

Date of Hearing: June 15, 2022

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
SB 952 (Limón) – As Amended March 10, 2022

SENATE VOTE: 36-0

SUBJECT: Pupil instruction: dual language programs: Expanding Culture and Language Learning in Schools Grant Program

SUMMARY: Establishes the Expanding Culture and Language Learning in Schools Grant Program, administered by the California Department of Education (CDE), to provide grants for the establishment of dual language immersion programs in preschools, elementary, and secondary schools. Specifically, **this bill:**

- 1) Establishes the Expanding Culture and Language Learning in Schools Grant Program with the goal of growing capacity for high-quality dual language learning by doing all of the following:
 - a) Establishing schoolwide dual language immersion programs in existing elementary and secondary schools;
 - b) Establishing early learning dual immersion programs for dual language learners in existing California state preschool programs as a component of schoolwide dual language immersion programs;
 - c) Expanding existing dual language immersion strands within schoolsites to schoolwide dual language immersion programs;
 - d) Expanding the number of dual language immersion schools;
 - e) Increasing pupil enrollment in schools experiencing declining enrollment;
 - f) Increasing the academic achievement of English learner (EL) pupils; and
 - g) Empowering pupils to engage with a culturally and linguistically diverse community in California and the world.
- 2) Establishes the following definitions for purposes of the program:
 - a) “California state preschool program” has the same meaning as defined in Education Code (EC) section 8205;
 - b) “Dual language immersion program” is a program that enrolls both English learners and native speakers of English and provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. The term includes two-way bilingual immersion programs;

- c) “Dual language immersion school” is a school in which all classrooms, students, and teachers in the school are implementing the dual language immersion program model based on the grade level being taught. The term includes schoolwide dual language immersion programs;
 - d) “Dual language immersion strand” is a program within a school where a dedicated number of classrooms at each grade level are implementing the dual language immersion program model based on the grade level being taught;
 - e) “Dual language learners” (DLLs) means children from birth to five years of age who are learning two or more languages at the same time, or who are learning a second language, such as English, while continuing to develop their home language;
 - f) “English learner” has the same meaning as defined in EC section 306;
 - g) “Local educational agency” (LEA) means a school district, county office of education, or charter school; and
 - h) “Native speaker of English” means a pupil who has learned and used English in the pupil’s home from early childhood and English has been the primary means of concept formation and communication of the pupil.
- 3) Requires the CDE to administer the Expanding Culture and Language Learning in Schools Grant Program, as a five-year grant program.
- 4) Commencing October 1, 2023, requires the CDE to award a minimum of 20 one-time grants of up to \$750,000 to specified entities.
- 5) Authorizes the following entities to apply to receive a grant:
- a) A school district;
 - b) A county office of education;
 - c) A charter school, other than a for-profit charter school, that has been established before January 1, 2022; and
 - d) Existing California state preschool program contractors not already authorized above.
- 6) Requires the CDE, when awarding a grant to an applicant proposing to establish a dual language immersion program in a target language other than Spanish, to provide additional funding of up to \$37,500 over the amount of the grant.
- 7) Grants priority for grant awards to both of the following:
- a) Proposals for schoolwide dual language immersion programs with an enrollment that consists of at least 40% ELs at the elementary school level and at least 40% ELs and reclassified fluent English proficient pupils at the middle and high school levels; and

- b) Proposals for dual language immersion programs at schools with declining enrollment.
- 8) Requires the CDE to identify criteria for evaluating applicants and awarding grants.
- 9) Requires an applicant to include a description of all of the following in its application:
- a) Any existing programs for ELs offered at the schoolsite or schoolsites to be transformed into dual language immersion schools, and any bilingual staff at the schoolsite or schoolsites;
 - b) Pupil enrollment data for the 3 years before the date of the application, disaggregated by ELs, DLLs, reclassified fluent English proficient pupils, and native speakers of English;
 - c) How the applicant will secure bilingual teachers, bilingual preschool educators, bilingual paraeducators, and bilingual program staff, including by partnerships with institutions of higher education, as applicable;
 - d) How the applicant will sustain an expanded or new dual language immersion program beyond the five-year grant period;
 - e) Evidence of support by the governing boards of the applicant LEAs, the applicant charter school's or charter schools' authorizing body or bodies, or the applicant California state preschool program's or programs' authorizing body or bodies; and
 - f) Evidence of support by the community in which the school or schools of the applicant are located, including evidence from current pupils and parents.
- 10) Requires an LEA applicant to also include in its application a description of how the program it intends to operate using the grant aligns to one or more goals included in its local control and accountability plan (LCAP), and how participation in the grant program will improve outcomes for pupils served by the program.
- 11) Requires the CDE, in administering the program, to perform all of the following functions:
- a) Determine application procedures and selection criteria for grant awards;
 - b) Review applications and award grants;
 - c) Identify data to be collected by grant recipients for reporting to the CDE;
 - d) Identify how the department will collect data from grant recipients and make that data available to the public;
 - e) Meet quarterly with grant recipients to share promising practices and resources and resolve issues of implementation;
 - f) Hire a dual language immersion program consultant to coordinate program activities and provide technical assistance for the grant program to the CDE; and

