

Date of Hearing: March 20, 2024

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
AB 2071 (Juan Carrillo) – As Introduced February 5, 2024

**SUBJECT:** Student instruction: English Learner Roadmap: grant program: parent toolkit

**SUMMARY:** Establishes the English Learner Roadmap Implementation Grant Program and makes an appropriation for this purpose, and requires the State Board of Education (SBE) to develop and adopt a California English Learner Roadmap Parent Toolkit. Specifically, **this bill:**

- 1) Establishes the English Learner (EL) Roadmap Implementation Grant Program, with the goal of locally planning and implementing the EL Roadmap Policy by doing all of the following:
  - a) Developing local comprehensive EL Roadmap Policy implementation plans with clear and measurable goals that focus on the four principles of the EL Roadmap Policy;
  - b) Aligning local policies and guidance, including, but not limited to, master plans and local educational agency (LEA) vision and goal statements, to the EL Roadmap Policy;
  - c) Building shared understanding and ownership across multiple roles, departments, and stakeholders related to applying the vision and principles of the EL Roadmap Policy to the local context and need;
  - d) Creating coherent local systems to support instructional improvement for ELs that are consistent with the EL Roadmap Policy;
  - e) Establishing or strengthening progress monitoring and data systems to focus continuous improvement on programs and services aligned to the vision, principles, and goals of the EL Roadmap Policy;
  - f) Building capacity and instituting aligned professional learning across multiple roles for implementing evidence-based practices for EL success aligned to the EL Roadmap Policy;
  - g) Including a focus on the implementation of integrated English language Development (ELD), designated ELD, and bilingual and dual language pathways for students in transitional kindergarten (TK), kindergarten, and grades 1 to 12, inclusive;
  - h) Aligning school resources with the EL Roadmap Policy implementation plan to enact the four principles of the EL Roadmap Policy;
  - i) Engaging technical assistance and professional learning services to bring EL and dual language expertise for an LEA's planning and implementation process as well as provide facilitation support, as needed;
  - j) Aligning goals, actions, and services for ELs in the Local Control and Accountability Plans (LCAPs) to the EL Roadmap principles; and

- k) To the extent possible, implementing the parent toolkit established by this measure.
- 2) Requires the California Department of Education (CDE) to administer the EL Roadmap Implementation Grant Program, as a three-year grant program.
- 3) Requires the CDE, commencing September 1, 2025, to award 25 one-time grants of up to \$1.5 million per grant, to LEAs.
- 4) Permits the CDE to use up to 10% of program funds to administer the grants, provide support to grantees, and facilitate a community of practice.
- 5) Establishes priority for grant awards for:
  - a) LEAs with a high percentage of EL student enrollment as compared to total enrollment;
  - b) LEAs with the highest numbers of ELs; and
  - c) LEAs with the lowest numbers of ELs and multiple languages spoken by ELs.
- 6) Requires the CDE to identify criteria for evaluating applicants and awarding grants.
- 7) Requires an applicant to include all of the following in its application:
  - a) Student enrollment data for the three years before the date of the application, disaggregated by all of the following:
    - i) Number of ELs, including long-term ELs (LTELs) and newcomers;
    - ii) Number of reclassified fluent English proficient students (RFEPs); and
    - iii) Number of students who are native speakers of English.
  - b) How the applicant will be equipped to serve as a demonstration site to model how successful EL Roadmap Policy implementation works.
- 8) Requires the CDE, in administering the EL Roadmap Implementation Grant Program, to perform all of the following functions:
  - a) Determine application procedures and selection criteria for grant awards;
  - b) Create a rubric of key elements of successful programs based on the EL Roadmap Policy to be part of the application process;
  - c) Review applications and award grants;
  - d) Identify data to be collected by grant recipients for reporting to the CDE;
  - e) Identify how the CDE will collect data from grant recipients and make that data available to the public; and

