

**DRAFT BILINGUAL TEACHER PIPELINE**

Add to the Education Code the following Chapter: **The Bilingual Teacher Pipeline.**

Section 1. Findings and Declarations

Sec. \_\_\_\_\_ of the Education Code.

(a) The Legislature finds and declare each of the following:

(1) A highly competent teacher workforce is a necessary foundation for improving children's educational outcomes.

(2) California's teacher shortage is worsening with many districts struggling to find enough qualified teachers to fill vacancies according to a new statewide survey by the Learning Policy Institute and the California School Boards Association.

(3) More than 80 percent of school districts state their teacher shortages have worsened compared to three years ago.

(4) Approximately 83 percent of school districts with high concentrations of English learners, low income students and minority students reported having teacher shortages.

(5) Among the survey's key findings, 14 percent of school districts with shortages reported not having enough bilingual education teachers.

(6) The number of bilingual authorizations issued by the California Commission on Teacher Credentialing (CTC) has declined steadily. In 2009-10, 1,268 bilingual authorizations were issued. In 2014-15, CTC reports it issued 693 new bilingual authorizations.

(7) Exacerbating this long-standing shortage of

teachers are several factors: low enrollment in teacher programs, stagnant pay, attrition, retirements, an improving economy, and teacher tenure issues.

(8) The teacher shortage areas tend to be worse in school districts still experiencing budget problems, a concentration of high-poverty areas and districts experiencing strong population growth.

9) The California Multilingual Language Act (Prop 58) sets forth a vision and goal of biliteracy/multilingualism for all of California's students. Any student who enrolls in a public school will have the opportunity to learn multiple languages from pre-kindergarten, kindergarten through grade 12.

(10) As a result of the passage of Proposition 58, bilingual teachers will be in most demand.

Section 2. Intent and Purposes.

Section \_\_\_\_: It is the intent of the Legislature in enacting this chapter, to prepare and employ persons, reflective of the diversity of our state, as teachers of bilingual education through early identification, support and assistance.

Section 3. Section \_\_\_\_ of the Education Code. "Careers In Education" Program.

(a) The "Careers In Education" program is established for the purpose of recruiting and providing training and support for high school students to enter the bilingual education teaching profession, especially in bilingual teacher shortage areas and among underrepresented groups and multilingual, multicultural students. The program shall be administered by the California Department of Education (CDE) in consultation with the California Commission on Teacher Credentialing (CTC).

(b) The program shall consist of the following components:

(1) Targeted recruitment of diverse students attending public high schools or community colleges, including but not limited to students from underrepresented groups and multilingual, multicultural students in grades nine through grade fourteen through outreach and communication strategies. The focus of recruitment efforts shall be on encouraging students to consider and explore becoming future bilingual education teachers or teachers of English as a second language (ESL).

2) Program enrollment is not limited to students from under-represented groups or multilingual, multicultural students.

(3) The program shall consist of formal partnerships of high schools, bilingual/ESL teacher preparation programs in institutions of higher education, and community-based organizations to design and deliver programs that include the components specified in (4).

(4) A curriculum that provides future teachers with opportunities to observe classroom instruction at all grade levels, including preschool; includes preteaching internships at all grade levels with a focus on shortage areas; and covers such topics as English language acquisition, benefits of being bilingual/multilingual, lesson planning in a bilingual/multilingual setting, learning styles, student learning data and information, the achievement gap, cultural competency, and education policy;

(5) Academic and community support services for students to help them overcome possible barriers to becoming future bilingual or ESL teachers, such as supplemental tutoring; advising on college readiness, applications, and financial aid processes; and mentoring; and

(6) Future teacher camps held on college campuses where students can attend workshops and interact with college faculty of bilingual programs and current teachers in bilingual classrooms.