- g) Contract with one or more service providers with demonstrated expertise and experience specific to dual language immersion programs to provide technical assistance and strategic planning to grant recipients. Exempts these contract from specified public contracting laws.
- 12) Requires a grant recipient to use the grant received under this article for any of the following purposes:
- a) School administrator, teacher, and staff training specific to the implementation and maintenance of a dual language immersion program;
 - b) Recruitment of bilingual preschool, elementary, and secondary school teachers and paraeducators;
 - c) Professional development for teachers after the initial establishment of the program;
 - d) Ongoing outreach to families of pupils, including strategies for family engagement;
 - e) Establishment and support of language learning professional learning communities for teachers;
 - f) Instructional coaches with demonstrated expertise and experience in implementing a dual language immersion program and instruction;
 - g) Standards-based instructional materials and assessments in target languages for proposed dual language immersion programs;
 - h) Attendance at the quarterly grant recipient meetings; and
 - i) Employment of a dual immersion teacher specialist to provide support for program implementation, including teacher recruitment and professional development, facilitation of teachers and administration collaboration, coordination of the purchasing of instructional materials, and engagement with parents and pupil recruitment.
- 13) Requires a grant recipient to use the grant to supplement funding used for ongoing program costs received pursuant to its local control funding formula (LCFF) allocation and federal funding.
- 14) Authorizes a grant recipient to use grant funds in the first year of program participation for strategic planning.
- 15) Requires the CDE to submit an annual progress report to the appropriate policy and fiscal committees of the Legislature commencing January 1, 2024, and continuing through the duration of the program.
- 16) Requires the CDE to collect from each grant recipient the following information as necessary for each annual progress report:
- a) A description of how each grant recipient has used or plans to use the grant funds, and how the use or intended use aligns with the goals of the program; and

- b) Pupil enrollment data for each grant recipient, including dual language immersion program pupil enrollment and waitlist data.
- 17) Requires the CDE to submit a report to the appropriate policy and fiscal committees of the Legislature on or before October 1, 2029, that includes all of the following:
- a) Grant program selection criteria and a list of grant recipients;
 - b) A description of how each grant recipient has used the grant funds to establish or expand the recipient's dual language immersion program;
 - c) Annual pupil enrollment data for each grant recipient, for the duration of the grant program and including data from three years before grant program participation, disaggregated by ELs, DLLs, reclassified fluent English proficient pupils, and native speakers of English; and
 - d) A description of activities carried out by the technical assistance providers as specified in the act.
- 18) States that participation in the program is voluntary.
- 19) Makes implementation of the act contingent upon an appropriation for its purposes in the annual Budget Act or other statute.

EXISTING LAW:

- 1) Establishes the Pathways to Success Grant program with the goal of providing children in preschool, transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, with dual language immersion programs, developmental bilingual programs for English learners, or early learning dual language learners programs that are consistent with adopted state policy of the English Learner Roadmap.
- 2) Provides that the goal of the Pathways to Success Grant Program is to grow capacity for high-quality dual language learning by doing all of the following:
 - a) Establishing dual language immersion programs or developmental bilingual programs for English learners for students in elementary and secondary schools.
 - b) Establishing early learning dual language learner programs in state preschools operated by school districts and charter schools.
 - c) Expanding existing dual language immersion programs or developmental bilingual programs for English learners to new schoolsites.
 - d) Providing professional development modules to school districts, schools, county offices of education, or a consortium of these entities on how to design and implement new, or expand existing, dual language immersion programs or developmental bilingual programs for English learners and early learning DLLs.
- 3) Requires the CDE to do all of the following:

- a) Administer the Pathways to Success Grant Program for three years, and, commencing on September 1, 2019, award a minimum of 10 one-time grants of up to \$300,000 per grant, to the specified entities that are considering establishing or expanding one of the specified programs;
 - b) Provide, when awarding a grant to an applicant proposing to establish a dual language immersion program or developmental bilingual program for English learners in a target language other than Spanish, additional funding of up to \$20,000 over the amount of the grant awarded;
 - c) Give priority to a proposal for programs with an enrollment that consists of at least 40% ELs at the elementary level and at least 40% English Learners and reclassified fluent English proficient students at the middle and high school levels;
 - d) Perform a variety of functions, as specified in the administration of the Pathways to Success Grant Program; and
 - e) Identify criteria for evaluating applicants and awarding the grants, as prescribed. States that an eligible entity who volunteers to participate in the program may apply to CDE to receive a grant.
- 4) Makes the following entities eligible to apply for the grant:
- a) A school district;
 - b) A consortium composed of a school district in partnership with one or more of the following:
 - i) Other school districts;
 - ii) County offices of education;
 - iii) Bilingual teacher programs in schools of education in institutions of higher education; and
 - iv) Charter Schools, other than for-profit charter schools, located within the school district.
- 5) Requires that the application include a description of all of the following:
- a) The high-quality curriculum and instruction to be provided by the specified programs;
 - b) Projected grade levels, number of school districts, number of schoolsites, and number of classrooms proposed in the expansion or establishment of the specified programs;
 - c) The early learning dual language learners program to be provided to DLLs in early childhood education;
 - d) Student enrollment, disaggregated by ELs, DLLs, and native speakers of English;

- e) How the program for which the applicant proposes to use the grant will serve the applicant's EL and DLL populations;
 - f) How the applicant will (1) secure bilingual teachers, preschool educators, paraeducators, and program staff; (2) sustain its expanded or new program beyond the three-year grant period and; (3) collect required data;
 - g) A program budget and evidence of support;
 - h) Efforts to align program goals with school district responsibilities related to English language education; and
 - i) Assurances that the applicant will sustain and maintain the program or programs described and a description of the support.
- 6) Requires the CDE to consult with certain persons and entities in the development of the criteria for awarding the grants and in developing the professional development modules.
- 7) Requires grant funds be used for training, professional development, recruitment of bilingual teachers and paraeducators, outreach, learning communities, instructional coaches and standards-based instructional materials in targeted languages, as specified.
- 8) Requires that the grant be used to supplement funding used for ongoing program costs received pursuant to its LCFF allocation and federal funding.
- 9) Requires, by June 20, 2025, CDE to submit a report to the appropriate committees of the Legislature detailing, among other things, the success, best practices, barriers or constraints, and outcomes of school districts and consortium programs that are grant recipients.
- 10) Through initiative statute, requires that public schools ensure that 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.
- 11) Defines "dual language learner" for purposes of state preschool programs, to mean children aged 0-5 whose first language is a language other than English or children who are developing two or more languages, one of which may be English. (EC 8205)
- 12) Requires the Superintendent of Public Instruction (SPI) to develop procedures for providers to identify and report data on DLLs enrolled in the state preschool program. (EC 8241.5)
- 13) Through initiative statute, requires that, as part of the parent and community engagement process required for the development of an LCAP, LEAs to provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs, as specified.
- 14) Establishes the State Seal of Biliteracy, to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

15) Through initiative statute, defines the following types of language acquisition programs:

- a) Dual-language immersion programs as programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
- b) Defines transitional or developmental programs for English learners that provide instruction to pupils that utilizes English and a pupil's native language for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher-order skills, including critical thinking, in order to meet state-adopted academic content standards (Education Code (EC) 305-306)

FISCAL EFFECT: According to the Senate Appropriations Committee:

- While the program would be contingent upon an appropriation, it would result in Proposition 98 General Fund cost pressure of approximately \$15 million over a five-year period to fund it. This estimates assumes a cohort of 20 participating schools.
- The CDE estimates one-time General Fund costs of \$2.5 million for technical assistance contracts, and an additional \$301,000 and two positions for program administration, over a five-year period.