- f) Meet quarterly with leaders from the grant recipients, to be known as a community of practice, for purposes of sharing lessons, models, materials, tools, or other resources that may be developed in the course of the planning and implementation phases. Encourages the CDE to seek the participation of parent leaders in the community of practice process and to provide interpretation and translation support as necessary.
- 9) Requires a grant recipient to use the grant for any of the following purposes:
- a) Hiring staff to be assigned to the administration of the grant program;
  - b) Purchase of instructional materials;
  - c) Professional learning, including compensating teachers for their participation;
  - d) Development of LEA and site implementation plans;
  - e) Professional development, including substitutes for teachers, administrators, and support staff;
  - f) Coaches and coaching; and
  - g) Trainings to implement the parent toolkit developed pursuant to this measure.
- 10) Requires a grant recipient to use the grant to supplement, not supplant, funding used to support ELs.
- 11) Requires the CDE to submit an annual progress report to the appropriate policy and fiscal committees of the Legislature commencing July 1, 2026, and continuing through the duration of the EL Roadmap Implementation Grant Program, including all of the following:
- a) Data identified by the CDE as specified in this measure;
  - b) A description of how each grant recipient has used the grant funds;
  - c) A description of teacher, administrator, parent, and community involvement; and
  - d) The number of students, parents, teachers, administrators, and support staff that received support from the grant.
- 12) Requires the CDE, in addition to the annual progress reports, to submit a final report to the appropriate policy and fiscal committees of the Legislature on or before December 1, 2028, that includes all of the following:
- a) A description of successes and challenges or barriers faced in the implementation of the grant program and recommendations to address identified challenges or barriers;
  - b) The final number of students served;

- c) The final number of parents who participated in the program and a description of their involvement;
- d) A description of services or programs, or both, provided at each site;
- e) A description of services or professional learning, or both, provided and disaggregated by teacher, administrator, and parent involvement; and
- f) A breakdown of costs disaggregated by services and programs provided to students.

13) Requires the SBE, on or before December 31, 2025, to:

- a) Develop and adopt a “California EL Roadmap: Parent Toolkit” that will be made available to families served by LEAs that are implementing the EL Roadmap Policy. Requires that the parent toolkit include all of the following:
  - i) Questions that parents can ask schools, including user-friendly descriptors of each of the four principles of the EL Roadmap Policy;
  - ii) Language that is translated into parents’ primary language;
  - iii) An introduction on how to use the parent toolkit, how the toolkit is aligned to the EL Roadmap Policy, and a summary of the four principles;
  - iv) How parents can apply their learning from the parent toolkit to the promotion of biliteracy; and
  - v) A glossary of terms.
- b) Convene a workgroup to assist in the development of the parent toolkit that may include parent leaders, LEA EL administrators or specialists, representatives from institutions of higher education, or one or more nonprofit organizations with expertise in developing and providing high-quality professional learning focused on serving ELs as well as implementing the EL Roadmap Policy.

14) Requires the CDE, on or before July 1, 2025, to develop forms to be used by parents of ELs that may be used to request services from the student’s teacher or administrator as they relate to the parent toolkit.

15) Appropriates \$30 million to the CDE for purposes of the EL Roadmap Implementation Grant program.

16) Defines the following terms for purposes of the act:

- a) “Designated ELD” means instruction provided during the regular schoolday for focused instruction on the state-adopted ELD standards to assist ELs to develop critical English language skills necessary for academic content learning in English;

- b) “EL Roadmap Policy” means the California EL Roadmap SBE Policy: Educational Programs and Services for ELs adopted by the SBE on July 12, 2017;
- c) “English Language Development” means ELD;
- d) “English Learner” has the same meaning as the definition in current law;
- e) “Integrated ELD” means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards and includes specifically designed academic instruction in English;
- f) “Local educational agency” means a school district, county office of education (COE), or charter school; and
- g) “Long-term English learner” has the same meaning as defined in current law.

**EXISTING LAW:**

- 1) Through initiative statute (Proposition 58, approved by voters in November, 2016), requires that public schools ensure students obtain English language proficiency. Requires school districts to solicit parent/community input in developing language acquisition programs. Requires instruction to ensure English acquisition as rapidly and effectively as possible. Authorizes school districts to establish dual language immersion programs for both native and non-native English speakers. (Education Code (EC) 300-340)
- 2) Defines EL to mean a student who is “limited English proficient” as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25), EC 306)
- 3) Requires school districts and COEs to, at a minimum, provide ELs with a structured English immersion program. (EC 305)
- 4) Requires school districts and COEs to provide to students, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs. (EC 305)
- 5) Defines “language acquisition programs” as educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to students on the state-adopted academic content standards, including the ELD standards. (EC 306)
- 6) States that language acquisition programs may include, but are not limited to dual-language immersion programs, transitional or developmental programs for ELs, and structured English immersion programs for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. (EC 306)
- 7) Establishes requirements for the identification and reclassification of students as ELs. (EC 313)

