

Date of Hearing: March 22, 2023

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 1127 (Reyes) – As Introduced February 15, 2023

SUBJECT: Teachers: professional development: Bilingual Teacher Professional Development Program

SUMMARY: Extends the project performance and reporting period for the Bilingual Teacher Professional Development Program (BTPDP) from 2024 to 2029, and requires the California Department of Education (CDE), when administering the BTPDP, to meet quarterly with grant recipients to share promising practices and resources. Specifically, **this bill:**

- 1) Extends the project performance period for the BTPDP grant, from January 1, 2024 to June 30, 2029.
- 2) Extends the dates by which grant recipients under the BTPDP, from January 1, 2024 to June 30, 2029, by which BTPDP grant recipients must report to the CDE on the number of participants who were issued bilingual authorizations, the number of previously authorized teachers who have participated in the program and subsequently returned to bilingual teaching assignments, and the number of teachers who are still working at least 50% of the time in a bilingual setting.
- 3) Requires the CDE, when administering the BTPDP, to meet quarterly with grant recipients to share promising practices and resources, and to resolve issues of implementation.

EXISTING LAW:

- 1) Establishes the BTPDP, to be administered by the CDE, in consultation with the Commission on Teacher Credentialing (CTC). Requires the CDE to issue grants to applicants through a competitive process. Establishes the project performance period for the BTPDP as January 1, 2018, to June 30, 2021. (Education Code (EC) 52202)
- 2) Requires the CDE to allocate grant funding to eligible local educational agencies (LEAs), including county offices of education (COEs), school districts, charter schools, and consortia of LEAs, for purposes of providing professional development services to teachers or paraprofessionals. Requires the CDE to issue a minimum of five grants under the program.
- 3) Makes the following individuals eligible for support under the program:
 - a) Teachers possessing a teaching credential or an education specialist credential and who either:
 - i. Possess an authorization to provide instruction to English learners and have provided instruction solely in English-only classrooms for three years or more; or
 - ii. Are fluent in a language other than English, and are seeking a bilingual authorization; and

- b) Paraprofessionals who are fluent in a language other than English, and who seek to work with English learners or in a bilingual program, and who intend to enter a pathway to become a credentialed teacher who holds a bilingual authorization.
- 4) Requires the CDE to ensure that an applicant indicates how it plans to increase the number of teachers who obtain a bilingual authorization as a result of participation in the program and increase the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting.
- 5) Requires grant recipients, by January 1, 2022, to provide a final report to the CDE on the number of participants who were issued bilingual authorizations, the number of previously authorized teachers who have participated in the program and subsequently returned to bilingual teaching assignments, and the number of teachers who are still working at least 50% of the time in a bilingual setting.
- 6) Requires, through initiative statute, that public schools ensure that students obtain English language proficiency. Requires school districts to solicit parent and 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. (EC 305)
- 7) Establishes authorizations for teachers to teach English learners in their primary languages. (EC 44253.4)
- 8) Requires the CTC to develop objective and verifiable standards for an authorization for bilingual-cross-cultural competence for holders of an appropriate credential, certificate, authorization, or permit who will be serving English learners. (EC 44253.7)
- 9) Requires that candidates for the bilingual authorization, by oral and written examination, or by completing an approved program that consists of coursework or a combination of coursework and examinations, demonstrate all of the following:
 - a) Competence in both the oral and written skills of a language other than English;
 - b) Competence in both the oral and written skills in the English language. States that a passing score on the reading and writing portions of the basic skills proficiency test satisfies the written skills portion of this requirement;
 - c) Knowledge and understanding of the cultural and historical heritage of the limited-English-proficient individuals to be served; and
 - d) Ability to perform the services the candidate is certified or authorized to perform in English and in a language other than English. (EC 44253.7)
- 10) Authorizes a teacher who possesses a credential or permit and is able to present a valid out-of-state credential or certificate that authorizes the instruction of English language learners or to teach in a bilingual setting in students' primary language to qualify for the authorization by submitting an application and fee to the CTC.

