment of and funding for transitional bilingual education in schools.
Illinois	S 1221		Martinez	Pending	Amends the school code, establishes the State Seal of Biliteracy program to recognize public high school graduates who have attained a high level of proficiency in listening, speaking, reading and writing in one or more languages in addition to English, requires the State Board of Education to prepare and deliver to school districts an appropriate mechanism for designating the state seal of biliteracy on diplomas and transcripts.
Illinois	S 1247	H 1676 (Durkin)	Biss	Pending	Any student determined to be an ELL, referred to in this code as a student with limited English proficiency, shall receive

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					appropriate assessment accommodations, including language supports, which shall be established by rule. Approved assessment accommodations must be provided until the student's English language skills develop to the extent that the student no longer is considered to be an ELL.
Illinois	S 1319		Martinez	Enacted	Establishes the Department of Transitional Bilingual Education. In selecting staff for the Department of Transitional Bilingual Education, the State Board of Education is to give preference to people who are natives of foreign countries where languages to be used in transitional bilingual education programs are the predominant languages. The department will gather information about the theory and practice of bilingual education in this state and elsewhere; encourage experimentation and innovation in the field of bilingual education; and make recommendations in the areas of pre-service and in-service training for transitional bilingual education teachers, curriculum development, testing and testing mechanisms, and development of materials for transitional bilingual education programs.
Illinois	S 1338		Clayborne	Pending	Relates to professional educator licensing; applicants must have completed a minimum of one course in instructional strategies for English language learners.
Illinois	S 1403		Barickman	Pending	Amends the state aid formula provisions of the school code; forms an evidence-based professional judgment panel; provides that the panel will update and revise a 2010 study and make recommendations for implementation of an evidence-based adequacy and equity formula for funding of all school districts. Specifies the members who will serve on the panel and requires the panel to recommend an adequate per pupil cost figure; specifically relates to English language learner funding.

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Illinois	S 1455		Delgado	Enacted	Relates to assessment; specifies testing for English language learners in the statewide assessments except for those ELLs who have been enrolled in the district less than 12 months. Specifies accommodations and language supports.
Indiana	S 267	H 1635 (Behning)	Kruse	Enacted	Establishes the dual language immersion pilot program to provide grants to school corporations and charter schools that establish dual language immersion programs in certain foreign languages. Creates the state certificate of biliteracy. Requires that the appropriate designation appear on the student's transcript. Requires the state board of education to adopt rules and to direct the department of education to administer the state biliteracy program. Provides that a school corporation, a charter school, or a nonpublic high school is not required to participate in the biliteracy program.
Iowa	HSB 247		House Appropriations Committee	Pending-carryover	By Nov. 1, 2015, the 25 Iowa school districts with the largest number of students identified as limited English proficient (LEP) and that provide educational programming because of that identification are to submit a report that includes the following information: cost accounting of funds expended on LEP programming by the school district, identification of all native languages represented by LEP students who are served by the school district, the average number of years spent in English language learner programming for LEP students served by the school district, the number of full-time equivalent employees directly serving LEP students and the student-to-teacher ratios for such students, and a review of the number and the percentage of the total of LEP students achieving English language proficiency over the previous five years.

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Iowa	H 658		House Appropriations	Enacted	Relates to funding; requires accountability reporting for districts that serve large percentages of English language learners.
Iowa	S 77	S 245 (Senate Education Committee)	Petersen	Pending-carryover	Relates to additional funding for limited English proficient and ELL students.
Iowa	S 161	H 270 (Oldson) and S 476 (Senate Appropriations Committee)	Petersen	Pending-carryover	Provides for additional weighting of eleven hundredths for students who are enrolled in the statewide preschool program for four-year-olds who are identified as limited English proficient, provides that the additional weighting shall be included in the preschool budget weighted enrollment; as defined in, of the school district of residence for the budget year for which the eligible student was determined to be limited English proficient.
Iowa	S 253		Whitver	Pending-carryover	Prohibits denying a student in an English as a second language program eligibility to participate in interscholastic athletic contests or competitions on the basis of academic performance if the student is making adequate progress, as determined by the student's school, toward the goals and objectives in the student's English as a second language program.
Iowa	S 295	S 476	Senate Education Committee	Pending-carryover	Provides for additional weighting for students who are enrolled in the statewide preschool program for 4-year-olds if they are identified as limited English proficient; provides that the additional weighting is to be equivalent to one-half the amount assigned to students in kindergarten through grade 12 who are identified as limited English proficient.
Kansas	S 7	H 2403 and S 273	Joint Committee on	Enacted	Creates the Classroom Learning Assuring Student Success Act; provides funding for bilingual education. Each year, the board of education of each school district must prepare and

