# **Bilingual Teacher Professional Development Program**

**Request for Applications**

**2024**

****

California Department of EducationMarch 14, 2024

Funded by the 2023–24 Kindergarten Through Grade Twelve Education Omnibus Trailer Bill, Senate Bill 114 (Chapter 48, Statutes of 2023) Section 44

**Application Due Date:**

**Monday, April 15, by 4 p.m.**

Administered by the:

California Department of Education

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##

## Overview

The California Department of Education (CDE), in consultation with the Commission on Teacher Credentialing (CTC), invites eligible local educational agencies (LEAs), including county offices of education (COEs), school districts, charter schools, or consortia of LEAs, to apply for the Bilingual Teacher Professional Development Program (BTPDP) grant to be used to provide professional development services to teachers or paraprofessionals. The Legislature established the BTPDP for teachers seeking to provide instruction in bilingual and multilingual settings. The purpose of this program is to ensure that California can meet the demand for bilingual teachers necessary to implement dual language and other bilingual programs, as authorized by the California Education for a Global Economy (CA Ed.G.E.) Initiative, and to increase the number of bilingual teachers in multiple languages to staff bilingual classrooms.

## Terminology

The term “multilingual learner” is used throughout this document to refer to students who are classified as English learners in transitional kindergarten through grade twelve (TK–12), young dual language learners, and other students who bring the asset of a language other than English with them to California schools.

The term “multilingual program” is used throughout this document to refer to any program with the goal of proficiency in one or more languages in addition to English. This term is used to ensure that all multilingual programs are encompassed, including those designed to develop proficiency in more than one target language in addition to English. This term is also used to include students enrolled in multilingual programs who bring the asset of a home language other than English or the target language with them to school and are therefore developing proficiency in more than two languages. For additional information on multilingual programs, including multilingual program descriptions, visit the CDE Multilingual Education web page at <https://www.cde.ca.gov/sp/ml/multilingualedu.asp>.

The term “bilingual” is used to refer to educators with proficiency in two or more languages.

## Background

### California’s Multilingual Learners

California is home to the nation’s largest multilingual student population in the United States. Of the approximately six million students enrolled in California public schools, more than 1.1 million are identified as English learner (EL) students, and an additional 1.2 million students are classified as either initially fluent English proficient (IFEP) or reclassified fluent English proficient (RFEP). This means that about 2.3 million TK–12 students bring the asset of a home language other than English with them to California schools. In addition, 60 percent of early learners are dual language learners who come from a home where a language other than English is spoken.[[1]](#footnote-2) These children and youth enrich California classrooms and communities with their diverse cultural and linguistic backgrounds.

### Expanding Multiliteracy: California’s Goals

According to the U.S. Department of Education (ED), students who attain fluency in more than one language gain educational, cognitive, sociocultural, and economic benefits. Multilingual programs prepare students for linguistic and academic proficiency in English and one or more languages in addition to English. The ED launched the **“Raise the Bar: Lead the World”** initiative in 2023. One of this initiative’s four key focus areas is “Create Pathways for Global Engagement,” which includes providing every student with a pathway to multilingualism.[[2]](#footnote-3)

California’s vision for **Transforming Schools** also emphasizes the importance of multilingualism and multiliteracy through State Superintendent of Public Instruction

Tony Thurmond’s strategies to support the whole child including through professional learning, antibias education, expanded learning, literacy, and Universal Prekindergarten (UPK).

The **Professional Learning: Supporting our Teachers and Mentors Initiative** includes proactive teacher support to ensure that teachers have the professional learning opportunities and support needed to be successful throughout their careers. This includes diversifying the teacher workforce because students need to see themselves, their stories, and their languages represented in their classroom. For more information on this initiative, please visit the CDE Professional Learning web page at <https://www.cde.ca.gov/eo/in/ts-professionallearning.asp>.