COMMENTS:

What this bill does. This bill creates a competitive grant program to provide funding to establish dual immersion programs in public schools and state preschools. Current law establishes the Pathways to Success Grant Program for the same purpose. Additionally, the 2021-22 budget appropriated funding for an uncodified dual language immersion program for this purpose, but with different requirements.

Need for the bill. According to the author, "This bill would provide grants to school districts to help them convert existing schools into schools that can offer DLI (Dual Language Immersion) programs. Dual language schools have generated high interest amongst parents. Converting an under enrolled school to a dual language school has the potential to attract and retain families in their current schools. SB 952 provides school districts with a tool to innovate and establish school program models that are proven to promote strong academic performance among students from all backgrounds."

English Learner Roadmap for California supports an "assets oriented" approach to primary language. In July, 2017, the SBE adopted the California English Learner Roadmap State Board of Education Policy. The Roadmap is intended to articulate a common vision and mission for educating English learners. The Principles of the Roadmap are:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

The section on Intellectual Quality of Instruction and Meaningful Access includes several statements related to opportunities for instruction in dual language immersion and bilingual programs:

- “Students’ home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.”
- “English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.”

What are dual language immersion programs? This bill proposes to provide funding to support the development of dual language immersion and other programs. The bill defines dual language immersion programs as programs that enroll both English learners and native speakers of English and provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. The bill states that these programs are also known as Two-Way Bilingual Immersion programs.

According to the CDE, dual language immersion programs are language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students’ first and second languages, and cross-cultural understanding. This program is typically found in kindergarten through grade eight, but may be offered through grade twelve.

According to the CDE, some dual language programs follow “50:50” or “90:10” models, which refer to the amount of time students study in the target language and English. In a 90:10 model, early instruction is nearly all in the target language, and decreases over time as English increases, until there is a 50:50 balance. A 50:50 model uses English and the target language for 50% of instructional time, throughout the duration of the program. The CDE notes that both models are effective but that the 90:10 model results in higher levels of bilingualism.

Two-way immersion programs are based on years of research from the language immersion models in Canada designed for English speakers learning French. This model, in which English-speaking students are instructed in French for up to 100 percent of their day, shows that students perform as well as or better on tests of English than their English-speaking peers who have been instructed only in English.

Data on dual language immersion programs in California. In 2017, the CDE estimated that there were about 200 dual language immersion programs in California, of which 184 are in Spanish, 8 are in Mandarin or Cantonese, 8 are in Korean, and 1 is in Japanese. An independent website which maintains a directory of language immersion schools reported that there were, as of 2017, 413 dual language immersion programs, including 372 in Spanish, 27 in Mandarin, 9 in Korean, 6 in Cantonese, 3 in French, 2 in Armenian, 2 in German, 1 in Italian, 1 in Hebrew, and 1 in Hmong.

Demand is high for grants to develop dual language immersion 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.

According to the CDE, over 300 letters of intent to apply were submitted by LEAs, and the CDE received 160 applications. Funding was only sufficient to support 25 grants. The CDE cites as a barrier that some entities did not have enough native English speakers to develop dual language immersion programs that call for a 50:50 composition of native English speakers and native speakers of the target language. This is particularly true of entities with high populations of English learners.

Research on dual language immersion programs. Research has demonstrated that dual language immersion programs have positive outcomes for both English learners and native English speakers.

The most commonly cited longitudinal studies, by Thomas and Collier, found that dual language immersion programs, when implemented well, are the most effective language instruction method for English learners, and in fact are the only method which allows English learners to close the achievement gap between English learners and native English speaking peers.