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			Legislative Post Audit		submit to the state board a report on the bilingual education program and assistance provided by the district.
Louisiana	H 672		Harris	Failed	Relates to standards and assessments; requires that accommodations for English language learners be fully implemented.
Maryland	H 70		Busch	Enacted	Relates to an appropriation for limited English proficient students.
Maryland	S 497	H 452 (Ebersole)	Pinsky	Failed	Relates to assessment; the State Department of Education is to compile information on whether an assessment is available in other languages for English language learners.
Maryland	S 622		Currie	Enacted	Establishes the English Language Learner Liaison Pilot Program in the State Department of Education; requires the department to implement the program in specified local school systems in the state; requires the department to collaborate with specific school district employees to address the specific needs of ELLs and their families and identify students who are not English proficient, monitor their progress and conduct professional development for ELL educators.
Massachusetts	H 1	H 3400 and S 3	Office of the Governor	Pending-passed first committee	Provides funding for professional development of English language acquisition for teachers to improve the academic performance of English language learner students.
Massachusetts	H 327		Cabral	Pending	Relates to turnaround schools; for a school or district with limited English-proficient students, the superintendent must include in the turnaround plan alternative English language learning programs.
Massachusetts	H 371		Garballey	Pending	Establishes the Teacher, Principal and Superintendent Quality Endowment Fund to be used to recruit teachers in subject areas of highest need, including, but not limited to, the

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					education of limited English proficient students; also provides for professional development.
Massachusetts	H 394		Haddad	Pending	Relates to educator licensing; aligns professional development to meet the specific needs of limited English proficient students.
Massachusetts	H 444		Moran	Pending	Relates to the achievement gap; proposes alternative English language education programs for limited English proficient students in order to narrow the achievement gap.
Massachusetts	H 464		Peisch	Pending	Relates to professional development; for a school with limited English proficient (LEP) students, the professional development and planning time for teachers and administrators must include specific strategies and content designed to maximize the rapid academic achievement of LEP students at the school.
Massachusetts	H 498		Sanchez	Pending	Relates to English language learner (ELL) education; requires that ELLs enrolled in a Massachusetts public school district or charter school be educated through a comprehensive, research-based instructional program that includes a content component to ensure appropriate acquisition of subject matter content and a language acquisition component to ensure appropriate acquisition of the English language. The programs for English learners may include sheltered English immersion, dual language education or transitional bilingual education, but shall not be limited to any specific program or instructional design.
Massachusetts	H 3225	H 3228 (Stanley)	Fernandes	Pending	Any school district that has experienced at least a 20-student increase over the prior fiscal year in the number of students who are classified as English learners shall receive an additional cost reimbursement from the commonwealth for such English learners in the current fiscal year.

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Massachusetts	H 3389		Carvalho	Pending	Relates to hosting in-district English language learner programs.
Massachusetts	H 3401		Ways & Means	Pending-passed second chamber	Provides funding for English language acquisition professional development to improve the academic performance of ELLs. Relates to the Rethinking Equity and Teaching for ELLs (RETELL) Initiative.
Massachusetts	H 3650		Report of Conference Committee	Enacted	Provides funding for English language acquisition professional development to improve the academic performance of English language learners and effectively implement sheltered English immersion; funds may be expended for the Rethinking Equity and Teaching for English Language Learners (RETELL) initiative.
Massachusetts	S 262		DiDomenico	Pending	Relates to English language education; English learners (ELs) enrolled in a Massachusetts public school district or charter school are to be educated through a comprehensive, research-based instructional program that includes a content component to ensure appropriate acquisition of subject matter content and a language acquisition component to ensure appropriate acquisition of the English language. The programs for ELs may include sheltered English Immersion, dual language education or transitional bilingual education, but will not be limited to any specific program or instructional design provided that any such programs shall include the acquisition of the English language. Requires the department to develop regulations to allow districts to choose one or more programs that meet the requirements of this section based on best practices in the field, the linguistic and educational needs, and the demographic characteristics of their students. Districts may incorporate opportunities for

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					students to develop and maintain native language proficiency as part of a formal or extracurricular academic program.
Massachusetts	S 327		Petruccelli	Pending	Relates to underperforming schools; the superintendent of education must take steps to address achievement gaps for limited English-proficient (LEP), special education and low-income students and alternative English language learning programs for LEP students.
Massachusetts	S 1930		Senate Floor	Pending	Provides for professional development in English language acquisition to improve the academic performance of English language learners and effectively implement sheltered English immersion.
Michigan	H 4316	S 201 (Hildenbrand)	Pscholka	Pending	Appropriations act; provides funding from state language acquisition grants for programs to teach English to limited English proficient students.
Michigan	H 4822		Price	Pending- Passed first chamber	Relates to third-grade reading retention for students not reading at proficient levels; provides a good-clause exemption to ELLs who have had less than three years in an English language learner program.
Minnesota	H 2	H 94 (Quam) and S 473 (Pratt)	Loon	Pending- carryover	Pertains to a differentiated licensing system for educators of English language learners. Educators would be trained to provide appropriate instruction to support and accelerate students' academic literacy, including oral academic language and achievement in content areas in mainstream English classrooms.
Minnesota	H 246	S 665 (Torres Ray)	Urdahl	Pending- carryover	Provides teachers of ELLs, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data; and the skills to support native and English language development across the curriculum.

