
THIRD READING

Bill No: AB 1127
Author: Reyes (D) and McCarty (D), et al.
Introduced: 9/1/23 in Senate
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 6/21/23
AYES: Newman, Ochoa Bogh, Cortese, Glazer, McGuire, Smallwood-Cuevas,
Wilk

SENATE APPROPRIATIONS COMMITTEE: 7-0, 9/1/23
AYES: Portantino, Jones, Ashby, Bradford, Seyarto, Wahab, Wiener

ASSEMBLY FLOOR: 77-0, 5/25/23 - See last page for vote

SUBJECT: Teachers: professional development: Bilingual Teacher Professional
Development Program: eligibility

SOURCE: State Superintendent of Public Instruction Tony Thurmond
California Association for Bilingual Education
Californians Together

DIGEST: This bill makes specified changes to the Bilingual Teacher
Professional Development Program (BTPDP).

ANALYSIS:

Existing law:

- 1) Establishes the Bilingual Teacher Professional Development Program, administered by California Department of Education (CDE), in consultation with CTC, for teachers seeking to provide instruction in bilingual and multilingual settings. For the 2023–24 fiscal year, appropriates \$20,000,000 from the General Fund to the Superintendent of Public Instruction (SPI) for purposes of the program, to be available for grants totaling \$4,000,000 each

fiscal year, from the 2023–24 fiscal year to the 2027–28 fiscal year, inclusive, as provided.

- 2) Requires CDE to allocate grant funding to eligible local educational agencies, including county offices of education, school districts, charter schools, or a consortia of local educational agencies for purposes of providing professional development services to teachers or paraprofessionals who satisfy specified requirements, but exempts participants who are currently enrolled in, or have completed, the Asian Language Bilingual Teacher Education Program from those requirements that apply to teachers.
- 3) Requires Bilingual Teacher Professional Development Program grant recipients to provide to the CDE, by July 1, 2026, a preliminary report, and, by January 1, 2029, a final report, 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.

This bill makes changes to the Bilingual Teacher Professional Development Program as follows:

- 1) Exempts participants who are currently enrolled in, or have completed, programs to support bilingual teacher education in languages in the classroom, such as Arabic, Cantonese, Mandarin, Spanish, Tagalog, Vietnamese, and other languages, as represented in an instructional program, from specified requirements that apply to teachers.
- 2) Extends the deadline for the final report by one year, to January 1, 2030.

Comments

- 1) *Need for the bill.* 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.”
- 2) *Results from the first grant cycle of this program.* The 2017 state budget provided \$10 million for the BTPDP (AB 99, Committee on Budget, Chapter

15, Statutes of 2017). 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 the following:

- a) Over 400 teachers have received their bilingual authorization.
- b) Over 200 teachers and preservice students are still working on their teaching credential and bilingual authorization.
- c) 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.
- d) 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.
- e) Over 1,000 administrators and other school staff participated in professional learning, some of whom earned their bilingual authorization as a result.
- f) Over 500 previously authorized teachers participated in professional learning and support services with the intention to remain in or return to a bilingual setting.
- g) Over 200 previously authorized teachers specifically returned to a bilingual setting as a result of participating in this program.

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.

FISCAL EFFECT: Appropriation: Yes Fiscal Com.: Yes Local: No

According to the Senate Appropriations Committee, Chapter 48, Statutes of 2023 (SB 114, Committee on Budget and Fiscal Review), the education budget trailer bill, includes an appropriation of \$20 million from the General Fund for purposes of the BTPDP. These funds would be available for grants totaling \$4 million for each fiscal year from 2023–24 to 2027–28.

SUPPORT: (Verified 9/1/23)

State Superintendent of Public Instruction Tony Thurmond (co-source)

California Association for Bilingual Education (co-source)

Californians Together (co-source)

Catalyst California

Los Angeles County Office of Education

Los Angeles Unified School District

Public Advocates

The Education Trust – West

United LA

OPPOSITION: (Verified 9/1/23)

None received

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."

ASSEMBLY FLOOR: 77-0, 5/25/23

AYES: Addis, Alanis, Alvarez, Arambula, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Juan Carrillo, Wendy Carrillo, Cervantes, Chen, Connolly, Megan Dahle, Davies, Dixon, Essayli, Flora, Mike Fong, Vince Fong, Friedman, Gabriel, Gallagher, Garcia, Gipson, Grayson, Haney, Hart, Holden, Hoover, Irwin, Jackson, Jones-Sawyer, Kalra, Lackey, Lee, Low, Lowenthal, Maienschein, McCarty, McKinnor, Muratsuchi, Stephanie Nguyen, Ortega, Pacheco, Jim Patterson, Joe Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Reyes, Luz Rivas, Robert Rivas, Rodriguez, Blanca Rubio, Sanchez, Santiago, Schiavo, Soria, Ta, Ting, Valencia, Villapudua, Waldron, Wallis, Ward, Weber, Wicks, Wilson, Wood, Zbur, Rendon

NO VOTE RECORDED: Aguiar-Curry, Mathis, Papan

Prepared by: Ian Johnson / ED. / (916) 651-4105

9/2/23 14:46:03

**** END ****