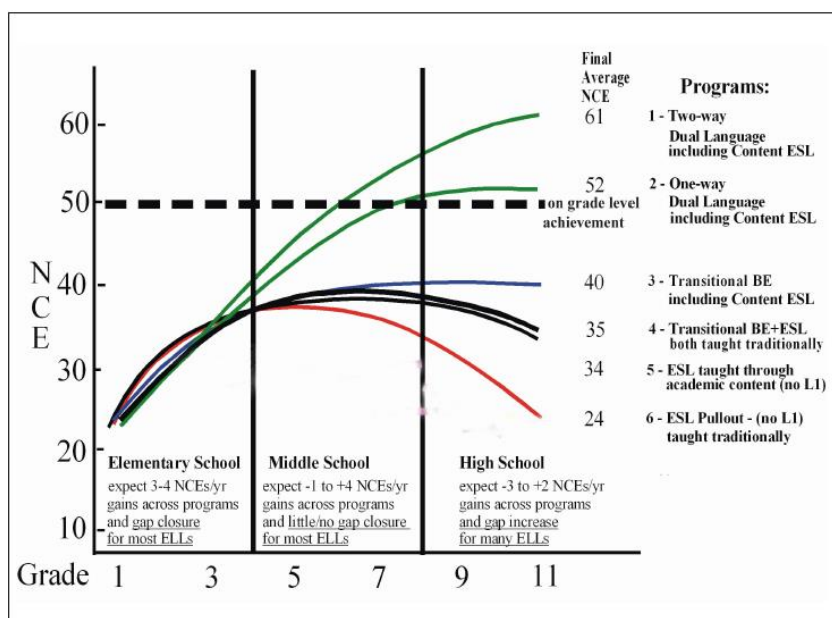
As illustrated by the Thomas and Collier’s chart on this page (displayed with permission of the authors), two-way dual language

programs including English language development taught through academic content, had the most significant effects on the reading achievement of English learners, even exceeding the gap between them and their native English speaking peers in some cases. These findings were aggregated from a series of longitudinal studies of well-implemented, “mature” programs.

Thomas and Collier’s findings also suggest that dual language immersion programs can counteract the effect of low socioeconomic status among English learners and native English speakers, as English learners and African-American students of low socioeconomic status participating in dual language programs score higher in reading in all grades than their comparison groups not enrolled in dual language classes.

In addition, research indicates that dual language immersion programs benefit native English speakers, who develop skills in a new language, with no negative impact on their English skills. These students acquire intellectual, cognitive, and social-emotional advantages and enhanced cross-cultural awareness.

This research also identifies key elements of a successful dual language immersion program: district commitment, separation of the two languages for instruction, and minimum of 50% of instruction in the non-English language.



Early education dual immersion programs. This bill proposes to provide grant funding to establish or expand early dual language immersion programs in state preschools. It is unclear how many early dual language immersion programs exist in California.

Research supports the early exposure of children to languages, as well as early rich language experiences. California's Preschool Learning Foundations support the use of home language in instruction at this age, noting its benefits for language acquisition and development of the brain:

The development of language and literacy skills in a child's first language is important for the development of skills in a second language and, therefore, should be considered the first step in the range of expectations for children learning English as a second language. Learning by these children is not confined to one language. Children who have the skills to understand and communicate in their home language will transfer that knowledge to their learning of a second language, resulting in a more effective and efficient second-language learning process. Recent research suggests that the development of two languages benefits the brain through the increase in density of brain tissue in areas related to language, memory, and attention. This increased brain activity may have long-term positive effects.

A key challenge facing the broad scale establishment and expansion of early education dual language immersion programs is the availability of qualified teachers. The Center for the Study of Child Care Employment, University of California at Berkeley reported in 2008 that licensed family child care providers and assistant teachers in centers are more linguistically diverse than the California adult population, but that the more qualified teachers are less likely to be able to communicate fluently with children and families in a language other than English. Providers (43%) and assistant teachers (49%) were the most likely, and teachers (37%) and directors (25%) were less likely, to have these language skills.

In addition to issues of supply, there is currently no early childhood education permit or supplementary authorization which qualifies a preschool teacher as a bilingual educator. Employers use their own means of determining whether early childhood educators possess the language and pedagogical skill to teach in another language.

Bilingual teacher shortage. One serious constraint on the expansion of dual language and bilingual programs is the supply of qualified teachers. According to the Learning Policy Institute, before the passage of Proposition 227, about 30% of ELs were served by bilingual programs. A decade later, the number of EL students served by bilingual programs decreased to just 5%. The Learning Policy Institute also notes:

- “Few teacher preparation institutions offer bilingual authorization training programs. After the passage of Proposition 227, bilingual teacher preparation programs were greatly reduced across the state. Currently, only 30 teacher preparation institutions offer bilingual authorization training programs, compared with over 80 that grant secondary and elementary teaching certifications.
- California authorizes fewer than half the number of new bilingual teachers than it did when bilingual education was at its peak in the mid-1990s. At its peak in 1994-95, California granted over 1,800 bilingual authorizations. After the passage of Proposition 227, California issued over 1,200 bilingual authorizations a year between 2003–04 and

2009–10. Since then, there has been a steady decline in new bilingual authorizations, with fewer than 700 teachers authorized in 2015–16.