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Minnesota	H 332	S 278 (Chamberlain)	Runbeck	Pending-carryover	Requires school districts to adopt a local literacy plan to have every child reading at or above grade level no later than the end of third grade, including English learners.
Minnesota	H 384	S 298 (Stumpf)	Urdahl	Pending-carryover	All teacher candidates must have preparation in English language development and content instruction in order to effectively instruct ELLs. The State Board of Education must include these licenses in a statewide differentiated licensing system that creates new leadership roles for successful teachers premised on a collaborative professional culture dedicated to meeting students' diverse learning needs. Recognizes the importance of cultural and linguistic competencies, including the ability to teach and communicate in culturally competent and aware ways.
Minnesota	H 589	S 559 (Clausen)	Fenton	Pending-carryover	Relates to licenses in a statewide differentiated licensing system that creates new leadership roles for successful, experienced teachers, based on a collaborative professional culture dedicated to meeting students' diverse learning needs.
Minnesota	H 598	S 1044 (Wiklund)	Mariani	Pending-carryover	Amends a requirement for generating state English language learner aid; defines qualifications of English language learners.
Minnesota	H 739	S 788 (Torres Ray)	Davnie	Pending-carryover	Pertains to provision of universal preschool for 4 year-olds; programs must offer compensatory services in language, literacy and mathematical thinking in a developmentally appropriate manner; programs must develop collaborative partnerships with school-based early childhood programs, kindergarten teachers and other school officials; contains provisions for ELLs.
Minnesota	H 1075	S 1220 (Clausen)	S. Erickson	Pending-carryover	Requires the State Board of Education to adopt rules establishing continuing education requirements that promote continuous improvement and acquisition of new

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					and relevant skills by school administrators. Continuing education programs, among other things, must provide school administrators with information and training about building coherent and effective English learner strategies that include relevant professional development, accountability for student progress, students' access to the general curriculum, and sufficient staff capacity to implement these strategies.
Minnesota	H 1231	S 1138 (Dahle)	Mariani	Pending-carryover	Urges the president and congress to overhaul the Elementary and Secondary Education Act, citing negative effects of standardized testing for English language learners.
Minnesota	H 1506	S 1631	Lucero	Pending-carryover	Requires school districts to provide appropriate curriculum, targeted materials and professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
Minnesota	H 1762	S 1933 (Nienow)	S. Erickson	Pending-carryover	Relates to education finance; creates a financial incentive for districts that enhance proficiency for English language learners.
Minnesota	H 1930	S 1781 (Pappas)	Hamilton	Pending-carryover	Relates to education; provides for a program to engage Hmong and Southeast Asian children (English language learners) and families in accessing early childhood care and education, early childhood health and developmental screening, and reading assessments; appropriates money.
Minnesota	H 1955	S 1834 (Rest)	Urdhal	Pending-carryover	Provides teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language and English language development of English learners; and skills to support native and English language development across the curriculum.

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Minnesota	H 1972	S 1218 (Limmer)	Schomaker	Failed	Provides parents of English learners with oral and written information to monitor the program's impact on their children's English language development, to know whether their children are progressing in developing their English proficiency and, where practicable, their native language proficiency.
Minnesota	S 3a		Wiger	Failed	Relates to English learners; concerns accountability, funding, instruction and professional development for teachers.
Minnesota	S 811	H 844 (Loon)-vetoed by governor	Wiger	Failed	Amends a definition of ELL as having first learned a language other than English, who comes from a home where the language usually spoken is other than English, who is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures—which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments—to lack the necessary English skills to participate fully in academic classes taught in English.
Minnesota	S 1218		Limmer	Enacted	Provides parents of English learners with oral and written information to monitor program impact on their children's English language development, to know whether their children are progressing in developing their English proficiency and, where practicable, their native language proficiency.
Minnesota	S 1237		Torres Ray	Pending-carryover	Provides that a student may be exempt from assessment requirements if the student meets the following criteria: comes from a home where the language usually spoken is other than English, enters school in the United States after grade two, functions at least two years below expected grade level in reading and mathematics, and may be pre-literate in their native language.

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Minnesota	S 2224		Dziedzic	Pending-carryover	Relates to education; provides for a program to engage Somali children and families in accessing early childhood care and education, early childhood health and developmental screening, and reading assessments; appropriates funding.
Mississippi	H 1		C. Brown	Failed	Exempts from standard licensure any teacher of transitional bilingual education serving under a special license if he or she achieves the requisite qualifications. Two years of service by a teacher of transitional bilingual education under such an exemption shall be credited to the teacher in acquiring a Standard Educator License.
Mississippi	H 69	S 2693 (Burton)	Miles	Failed	Establishes the Mississippi English language learners scholarship program to recruit and educate certain qualified people to teach in an area of critical need in the state with a broadening student population of English language learners; restricts receipt of scholarships under the program to resident Hispanic or Latino students who are enrolled in or have been accepted for enrollment into a bachelor's or master's degree program of study for elementary, secondary or special education.
Mississippi	H 202	S 2320 (Burton)	Miles	Failed	Would require funds in the Education Enhancement Fund be set aside to provide educational support and teacher resources to school districts with 20 percent or more of its student enrollment comprised of English language learners.
Mississippi	H 203	S 2321 (Burton)	Miles	Failed	Requires the SBE to grant a waiver of accountability and state assessment requirements to those school districts with a total student enrollment comprised of 25 percent or more of ELLs. When determining the district's accreditation level on the performance and accountability rating model, the commission shall waive accountability and state assessment requirements used to determine student achievement and