The **Antibias Education: Preventing, Addressing, and Eliminating Racism and Bias Initiative** is designed to empower educators and students to confront hate, bigotry, racism, and bias rising in communities across the state and nation. California’s multilingual learners are an important part of the racial, ethnic, and linguistic diversity that enriches California’s communities and schools. For more information on this initiative, visit the CDE Antibias Education web page at <https://www.cde.ca.gov/eo/in/ts-antibiaseducation.asp>.

The **Expanding Learning Programs: Education Outside of the Classroom Initiative** focuses on before school, after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Ensuring that multilingual learners have access to these programs is key to their success. For more information on this initiative, visit the CDE Expanded Learning Programs web page at <https://www.cde.ca.gov/eo/in/ts-expandedlearning.asp>.

The **Reading by Third Grade and Beyond Initiative**, which focuses on ensuring California students develop literacy and biliteracy. The value of biliteracy is included in all aspects of the Reading by Third Grade and Beyond Initiative. For more information on this initiative, please visit the CDE California Literacy web page at <https://www.cde.ca.gov/ci/cl/index.asp>.

Finally, with the recent **UPK** expansion, California has a unique opportunity to enroll more multilingual learners in multilingual programs starting in early childhood. The value of multilingualism is emphasized in UPK guidance, including the value of multilingual programs and primary language instruction for dual language learners. For more information on UPK, please visit the CDE UPK web page at <https://www.cde.ca.gov/eo/in/ts-universalprek.asp>.

The **Global California 2030 Initiative** was established in 2018 as a call to action to equip California students with world language skills to better appreciate and 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. This initiative sets ambitious goals to expand multiliteracy calling for half of all kindergarten through grade twelve (K–12) students to participate in programs leading to proficiency in two or more languages by 2030. This includes expanding the number of dual language immersion programs to 1,500 by 2030. In 2023, the number of programs available was 966. To staff these programs, California must increase the number of bilingual teacher authorizations. The initiative calls for 2,000 new authorizations by 2029–30. In 2021–22, the most recent year for which data is available, 1,116 new authorizations were awarded. For more information on the Global California 2030 Initiative, please review the Global California 2030 Report at <https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf>.

### California Education for a Global Economy Initiative

In November 2016, California voters approved Proposition 58, also known as the California Education for a Global Economy Initiative (CA Ed.G.E.) Initiative. The purpose of the CA Ed.G.E. Initiative was to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. The CA Ed.G.E. Initiative authorizes school districts and COEs to establish language acquisition programs for both native and non-native English speakers and requires school districts and COEs to solicit parent and community input in developing language acquisition programs. The CA Ed.G.E. Initiative opened the door to expand access to multilingual programs and works in conjunction with the BTPDP to **ensure that California can meet the demand for bilingual teachers necessary to implement these programs.**

For more information on language acquisition programs, please visit the CDE CA Ed.G.E. Initiative web page at <https://www.cde.ca.gov/sp/ml/caedge.asp>.

### Bilingual Authorizations

While California recognizes the benefits of multilingual programs, insufficient staffing has been an ongoing barrier to expanding access to multilingual programs. Like most states, California is experiencing a teacher shortage that is even more pronounced for bilingual teachers.

According to the CTC:

Bilingual Authorizations authorize the credential holder to provide instruction for English Language Development (ELD), primary language development, Specially Designed Academic Instruction Delivered in English (SDAIE), and content instruction delivered in the primary language. Credential holders with a bilingual authorization may serve EL students in K–12 classrooms.[[3]](#footnote-4)

Bilingual authorizations allow teachers to work with student populations whose primary language may not be English and to teach in settings where the primary language can be used to support students' English language development and access to content. A report by Californians Together states:

While most districts (58%) have plans to expand bilingual education opportunities in the future, an overwhelming majority (86%) reported facing a shortage of bilingual teachers as a hurdle to realizing those plans. Half of these districts say they expect a major shortage, and overall districts anticipate the shortage will primarily impact early childhood and elementary school levels.[[4]](#footnote-5)

### English Learner Roadmap Policy

The California State Board of Education (SBE) unanimously approved the EL Roadmap Policy on July 12, 2017. The EL Roadmap Policy’s vision is that EL students fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. This policy guides multilingual learner education in California.