11) Establishes the Bilingual Teacher Training Assistance Program (BTTP), administered by the CDE in consultation with the CTC and representatives of bilingual educators, for teachers who are granted waivers and who are enrolled and participating in a program leading to a bilingual specialist credential or a certificate of competence for bilingual-crosscultural competence. (EC 52180)

FISCAL EFFECT: Unknown

COMMENTS:

Need for the bill. The author states, “California not only faces a teacher shortage, but a bilingual teacher shortage. If we do not address these two critical issues simultaneously, over 1.1 million English learners in our state will be left without the support they need to succeed. This important measure will ensure some of our most vulnerable students are not left out of the teacher shortage solution.”

BTPDP program results. The 2017 state budget provided \$10 million for the BTPDP (AB 99, Chapter 15, Statutes of 2017). According to the CDE, eight grants of approximately \$625,000 were awarded through the program.

According to the CDE, this program increased the number of teachers issued bilingual teaching authorizations, the number of teachers previously authorized who participate in the program and subsequently returned to bilingual teaching assignments, administrators seeking a bilingual authorization and inclusion in professional learning, and paraprofessionals that received a teaching credential and bilingual authorization. A report on the BTPDP provided by the CDE indicates that:

- Over 400 teachers have received their bilingual authorization.
- Over 200 teachers and preservice students are still working on their teaching credential and bilingual authorization.
- Over 3,000 teachers and other school personnel were supported through professional learning, community outreach events, coaching, and enrollment in university level courses in bilingual education.
- Over 500 paraprofessionals were supported to receive professional learning, coursework towards earning their teaching credential, and support towards earning a bilingual authorization. Some of the programs supported professional learning only and others supported higher education coursework towards a degree and/or authorization.
- Over 1,000 administrators and other school staff participated in professional learning, some of whom earned their bilingual authorization as a result.
- Over 500 previously authorized teachers participated in professional learning and support services with the intention to remain in or return to a bilingual setting.
- Over 200 previously authorized teachers specifically returned to a bilingual setting as a result of participating in this program.

According to the CDE, other program outcomes included:

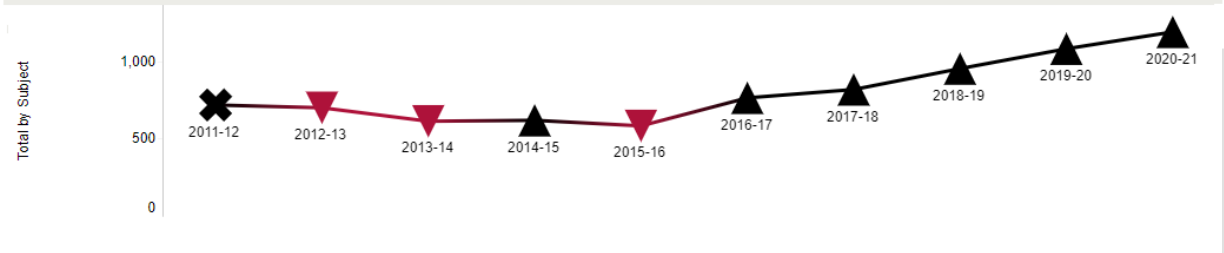
- New dual language immersion programs and strands were established.

- New partnerships to support professional learning for smaller language groups and for rural, small-sized, and medium-sized school districts were established.
- Professional development initiatives were established, including communities of practice, site visits, bilingual instructional rounds for administrators, and paraprofessional and administrator training programs.
- There was increased focus on the Seal of Biliteracy through recruitment and employment opportunities.

According to the CDE, although the grantees demonstrated high levels of success, each of them mentioned that they could expand their work and outreach further if there were additional funds to continue this program or another one very similar to this one. Each of the grantees have participants still in the process of furthering their education, professional learning, and interest in continuing this program. They also report having new participants interested in participating if new funding becomes available.

Bilingual authorizations increasing, still lag demand. According to data provided by the CTC, there has been an increase in recent years in the issuance of bilingual authorizations, as shown in the chart below.

