

ASSEMBLY THIRD READING
AB 1127 (Reyes and McCarty)
As Introduced February 15, 2023
Majority vote

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.

Major Provisions

- 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, 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.

COMMENTS

BTPDP program results. The 2017 state budget provided \$10 million for the BTPDP. 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:

- 1) Over 400 teachers have received their bilingual authorization;
- 2) Over 200 teachers and preservice students are still working on their teaching credential and bilingual authorization;
- 3) 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;
- 4) 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;

- 5) Over 1,000 administrators and other school staff participated in professional learning, some of whom earned their bilingual authorization as a result;
- 6) Over 500 previously authorized teachers participated in professional learning and support services with the intention to remain in or return to a bilingual setting; and
- 7) 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:

- 1) New dual language immersion programs and strands were established;
- 2) New partnerships to support professional learning for smaller language groups and for rural, small-sized, and medium-sized school districts were established;
- 3) Professional development initiatives were established, including communities of practice, site visits, bilingual instructional rounds for administrators, and paraprofessional and administrator training programs; and
- 4) 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.

According to the Author

"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"

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."

Arguments in Opposition

None on file

FISCAL COMMENTS

According to the Assembly Appropriations Committee:

- 1) One-time Proposition 98 General Fund costs of an undefined amount to fund the extension of BTPDP.

According to a support letter from the Superintendent of Public Instruction (SPI), one of the bill's co-sponsors, "We are seeking a budget appropriation of \$20 million to reinstate this critical program."

- 2) One-time General Fund costs of about \$316,000 for CDE for several staff to administer the BTPDP.

VOTES

ASM EDUCATION: 7-0-0

YES: Muratsuchi, Megan Dahle, Juan Carrillo, Hoover, Lee, McCarty, Quirk-Silva

ASM APPROPRIATIONS: 15-0-1

YES: Holden, Megan Dahle, Bryan, Calderon, Wendy Carrillo, Dixon, Mike Fong, Hart, Lowenthal, Mathis, Papan, Pellerin, Sanchez, Weber, Ortega

ABS, ABST OR NV: Robert Rivas

UPDATED

VERSION: February 15, 2023

CONSULTANT: Tanya Lieberman / ED. / (916) 319-2087

FN: 0000864