

WSPTA Issue Proposal Submittal Form 2006-07



Deadline for Submission – June 15, 2006

Washington State Parent Teacher Association

2003 65th Ave. West, Tacoma WA, 98466

253.565.2153 or 1.800.562.3804

Fax: 253.565.7753

www.wastatepta.org

email: wapta@wastatepta.org

Instructions for completion of Legislative Issue Proposal Form

The short-term platform issues are the highest priority legislative topics for WSPTA and are current for one year. Proposed issues are submitted by general membership and voted on by legislative representatives at Legislative Assembly.

These issues are determined to be the emergent issues affecting children and youth at the time they are proposed, and are the primary factor in determining the advocacy actions and activities of the association.

Additionally, the short term platform helps determine what, given the financial and human resources available, the State PTA will monitor and attempt to affect/influence through legislation. This also helps direct decisions regarding collaborative work with other groups, coalitions, and organizations.

- Proposed legislative issues must be received by the WSPTA office by midnight on June 15, 2006. Facsimile proposals are acceptable. Fax completed proposal form to 253.565.7753. Please observe deadlines and plan accordingly.
- It is helpful to provide as much supporting information as possible so that the proposal can receive full consideration. The issue submittal form requests the following information:
 - a basic statement of the issue and the text of the issue;
 - the body who should address the issue (state legislature, OSPI, State Board of Education, Congress);
 - why the issue has statewide implications and should be a top priority;
 - the potential consequences to other PTA units;
 - how this issue affects children in your community;
 - if known, the potential fiscal implications of the issue; and
 - what leads you to believe there is broad based support for this issue.
- If a member or local unit would like assistance in completing the issue submittal form, they can contact the state office by June 1st. They will be contacted and provided support.
- In the event that several proposed issues share a common concern, submitters may be contacted to discuss combining those proposals.
- In July the WSPTA Legislation Committee meets to discuss the proposed and previous year's issues to make a recommendation as to whether each issue should be submitted to the Legislative Assembly. The criteria used to determine an issue's eligibility to be submitted to Legislative Assembly are as follows:
 - Does the issue match the organization's mission?
 - Is the issue statewide in scope?
 - Is there any pending public policy (legislation, ballot measure) regarding this issue?
 - How does addressing this issue strengthen the association's ability to advocate for children?
 - Is Legislative Assembly the best advocacy venue for this issue?
 - How is this issue uniquely different from similar issues within our platform (if applicable)?
- The Legislative Committee's recommendations are forwarded to the WSPTA Board of Directors for review at their August board meeting, and these committee recommendations will be noted on all issue materials created for delegates/members.
- The proposed issues are then issued to local units/councils in late August.
- Local units survey their members regarding the proposed issues.
- The short term platform items are debated and voted upon at Legislative Assembly to determine priority ranking, or possible elimination from the platform.

Thank you for taking the time to consider submitting a legislative proposal. If you have any questions, please call the WSPTA governmental relations staff at 1.800.562.3804 or email to mkenfield@wastatepta.org. A member of the Legislation Committee will contact you.

2006 Legislative Issue Proposal Form

Vision: To be advocates for ALL kids and ALL families.

Mission: To promote the welfare of children and youth in Washington State, leading to success for every child. We will do this by:

- Speaking on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;
- Supporting parents* in developing skills to raise, protect, and advocate for their children; and
- Encouraging parent* and community involvement.

**Parent may include adults who play an important role in a child's family life, since other adults may carry the primary responsibility for a child's health, welfare, education, and safety.*

Proposal submitted by: Isabel D'Ambrosia

Your Name and Position: Isabel D'Ambrosia, President, John Stanford International School, Seattle

Unit Name: John Stanford International School PTSA

Phone Number: 206-545-7275

Email Address: n.dambrosia@comcast.net

- Please provide a typewritten, neatly printed or computer-generated form (if needed attach additional pages.)
- The deadline for submission to the WSPTA office is **June 15, 2006**.
- Completed proposals can be submitted via:
 - Mail: Mary Kenfield, 2003 – 65th Ave West, Tacoma, WA 98466-6215
 - Fax: 253-565-7753, Attention Mary Kenfield, Government Relations Director
 - E-mail: mkenfield@wastatepta.org
- Additionally, please send supporting research to the WSPTA office by **Saturday, July 15, 2006**. This information may include but is not limited to articles, talking points, data sheets, and website addresses. If you need assistance with your research, please contact Mary Kenfield at 253.906.8773 or mkenfield@wastatepta.org.

1. The following is an issue of great concern to our PTA and should be considered for the 2006-07 legislative platform (Short-Term Platform):

WORLD LANGUAGE AND INTERNATIONAL COMPETENCY FOR ALL CHILDREN

As citizens of Washington State, we participate in a globally interdependent world. One of every three Washington State jobs is impacted by international trade, making our state one of the most trade-dependent in the country. Yet students can graduate from Washington high schools without ever having studied a language other than English.

Public schools in Washington State (and throughout the United States) are behind other countries in their offering of world languages and international curriculum in public schools. If our students are to compete in a global economy, they must have language skills and a broad knowledge of international cultures, history, geography and economies. We believe it is time for Washington schools to take a leadership role in these areas.

2. Please check one of the following boxes:

- Please have a member of the WSPTA Legislative Committee contact me to develop a specific proposal. (NOTE: If this option is desired, **please contact the office by June 1th.**)

– OR –

- The following specific proposal could address or resolve our issue/concern:

The Washington State PTA shall initiate and/or support legislation and/or policies that...