- 8) Defines Long Term EL (LTEL) and “EL at risk of becoming an LTEL.” (EC 313.1)
- 9) Establishes the Educator Workforce Investment Grants (EWIG) program, to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals, including \$10 million for qualified entities for developing and delivering professional learning opportunities which support the implementation of effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. (AB 185, Chapter 571, Statutes of 2022)
- 10) Establishes the State Seal of Biliteracy (SSB), which certifies attainment of a high level of proficiency by a graduating high school student in one or more languages, in addition to English, and certifies that a graduate meets all of the specified criteria. (EC 51461)

**FISCAL EFFECT:** Unknown

**COMMENTS:**

*Need for the bill.* The author states, “For a long time in California, native or home languages were seen as a barrier to academic and professional success. It is only recently that the state began to see bilingual students’ native languages as an asset. In 2017, the Legislature took an important step forward in advancing this framework by adopting the EL Roadmap policy.

Since then, only five school district have successfully implemented this policy, but there remain gaps and a lack of tools for all schools to fully engage. Given the significant number of ELs in California’s schools, it is imperative that the State not only lead the nation with a strong policy but that it take proactive measures to ensure this policy is being actively implemented in schools across the state. It is also important that parents play an active role in children’s English learning journey, which is why I believe it is necessary to create a ‘parent toolkit’ for the purposes of family engagement in building generational skills.”

*EL Roadmap for California.* In July, 2017, the SBE adopted the California EL Roadmap Policy. The Roadmap is intended to articulate a common vision and mission for educating ELs and to assist the CDE in providing guidance to LEAs in order to welcome, understand, and educate the diverse population of students who are ELs attending California public schools.

The vision of the Roadmap is: “ELs fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.” The principles of the Roadmap are shown below:

<p>Principle One: Assets-Oriented and Needs-Responsive Schools</p>	<p>Preschools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.</p>
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<p>Principle Two: Intellectual Quality of Instruction and Meaningful Access</p>	<p>ELs engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. ELs have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.</p>
<p>Principle Three: System Conditions that Support Effectiveness</p>	<p>Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of ELs.</p>
<p>Principle Four: Alignment and Articulation Within and Across Systems</p>	<p>ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, 21st century world.</p>

***A different kind of policy.*** The EL Roadmap is described in a report, *Moving the California EL Roadmap Forward: Lessons Learned from EL RISE!*, published by Californians Together and EL Roadmap Implementation for Systemic Excellence (EL RISE!), as:

A different kind of policy—a state policy for a local control era and a broad policy embracing the language and cultural assets of students after two decades of a narrow English-only policy in the state. The policy is:

- **Aspirational:** It turns the tide from bottom-line, compliance-prescriptive approaches to instead describing the system of education we want for our state’s 1.1 million ELs for equitable access, academic success, and active participation in this multilingual global world—including the promise of biliteracy.
- **Research-based:** It draws upon the knowledge and accumulated expertise related to effective approaches to dual language development, second language development, and culturally and linguistically supportive pedagogy.

- Principles-driven: It describes a core set of principles to guide aligned action across the P-12 system meant to be enacted by all educators and multiple levels of our educational system.
- Comprehensive: The EL Roadmap covers all aspects of EL schooling, from school climate to support services to classroom practice to the philosophy.”

**What does EL Roadmap implementation look like?** The CDE notes that the EL Roadmap principles and elements are general enough that they can be applied in ways that fit each LEA’s context and can be implemented to reflect the unique strengths and needs of ELs across California.

The CDE has produced a self-reflection rubric for use by LEAs which provides descriptors of different levels of implementation, from minimally to very responsive. Recognizing that local implementation will look different in each LEA, below is a sample of those descriptors, at the highest level of implementation, shown for Roadmap Principle 1.