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					growth, graduation rates, dropout rates and completion rates for ELLs enrolled in grades nine through 12 only.
Mississippi	S 2006		Collins	Failed	Clarifies the good cause exemption under the Literacy Based Fourth Grade Promotion Act applicable to students; includes limited English proficient students who have had less than two years in an English language learner program.
Mississippi	S 2258		Tollison	Enacted	Requires the commission to grant special licenses to teachers of transitional bilingual education who possess such qualifications as are prescribed in this section; these teachers shall be compensated by local school boards at not less than one step on the regular salary schedule applicable to permanent teachers licensed under this section. Requires the commission to grant special licenses to teachers of transitional bilingual education who present the commission with satisfactory evidence that they possess a speaking and reading ability in a language, other than English, in which bilingual education is offered.
Nebraska	L 379		Bolz	Failed	Establishes the Expanded Learning Opportunity Grant Program Act to promote academic achievement outside of school hours in high-need school districts. Provides programs for English language learners that emphasize language skills and academic achievement.
Nebraska	L 519		Sullivan	Enacted	Provides for school and student aid, grants and assistance as prescribed; establishes a competitive innovation grant program with funding from the Nebraska Education Improvement Fund; and specifies programming for English language learners.
Nebraska	L 522		Sullivan	Pending-carryover	Provides for apportionment funds and student support aid related to state aid to education; specifies funding for ELL students.

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Nebraska	L 530		Sullivan	Pending-carryover	Establishes the position of a student achievement coordinator to address the unique educational needs of low-achieving students, students in poverty, highly mobile students, and limited English proficient students. The coordinator must evaluate and coordinate existing resources for effective programs to increase achievement for such students across the state and review plans to ascertain successful practices.
Nevada	S 126		Senate Education Committee	Failed	Requires the State Board of Education to prescribe surveys and assessments to identify certain pupils whose primary language is a language other than English or who are learning to speak two languages simultaneously; requires certain pupils to be assessed and classified as limited English proficient or English proficient upon enrollment for kindergarten.
Nevada	S 397		Denis	Failed	Provides for a multiplier in the basic support guarantee for each pupil identified as limited English proficient or at risk as follows: for the 2017-2018 school year, a multiplier of at least 1.05; for the 2018-2019 school year, a multiplier of at least 1.15; for the 2019-2020 school year, a multiplier of at least 1.3; and for the 2020-2021 school year and each school year thereafter, a multiplier of at least 1.5.
Nevada	S 405	S 430 (Senate Finance Committee)	Denis	Enacted	Expands the Zoom schools program and provision of programs and services to children who are limited English proficient in certain other schools. Engages and involves parents and families of children who are limited English proficient, including, without limitation, increasing effective communication with and outreach to parents and families to support the academic achievement of those children.

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Nevada	S 474		Senate Finance Committee	Enacted	Makes various changes concerning the professional development of teachers, school administrators and other educational personnel; incorporates training that meets the educational needs of students who are limited English proficient.
New Hampshire	H 1		Kurk	Enacted	Provides appropriations for bilingual education.
New Hampshire	S 227		Stiles	Pending-carryover	Makes various changes to the method of calculating, distributing, and reporting education grants to municipalities, and repeals the provisions relating to differentiated aid. Provides additional funding for each pupil who is an English language learner.
New Jersey	AR 238		Coughlin	Pending	Urges the U.S. Department of Education not to withhold federal funding from the state for not administering assessments to limited English proficient students (LEPs). These assessments may not accurately reflect their true abilities or reliably measure their academic progress. Removing the risk of losing federal funding would allow states to determine how best to administer academic assessments to LEPs.
New Jersey	A 1197	S 954	Wolfe	Pending-Carryover	Relates to funding for limited English proficient students; the additional weighting is set at 0.47.
New Jersey	A 4414	S 2016 (Sarlo) Enacted	Moriarty	Pending-passed first committee	Requires exemption of certain English language learner students from administration of state assessments; requires the department of education to notify the district of availability of certain assessment accommodations.
New Jersey	A 4600		Schaer	Pending-passed first committee	Appropriates funding for bilingual education programming.
New Jersey	S 2016		Sarlo	Enacted	Provides funding for bilingual education.

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New Mexico	H 41	S 66 (Kernan)- failed	Youngblood	Failed	Relates to testing exemptions for English language learners who are proficient in a language other than English on a valid and reliable reading assessment or have had less than two years of instruction in English for speakers of other languages.
New Mexico	H 156		McCamely	Failed	Creates the Innovations in Teaching Program; provides teachers with flexibility to experiment with one or more pedagogical approaches and strategies to engage and teach all their students, with specific mention of English language learners.
New Mexico	H 165	S 203 (Sapien)	Roch	Enacted	Pertains to assessment; students who have been determined to have limited English proficiency may be allowed to take the standards-based assessment in their primary language. ELLs who have attended school for three or more consecutive years in the United States shall participate in the English language reading assessment unless granted a waiver by the Department of Education. Details provisions for paper versus computer-based testing in cases where the student lacks the appropriate skills for computer testing.
New Mexico	H 451		W. Martinez	Failed	Establishes the Pre-Kindergarten Act to provide preschool services to children age 3 and older; establishes the Professional Development Council; and establishes a grant program for schools that provide services to dual language learners, among other student populations.
New Mexico	SM 59		Stewart	Enacted	A memorial encouraging the governor to issue an executive order requiring all state agencies to develop and implement policies and plans to ensure that New Mexico residents who are limited English-proficient have full and meaningful access to state programs and activities.

