

Global California 2030 *Speak. Learn. Lead.*

An Initiative of the CA Department of Education to better
equip students for a global economy.



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of Education
2019



GLOBAL CALIFORNIA 2030



Speak Learn Lead

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**“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart.”
—Nelson Mandela**

The mission of Global California 2030 is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

Executive Summary

California is immersed in the global economy, is a leader in global culture, and is home to flourishing industries that lead the world, including high-tech, entertainment, and agriculture. California also benefits from a diverse population of residents who speak the majority of languages heard on the planet.

As the world becomes more interconnected, fluency in another language opens up opportunities for people to succeed economically and allows them to take part in diverse cultural activities. A wide body of research shows that the study of languages boosts students' mental flexibility, enhancing their ability to learn all subjects. It also introduces people to new cultures and new ways of looking at the world. This broader perspective nourishes innovation and adaptability in all fields and helps to enrich communities economically, culturally, and socially.

California's K–12 education system has made great strides in teaching world languages to students, providing more opportunities for fluency and the benefits fluency brings. But we can and should go further. To better prepare students to succeed in the changing economy and to strengthen California's own rich mixture of cultures and languages, California needs to vastly expand opportunities for students to learn a second and possibly even a third language.

The California Department of Education's (CDE's) Global California 2030 Initiative is a call to action. We are inviting educators, parents, legislators, and community and business leaders to join us on the road to a multilingual California. We need support from everyone as our K–12 education system expands access to world language classes, programs, and experiences; trains more bilingual teachers; and improves the quality and availability of advanced language classes.

By 2030, we want half of all K–12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy.¹

1. Education Code sections 61460–51464; CDE State Seal of Biliteracy web page. 2018. <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp> (accessed May 1, 2018).

Universities and businesses can begin to support the program today by giving students who earn the State Seal of Biliteracy additional consideration for admission or hiring. Also, we challenge colleges and universities to develop their own Seal of Biliteracy program statewide. Imagine the impact!

Our call for increasing opportunities for all students to learn another language seeks to build on the work already underway at the CDE and

at schools throughout the state. It amplifies the voice of California voters, who loudly and clearly stated their interest in world languages by passing Proposition 58 in 2016, which eliminates obstructions for dual-immersion programs.²

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2. CDE. 2018. CA Education for a Global Economy Initiative. <https://www.cde.ca.gov/sp/ml/caedge.asp> (accessed May 1, 2018).

2019 Priority Initiatives

The 2019 Priority Initiatives that guide the CDE also guide the implementation of the Global CA 2030 Initiative. Increasing literacy statewide and closing the achievement gap are two priority initiatives that work in tandem with Global CA 2030. Recognizing biliteracy as an important part of the literacy initiative is vital because the home language skills that students bring to California schools are a valuable asset in their own right as well as in developing literacy in English. Similarly, closing the achievement gap for English learners requires schools to value and build upon the knowledge and skills English learners have in their home languages that can support the development of English proficiency. Recognizing these assets also helps English learners feel that their language and culture is valued at school. In order to meet the goals of the 2019 Priority Initiatives, there is also a need to increase the diversity of our teacher pipeline, and increase the number of multilingual programs.

The goals that the CDE's Global CA 2030 Initiative set will help all students, English-only students as well as students with a home language other than English, be prepared for the jobs of tomorrow in the global economy.

Since the Global CA 2030 Initiative was introduced in 2018, California has taken the first steps to ensure that we meet its goals. The growth depicted in this report since it was first published demonstrates the CDE's commitment to achieving these goals by 2030 to ensure that California students lead the way in multilingualism.

Work Underway

California's K-12 system is by far the biggest in the nation. We have 6.2 million students. More than 60 languages are spoken in the homes of California's students. These range from commonly known languages

language in their background. This means that over 40 percent of California's K-12 students come to school with knowledge and experience in at least two languages.³

At one point in our recent past, English learners were viewed only as a challenge to the educational system because these students needed extra support. Today, we recognize that these young people are assets to our state and their local communities. Like all students, they bring a rich cultural and linguistic heritage to our classrooms, making our schools more vibrant and diverse.

The California Department of Education and its partners have made great strides in

improving instruction for English learners by creating the English Language Arts/English Language Development Framework. This resource ensures that English learners are taught intellectually rich subject content while also becoming proficient in English.



such as Spanish, Mandarin, and Vietnamese to less frequently heard languages such as Mixteco, Pashto, and Tongan. About one in four of those students, or 1.2 million, are English learners. An estimated 1.2 million students are proficient in English yet also have another

3. CDE. 2018. DataQuest Reports. <https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=00&agglevel=State&year=2018-19> (accessed May 1, 2018).

