

May 20, 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: 2022-23 May Revision Budget Priorities

Dear Committee Chairpersons:

The California Association for Bilingual Education (CABE) and Californians Together (CalTog) are pleased with the multifaceted May Revision budget proposal which seeks to provide equity to students in a number of complex ways. We appreciate the values both the Administration and the Legislature have espoused throughout the budget process in regard to education policy.

While the May Revision proposal takes monumental steps to address the whole child through a number of equity provisions, we believe it is imperative to specifically include additional support for California's English learners as well as to address the bilingual teacher shortage. Unless California takes this historic opportunity to provide funding to address key strategic needs in these areas, our state will not be able to ensure this growing population of students will be served both now and into the future.

We respectfully urge the following items be included in the 2022-23 Budget Act:

Educator Workforce Investment Program English Learner Roadmap Policy Implementation

We support the May Revision inclusion of \$15 million for the Educator Workforce Investment Grant (EWIG) program to be used for English learners (EL) and special education. While we appreciate the funding provided, it is not adequate to ensure EL's can be adequately served. We respectfully request the amount provided for English learners be increased to a total of \$20 million over five years to assure these students will be provided an effective and quality education.

The additional funding and support are imperative to ensure California can provide systemic professional learning opportunities for administrators, teachers and parents that are aligned to the EL Roadmap policy. The severe shortage of bilingual teachers in Spanish and in Asian languages, professional learning opportunities for educators on strategies and successful instructional practices geared to Asian students, and the lack of dual language immersion programs serving EL students who speak Hmong, Korean, Vietnamese, Mandarin, Spanish, etc. require additional focus and support. Targeted statewide professional learning and activities need to be provided in these areas.

Additionally, strategic and increased support for dual language learners in early childhood education/Pre-K programs can be impacted by the inclusion of additional EWIG funding. California's goal to have a universal preschool program, provide increased childcare, and implement universal Transitional Kindergarten for all four-year olds 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.

By extending an additional \$20 million to the EWIG program for English learners, California can provide the necessary professional learning opportunities to serve California's large and diverse student population. It is imperative to ensure California continues to make progress to ensure our English learners receive equitable learning opportunities and that we prepare our students to be successful in a global workforce.

Bilingual Teacher Professional Development Grant

We recognize the May Revision provides a number of professional learning opportunities, but we urge the Legislature and Administration to include a \$10 million one-time appropriation for the inclusion of the Bilingual Teacher Professional Development Grant (BTPDP). California continues to face a critical teacher shortage. To ensure the state can address this in an effective and equitable manner, steps must be taken to ensure the bilingual teacher shortage is being addressed. 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.

Districts have been scrambling for bilingual teachers in multiple languages to staff bilingual classrooms 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 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.

California State University: Jump Start Program:

As noted above, it is imperative that California dedicate the leadership and funding to address the bilingual teacher shortage. To systemically address this, we urge the inclusion of a \$25 million one-time appropriation to the CSU to implement the Jump Start program. This critical funding would provide an increase in student enrollment in bilingual authorization programs through recruitment and retention of full-time faculty through its Colleges of Education.

California is home to the nation's largest population of emergent bilingual children learning English in addition to their home language, which comprise approximately 1.1 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 277, roughly 30% of English learners were served in bilingual classrooms, while a decade later, participation declined to under five percent. Over time, this decline has led to a systemic reduction of credentialed teachers with bilingual authorizations, from 1,200 to 1,800 teachers annually in the mid to late 1990's to solely 1,488 teachers in 2015-16.

The CSU system prepares a significant amount of California's teachers, pre-school through grade 12. Nearly four percent of the nation's teachers graduate from the CSU, including awarding approximately 6,000 California teaching credentials 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 of Education.

Disaggregation of Data: Long-Term English Learners: AB 1868 (L. Rivas)

We ask for an ongoing appropriation of \$1.1 million to implement the provisions of AB 1868 (L. Rivas) disaggregate data in order to strengthen California's guidance and resources to ensure Long-Term English Learners (LTELs) students are correctly identified and provided with targeted interventions that best meet their needs.

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 9-12 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, or, most importantly, address their needs.

On behalf of both CAFE 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 CAFE's Legislative Advocate Jennifer Baker, at jbaker@m-w-h.org, or CalTog's Legislative Advocate Cristina Salazar, at cristina@californiantogether.org.

Sincerely,



Jan Gustafson Corea
CAFE Chief Executive Officer



Martha Hernandez
Californians Together, Executive Director

cc: Ben Chida, Chief Deputy Cabinet Secretary, Office of Governor Gavin Newsom
Staff, Office of Governor Gavin Newsom
Members, Senate Budget and Fiscal Review Committee
Members, Assembly Budget Committee
Kimberly Rodriguez, Consultant, Senate Pro Tem
Joe Stephenshaw, Consultant, Senate Budget and Fiscal Review Committee
Christian Griffith, Consultant Assembly Budget Committee
Yong Salas, Consultant, Senate Budget Subcommittee No. 1 on Education
Dr. Christopher Francis, Consultant, Senate Budget Subcommittee No. 1 on Education
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