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New Mexico	S 457	H 315 (Martinez)	Cervantes	Failed	Relates to student assessment audits; reports number of assessments administered and the cost of administration; and disaggregates English language learner assessments.
New Mexico	S 468	S 724 (Ingle)	Sapien	Failed	Relates to the Reading Success Act; pertains to testing; an ELL who demonstrates annual growth on a school-district-approved English language assessment; provided that, after four successive school years of taking, or upon mastering the English language assessment, the student no longer shall be considered an ELL, and the student's reading proficiency shall be determined using the assessment administered to students who are not English language learners.
New Mexico	S 470	H 373 (Martinez)- failed	Soules	Failed	Enacts the English Language Learner Teacher Preparation Act; provides for establishment, operation, expansion and improvement of training programs for College of Education students or educational personnel who are or will be teaching English language learners or bilingual multicultural education.
New Mexico	S 640		Stewart	Failed	Pertains to the public school funding formula; provides specific funding formulas for ELLs and highly mobile students.
New York	A 193	S 1021 (Dilan)	Rozic	Pending	Relates to administration of language assessment instruments to students receiving a program of bilingual education or English as a second language. Details the assessment requirements for ELLs, beginning annually after three years in an English language program.
New York	A 215		Gantt	Pending	Proposes establishment of a four-member English language learner city-wide council. The council will be required to improve the ELL-related services rendered by the school district. The committee has the right to advise and comment on any instructional or educational policy related to ELLs, issue an annual report on program effectiveness and to make

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					recommendations, and to hold regular meetings open to the public to discuss relevant issues.
New York	A 255	S 1064 (Parker)	Rozic	Pending	Requires school districts to establish a language assistance program for limited English proficient parents of students; requires record keeping and annual reporting; permits districts to jointly establish such programs.
New York	A 3010	S 2010/A7013	Office of the Governor	Pending	Requires a district with English language learners, to include professional development and planning time for teachers and administrators, including specific strategies and content designed to maximize the rapid academic achievement of English language learners in the district.
New York	A 3050	S 2116 (LaValle) and S 4210	Nolan	Pending	Establishes the Truth in Testing for the Common Core Act. The commissioner shall develop testing accommodation guidelines for ELLs that may include time extensions, separate test locations, translated editions, bilingual dictionaries and glossaries, oral translations for lower-incident languages and written responses in native languages.
New York	A 6863		Crespo	Pending	Requires that a pupil who is identified as proficient in the English language, as measured by the annual English language assessment instrument, will continue to receive a program of bilingual education or English as a second language for one additional year during the following school year if specifically requested in writing by the parent or guardian.
New York	A 7013	S 4921 (Farley)	Nolan	To Governor	Relates to the takeover and restructuring of struggling schools; specifies measures to address achievement gaps for English language learners (ELLs); the professional development and planning time for teachers and administrators includes specific strategies and content

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					designed to maximize the rapid academic achievement of ELLs.
New York	S 711	A 2682 (Rozić)	Serrano	Pending	Establishes the Education Equity Act, which requires school districts to provide language assistance to the parents of ELLs; creates an annual language assistance plan to assess language needs in the district; requires annual reporting; and requires development of a Web page detailing the translation services available to parents.
New York	S 2602		Latimer	Pending	Requires a study and report on the total cost of student assessments; surveys of teachers and administrators on test-prep time for student assessments; prohibits certain assessments to be used for anything other than diagnostic purposes; and disaggregates data for English language learners.
New York	S 2867		Parker	Pending	Establishes the Bilingual Teachers of Tomorrow Teacher Recruitment and Retention Program to attract and retain bilingual, certified teachers in areas of the greatest need, especially schools under review; provides for grants and procedures for applying for such grants and eligibility requirements for fund distribution.
New York	S 3711	A 292	Espaillet	Pending	Amends the Education Law; pertains to English language testing requirements; relates to establishing fair, equitable and appropriate English language testing requirements for students with limited English proficiency; and provides that students who enter New York schools after the eighth grade are provided an alternative to the English regents' exam in order to be awarded a high school diploma.
New York	S 4210		Senate Rules Committee	Pending	Relates to admission requirements for graduate-level teacher education programs, teacher registration and continuing teacher education requirements and annual professional performance reviews for classroom teachers and building

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					principals. Specifies developing expertise in education of English language learners.
New York	S 4612		Office of the Governor	Enacted	Provides appropriation for bilingual education grants to school districts.
New York	S 4835		Marcellino	Pending	Relates to Common Core state testing; requires the commissioner to develop testing accommodation guidelines for English language learners that may include time extensions, separate test locations, translated editions, bilingual dictionaries and glossaries, oral translations for lower-incident languages and written responses in native languages.
New York	S 5659		Klein	Pending	Establishes a city-wide council on English language learners (ELLs). The council is to make a significant contribution to improving bilingual and English as a second language programs.
New York	S 5968		Hannon	Pending-passed first chamber	Directs the commissioner of the education department to distribute certain federal funds for the purpose of educating either unaccompanied minors or English language learners.
North Carolina	H 819		Meyer	Pending	Relates to reporting discipline and suspension data; disaggregates data specific to English language learners.
North Dakota	H 1162	S 2031 (Joint Committee on Education Funding and Taxation)	Nathe	Failed	Relates to providing English language learner (ELL) grants to school districts to enhance ELL services. Permissible purposes include the hiring of additional teachers, interpreters and social workers, among others.
North Dakota	H 1362		Wallman	Failed	Appropriates funds to the superintendent of public instruction to provide continuum-based ELL grants to six school districts with the largest number of ELLs. Grant recipients must commit to providing continuum-based