For more information about the EL Roadmap Policy, please visit the CDE EL Roadmap web page at <https://www.cde.ca.gov/sp/ml/roadmap.asp>.

### Bilingual Teacher Professional Development Program

The Bilingual Teacher Professional Development Program grant was first established in 2017 by Assembly Bill 99, Chapter 15, Section 54 Article 5 (commencing with Section 52200) and added to Chapter 7 of Part 28 of Division 4 of Title 2 of the California *Education Code* (*EC*). The Anaheim Union High School District, Los Angeles COE, Oak Grove School District, Patterson Joint Unified School District (USD), Riverside USD, Sacramento COE, San Bernardino COE, and San Luis Obispo COE were each awarded grants. Each grant project received $625,000 for a performance period starting January 1, 2018, through June 30, 2020.

In the 2023–24 K–12 Education Omnibus Trailer Bill, Senate Bill 114 (Chapter 48, Statutes of 2023) Section 44, the grant program received a $20 million appropriation to be available for grants available for encumbrance or expenditure through June 30, 2029.

## Program Description

### Purpose

Per *EC* Section 52201(a), the purpose of the BTPDP is to ensure that California can meet the demand for bilingual teachers necessary for the implementation of dual language and other bilingual education programs as authorized by the CA Ed.G.E. Initiative and to ensure California is able to meet the demand in preparing bilingual education teachers. Additionally, the BTPDP is established to increase bilingual teachers in multiple languages to staff bilingual classrooms, such as Spanish, Vietnamese, Mandarin, Cantonese, Tagalog, and Arabic classrooms, and other languages, as represented in instructional programs.

Under this program, eligible LEAs may receive a grant of up to $4 million, which may be used to provide professional learning services to teachers or paraprofessionals who meet the eligibility criteria in the section below.

### Eligibility

#### Applicant Eligibility

The CDE shall award funds to eligible LEAs, including COEs, school districts, charter schools, or consortia of LEAs for purposes of providing professional development services to teachers or paraprofessionals who satisfy the eligibility requirements per *EC* Section 52202(c).

Grant recipients may partner with community colleges, public or private four-year institutions of postsecondary education, and professional organizations or nonprofit organizations with EL expertise.

The CDE shall issue a minimum of five grants under the program.

The CDE shall ensure grant recipients selected, to the maximum extent possible, are balanced with regard to geographic regions and urban and rural settings.

#### Professional Learning Participant Eligibility

##### Teachers

A teacher shall be eligible for professional learning services if the teacher possesses a teaching credential or an education specialist credential authorizing the holder to teach pupils with exceptional needs, and does either of the following:

* Possesses an authorization to provide instruction to EL students pursuant to *EC* sections 44253.3, 44253.4, or 44253.7, and has provided instruction solely in English-only classrooms for three years or more.
* Is fluent in a language other than English, and seeks an authorization pursuant to *EC* sections 44253.3, 44253.4, or 44253.7 to provide instruction to EL students.

##### Paraprofessionals

A school paraprofessional employee shall be eligible for professional learning services if the employee is fluent in a language other than English, seeks to work with EL students or in a multilingual program, and intends to enter a pathway to become a credentialed teacher who holds a bilingual authorization.

##### Additional Eligible Participants

Participants who are currently enrolled in, or have completed, the Asian Language Bilingual Teacher Education Program shall be eligible for professional development services.

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, and Vietnamese, and other languages, as represented in an instructional program, shall be eligible for professional development services.

