



March 16, 2022

The Honorable Gavin Newsom
Governor of California
State Capitol Building, 1st Floor
Sacramento, CA 95814

Re: CABE/Californians Together Budget Priorities

Dear Governor Newsom:

The California Association for Bilingual Education (CABE) and Californians Together (CalTog) recognize and 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 have put together what we believe are some systemic ways to address those challenges in regard to serving California's English learner populations. As such, we respectfully request the following items be included in your overall budget priorities:

Bilingual Teacher Professional Development Grant

We urge the inclusion of a one-time \$10 million appropriation, with \$2 million provided 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. Districts have been scrambling for bilingual teachers in multiple languages to staff bilingual classrooms in languages such as Mandarin, Armenian, Vietnamese, and Spanish, among others. Ensuring all schools have the necessary bilingual teachers is key to addressing not only an unfilled need for all students but a key component of the teacher shortage.

The previous BTPDP-funded projects provided professional learning opportunities to many thousands 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.

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 \$20 million appropriation 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 California's 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.

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 addition is to focus on providing professional learning opportunities and activities in languages in addition to English and Spanish, such as Mandarin and Hmong. Target statewide professional learning and activities would be provided in these areas. Currently, there are severe shortages of bilingual teachers of Asian languages and professional learning opportunities for such educators on strategies and successful instructional practices geared to Asian students and aligned to the EL Roadmap, along with the lack of dual language immersion programs serving EL students who speak Hmong, Korean, Vietnamese, Mandarin, etc.
2. The second additional area of focus is the need for strategic increased support for dual language learners in early childhood education/PreK programs. California's goals to provide increased childcare, provide universal preschool, and implement universal transitional kindergarten for all four-year-olds by 2025 make it imperative that educators who are instructing dual language learners in state preschool and early childhood education programs be given professional learning opportunities and activities, in both English and their students' home language.

We believe that by extending the EWIG EL Roadmap Implementation Grants of the two current grantees, the original goals will be strengthened, and the State will benefit by expanding more relevant professional learning opportunities to support California's large and diverse Asian language student population and by creating the support structure

needed to implement the EL Roadmap for California's youngest learners in preschool and early childhood education programs.

California State University: Jump Start Program: AB 1701 (Medina)

We respectfully request a \$25 million appropriation, provided through increments of \$5 million for five years, for the California State University (CSU) system to increase student enrollment in bilingual authorization programs through recruitment and retention of full-time faculty through its Schools and Colleges of Education.

California is home to the nation's largest population of emergent bilingual children learning English in addition to their home language, comprising approximately 1.4 million children in our TK-12 system, including 32% of kindergartners and nearly 60% of children ages birth to five. Prior to the passage of Proposition 227, roughly 30% of English Learners were served in bilingual classrooms while a decade after Proposition 227 participation in bilingual programs had declined to under five percent. **Over time, this decline also led to a systemic reduction of teachers earning bilingual authorizations on their credentials— from a high of 1,800 teachers annually (1994-95) to a low of 700 (2015-16) and only 1,075 such credential earners in 2019-20.**

The CSU system prepares a significant number of California's teachers, for pre-school through grade 12. In fact, nearly four percent of the nation's teachers graduate from the CSU, and approximately 6,000 California teaching credentials are earned annually. In order to have the capacity to increase student enrollment in bilingual authorization programs, the CSU system must recruit and retain full-time faculty for its Schools and Colleges of Education.

We believe that the creation of this program will lead to systemic change by hiring more faculty who will in turn be able to offer more classes and further support bilingual credential students. The increased enrollment will allow the Universities to sustain the new faculty at the end of the grant period. This shift's long-term impacts would lead in the long term to greater student interest and success, and finally, more students graduating into the ranks of California's teaching force with a bilingual authorization.

Disaggregation of Data: Long-Term English Learners: AB 838 (Luz Rivas)

We ask for a one-time appropriation to disaggregate data in order to strengthen California's guidance and resources to ensure Long Term English Learners (LTELs) are correctly identified and provided with targeted interventions that best meet their needs.

We believe California can better serve our students with the highest needs by requiring local education agencies with 25% or more ELs in elementary schools who are at risk of becoming LTELs or 25% of ELs in secondary schools who are LTELs to delineate goals and strategies for serving the needs of these students in their Local Control and Accountability Plan. Currently the California Department of Education does not disaggregate data for LTELs or students at risk of becoming LTELs. Unfortunately,

specific data on LTEL achievement is not publicly available. Information on the achievement of ELs in grades 6-8 and 11 can provide a window into possible educational outcomes for LTELs. We need outcome data for these students to be able to see their achievement at a given point, track their progress over time, and, most importantly, address their needs. CalTog and CAFE believe this measure is a fundamental step California must take in order to appropriately serve our LTELs.

On behalf of both CAFE and CalTog, we would like to thank you again for your service and commitment to serve the students of California, particularly those who 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 the CAFE Legislative Advocate Jennifer Baker at jbaker@m-w-h.org or the CalTog Legislative Advocate Cristina Salazar at cristina@californiantogether.org.

Sincerely,



Jan Gustafson Corea
CAFE Chief Executive Officer



Martha Hernandez
Californians Together, Executive Director

Attachment

cc: Ana Matosantos, Cabinet Secretary
Christy Bouma, Legislative Affairs Secretary
Ben Chida, Chief Deputy Cabinet Secretary
Lande Ajose, Senior Policy Advisor for Higher Education
Brooks Allen, State Board of Education Executive Director
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