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					services to families of ELLs. Services include adult English literacy programs, interactive parent and child literacy programs, parental outreach, parental education, and early childhood education.
North Dakota	S 2031	D 291	Committee on Education Funding and Taxation	Enacted	Establishes per student funding levels of specified amounts for the 2015-17 biennium; provides a specified amount for school construction; sets aside a specified amount in the event that additional funds are required for school construction; provides a grant for certain school districts having high numbers of English language learners; provides additional money for professional development, at-risk students, English language learners, alternative schools, and regional education associations.
North Dakota	S 2254		Murphy	Failed	Relates to education finance; specifies multipliers for average daily membership specific to English language learners.
Ohio	H 55		Sprague	Pending	Exempts limited English proficient students from being retained after third grade for below-average literacy in cases where the LEP student has less than three years of English language instruction.
Ohio	H 74	H 64 (Enacted)	Brenner	Pending-passed first chamber	Relates to primary and secondary education assessments; no school district board shall excuse any limited English proficient student from taking any particular assessment required to be administered under this section, except that any limited English proficient student who has been enrolled in U.S. schools for less than one full school year shall not be required to take any reading, writing, or English language arts assessment. However, no board shall prohibit a limited English proficient student who is not required to take an assessment under this division from taking the assessment. A board may permit any limited English proficient student to take an assessment required to be administered under this

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					section with appropriate accommodations, as determined by the department. For each limited English proficient student, each school district shall annually assess that student's progress in learning English, in accordance with procedures approved by the department.
Ohio	H 212		Thompson	Pending	Relates to third grade retention on an English language arts assessment; provides an exemption if the student is a limited English proficient student who has been enrolled in U.S. schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
Ohio	S 3	H 74 (Brenner)- passed first committee	Hite	Pending- passed first chamber	Relates to assessment and accommodations; no school district board shall excuse any limited English proficient (LEP) student from taking any particular assessment required to be administered under this section, except that any LEP student who has been enrolled in U.S. schools for less than one full school year shall not be required to take any reading, writing or English language arts assessment.
Ohio	S 168		LaRose	Pending- passed first chamber	Relates to an education management information system; contains specifics for monitoring limited English proficient students.
Ohio	S 241		LaRose	Pending	Relates to performance measures of education professionals and performance of students grouped by those who are classified as limited English proficient.
Oklahoma	H 1063	H 1497 (Perryman) and H 1272 (Casey)	Roberts	Pending - carryover	Students identified as ELLs shall be assessed in a valid and reliable manner with the state academic assessments and provided acceptable accommodations as necessary or, to the extent practicable, with alternate assessments aligned to the state assessment provided by the school district in the language and form most likely to yield accurate data of the

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					student's knowledge of the content areas. Pertains to high school students.
Oklahoma	H 1065	S 221 (Sharp)	Nollan	Pending-carryover	Establishes the Reading Sufficiency Act whereby each kindergarten, first, second and third grader enrolled in the state is screened for reading skills at the beginning of the year and, if found to not be reading at grade level, an appropriate educational program will be developed. Progress monitoring will occur throughout the year and diagnostic assessments shall be provided if determined appropriate. Details are provided for data management systems, and the assessment requirements are addressed.
Oklahoma	H 1271		Casey	Pending-carryover	Relates to grade promotion and literacy skills; exempts English language learners for good cause in cases where the ELL has had less than two years of English language instruction.
Oklahoma	H 1378		Stone	Pending - carryover	The State Board of Education shall promulgate rules to provide for administration of the state testing program criterion-referenced tests in the primary language of students with limited English proficiency and students identified as ELLs.
Oklahoma	H 1513		Kern	Pending - carryover	Relates to competencies and methods to be incorporated into teacher preparation systems; requires teacher candidates to study certain methods and strategies for English language learners; and prohibits school districts from employing or assigning teachers to ELLs unless they hold a certain license or certification.
Oklahoma	H 2043	S 288 (Pittman)	Young	Pending - carryover	Creates the Minority Teacher Recruitment Advisory Committee; provides and coordinates mentoring and induction programs in school districts for minority teachers, particularly for school districts in which at least 35 percent of the students are eligible to receive free or reduced price

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					lunches and for teaching positions such as special education, bilingual education, mathematics or science that have been identified as a critical need by a local school district board of education.
Oklahoma	S 679		Bass	Pending - carryover	Establishes a process for school districts to post data on website; requires specific disaggregation of data by at least the following subgroups of students: white, black, Hispanic, American Indian/Alaskan Native, Asian, Pacific Islander/Hawaiian Native, low-income, English language learner, migrant, special education and gender.
Oregon	H 3423		House Education Committee	Failed	Relates to English language learners; requires each school district to develop and submit a local plan to the Department of Education that describes the school district's English language learner program. The process and content requirements for student response plans, which must be individually developed for each English language learner, must be based on the skills and needs of the student and the resources of the school district; addresses length of time in English learner program, disruptions to formal education and assessment, among others.
Oregon	H 3499		Gallegos	Enacted	Directs Department of Education to convene an advisory group related to English language learner programs; requires school districts to make an annual report to Department of Education related to English language learner programs; adjusts methods by which State School Fund distributions are made to school districts for students enrolled in English language learner programs.
Oregon	H 5017		Department of Administrative Services	Enacted	Appropriates funding for supporting school districts identified as low-performing related to English language learners (ELL) and specifies funding for technical assistance,