- Despite the fact that bilingual education was seriously hampered in California for nearly two decades, districts already report shortages of bilingual education teachers. In a fall 2016 survey of more than 200 California school districts, 14% reported shortages of bilingual teachers. Now that Proposition 58 allows for the expansion of bilingual programs, LPI predicts that these shortages are likely to grow.”

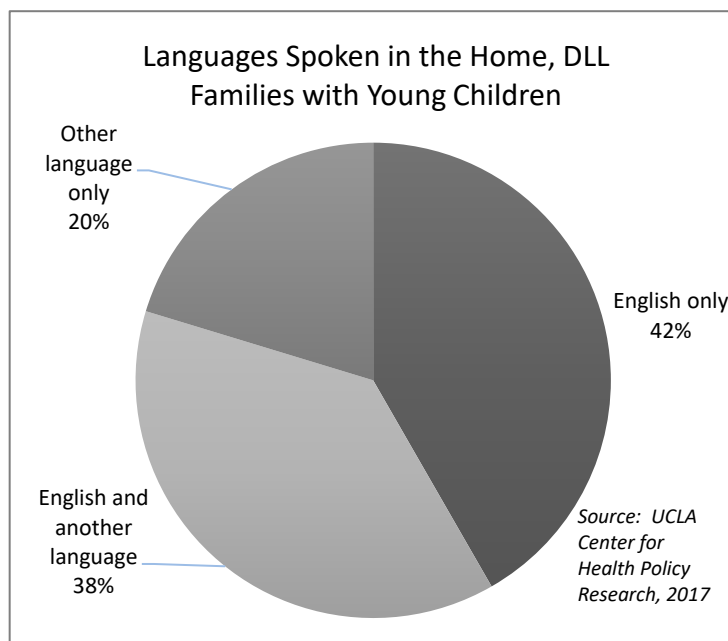
In recognition of these constraints, the state has devoted significant resources to increasing the supply of teachers with bilingual authorizations in recent years, including through the establishment of the Bilingual Teacher Professional Development Program, established by AB 99 (Committee on Budget), Chapter 15, Statutes of 2017.

Who are California DLLs ages 0-5? This bill proposes a program which would award grants to state preschools to start dual language immersion programs for DLLs.

Data from the California Health Interview Survey for the years 2011-2014 show that the majority (58%) of families with young children in California speak languages other than English (Holtby, 2017).

Most of the children in the surveyed families who were DLLs lived in Spanish-speaking families, followed by families speaking an Asian language. 10% of respondents spoke only another language in the home, excluding Spanish. More than 60% of the parents said they spoke English well or very well, and 37% said they spoke English “not well” or “not at all.” Of the parents in DLL families, 70% were Hispanic, 10.2% were white, 17.9% were Asian, and 2.2% were other races (including African-American).

About two-thirds of the parents in these families were born outside the U.S., and 23.4% had been naturalized. The data also show that DLL families are not a homogenous population. Families differ in household income and education levels, and this heterogeneity may have implications for programs and policy.



Effect of the COVID-19 pandemic on programs serving DLLs.

In the summer of 2020, the American Institutes for Research (AIR) and Early Edge California conducted a survey of a representative sample of early learning and care programs in California to understand the status of early learning programs—80% of which serve DLLs—and the ways they have adapted during the pandemic and the challenges they face. They found that the pandemic has significantly disrupted the support system on which families of DLLs rely. They found:

- Program closures and restrictions on group sizes due to the pandemic have displaced large numbers of children, including many DLLs. Based on the survey data, nearly eight of 10 children (78%) enrolled in licensed early learning programs prior to COVID-19 were no longer receiving care in those programs as of June or July 2020.
- The impact on DLLs has been even greater. At the time of the survey, 81% of DLLs (compared with 73% of non-DLLs) were no longer being served in the programs in which they were enrolled prior to COVID-19. This disparity is greater in center-based programs, where 89% of DLLs were no longer receiving in-person care at their program, compared with 72% of non-DLLs. Again, these shifts in enrollment are likely due to multiple factors, including the fact that communities of color and immigrant communities have been disproportionately affected by the COVID-19 pandemic and the economic disruptions associated with it.
- Although many children lost their care arrangement due to COVID-19, the survey data indicate that some programs actually began enrolling new children after the initial stay-at-home order, including children of essential workers or from vulnerable populations. About half (56%) of open centers and a third (33%) of open family child care homes reported enrolling new children since March. But only 40% of the new children being served in these programs are DLLs.
- Not only did more DLLs who were enrolled in March lose their spots due to COVID-19, but fewer DLLs secured new spots as programs began enrolling new children during the pandemic. DLLs are particularly underserved in centers, comprising only 23% of the children newly enrolled in centers. In contrast, 48% of the newly enrolled children in family child care homes are DLLs.
- Among the many programs that are not serving all of their pre-COVID-19 families—whether they are closed or have reduced enrollment—about half (51%) reported communicating (by phone, e-mail, or other means) at least once a week with the families they could not serve in person. An additional 35% reported reaching out to these families but on a less frequent basis.
- 43% of the DLL-serving programs that have families they cannot serve in-person reported having staff that can communicate with all families in their home language. The remaining 57% of programs do not have staff who speak some (or any) of the languages spoken by families in the program.

Recommended Committee amendments. As current law already establishes the Pathways to Success program for the same purpose as this measure, ***staff recommends that the bill be amended*** to replace its contents with amendments to that program. Specifically, these amendments would:

- Clarify that the programs funded by the measure may be strands within schools or school-wide programs.
- Increase the grant amounts to \$750,000 and \$37,500, respectively.
- Expand the size of the program to 20 grants (from 10).
- Expand the eligible expenses for the use of grant funds, as proposed by this bill.

- Expand the responsibilities of the CDE in administering the program to include all those proposed by this bill.
- Expand the reporting requirements for the program, as proposed by this bill.
- Maintain the findings and declarations.
- Make additional substantive, technical, and conforming changes to align the Pathways to Success program with this bill.

Arguments in support. The California Association for Bilingual Education writes, “DLI programs are an increasingly popular and demanded model of education, supported by research in their potential to develop academic outcomes, linguistic proficiency, biliteracy/pluriliteracy skills, and critical and intercultural awareness. In supporting DLI program expansion, SB 952 stands out for its responsiveness to the educational linguistic assets and needs of our state with an equitable lens. It calls for the recognition of the linguistic assets of our English learners/Emergent Plurilingual students, as well as requiring that the grants be disbursed in schools where they are concentrated. This will be critical at this time of concerns in which we must reconcile declining enrollment and our duty as a society to maintain asset-based and high-quality education. Increasing the number of DLI programs is essential to ensure that our students who are designated as ‘English learners’ are able to benefit from instruction that builds on their linguistic resources and supports their biliteracy development.”

Related legislation. 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 SPI to develop procedures for providers to identify and report data on DLLs 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 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.

AB 2735 (O'Donnell), Chapter 304, Statutes of 2018, prohibits English learners, with the exception of newcomer students, from being excluded from the standard instructional program of middle and high schools.

AB 2763 (O'Donnell) of the 2017-18 Session would have required the CDE to develop a standardized English language use observation protocol, for use in reclassifying English learners as fluent English proficient. The language in this measure was included in AB 1808 (Committee on Budget), Chapter 32, Statutes of 2018, the trailer bill to the Budget Act of 2018, and this bill was held in Senate Appropriations Committee.

SB 463 (Lara) of the 2017-18 Session would have established new procedures for the reclassification of a student from English learner to English proficient whereby an LEA would determine whether to reclassify an English learner according to specified criteria. This bill was amended to address another topic.

AB 2350 (O'Donnell) of the 2015-16 Session would have prohibited English learners from being excluded from the standard instructional program of middle and high schools. This bill was held on the Assembly floor.

REGISTERED SUPPORT / OPPOSITION:

Support

California Association for Bilingual Education (co-sponsor)
Californians Together (co-sponsor)
State Superintendent of Public Instruction Tony Thurmond (co-sponsor)
California Association for Bilingual Teacher Education
California Council on Teacher Education
California Language Teachers' Association
Children Now
Delta Kappa Gamma International - Chi State
Early Edge California
Kidango
Parent Institute for Quality Education

Opposition

None on file

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