California has developed a groundbreaking plan—the California English Learner Roadmap—for improving instruction and educational structures to support English learners. The Roadmap strengthens comprehensive policies, programs, and practices for English learners.⁴

Our state has provided English Language Development and Spanish Language Development Standards founded on the California State Common Core Standards and the “Estándares en Común” for English/Spanish language arts and literacy respectively.^{5 6} Our state has modernized the World

Language Standards, bringing more rigor and cohesiveness to the study of world languages.⁷

We are all working together to improve and expand professional development for bilingual teachers, language teachers, and teachers of English learners while also encouraging more people to become credentialed bilingual teachers.⁸

We provide support to migratory students through the Mini-Corps program. College and university students planning to become teachers assist students in the 20 migrant regions.⁹ In 20 years, Mini-Corps has produced over 3,500 bilingual teachers. We want to double that number by 2030.

4. CDE. 2018. English Learner Roadmap. <https://www.cde.ca.gov/sp/ml/roadmap.asp> (accessed May 1, 2018).

5. CDE. 2014. California English Language Development Standards: Kindergarten Through Grade Twelve. Sacramento: CDE. Available at <https://www.cde.ca.gov/sp/ml/documents/eldstndpublication14.pdf>.

6. San Diego County Office of Education, California Spanish Language Development Standards (Electronic Edition) Kindergarten Through Grade Twelve En Español. Prepublication available at <https://commoncore-espanol.sdcoe.net/CaCCSS-en-Espanol/SLA-Literacy>.

7. CDE. 2018. World Language Standards Guidelines. <https://www.cde.ca.gov/be/st/ss/wlrevisionguidelines.asp> (accessed May 1, 2018).

8. CDE. 2017. Request for Applications: Bilingual Teacher Professional Development.

9. CDE. 2018. Migrant Education Programs and Services. <https://www.cde.ca.gov/sp/me/mt/programs.asp> (accessed May 1, 2018).

“One language sets you in a corridor for life. Two languages open every door along the way.”

—Frank Smith, psycholinguist

We are working closely with Mexico and Spain to expand our teacher exchange program and our joint teacher training efforts. Currently, 31 teachers from Mexico and 70 teachers from Spain have full teaching contracts in public school districts and charter schools throughout the state. In addition, through the Migrant Summer Binational Program, we have increased the number of bilingual teachers from Mexico from 50 teachers to 70. We look forward to an exponential increase in these numbers.

Our state has made a special effort to work with leaders of the Mexican national education system and leaders of the Baja California education system to better serve the students we share. There are about 50,000 students from the U.S., mainly from

California, currently studying in Baja California. There are students from both sides of the border who end up going to school in both nations, and they need to be fluent in both English and Spanish to succeed. The teachers of these students will receive the necessary supports from both nations to provide rigorous education to the students we share.

Furthermore, California is leading the nation in recognizing high school students who demonstrate proficiency in a language in addition to English. Since 2012, over 280,000 graduating high school students have earned the Seal of Biliteracy.



To have another language is to possess another soul.”

—Charlemagne, Emperor, Holy Roman Empire, speaker of Latin, German, and some Greek.

The Path to a Multilingual California

Our call to have more students study and become proficient in a world language, while ambitious, is within reach.

Our plan to reach our goal includes the following:

- Work with the Legislature to provide additional funding for programs such as the Bilingual Teacher Professional Development Program, pre-K through twelfth grade, which seeks to provide credentials to an additional 1,190 bilingual teachers
- Work with the institutions of higher learning to advocate for more bilingual teacher preparation programs
- Work with the Migrant Education Mini-Corps Program to support the existing pipeline to becoming a bilingual teacher
- Work with the Legislature to provide additional funds to initiate and expand a variety of bilingual program opportunities for all students pre-K through twelfth grade
- Develop a communications campaign to share the academic, social, and economic advantages of graduating students with biliteracy skills
- Urge all school districts to award the State Seal of Biliteracy to qualifying seniors
- Invest in professional development resources for teachers and administrators to build capacity to deliver high-quality, effective biliteracy instruction
- Engage all sectors of the education and business community and parents to support this vision and work for comprehensive implementation

For more information on California Department of Education language resources, go to <https://www.cde.ca.gov/sp/ml/ssbresources.asp>.