### Grant Information

The 2023–24 K–12 Education Omnibus Trailer Bill, SB 114 (Chapter 48, Statutes of 2023) Section 44 (<https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB114>) authorized this BTPDP grant. The award of funds to each applicant will be based on the content and quality of the submitted application, including proposed activities. The total grant budget for this Request for Applications (RFA), as appropriated in SB 114, Section 44of the General Fund, is up to $20 million. Applicants may request up to $4 million in BTPDP funds.

### Funding Levels

Each award amount for the BTPDP grant shall be no more than $4 million over the entirety of the grant period from fiscal year 2023–24 to fiscal year 2028–29.

The CDE will award a minimum of five grants to successful applicants. The CDE will award the amount requested by the applicant if the program application is well-justified and the proposed activities are realistic and well-supported, provided sufficient BTPDP funding exists. The impact of proposed activities, including the number of anticipated bilingual authorizations obtained and the anticipated numbers of teachers and paraprofessionals served, will be a priority in funding decisions. If successful applications exceed the funds available, the CDE will apportion the grant funds at its discretion.

### Funding Distribution

The BTPDP funds will be available for distribution beginning June 1, 2024. (Timeline subject to change. Refer to the CDE 2024 BTPDP RFA web page at [https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp](https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp%22%20%5Co%20%22CDE%202024%20BTPDP%20RFA%20web%20page%20) for the most up-to-date timeline). The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance, and funds will be released when grantees comply with BTPDP Statement of Assurances.

### Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed and rated as part of the application scoring process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to accomplishing the goals and activities as described in the application narrative. Allowable expenditures may include, but are not limited to, the following:

* Service contracts between members of a partnership or external service providers such as curriculum specialists, professional learning providers, and grant evaluators.
* Costs to support the travel and participation of grantee staff, partners, and educators in design, development, and implementation meetings to facilitate or participate in BTPDP activities.
* Costs to provide or produce quality materials for professional learning activities.
* Reimbursement of bilingual authorization costs or relevant course fees for eligible participants based on the applicant’s demonstrated need.
* Substitute costs to support professional learning participation.

Professional learning activities and instructional materials for the BTPDP shall use evidence-based strategies as defined by the Every Student Succeeds Act (ESSA): an evidence-based practice is an activity, strategy, or intervention that “demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes” based on strong evidence, moderate evidence, promising evidence, or a rationale with “ongoing efforts to examine the effects of activity, strategy or intervention.”[[5]](#footnote-6)

More information on evidence-based interventions is available on the CDE Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.

### Non-allowable Activities and Costs

Grant monies shall not be used for any purpose outside the State of California. In addition, funds provided under this grant may not be used for:

* Preparation, delivery, and travel costs associated with the application.
* Supplanting of existing funding and efforts.
* Law enforcement activities, including personnel or equipment.
* Telephone systems, fax machines, and telephones, including cell phones and landlines.
* Purchasing of vehicles.
* Acquiring equipment for administrative or personal use.
* Purchasing furniture (e.g., bookcases, chairs, desks, file cabinets, tables).
* Purchasing or leasing facilities.
* Remodeling facilities not directly related to accessibility to instruction or services.
* Payment for memberships in professional organizations.
* Providing sub-grants to members of the partnership or other agencies (this includes mini-grants, which are different than service contracts).
* Travel outside the United States.
* Childcare.
* Purchasing food services, refreshments, banquets, and meals.
* Purchasing promotional favors, such as bumper stickers, pencils, pens, or
t-shirts.
* Purchasing subscriptions to journals, magazines, or other periodicals.
* Any other cost not reasonable or necessary to meet the grant purposes.

### Administrative Indirect Cost Rate

Indirect costs are agency-wide, general management costs (i.e., activities for the direction and control of the agency as a whole). General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. The grantees must limit administrative indirect costs to CDE’s approved indirect cost rates (ICR), which may be found on the CDE ICR web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>.

Certain types of costs (activities) require relatively minimal administrative support compared to the amount of dollars spent. These costs would distort the indirect cost process and are excluded from the calculation of the ICR. The costs most commonly excluded from the calculation are:

* Subagreements for Services (Object Code 5100), which include expenditures for subagreements and subawards pursuant to certain contracts, subcontracts, and subgrants.

