



January 10, 2022

The Honorable Nancy Skinner, Chair  
Senate Standing Committee on Budget  
and Fiscal Review  
1020 N Street, Room 502  
Sacramento, CA 95814

The Honorable Phil Ting, Chair  
Assembly Committee on Budget  
1021 O Street, Suite 8230  
Sacramento, CA 95814

The Honorable John Laird, Chair  
Senate Subcommittee 1 on Education  
1020 N Street, Room 502  
Sacramento, CA 95814

The Honorable Kevin McCarty, Chair  
Assembly Sub. 2 on Education Finance  
1021 O Street, Suite 8230  
Sacramento, CA 95814

**Re: CABE/Californians Together Budget Priorities**

Dear Committee Chairpersons:

The California Association for Bilingual Education (CABE) and Californians Together (CalTog) appreciate the tremendous challenges you are facing as California continues to grapple with this historic pandemic and the challenges that are created as a result of this unfortunate situation. CABE and CalTog would like to thank you for the work you are doing to serve all of California's students, particularly in light of the current challenges our schools are facing.

We would like to ask that the following items be included in your overall budget priorities and discussions regarding the 2022-23 budget:

**Bilingual Teacher Professional Development Grant**

We urge the inclusion of a one-time \$10 million appropriation, which would include \$2 million annually for a series of five years, to bring back the Bilingual Teacher Professional Development Program (BTPDP), which ended in June of 2021. This important program used a "grow your own" approach to address the bilingual teacher shortage by allowing eligible local educational agencies to apply for state funds in order to provide professional learning opportunities to increase the number of bilingual authorized teachers.

California's dramatic teacher shortage has been significantly growing. Within that universe is a compounding shortage of bilingual teachers to serve California's diverse student population. The passage of Proposition 58 in 2016, which was supported by 73.52% of the voters, illustrated a willingness to grow bilingual and dual language immersion programs in our schools. Additionally, the creation of universal Transitional Kindergarten has created a need for increased capacity of bilingual teachers in order to develop English and home language proficiency of dual language learners in these

programs. Districts are scrambling for bilingual teachers in multiple languages to staff bilingual classrooms such as Mandarin, Armenian, and Vietnamese, and Spanish. Ensuring all schools have the necessary bilingual teachers is key to addressing not only an unfilled need for students but a key component of the teacher shortage.

The previous BTPDP funded projects provided professional learning opportunities to teams of eligible teachers, principals, and paraprofessionals to increase the number of teachers who obtain a bilingual authorization as a result of participation in the program and to increase the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual classroom setting. The previous program had notable accomplishments such as a grantee intentionally partnering with the National Resource Center for Asian Languages to deliver professional learning in Vietnamese, Korean and Spanish as well as allowing educators and administrators from nine counties to build and engage in collaboration, networking and professional learning opportunities. A formal report on the BTPDP is to be provided by CDE in January 2022.

The previous program additionally funded eight LEAs with an allocation of \$625,000 each over a three-year period. Data provided by seven of the eight grantees reflect successful outcomes of the BTPDP. As of 2021, data requested by Californians Together illustrates approximately 2,564 teachers and other school personnel were served. As a result of the BTPDP, 374 teachers and or/candidates have received a bilingual authorization, while 583 authorized teachers participated with the intention to remain in or return to a bilingual setting, and 244 authorized teachers are confirmed to have returned to a bilingual setting. Roughly 156 teachers and pre-service students served by the grantees are still in the process of working on their teaching credential and bilingual authorization. Further, 573 teachers are now working at least 50% of the time in a bilingual setting while 485 paraprofessionals were supported to receive their higher education degree, teaching credential and/or bilingual authorization. While others are still working to complete their credentialing program and need support, 20 individuals received a bilingual authorization.

We believe the additional \$10 million one-time appropriation to continue this program for an additional five years will make a significant impact toward California's efforts to ensure there is an adequate supply of bilingual educators to serve our students and address this component of the teacher shortage.

### **Educator Workforce Investment Program English Learner Roadmap Policy Implementation**

We urge the creation of a one-time appropriation of \$20 million for five years (\$4 million annually) to extend funding of the two current grantees, commencing July 1, 2023 through June 30, 2028, for the purpose of continuing the Educator Workforce Investment Program (EWIG) English Learner (EL) Roadmap Policy Implementation Grant Program.