Trend of Bilingual Authorizations Issued
 The figure below displays the trend of bilingual authorizations issued. The color legend displays the range of percent change across the years, specifically indicating the black color as an increase and the red color as a decrease from the prior year. The shape legend indicates the increase, decrease and no change from the prior year. Use the shape legend to highlight, keep only and exclude data points in the figure. To undo or revert selections, use the toolbar below the figure.

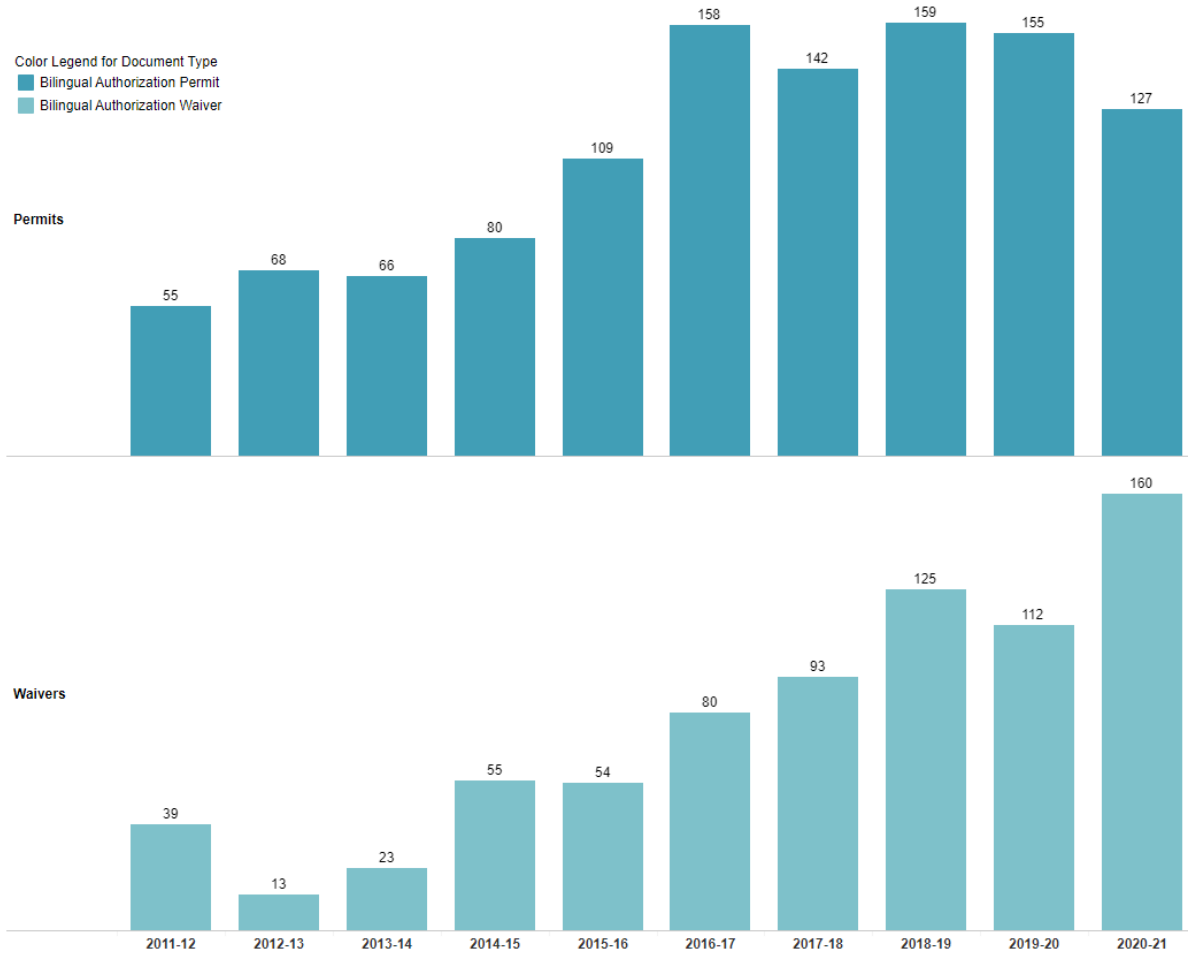


Number of Bilingual Authorizations Issued by Language
 The table below displays the number of languages issued on a document. Chinese is no longer initially issued as a bilingual authorization. Candidates now have the options of Cantonese and or Mandarin.