Unlike other costs in Object Codes 5000–5999, Object Code 5100 costs are excluded from the calculation of indirect costs and from eligible program expenditures on which indirect costs are charged (see Procedure 915). However, in recognition that some general administration is necessary to process a subagreement, indirect cost guidelines allow that up to $25,000 of each individual subagreement may be coded to Object Code 5800, Professional/Consulting Services and Operating Expenditures, with the remainder charged to Object Code 5100. The amount charged to Object Code 5800 is included in the calculation of the indirect costs and in eligible program expenditures on which indirect costs are charged.

## Additional Considerations

Applicants should demonstrate an understanding of the information below through their applications. Applicants may choose to address these considerations in the areas of the application where they are specifically addressed and may also include references to these considerations throughout.

### The Quality Professional Learning Standards

In 2015, the CDE published the Quality Professional Learning Standards (QPLS). The authors note that, “Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.”[[6]](#footnote-7) The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning over time, which leads to improved educator knowledge, skills, and dispositions. Seven interdependent standards support professional learning that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information about the QPLS is available on the CDE QPLS web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

### English Learner Roadmap

The SBE-approved **EL Roadmap Policy** guides multilingual learner education in California.

The EL Roadmap Policy includes four principles:

1. Assets-oriented and needs-responsive schools,
2. Intellectual quality of instruction and meaningful access,
3. System conditions that support effectiveness, and
4. Alignment and articulation within and across systems.

For more information about the EL Roadmap Policy, please visit the CDE EL Roadmap web page at <https://www.cde.ca.gov/sp/ml/roadmap.asp>.

### English Language Development

The California ELD Standards (**CA ELD Standards**) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist EL students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

Students identified as EL students should be provided both integrated and designated ELD.

**Integrated ELD** is instruction in which the CA ELD Standards are used in tandem with the state-adopted academic content standards (*California Code of Regulations* Title 5 [5 *CCR*] Section 11300[c]).

**Designated ELD** is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, EL students develop critical English language skills necessary for accessing academic content in English. (5 *CCR* Section 11300[a]).

For more information about the CA ELD Standards and integrated and designated ELD, visit the CDE ELD Standards web page at <https://www.cde.ca.gov/sp/ml/eldstandards.asp>.

### English Language Arts/English Language Development Framework

The *2014 English Language Arts/English Language Development Framework* (***ELA/ELD Framework***) has been developed to support and incorporate the California Common Core State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California ELD Standards. The SBE-adopted the *ELA/ELD Framework* on July 9, 2014.

For more information about the *CA ELA/ELD Framework*, visit the CDE *ELA/ELD Framework* web page at <https://www.cde.ca.gov/ci/rl/cf/>.

### Multilingual Education

Multilingual programs prepare students for linguistic and academic proficiency in English and additional languages and require thoughtful design. Multilingual programs are based on research that demonstrates the program model’s effectiveness at leading students toward linguistic fluency and academic achievement in more than one language.

#### Multilingual Program Descriptions

Multilingual programs may include, but are not limited to, the following:

**Dual-Language Immersion (Two-Way Immersion)** is language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students’ first and second languages, and cross-cultural understanding. This program is typically found in kindergarten through grade eight (K–8) but may be offered through grade twelve.

**Transitional Bilingual** provides instruction for EL students utilizing English and students’ native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to “English only” instruction by third grade. This program is typically found in kindergarten through grade three but may be offered at higher grade levels.

**Developmental Bilingual** provides instruction for EL students utilizing English and students’ native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in students’ first and second languages. This program is typically found in grades K–8.

**One-Way Immersion**provides instruction in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding. This program is typically found in grades K–8.

**Heritage Language or Indigenous Language** provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs support endangered minority languages in which students may have limited receptive and no productive skills. Both programs often serve American Indian students. This program is typically found in grades K–12.