The pandemic has increased the need for more robust access to high quality instruction for English learners through this grant program. Many school districts, including charter schools, are not aware of the EL Roadmap policy. There continues to be an urgent need

for its implementation and adherence by California's public schools and educators in order to assure EL students will be provided an effective and quality education.

Current grantees have just begun to reach educators in our public schools, school districts, and county offices of education as well as throughout the statewide System of Support. In year one, which solely included eight months of planning and delivery of services, a total of 4,150 educators, 850 site and district administrators, and 920 school districts were served. While grantees were hampered by the pandemic in their ability to attract and provide professional learning activities due to the lack of substitute teachers and having to pivot to online professional learning, we believe significant work was still accomplished in the first year.

Based on the experience of the grantees in providing professional learning activities, we propose that the grantees would continue their current efforts but also add two areas of focus and necessity:

1. The first is to focus on providing professional learning opportunities and activities in other languages, in addition to Spanish. CABE held two roundtables in 2021 where professors, educators, and administrators identified dramatic areas of need for Asian language students and communities. Californians Together worked with the National Center for Asian Languages at the California State University at Fullerton to conduct three sessions in multiple languages but far more attention is needed to support the many programs beginning and expanding in these languages. The severe shortage of bilingual teachers of Asian languages, professional learning opportunities for educators on strategies and successful instructional practices geared to Asian students aligned to the EL Roadmap, and the lack of dual language immersion programs serving EL students who speak Hmong, Korean, Vietnamese, Mandarin etc. were identified. Targeted statewide professional learning and activities would be provided in these areas.
2. The second area of focus is strategic and increased support for dual language learners in early childhood education/PreK programs. California's goal to provide increased childcare, to have a universal preschool program, and implement universal Transitional Kindergarten for all four-year old's by 2025 makes it imperative that educators instructing dual language learners in state preschool and early childhood education programs be given professional learning opportunities and activities, in English and their home language. This targeted and increased professional learning for early childhood educators will provide them with the tools, strategies and practices to meet the developmental and instructional needs of dual language learners. There is a need for a preschool English Learner Roadmap toolkit and professional learning on how to implement the EL Roadmap for preschool and transitional kindergarten teachers.

We believe that by extending the EWIG EL Roadmap Implementation Grants, not only will the original goals be strengthened, but the State will benefit by expanding more relevant professional learning opportunities to support California's large and diverse

Asian language student population and will create the support structure needed to implement the EL Roadmap for California's youngest learners in preschool and early childhood education programs.

On behalf of both CABE and CalTog, we would like to thank you for your service and commitment to serve the students of California, particularly those that would benefit by increased services within our EL and bilingual programs. With your continued support, we can reach new heights in implementing high quality programs for our EL students.

Should you have any questions regarding our requests, feel free to reach out to CABE's Legislative Advocate Jennifer Baker, at [jbaker@m-w-h.org](mailto:jbaker@m-w-h.org), or CalTog's Legislative Advocate Cristina Salazar, at [cristina@californianstogether.org](mailto:cristina@californianstogether.org).

Sincerely,



Jan Gustafson Corea  
CABE Chief Executive Officer



Martha Hernandez  
Californians Together, Executive Director

Attachment

cc: Members, Senate Budget and Fiscal Review Committee  
Members, Assembly Budget Committee  
Kimberly Rodriguez, Consultant, Senate Pro Tem  
Joe Stephenshaw, Consultant, Senate Budget Committee  
Christian Griffith, Consultant Assembly Budget Committee  
Young Salas – Senate Subcommittee No. 1 on Education  
Dr. Christopher Francis – Senate Subcommittee No. 1 on Education  
Erin Gabel, Consultant, Assembly Budget Sub. No. 2  
Mark Martin, Consultant, Assembly Budget Sub. No. 2  
Jean-Marie McKinney, Consultant, Senate Republican Caucus  
Chantelle Denny, Consultant, Senate Republican Caucus  
Robert Becker, Assembly Republican Caucus  
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Keely Bosler, Director, Department of Finance  
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