Language	Fiscal Year									
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grand Total	716	698	611	617	581	762	816	951	1,079	1,188
American Sign Language	2	8	4	4	7	10	5	5	4	4
Arabic		2		1	1		2		1	
Armenian	2	4	3	1		3	3	5	1	1
Cantonese	5	6	3	3	10	10	4	5	8	6
Chinese		1								
Farsi			1	1						
Filipino	2	3	1				1			
French		4	3	3	1	3	11	6	6	8
German		5		3	3	6	3	2	1	
Hmong	5	12	4	2	3	8	3	3	2	1
Japanese	2	4	3	1		1	2	4	3	4
Korean	12	9	12	14	14	18	7	19	14	17
Mandarin	35	26	25	29	21	43	48	71	58	63
Portuguese							1	1		
Russian				1				1		
Spanish	648	612	550	551	520	658	722	825	977	1,082
Vietnamese	3	2	2	3	1	2	4	4	4	2

In spite of this increase, CTC data show that demand remains higher than supply of bilingual authorized teachers. Below is data showing the number of bilingual authorization waivers and

permits, which reflect the number of documents issued to those working but not yet fully prepared:



Arguments in support. Californians Together writes, “AB 1127 updates the BTPDP by recognizing the creation of Universal Transitional Kindergarten (UTK) and the impact its expansion is having on California’s need for more bilingual teachers for our students in preschool or UTK, while creating a new timeline for grant recipients to report the number of participants affected by the program by 2029. According to a March 2021 study by the Learning Policy Institute (LPI), California continues to experience an ongoing teacher shortage, exacerbated by the COVID-19 pandemic, resulting in more under-prepared teachers teaching California students who would benefit from this program. LPI highlights California’s difficulty in finding teachers for special education, math, science, and bilingual education—categories that have historically had teacher shortages. Compounding the current shortage of bilingual teachers is the interest in and growth of bilingual and dual-language immersion programs in California schools due to the passage of Proposition 58 in 2016, which was supported by 73.52 percent of voters. Districts across the state are also scrambling for bilingual teachers in multiple languages to staff bilingual classrooms where other languages are taught. This need is specifically seen in California’s top five languages (Spanish, Vietnamese, Arabic, Cantonese, and Filipino), as well as a number of other languages. The BTPDP program would increase the capacity of bilingual teachers, thereby supporting LEAs in their quest to hire bilingual teachers for their bilingual and

dual-language immersion programs. This is a “win-win” situation for all—for our students, for parents seeking bilingual programs for their children, and for our LEAs.”

Related legislation. 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 California Department of Education (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 English learners, and early learning dual language learners programs.

AB 130 (Committee on Budget), Chapter 44, Statutes of 2021, appropriated \$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 dual language learners enrolled in the state preschool program.

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 dual language learners. This bill was held in the Assembly Appropriations Committee.

SB 594 (Rubio) of the 2019-20 Session would have established the California English Learner Roadmap Initiative, for the purpose of awarding grants to build capacity for implementation of the EL Roadmap, including the EL Roadmap at every level of the statewide system of support, and establishing connections to the local control and accountability plan and Title III plan, among other goals. This bill was held in the Assembly Education Committee.

AB 952 (Reyes) of the 2017-18 Session, as it passed this Committee, would have established 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 English learners. Most of the contents of the bill as it passed this Committee were included in AB 99, the trailer bill to the Budget Act of 2017 (see below). As it was sent to the Governor, this bill would have required the 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 Governor Brown, 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 BTPDP and requires the CDE to allocate grant funding for purposes of providing professional development services to specified teachers and paraprofessionals to provide instruction to English learners.

REGISTERED SUPPORT / OPPOSITION:

Support

California Association for Bilingual Education (co-sponsor)

Californians Together (co-sponsor)

Superintendent of Public Instruction Tony Thurmond (co-sponsor)

Opposition

None on file

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