- 1) Substantially increase world language study in all grades; but especially in grades P through 5 where it has not been previously available.
- 2) Support teaching and learning about world economy, cultures, geography and history in all grades.

3. We believe the issue should be addressed by (please check all boxes that apply.)

- State Legislature (yes)
 Office of Superintendent of Public Instruction (yes)
 State Board of Education
 U.S. Congress
 Please address this issue to the appropriate body.

4. Statements of Support/Explanation:

- a) Please explain why this issue has **statewide** implications.

International trade is a key element of Washington State's economy, and will be even more so in coming decades. Washington's continued economic success depends on our ability to maintain and enhance our leadership in international business. Educating students to competency in more than one language and giving them a broad knowledge of world economy, culture, geography and history will prepare our students to create and participate in a healthy Washington State economy.

- b) Explain why this issue should be a top priority of the WSPTA.

The primary mission of the WSPTA is to advocate for children – especially by making sure the education they receive in public school will allow them to meet the challenges they face in adulthood.

We know that our children will compete in an increasingly global economy. We also know that our State is becoming increasingly culturally diverse. Making sure that children are competent in more than one language, and seeing to it that they are well educated about the world beyond the borders of the United States will be key to their success.

In addition to the economic benefits, multiple studies show that second language study helps close the achievement gap for struggling students. Children of color, children from economically disadvantaged backgrounds, children of average and below average academic achievement, and English Language Learners are the ones who benefit most from world language study by making the greatest proportional gains in achievement.

Because of these reasons, PTA should make world language and international education a top priority.

c) How does this issue affect children in your community?

Students in Washington State (and throughout the United States) need to remain competitive in the world economy. Other countries are making sure students are fluent in more than one language – a skill that business leaders value in employees, especially in Washington State where so many jobs are related to international trade.

All children, and especially children in grades P through 5, have a great capacity to learn language. All children deserve the opportunity to learn a second language and reap the benefit of that knowledge for their entire lives.

d) What are the potential consequences to PTA units?

PTA units will need to be encouraging and supportive of schools and teachers as they adapt to world language in schools where it has not previously been a priority; especially at the elementary level. World language and curriculum will also require support at the middle and high school levels.

e) If known, what are the potential fiscal implications of the issue?

Funds will need to be found for teacher training and curriculum development. Sharing existing curriculum, and collaboration with schools where world language and international studies are already in place (e.g. Portland Public Schools), should be encouraged.

f) What leads you to believe there is broad based support for this issue?

Elementary schools in Seattle, Bellevue, and Portland (Oregon) offering world language curriculum and international studies are among the most popular elementary schools in their districts. Recently, many private preschools and elementary schools have been formed around world language. World language and international education are extremely popular with families.

The business community in Washington State has been involved in seeking additional language education for Washington students. The International Business Breakfast sponsored by John Stanford International School and Hamilton International Middle School (Seattle) has brought together two to three hundred business professionals every year to support international education. Many of the executives and business owners have become involved with promoting international education because they see the need for multi-lingual employees now, with an increasing need for these employees in the future.

5. Please check which of the following statements apply to your proposal:

- This proposal is being submitted by the: John Stanford International School PTA Board.
- This proposal has received approval by this PTA.
- This proposal has not received approval by this PTA.
- This proposal is being submitted by an individual or group other than a PTA Board.
- Name of group or individual: _____

NOTE: In the event that several proposed issues share a common concern, We may contact issue submitters to request combining their proposals with agreed-upon wording.

SUPPORTING DOCUMENTS

The following documents have been compiled to provide support for the World Languages and International Competency issue proposal.

Schools showing interest in Chinese language:

<http://internationaleledwa.org/chinese/default.htm>

International Education Website:

<http://internationaleled.org/>

Article:

<http://internationaleled.org/PDKmet.htm>

Language and National Security:

<http://internationaleled.org/BriefingBook/6.Building/6.e%20Language%20National%20Sec.doc>

<http://internationaleled.org/nationalsecuritylanguage.htm>

Existing Language Immersion Programs in Washington and Oregon:

<http://internationaleledwa.org/resources/immersion.htm#seattle>

Summary of 2006 Washington State International Education Leadership Summit:

http://internationaleledwa.org/summit/2006/2006_Summit_Report.pdf

PowerPoint Presentations:

- [Washington Learns Languages](#) (PPT)
- [Early Language Examples](#) (PPT)

OSPI has endorsed the American Council on the Teaching of Foreign Languages (ACTFL) Standards as the voluntary standards for world languages in the state of Washington. These standards provide general guidance for districts as they develop their world language programs. An outline of the standards:

<http://www.k12.wa.us/curriculum/instruct/socstudies/WorldLanguages/voluntarystandards.asp>

X

WAFLT (Washington Association for Language Teaching)

www.waflt.net

International Education Washington

www.internationaleledwa.org

ENDORSEMENTS

PTSA Board, John Stanford International School, Seattle, WA

Claire Foster, PTSA President, Alki Elementary School, Seattle, WA

Sharon Rodgers, Seattle Council PTSA Legislative Chair

Cynthia A. Wenner, PhD, Shelton View Elementary, PTA 6.10.40, Northshore District

Michele Anciaux, International Education Consultant, Seattle