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					best practice support and implementation of the statewide ELL plan.
Oregon	S 703		Hass	Failed	Adjusts methods by which state school fund distributions are made to school districts for students enrolled in English as a second language programs.
Oregon	S 761	S 897 (Roblan)	Thomsen	Failed	Increases the amount distributed to school districts from the state school fund for each student enrolled in English as a second language program.
Oregon	S 897		Roblan	Failed	Limits additional distributions of state school funds to school districts for students enrolled in English as a second language programs to no more than seven school years for each student.
Pennsylvania	H 224		Christiana	To Governor	Pertains to a funding multiplier for limited English proficient students.
Pennsylvania	H 754		Brownlee	Pending	Provides professional development to teachers who work with children enrolled in full-day kindergarten who have limited English proficiency, disabilities and other special needs.
Pennsylvania	S 47		Williams	Pending	Pertains to comprehensive reform strategies employed at transformational schools; provides additional supports and professional development to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.
Pennsylvania	S 101		Williams	Pending	Permits, at the discretion of the superintendent of public instruction, teaching subjects in a language other than English as part of a sequence in foreign language study or as part of a bilingual education program if teaching personnel are properly certified in the subject fields.

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Pennsylvania	S 910	H 1390 (Saylor)	Smucker	Pending-passed first committee	Relates to student-weighted basic education funding and contains provisional multiplier for limited English proficient students.
Rhode Island	S 404		Pichardo	Adopted	Creates a 19-member special legislative commission, "The Ocean State World Language Learning Commission" the purpose of which would be to study the impact of the state's school funding formula on language learners; requires a report back to the General Assembly no later than Jan. 28, 2016.
Tennessee	H 1374	S 1399 (Norris)	Sargent	Enacted	Relates to appropriations; requires that the funding formula provide for English language learners at a ratio of one to 30 and one to 300 for teachers to students and translators to students, respectively.
Texas	H 1		Otto	Enacted	Relates to teacher certification in bilingual education; provides funding for bilingual education programming.
Texas	H 56		Gonzalez	Failed	Establishes a task force to evaluate the efficacy of the agency's English language proficiency standards for students in grades nine through 12.
Texas	H 218	S 159 (Rodriguez)	Márquez	Enacted	A teacher assigned to a bilingual education program that uses a dual language immersion/two-way program model must be appropriately certified by the board for: bilingual education for the component of the program provided in a language other than English; and bilingual education or English as a second language for the component of the program provided in English.
Texas	H 406		Gonzalez	Failed	Relates to creation of a task force to determine alternative methods of assessing the performance of public school students and school districts; details task force composition; specifies as members 10 teachers who are certified in bilingual education with a minimum of three years' classroom

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					experience, with appointment reflecting the geographic diversity of the state.
Texas	H 654		Aycock	Failed	Relates to education funding; funds received by a school district as a result of the district's weighted average daily attendance of students, other than an indirect cost allowance established under State Board of Education rule, must be used in providing bilingual education or special language programs and must be accounted for under existing agency reporting and auditing procedures. Funds may be used only for program and student evaluation, instructional materials and equipment, staff development, supplemental staff expenses, salary supplements for teachers, and other supplies required for quality instruction and smaller class size.
Texas	H 667		K. King	Failed	Relates to permissible uses of the bilingual education allotment provided under the foundation school program.
Texas	H 680		Gutierrez	Failed	The State Board of Education may not require more than 18 semester credit hours of education courses at the baccalaureate level for granting a teaching certificate. The board shall provide for a minimum number of semester credit hours of internship to be included in the hours needed for certification. The board may adopt rules requiring additional credit hours for certification in bilingual education and English as a second language.
Texas	H 990		Alonzo	Failed	Relates to a program to provide postsecondary financial incentives to students who agree to teach bilingual education, English as a second language or Spanish in certain public schools.
Texas	H 1711	H 3671 (Walle)	Oliveira	Failed	Relates to the compensatory education allotment and the bilingual education allotment under the Foundation School Program. For each student in average daily attendance in a

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					bilingual education or special language program, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2.
Texas	H 2863	S 1868	Bernal	Failed	Relates to public school accountability for bilingual education and English as a second language and other special language programs.
Texas	H 3848	S 1842 (Hall)	Rinaldi	Failed	Relates to removing the requirement for bilingual education and special language programs for certain students of limited English proficiency. Allows school districts with an enrollment of 20 or more students of limited English proficiency that speak the same primary language to offer bilingual education, instruction in English as a second language, English immersion or other transitional language instruction.
Texas	S 161	H 1461 (Lucio)	Jo Rodriguez	Failed	Relates to the bilingual education allotment provided under the public school finance system. For each student in average daily attendance in a bilingual education or special language program, the district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.25 (up from 0.10).
Texas	S 244		Watson	Failed	Relates to education funding; for each student in average daily attendance in a bilingual or special language program under Subchapter B, Chapter 29, a district is entitled to an annual allotment equal to the basic allotment or adjusted allotment , as applicable, multiplied by 0.1.
Texas	S 977		Rodriguez	Failed	Relates to a secondary-level English language learners' program for public school students of limited English proficiency.
Virginia	H 324	H 1400 (Jones)	R. Bell	Enacted	To provide flexibility to instruct ELLs who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention,