Principle #1: Assets-Oriented and Needs-Responsive Schools

<b>Element</b>	<b>Very Responsive (high degree of implementation)</b>
<p>A. The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.</p>	<p>School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.</p>
<p>B. Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all ELs, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten have different needs than students entering in later grades. The needs of long term ELs are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.</p>	<p>School programs, curriculum, and instruction are tailored toward each individual student in order to promote the greatest amount of learning for each individual. Programs, curriculum, and instruction provide options for students that embrace their strengths and are responsive to their individual needs. These options respond to all EL profiles represented at the school.</p>

Element	Very Responsive (high degree of implementation)
C. School climates and campuses are affirming, inclusive, and safe.	School climate is safe and affirming towards all students and their families. Programs and practices celebrate diversity. Programs and practices affirm, value, and uplift all groups represented at the school and treat all students and families in a responsive, fair way.
D. Schools value and build strong family and school partnerships.	School engages families with opportunities to be meaningfully involved in their children’s learning experience. School has proactive supports for two-way engagement with families. Participation reflects the demographics of the school.
E. Schools and districts develop a collaborative framework for identifying ELs with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to ELs. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.	School accurately identifies ELs with disabilities and has systems in place to support them and to identify and distinguish language needs from special education needs. School has IEP practices and teacher training support systems specific to addressing the needs of ELs with disabilities.

***What has prevented wider adoption of the EL Roadmap?*** According to a report, *Moving the California EL Roadmap Forward: Lessons Learned from EL RISE!*, published by Californians Together and EL RISE!, there are a number of challenges to widespread implementation of the EL Roadmap:

- We recognize the deep implications of how the EL Roadmap policy differs from previous policy. The EL Roadmap represents a sea-change in how EL policy is approached. Compared to previous EL policies it signals a mindset paradigm shift in content, and requires more intensive meaning-making, engagement, collaboration, and planning to implement.
- We are facing a basic lack of understanding and capacity for meeting the needs and leveraging the assets of ELs. California educators’ current baseline understanding of ELs is inadequate as a foundation for translating the EL Roadmap policy into action and for delivering effective instruction, programs, and services.
- We know EL expertise matters. EL expertise is desperately needed throughout the system and is inadequately staffed.

- We see a lack of alignment and coherence across the system. Result: ELs and EL work remain largely siloed and marginalized, and the comprehensive vision of the EL Roadmap is a challenge to implement.
- We need to focus our leaders' and administrators' attention. When the attention of school leaders and administrators is thoroughly applied, powerful movement occurs, and ELs benefit. All our leaders' energy to achieve intersectionality, form partnerships, and direct investments in time and capacity-building must be concentrated on the four ELR Principles for multiple roles in the system. Simple to say, but not easy to do.

***Educator Workforce Investment Grants (EWIG).*** The 2019-20 Budget appropriated \$10 million to create and deliver professional learning opportunities designed to implement the California EL Roadmap Policy. The CDE awarded two EWIG: EL Roadmap Policy Implementation grants for \$5 million each, with a grant period beginning April 3, 2020, and ending June 30, 2023. Those grants went to Californians Together/EL RISE! and the California Association for Bilingual Education (CABE) Multilingual California Project (MCAp). Some of the grant outcomes include:

- Working with a network of 20 partnering COEs, EL RISE! designed and delivered 44 different professional learning modules addressing a comprehensive range of EL education issues, preschool through graduation, and explicitly focusing on a wide range of roles within the system (district leaders, site administrators, classroom teachers, counselors, school board members, higher education faculty, parents, and families). These offerings were delivered multiple times, for a total of 645 sessions facilitated across the 20 COEs. These covered preschool, elementary and secondary levels, and both dual language and English-instructed classrooms. A variety of delivery modalities addressed local contexts and needs and accommodated the realities of a COVID-impacted system. Over the course of the three-year grant, EL RISE! served educators from 547 LEAs and 18 public and private universities across the state, which included over 8,000 teachers, 53 paraprofessionals, over 2,700 administrators, over 1,700 support staff, nearly 100 counselors, over 180 school board members, and nearly 30 higher education staff.

An external evaluation elicited participant feedback surveys at the close of each session. Four out of five (81%) participants reported that EL RISE! increased their skills and strategies for implementing research based practices to enact the EL Roadmap; almost all (95%) reported that the resources provided through the trainings (e.g., reflection and planning tools, case studies, “playbooks” and toolkits) were useful to them implementing the policy.