(c) The California Department of Education, in consultation with the California Commission on Teacher Credentialing, shall:

(1) Develop the curriculum in consultation with an advisory group of bilingual classroom teachers, classroom teachers, representatives of bilingual teacher preparation programs, teacher candidates, students and nonprofit statewide education organizations ;

(2) determine how this program can be included and funded in the California Career Pathways/CTE and in the California Mini-Corps program and how to operationalize its inclusion in these programs.

(3) Develop program and fiscal guidelines.

(d) Commencing September 1, 2018, CDE shall select, through a competitive process, partnerships of high schools, bilingual/ESL teacher preparation programs, and community-based organizations that meet specified requirements under section (b).

(e) Contract, by October 1, 2022, with an entity for the purpose of conducting an evaluation of this program. The contractor shall possess demonstrated experience of these types of evaluations. By January 1, 2023, the CDE shall report to the Legislative policy education and fiscal committees as to the findings and recommendations of the evaluation and any recommendations for changes to this program, including whether the program should continue.

(f) Funding for grants shall be contingent upon an appropriation in the annual Budget Act. The first year of grant funding given to selected partnerships shall be for planning purposes. Partnerships shall document and agree to expend the same amount of funds in implementing the program that is spent per student on

similar educational programs. Grants received by the the partnerships shall supplement not supplant these amounts.

In exchange for receiving a grant, recipients are required to identify and set aside funding within their own budgets and obtain funding commitments from education (K-14) and business/community partners sufficient to support the ongoing costs of the program for at least two years beyond the receipt of the state funding.

#### Section 4. California Para-Educators Bilingual Teacher Preparation Program.

##### Sec. \_\_\_\_ . Purpose

The California Para-Educators Bilingual Teacher Preparation Program is hereby established for the purpose of recruiting para-educators in public schools to participate in a program designed to encourage them to enroll in bilingual teacher preparation programs for the purpose of serving as bilingual teachers in our public schools.

##### Sec. \_\_\_\_ . Definitions.

a) A "para-educator" is defined as an individual with a history of demonstrated accomplishments in school staff positions (such as teacher assistants and school-community liaison).

(b) An "applicant" is a consortium composed of at least one 4-year institution of higher education with an approved teacher preparation program and bilingual teacher preparation program, at least one school district or group of schools; and one or more community non-profit organization(s). The consortium membership may also include a 2-year institution of higher education, a school employee union or a county office of education.

Sec. \_\_\_\_ . Administration

The California Commission on Teacher Credentialing (Commission) shall administer this grant program to fund consortia that will carry out the purposes of this chapter and shall issue requests for proposals and selection of consortia.

Sec. \_\_\_\_ . Criteria for Selection of Consortium(s).

(a) The 4 year institution of higher education shall have past, demonstrated success in preparing bilingual teachers for elementary or secondary schools.

(b) The consortium shall employ effective procedures for teaching the skills and knowledge needed to prepare highly competent bilingual teachers. Professional preparation shall include, where possible, ongoing direct experience in public schools with bilingual programs.

(c) The consortium shall offer participants a program that allows para-educators to work full time while participating in the program and allows them to continue in their positions.

(d) In any fiscal year where an appropriation for this program is made, the consortium shall guarantee that support will be made available to admitted and continuing program participants.

(e) The Commission shall adopt criteria for the selection of consortiums to participate in this program which, minimally, shall include:

1) The extent to which a consortium demonstrates the capacity and willingness to accommodate the participation of para-educators in bilingual teacher preparation programs conducted at institutions of higher education.

(2) (a) The extent to which the consortium's plan for the implementation of its recruitment and program involves the formal agreement of and active participation of one or more local campuses of the participating institutions of higher education in the

development of course work and bilingual teacher preparation programs for participating para-educators.

(b) Each selected consortium shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) (a) The extent to which the consortium's plan for recruitment meets the demand of bilingual teacher shortages in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive.