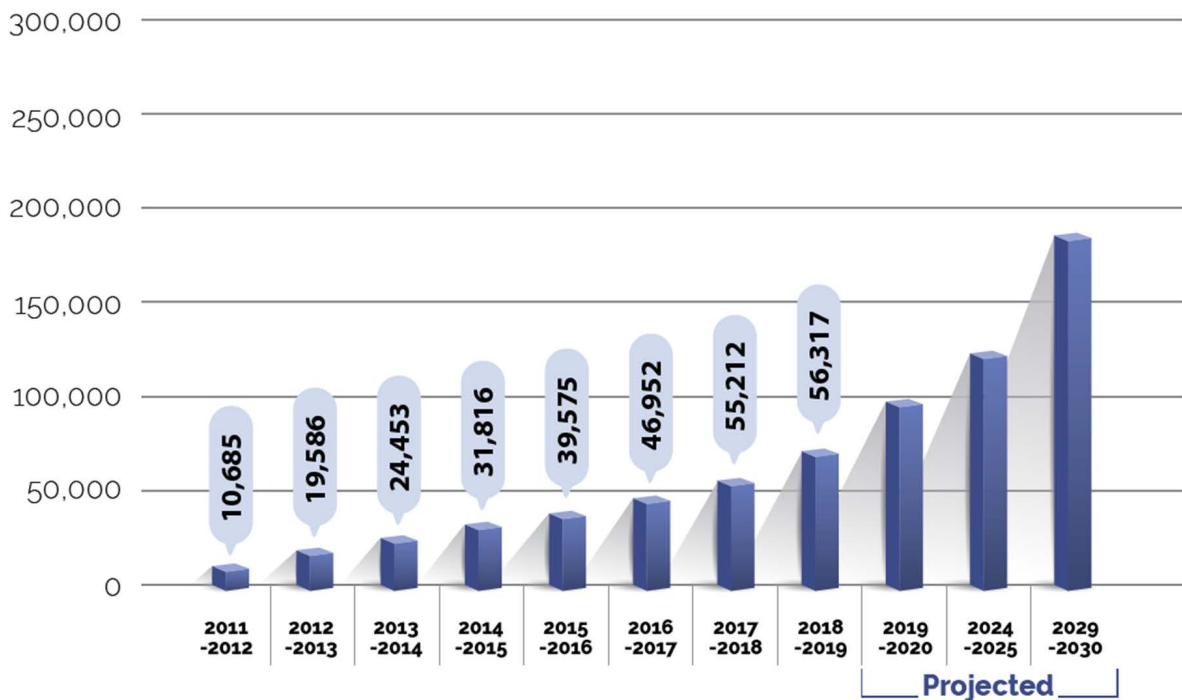
In six years, the number of students receiving the award has quadrupled from 10,685 in 2011–12 to 46,952 in 2016–17. In the 2016–17 school year, graduating high school students earned the State Seal of Biliteracy in 34 different languages.

As part of Global California 2030, our goal is to vastly expand the number of students who know at

least two languages. In 12 years, we want to more than triple the number of students who earn this distinction in 2030.

More students earning the Seal of Biliteracy means more young people will enter the workforce with the skills and knowledge to keep California’s economy thriving and to continue its role as a global leader.

State Seal of Biliteracy



Graph show the number of State Seals of Biliteracy earned by year. 2011-12 - 10,685; 2012/13 - 19,586; 2013/14 - 24,453; 2014/15 - 31,816; 2015/16 - 39,575; 2016/17 - 46,952; 2017/18 - 55,212; 2018/19 - 56,317; projected 2019/20 nearly 100,000; 2024/25 - around 125,000; 2029/30 - around 175,000.