- CABE's Multilingual California Project (MCAp) was a statewide alliance with Butte COE, Fresno County Superintendent of Schools, Orange County Department of Education, San Bernardino County Superintendent of Schools, San Diego COE, and San Diego State University. CABE and its partners, known collectively as the MCAp Alliance, are recognized statewide as expert leaders in professional learning, coaching, EL instruction, and research in PK-16 education. The Multilingual California Project over a 3-year period delivered a statewide professional learning model to strengthen the capacity of districts in implementing the four principles of the California EL Roadmap Policy and accelerate the academic and multilingual opportunities, and outcomes of ELs

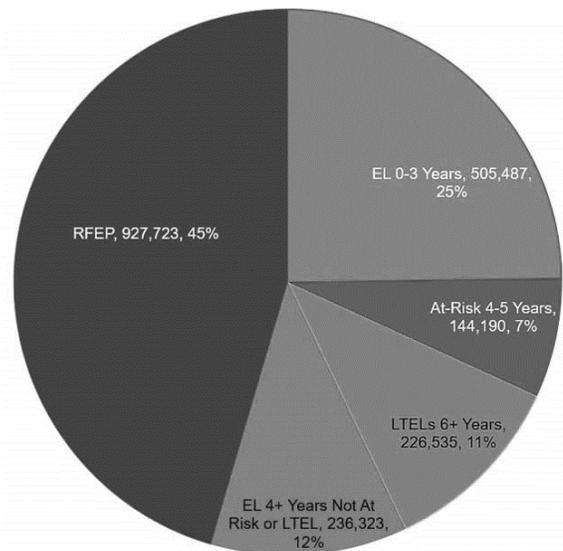
across California. Using a four-stage implementation model, MCaP provided statewide access to and understanding of the EL Roadmap Policy and its implementation, while also providing guidance and support to districts for focused, in-depth strategic development and implementation of the EL Roadmap. Despite the disruptions and challenges posed by the COVID-19 pandemic, MCaP annually served over 13,000 educators across 491 LEAs and 54 COEs, served approximately 400 families and indirectly impacted over 44,000 students. In total, they offered 231 professional learning opportunities to educators and over 30 parent and family engagement sessions.

AB 185 (Committee on Budget), Section 54, provided \$20 million, through the 2024-25 fiscal year, to support one or more competitive EWIG grants for professional learning opportunities for teachers and paraprofessionals, including \$10 million for qualified entities for developing and delivering professional learning opportunities which support the implementation of effective language acquisition programs (ELAP) for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors are to include strategies for high-quality instruction aligned to the Quality Professional Learning Standards. The CDE awarded the EWIG: ELAP funds to four COEs that formed consortia to provide free professional development to interested LEAs.

According to the CDE, in the first six months of implementation, EWIG: ELAP lead grantees provided 11 professional learning sessions for 807 participants, addressing topics such as integrated and designated ELD, dual language pedagogy, and the implementation of ELD through the lens of the EL Roadmap Principles.

***ELs in California.*** According to the CDE, as of the 2022-23 school year, over 2 million students, comprising roughly 35% of all students, were either current or former ELs. This total was composed of:

- A total of 2,310,311 students (ELs and Fluent English Proficient students) speak a language other than English in their homes. This number represents about 39.5% of all students;
- 1,112,535 were current ELs, or 19.0% of all students;
- 927,723 were Reclassified Fluent English Proficient (RFEP), or 15.9% of all students;
- 144,190, or 7.1% of ELs, were At-Risk of becoming LTELs;
- 226,535, or 11.1% of ELs, were LTELs;
- 236,323, or 11.6% of ELs had been ELs for more than four years but were not At-Risk or LTELs; and
- Spanish was the most commonly spoken home language, at 82% of all ELs. Vietnamese was second at 2% of all ELs.



**Arguments in support.** Californians Together writes, “In 2017 the State Board of Education unanimously adopted a new, comprehensive, assets-oriented, and research-based *California EL Roadmap* policy superseding the 1998 EL policy which was based upon Proposition 227. This policy explicitly focuses on ELs in the context of the state’s efforts to improve the educational system, the quality of teaching and learning, and educational outcomes – and its purpose is to support LEAs as they incorporate EL education into local programs, policies, and services.