(b) The consortium shall recruit potential candidates and shall take into consideration whether the candidate:

- i) holds a high school diploma or its equivalent;
- ii) meets the definition of para-educator pursuant section \_\_\_ ;
- iii) has experienced an interruption in his or her college education;
- iii) exhibits a willingness to be a bilingual teacher, especially in hard to staff public schools, with the goal of maintaining academic excellence;
- iv) shows an interest in post-secondary education and may hold an associate's degree, a bachelor's degree, or another post-secondary degree but a post-secondary education is not required;
- v) commits to completing and passing all State standards, appropriate licensure exam(s) and bilingual authorization(s).

c) demonstrates commitment to the program by:

- (i) maintaining a cumulative grade point average of at least a 2.5 on a 4.0 scale (or the equivalent as determined by the Commission;
- (ii) attendance of required meetings; and
- (iii) applying for financial aid from all other financial aid resources before applying for assistance from the program.

(d) The extent to which a developmentally sequenced series of job descriptions leads from an para-educator position to an entry-level bilingual teacher position in that local educational agency.

(e) The extent to which the consortium's plan for recruitment attempts to meet its own bilingual teacher needs.

Sec. \_\_\_\_\_. Selection of Consortia

The Commission shall award grants to qualified consortia that reflect the distribution and diversity of bilingual teacher shortage areas and hard to staff public school across the state. In awarding grants, the Commission shall select programs that successfully address the criteria in section \_\_\_\_ and that reflect a diversity of strategies in terms of serving urban and rural areas throughout the state.

Sec. \_\_\_\_\_. Program Information

A consortium that is selected to participate pursuant to sec \_\_\_\_ shall provide information about the program in multiple languages, to all eligible para-educators employed in their public schools and assistance to each para-educator it recruits under the program regarding admission to a bilingual teacher preparation program.

Sec. \_\_\_\_\_ Participant Requirements

(a) A consortium shall require participants to satisfy all both of the following requirements before participating in the program:

- (1) Pass a criminal background check.
  - (2) Provide verification, if appropriate, of one of the following:
    - (i) Has earned an associate or higher level degree.
    - (ii) Has successfully completed at least two years of study at a post-secondary educational institution.
- (b) An applicant shall certify that it has received a commitment from each participant that he or she will accomplish all of the following:



- (i) Graduate from an institution of higher education under the program with a bachelor's degree.
- (ii) Complete all of the requirements for, and obtain, a bilingual teacher credential/authorization.
- (iii) Complete one school year of classroom instruction in the school district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

Sec. \_\_\_\_. Independent Evaluation

The Commission shall contract with an independent evaluator with a proven record of experience in assessing teacher training programs to conduct an evaluation to determine the success of the program. The evaluation shall be conducted once every five years, with the first evaluation being completed on or before July 1, 2022. The Commission shall submit the completed evaluation to the Governor and the education policy and fiscal committees of the Assembly and Senate.

Sec. \_\_\_\_. Program Report

On or before January 1 of each year, the Commission shall report to the Legislature regarding the status of the program, including, but not limited to, the number of para-educators recruited, the academic progress of the recruited para-educators, the number of recruited para-educators who are subsequently employed as bilingual teachers in the public schools, the degree to which the applicant meets the bilingual teacher shortage needs of the school district or county office of education, or charter schools and the ethnic and racial composition of the para-educators participating in the program. The report shall be made in conformance with Section 9795 of the Government Code.

Sec. \_\_\_\_\_. Funding

- (a) The funding for this program shall be conditional upon an appropriation in the annual budget. Each fiscal year, funding for the California Para-Educator Bilingual Teacher Program shall be allocated to the commission for grants for up to \_\_\_\_\_ new participants per year. A grant to an applicant shall not exceed \_\_\_\_\_ per participant per year.
- (b) (b) Funding for grants to applicants shall be contingent upon an appropriation in the annual Budget Act.

(C) The institutions of higher education participating in this grant program shall document and agree to expend the same amount of funds in implementing the program that is expended per student on similar educational programs. Grants received by the consortium shall supplement not supplant these amounts.