10 11

10. CDE. English Learner Support Division internal data, 2012–2018.

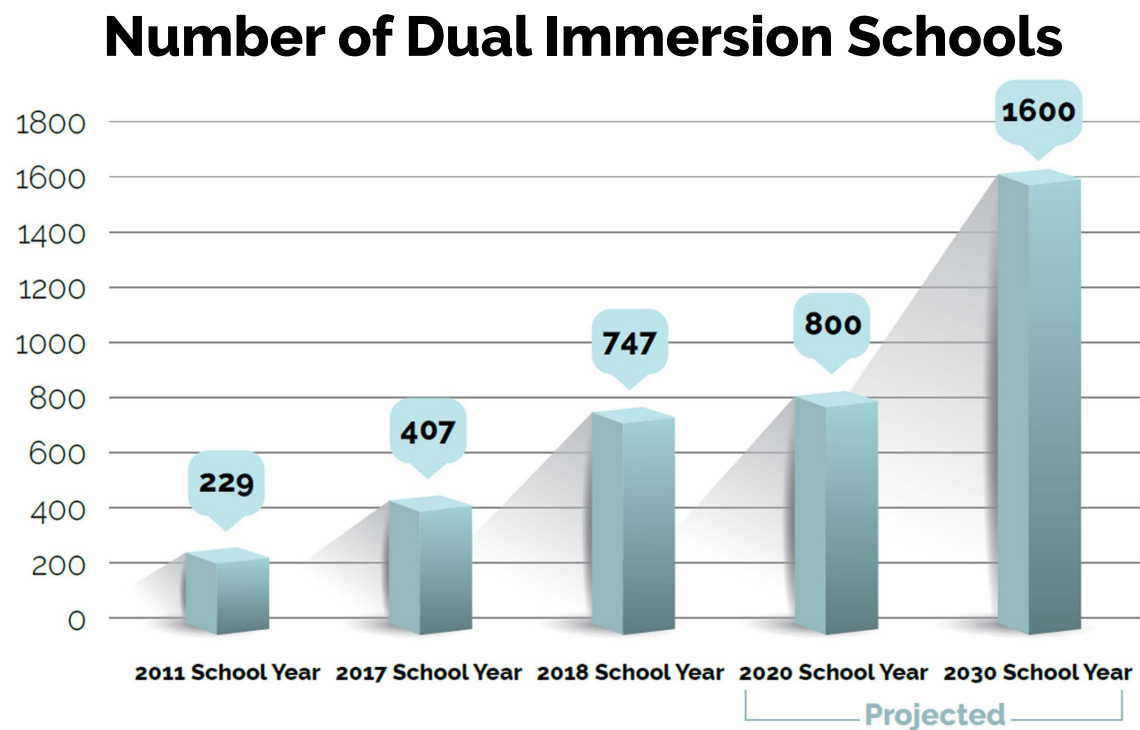
11. Projection

Dual-language immersion programs most frequently use English and Spanish. But California also has programs that offer English/Mandarin, English/Korean, English/Vietnamese, and English/Portuguese, to name a few.¹²

These programs, beginning in kindergarten, deliver instruction in both English and another language. Typically, they start with the majority of instruction in the other language and less in English. Gradually, instruction is half in each language, giving students fluency in two languages. Students typically stay in the program throughout elementary school.

Researchers have found these programs to be extremely beneficial to students, helping them learn all subjects while also giving them the tools to more easily acquire a third language.¹³

Requests by parents for these programs are already on the rise, especially since the passage of Proposition 58 removed barriers to setting up these programs. As part of Global California 2030, we are striving for even more dramatic growth, with the goal of quadrupling the number of programs from 407 in 2017 to 1,600 in 2030.