The first five years of California EL Roadmap policy implementation have produced some bright spots due to the effectiveness of the Educator Workforce Investment Grants, but that program alone is not enough to move the needle for systemic and broad change across the state. Recent findings from the field have documented, among major barriers to implementation of the EL Roadmap, a widespread lack of awareness, understanding and capacity among district staff and administrators related to building coherent and aligned systems and mechanisms to ensure that the promise of the EL Roadmap reaches all ELs in California. AB 2071 will create the necessary incentives and supports needed to facilitate the engagement of LEAs in embracing and further implementing the EL Roadmap.”

**Related legislation.** AB 2074 (Juan Carrillo) would require the CDE to develop a statewide implementation plan for the EL Roadmap Policy.

AB 185 (Committee on Budget), Chapter 571, Statutes of 2022, appropriates \$20 million, through the 2024-25 fiscal year, to support one or more competitive EWIG grants for professional learning opportunities for teachers and paraprofessionals, including \$10 million for qualified entities for developing and delivering professional learning opportunities which support the implementation of effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.

SB 75 (Committee on Budget and Fiscal Review), Chapter 51, Statutes of 2019, appropriated \$10 million to create and deliver professional learning opportunities designed to implement the California EL Roadmap Policy.

SB 594 (Rubio) of the 2019-20 Session would have established the California EL Roadmap Initiative under the administration of the CDE and California Collaborative for Educational Excellence (CCEE). This bill was held in the Assembly Education Committee.

AB 714 (McCarty), Chapter 342, Statutes of 2023, requires the CDE to maintain information on its website relating to the education of recently arrived immigrant students (newcomers), to annually publish enrollment and other information about newcomers on its website; requires the Instructional Quality Commission (IQC) to consider adding content to help teachers meet the unique needs of newcomers to the next revision of the English Language Arts (ELA)/ELD curriculum framework and recommended instructional materials; and revises the definition of newcomers to align with the federal definition for purposes of specified educational rights in existing law.

SB 952 (Limon) of the 2021-22 Session would have revised and recasted an existing three-year competitive dual language grant program administered by the CDE for schools. This bill was held in the Assembly Appropriations Committee.

AB 2514 (Thurmond), Chapter 763, Statutes of 2018, establishes the Pathways to Success Grant Program, for the purpose of providing grants for the establishment and expansion of dual language immersion programs, developmental bilingual programs for ELs, and early learning dual language learners (DLL) programs.

AB 130 (Committee on Budget), Chapter 44, Statutes of 2021, appropriates \$10 million for a dual language immersion grant program, to award 25 one-time grants over a period of 3 fiscal years to eligible entities to expand or establish dual language immersion programs.

AB 1363 (L. Rivas), Chapter 498, Statutes of 2021, requires the Superintendent of Public Instruction (SPI) to develop procedures for providers to identify and report data on DLLs enrolled in the California State Preschool Program (CSPP).

AB 1012 (Reyes) of the 2019-20 Session would have required, upon appropriations for this purpose, the CDE to provide grants to LEAs for, among other purposes, professional learning for child development providers so that they can support the development of DLLs. This bill was held in the Assembly Appropriations Committee.

AB 952 (Reyes) of the 2017-18 Session would have required the Commission on Teacher Credentialing (CTC) to establish a process to identify short-term, high-quality pathways to address the shortage of bilingual education teachers. This bill was vetoed by the Governor, who stated:

California recently provided funds to support teachers and paraprofessionals interested in becoming bilingual teachers. This past spring the Commission awarded one-time grants to higher education institutions that sought to create or improve four-year integrated teacher education programs, including for bilingual teachers. Before making additional investments on this matter I believe it's wise to first assess the success of our current programs.

AB 99 (Committee on Budget), Chapter 15, Statutes of 2017, establishes the Bilingual Teacher Professional Development Program and requires the CDE to allocate grant funding for purposes of providing professional development services to specified teachers and paraprofessionals to provide instruction to ELs.

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

Association of Two-way Dual Language Education  
California Association for Bilingual Education  
California Charter School Association  
California Teachers of English to Speakers of Other Languages  
Californians Together  
Children Now  
Parent Institute for Quality Education  
Sobrato Early Academic Language  
Teach Plus

The Center for Equity for English Learners, Loyola Marymount University  
The Children's Partnership  
Unidos US  
600 individuals

**Opposition**

None on file

**Analysis Prepared by:** Tanya Lieberman / ED. / (916) 319-2087