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					Intervention and Remediation account to employ additional teachers to provide instruction to identified LEP students.
Virginia	H 2004		Torian	Failed	Provides flexibility in the instruction of English language learners (ELLs) who have limited English proficiency and who are at risk of not meeting state accountability standards; school divisions may use state and local funds from the Standards of Quality Prevention, Intervention and Remediation account to employ additional ELL teachers to provide instruction to identified limited English proficiency students.
Virginia	H 2271		Futrell	Failed	Relates to the World-Class Instructional Design and Assessment (WIDA); requires the Board of Education to establish procedures by which a high school may substitute a satisfactory score on the appropriate WIDA assessment for a passing score on the 11 th grade English reading Standards of Learning assessment for any 11 th grade student who is an ELL.
Virginia	S 1112	H 2004 (Torian)	Barker	Failed	Provides for the specific budget appropriations of 17 teachers for every 1,000 ELL students. Also allows for state and local funds students from the Standards of Quality Prevention, Intervention and Remediation account be used to provide additional teachers for ELL students.
Washington	H 1105	S 5076 (Hill)	Hunter	Enacted	Pertains to the state FY 2015 appropriation provided solely for the professional educator standards board to disseminate information about principles of language acquisition as a critical knowledge and skill for educators in support of instruction for ELLs.
Washington	H 1106	S 5077 (Hill)	Hunter	Pending-carryover	Provides an appropriation solely for the Professional Educator Standards Board to disseminate information about principles of language acquisition as a critical knowledge and

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					skill for educators in support of instruction for English language learners.
Washington	H 1541		Santos	Pending-carryover	Expands on the Close the Educational Opportunity Gap bill created in 2009 by explicitly addressing ELLs in the following areas: increasing the cultural competence of educators, providing ELL and second language acquisition endorsements for all educators, creating new ELL accountability benchmarks, and investing in recruitment and retention of teachers of color.
Washington	H 1570		Gregory	Enacted	Creates the educator retooling conditional scholarship program; allows current K-12 teachers to pursue an endorsement in a specialized field, including English language learner education.
Washington	H 1783	S 5675 (Roach)	Ortiz-Self	Pending-carryover	Establishes a cradle to career approach to support English language learners by creating grant programs to expand dual language programs and bilingual education for early learners, elementary students, and secondary students; and to create a scholarship to meet the present and future demand for bilingual teachers.
Washington	H 2165		Scott	Pending - carryover	Requires the Office of the Superintendent of Public Instruction to exclude the following from the calculation of a school's percentage of tested students receiving a score of basic or below basic on the third-grade statewide student assessment: students enrolled in the transitional bilingual instruction program unless the student has participated in the transitional bilingual instruction program for three school years.
Washington	S 5179	H 1293 (Bergquist)	Hill	Pending-carryover	Pertains to paraeducators; creates the paraeducator board that establishes and reviews standards for certification, endorsement, and minimum employment standards. Specifies a grant program to field test the paraeducator

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					certification and ELL endorsement that services the transitional bilingual education program and federal limited English proficiency program.
Washington	S 5415		McAuliffe	Pending - carryover	Provides funding for professional development for teachers who work with English language learners by aligning practices with research to improve student success.
Washington	S 5690	H 1795	Dammeier	Pending - carryover	Relates to the school-community learning assistance program action plan; this plan is to include culturally responsive strategies that are designed to meet the needs of student subgroups, including English language learners.
Washington	S 6052		Hill	Enacted	Appropriates funding for the professional educator standards board to disseminate information about principles of language acquisition as a critical knowledge and skill for educators in support of instruction for English language learners.
Wisconsin	S 1		Farrow	Pending	Pertains to school accountability reporting; will use multiple measures to determine a school's performance or a school district's improvement, including English language proficiency.
District of Columbia	B 18	B 41 (Orange)	Orange	Pending	Relates to third-grade reading; creates a good cause exemption for limited English proficient students who have had less than two years of instruction in English.
District of Columbia	B 66		Grosso	Pending	Requires the Office of the State Superintendent of Education, the deputy mayor for education and each local education agency to partner with the Office of Human Rights to provide training for staff, teachers and counselors; requires the Office of the State Superintendent of Education and each local education agency to have at least one English as a second language-certified member on staff if the percentage of English language learners is 10 percent or higher.

State/Jurisdiction	Bill Number	Associated Bills	Author	Current Disposition	Summary
District of Columbia	B 283		Mendelson	Enacted	Provides an additional weighted funding unit of 0.49 for students who are English language learners.
District of Columbia	B 936		Grosso	Pending	Amends the Language Access Act of 2004 to require that all covered entities annually publicize the list of oral language services provided; provide training for staff, teachers, and counselors; and have at least one certified English as a Second Language staff member if ELL percentage is 10 or higher. Creates a full-time language access coordinator position.

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