12. California Association for Bilingual Education. 2017. Dual-Language Immersion Directory.

13. CDE. 2010. Improving Education for English Learners: Research-Based Approaches. Sacramento: CDE.

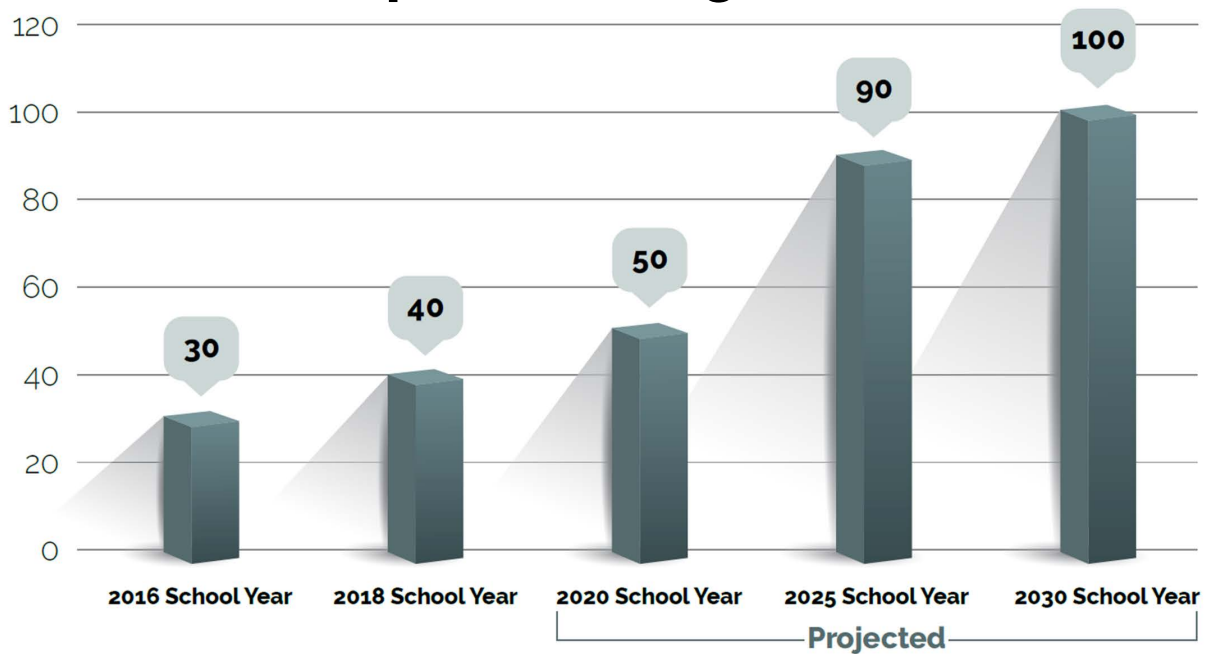
Of course, vastly expanding the number of students who speak two or more languages will require more teachers and more programs to train those teachers. In 2016, California had 30 state-approved programs. By 2030, we want that number to grow to 100.

More bilingual teachers means that every school where parents want a program will have teachers with the high levels of academic language skill and authorization to teach in

the two languages. By 2030, we want to double the number of teachers authorized to teach two languages.

More language classes means parents who want particular types of programs or courses for their child will have access to them.

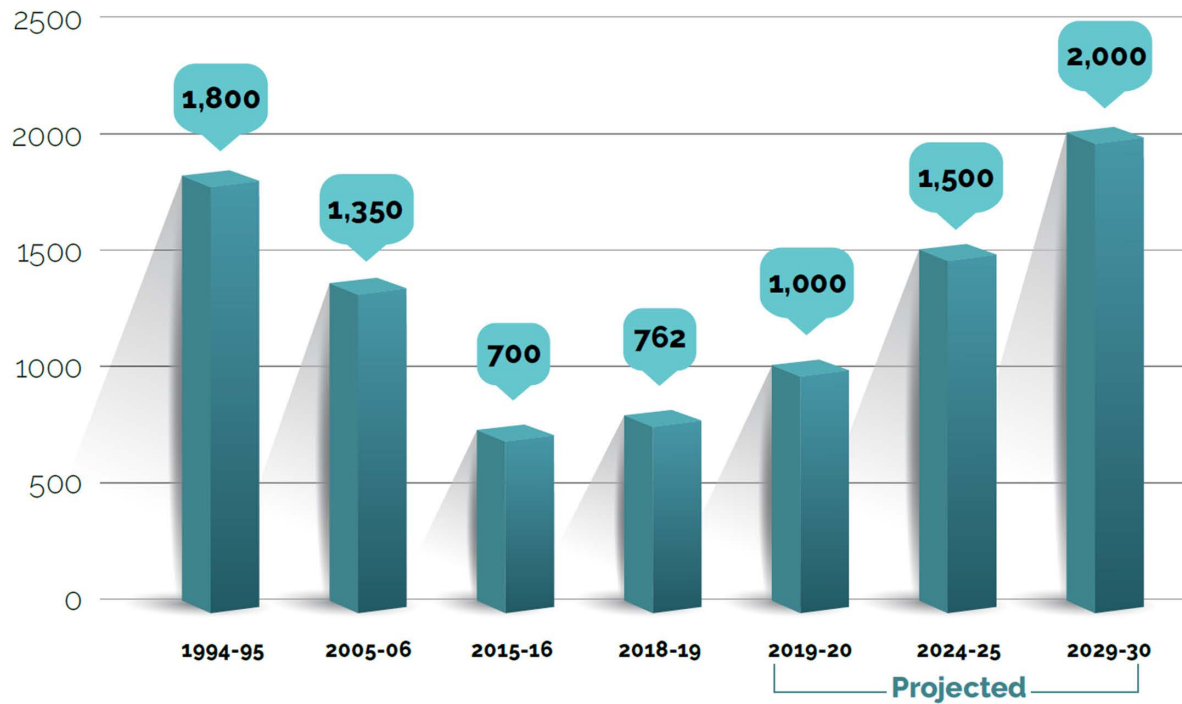
Number of Bilingual Teacher Preparation Programs at State-Approved Educator Preparation Programs



