

Date of Hearing: March 15, 2022

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

AB 1701 (Medina) – As Introduced January 25, 2022

SUBJECT: California State University: Jump Start Grant Program

SUMMARY: Establishes the California State University (CSU) Jump Start Grant Program to increase the number of tenure-track and full-time and part-time limited term bilingual faculty for bilingual authorization programs of accredited schools of education. Specifically, **this bill:**

- 1) Establishes the Jump Start Grant Program for the purpose of increasing the number of tenure-track and full-time and part-time limited term bilingual faculty for bilingual authorization programs of accredited schools of education maintained by the CSU.
- 2) Specifies that, upon appropriation by the Legislature, the sum of five million dollars (\$5,000,000) will be provided annually for five consecutive fiscal years, commencing with the 2023–24 fiscal year, to the CSU to recruit and retain full-time or part-time limited term or tenure track bilingual faculty for bilingual authorization programs of accredited schools of education maintained by the CSU.
- 3) Specifies that the CSU Chancellor’s Office will:
 - a) Allocate the grant funds pursuant to this paragraph on a competitive basis to accredited schools of education with existing bilingual authorization programs or accredited schools of education that will establish a bilingual authorization program; and,
 - b) On or before March 1, 2023, develop the grant application and selection process, including the criteria to be used for awarding grants.
- 4) Specifies that a school of education that applies for a grant, as specified, must do all of the following:
 - a) Demonstrate the need to increase the number of bilingual tenure-track faculty, bilingual limited-term faculty, or both;
 - b) Increase the number of credentialed teachers with bilingual authorizations;
 - c) Estimate in its grant application the number of students enrolled in a teacher preparation program to be served by a grant received under the program;
 - d) Identify elementary and secondary schools with a total pupil enrollment of English learners of 15 percent or more, for preservice clinical experiences in bilingual, multilingual, or dual immersion programs;
 - e) Provide a written commitment to support the awarded grant through matching funds or in-kind contributions; and,

- f) Provide assurances to sustain the new faculty and bilingual authorization programs after the grant funds have been expended.
- 5) Requires a school of education awarded a grant, as specified, beginning one year after initially receiving the grant award, shall annually report its progress towards meeting the estimates included in its grant application to the CSU Chancellor's Office in a form and manner determined by the Chancellor's Office.
 - 6) Requires that, on or before July 1, 2028, the CSU Chancellor's Office will submit a final report to the appropriate policy and fiscal committees of the Legislature and the Department of Finance, disaggregated by the schools of education awarded the grants.
 - 7) Requires the final report to include all of the following:
 - a) The number of full-time and part-time limited term and tenure track bilingual faculty hired for the bilingual authorization programs of the schools of education;
 - b) The number of full-time or part-time limited term faculty moved to tenure track positions for the bilingual authorization programs of the schools of education;
 - c) A description of goals or targets, including both of the following:
 - i) If the goals or targets were met, a description of how the goals or targets were met; and,
 - ii) If the goals or targets were unmet, a description of the challenges or barriers that prevented meeting the goals or targets.
 - d) In addition to the grant funds, all other funds, disaggregated by fund source, used to support the program; and,
 - e) A description of how limited-term and tenured-faculty positions will be maintained and funded after the grant funds have been expended.
 - 8) Makes the following findings and declarations of the Legislature:
 - a) In response to the passage of Proposition 58, the California Education for a Global Economy Initiative, at the November 8, 2016, statewide general election, promoting and supporting the establishment of bilingual and multilingual programs, the need for credentialed teachers with a bilingual authorization has increased.
 - b) Before the passage of Proposition 227 at the June 2, 1998, statewide primary election, roughly 30 percent of English learners were served in bilingual classrooms. By 2008 participation declined to under 5 percent.
 - c) Over time, this decline in participation led to a reduction of teachers with bilingual authorizations from approximately 1,200 to 1,800 teachers annually in the mid- to late 1990s to just 1,488 teachers in the 2015–16 school year.

- d) Currently, 42 of 80 teacher preparation programs offer a bilingual authorization. California's teacher preparation programs must meet the demand for bilingual and multilingual programs and expand the number of CSUs offering bilingual authorizations as part of teacher credentialing.
 - e) California's move to transform transitional kindergarten into a universal preschool program by 2025 for children who are four years of age will create the need for as many as 11,000 additional lead transitional kindergarten teachers.
 - f) Increasing the number of tenured and limited term faculty members for the bilingual and multilingual programs in teacher preparation programs must take place to accommodate enrollment in new teacher preparation programs and expand existing teacher preparation programs to address the current and future shortage of bilingual teachers.
- 9) Establishes that it is the intent of the Legislature to do both of the following:
- a) Increase the capacity of bilingual education teachers in kindergarten and grades 1 to 12, inclusive, classrooms and bilingual education teachers of dual language learners in transitional kindergarten programs by doing both of the following:
 - i) Increasing the number of tenured and limited term faculty at teacher preparation programs offering bilingual authorization programs.
 - ii) Preparing full-time and part-time limited term faculty to move into tenured positions in the bilingual authorization programs of teacher preparation programs.
 - b) Provide funding to the CSU targeted specifically for the recruitment and retention of tenure-track and full-time and part-time limited term faculty for bilingual authorization programs offered by teacher preparation programs.
- 10) Specifies that chapter will be known, and may be cited, as the California State University Jump Start Grant Program.
- 11) Specifies that, as used in the chapter, the following definitions apply:
- a) "Chancellor's office" means the office of the Chancellor of the CSU.
 - b) "Program" means the Jump Start Grant Program established as specified.
- 12) Specifies that grants awarded to schools of education, as specified, will supplement, not supplant, state or federal funds appropriated to schools of education for the purpose of hiring tenure track and full-time or part-time limited term faculty.
- 13) Specifies that the provisions of the bill will become operative only upon an appropriation by the Legislature in the annual Budget Act or in another statute.