14

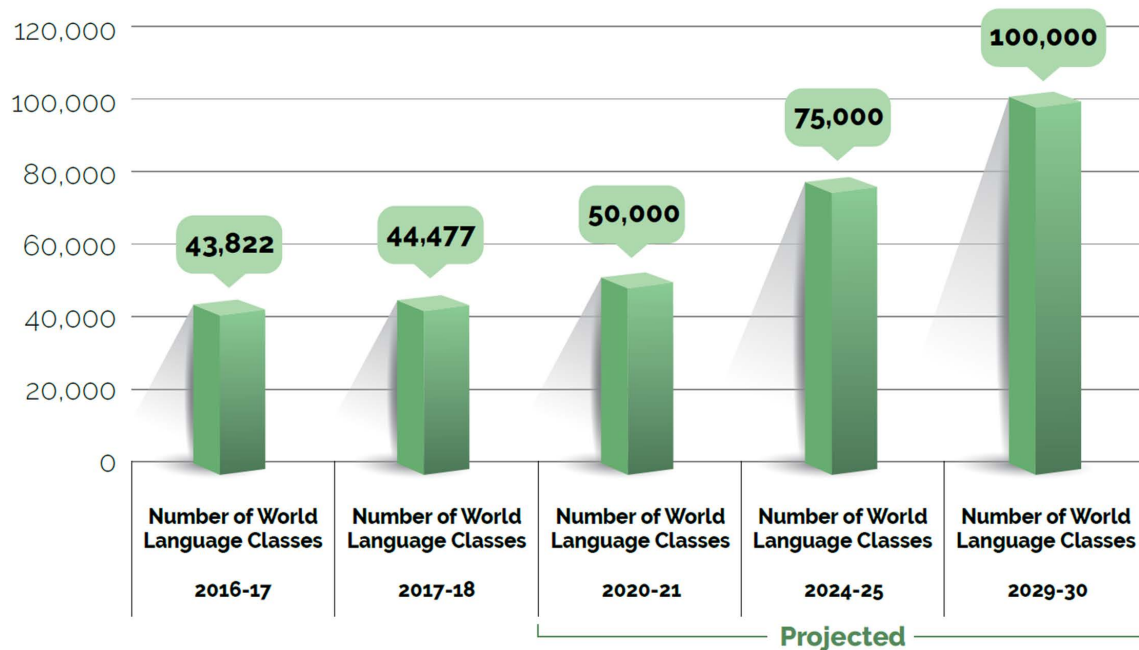
14. California Commission on Teacher Credentialing. 2018. Approved Programs and Institutions. <https://www.ctc.ca.gov/commission/reports/data/app-approved-program> (accessed May 1, 2018). Projections for future years.

Number of New Bilingual Teacher Authorizations Per Year



15

Projected Growth in Number of World Language Classes



16

15. California Commission on Teacher Credentialing. 2018. Approved Programs and Institutions. <https://www.ctc.ca.gov/commission/reports/data/app-approved-program> (accessed May 1, 2018). Projections for future years.

13

16. CDE. 2018. DataQuest Reports. <https://dq.cde.ca.gov/dataquest/CourseReports/ClassesBySubject.aspx> (accessed May 1, 2018). Projections for future years.



Conclusion

Studies have found that speaking two or more languages has many benefits. It strengthens memory and cognitive processes, improves speakers' ability in their first language, expands cultural knowledge and understanding, builds self-confidence, and even delays the onset of Alzheimer's and dementia.

Speaking and learning world languages helps students become leaders in their communities and workplaces, and it ensures that California maintains

its position as an economic and cultural powerhouse.

Our ambitions for Global California 2030 are high but so is our ability to work together with parents, communities, and cultural and business leaders toward common goals. Together, we have the dedication, skill, creativity, and vision to give all students the opportunity to learn another language and enhance their ability to fully engage with the culture and economy of California and the world. We are aiming high and dreaming big.¹⁷

17. Bhattacharjee, Yudhijit. 2012. "Why Bilinguals Are Smarter." The New York Times. <https://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html> (accessed May 10, 2018); Inside California Education. 2018. Dual-Language Immersion, Redding, CA. <https://insidecaled.org/videogallery/video/dual-language-immersion/> (accessed May 10, 2018).





“

**Learning another
language is
like becoming
another person.**

”

—Haruki Murakami

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