EXISTING LAW:

- 1) Establishes the CSU system, comprised of 23 campuses, and bestows upon the CSU Trustees, through the BOT, the power, duties, and functions with respect to the management, administration, and control of the CSU system (Education Code (EDC) Sections 66606 and 89000 et. Seq.).

FISCAL EFFECT: Unknown.

COMMENTS: *Purpose.* According to the author, “Prior to the passage of Proposition 227, roughly 30 percent of English learners were served in bilingual classrooms. A decade later, participation declined to under five percent. Over time, this decline has led to a reduction of credentialed teachers with bilingual authorizations, from 1,800 teachers annually in the mid to late 1990s to solely 1,075 in 2019-20.”

“In response to the passage of Proposition 58 of 2016, which allowed for the establishment of bilingual/multilingual programs, the need for credentialed teachers with a bilingual authorization has increased. However, approximately 42 of 80 teacher preparation institutions offer programs for a bilingual authorization. California’s teacher preparation institutions must meet this demand and expand the number and capacity of CSUs offering bilingual certification along with credentialing. This cannot be done without increasing the number of tenured or limited term faculty members for the bilingual/multilingual programs in Schools of Education.”

“Additionally, California's move to implement universal Transitional Kindergarten (TK) by 2025 will create the need for as many as 8,000 to 11,000 additional lead TK teachers. With such a large population of four-year-old children in California who come from homes where a language other than English is spoken, it is imperative that incoming teachers of dual language learners in early childhood education programs be equipped to meet the needs of these children by obtaining a bilingual authorization as well.”

Background. All CSU teaching credential programs prepare candidates in cross-cultural language and academic development, incorporating this within their basic credentials. 20 CSU campuses offer Bilingual Authorization pathways. According to the Commission on Teacher Credentialing, Bilingual Authorizations allow the holders to provide instruction to English Learners (EL). Bilingual Authorizations authorize instruction in:

- 1) English Language Development (ELD), which means instruction designed specifically for EL students to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as English as a Second Language (ESL) or Teaching English to Speakers of Other Languages (TESOL);
- 2) Instruction for Primary Language Development, which means instruction for EL students to develop their listening, speaking, reading, and writing skills in their primary language;
- 3) Specially Designed Academic Instruction Delivered in English (SDAIE), means instruction in a subject area delivered in English that is specially designed to provide EL students with access to the curriculum; and,
- 4) Content Instruction Delivered in the Primary Language, which means instruction for EL students in a subject area delivered in the students’ primary language.

Arguments in support. The California Association for Bilingual Education (CABE) and Californians Together (CalTog), co-sponsors of AB 1701, wrote that "...the CSU system issues close to 45 percent of teaching credentials statewide, playing a major role in preparing teachers to serve in public schools. California faces a critical shortage of teachers with bilingual authorizations in the CSU system, which is not adequate to meet the current and future needs of English learners in biliteracy instructional programs in languages such as Spanish, Vietnamese, Chinese (Cantonese and Mandarin), Korean, Arabic and others. With 20 CSU campuses offering a Bilingual Authorization Pathway, the system is poised to provide significant support towards meeting the needs of the states English learners."

"This important legislation will establish a mechanism to systemically change the trajectory of students served within the bilingual authorization pathway by ensuring faculty are available to provide increased courses in this area, thereby allowing students to move through these programs more quickly, while additionally enabling these programs to serve higher numbers of students. Ultimately, AB 1701 will address linguistic equity and global achievement across our state."

Committee comments. The author has indicated that, moving forward, he intends to take amendments that will clarify certain elements of the bill. These amendments will clarify that:

- 1) The grant is designed to target the recruitment and retention tenured, tenure-track, or full-time lecturer bilingual faculty. References to "part-time" and "limited term" will be removed.
- 2) Specify that it is the intent of the Legislature that Grant funds may be used for administrative purposes, up to ten percent, and Bilingual Authorization program coordinator release time equivalent up to .2 Full Time Equivalent or three Weighted Teaching Units per semester.
- 3) Specify that a school of education awarded a grant must have the first year to plan and recruit faculty.
- 4) Delay by one year the final report to the appropriate policy and fiscal committees of the Legislature and the Department of Finance.

REGISTERED SUPPORT / OPPOSITION:

Support

California Association for Bilingual Teacher Education
 Californians Together
 3 Individuals

Opposition

None on file.

Analysis Prepared by: Kevin J. Powers / HIGHER ED. / (916) 319-3960