**FLEX: Foreign Language Elementary Experience** provides instruction for non-native speakers of the target language, with the goals of exposure, enrichment, and language experience. Typically, during a designated period of the school day or after-school program (usually a few times a week) providing basic exposure to a language. This program is typically found in grades K–8.

**FLES: Foreign Language in Elementary Schools** provides instruction for non-native speakers of the target language during a designated period of the school day or after-school program dedicated to language study. This program is typically found in grades K–8.

**Native Speakers Courses**are courses of language study designed for native speakers of the target language, typically offered in grades seven through twelve.

For more information on multilingual education, including resources and frequently asked questions, visit the CDE Multilingual Education web page at <https://www.cde.ca.gov/sp/ml/multilingualedu.asp>.

### Bilingual Authorizations

Bilingual Authorizations allow the holders to provide instruction to EL students. AB 1871, signed by the Governor on September 30, 2008, provide for the issuance of bilingual authorizations rather than certificates, and expanded the options available to meet the requirements for the Bilingual Authorization. For a summary of all documents that authorize instruction to EL students, see the leaflet on the CTC Serving English Learners, CL-622 web page at [https://www.ctc.ca.gov/credentials/leaflets/serving-english-learners-(cl-622)](https://www.ctc.ca.gov/credentials/leaflets/serving-english-learners-%28cl-622%29). The section below lists the types of instruction authorized by Bilingual Authorizations. Each type of instruction is defined below.

Types of Instruction to English Learners Authorized by the Bilingual Authorization:

* Instruction for ELD
* Instruction for Primary Language Development
* SDAIE
* Content Instruction Delivered in the Primary Language

#### Definitions of Types of Instruction

* Instruction for ELD 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).
* Instruction forprimary language development means instruction for EL students to develop their listening, speaking, reading, and writing skills in their primary language.
* SDAIE means instruction in a subject area delivered in English that is specially designed to provide EL students with access to the curriculum.
* Content Instruction Delivered in the Primary Language means instruction for EL students in a subject area delivered in the students’ primary language.

For more information about bilingual authorizations, including the requirements for a bilingual authorization, examination information, and more, visit the CTC Bilingual Authorizations (CL-628b) web page at [https://www.ctc.ca.gov/credentials/leaflets/bilingual-authorizations-(cl-628b)](https://www.ctc.ca.gov/credentials/leaflets/bilingual-authorizations-%28cl-628b%29).

## Accountability

### Reporting Requirements

To ensure the successful implementation of the BTPDP, grantees are required to submit regular program reports that demonstrate progress towards the goals stated in the grant application and expenditure reports detailing how grant funds are being spent. The grantee is responsible for submitting comprehensive reports, including all data and information required by, and in the format determined by, the CDE per the established timeline.

Reporting deadlines and required elements for the periodic progress reports will be shared with grantees during the grantee orientation.

#### Annual Reports

The first preliminary report will be due to the CDE by July 1, 2026, and the final report will be due to the CDE by January 1, 2030. Annual reports will be required throughout the grant period.

Grantees are required to report, at minimum, the following data to the CDE annually:

* Number of participants who were issued bilingual authorizations.
* Number of previously authorized teachers who have participated in the program and subsequently returned to bilingual teaching assignments.
* Number of teachers who are still working at least 50 percent of the time in a bilingual/multilingual setting.
* Other data as determined by the CDE.

Grantees are expected to measure outcomes in areas specifically identified in their application. Program outcomes identified in the BTPDP application can target and include, but are not limited to:

* Number of educators served disaggregated by role (including teachers, paraprofessionals, and administrators) and demographics.
* Hiring and retention data.
* Multilingual program data (including number of students enrolled in multilingual programs, number of schools offering multilingual programs, and number of multilingual classrooms added as a result of participation in this program).
* Other notable accomplishments and impact data.

Funding may be halted if the CDE does not receive the required reports, if program activities are not completed, if there is a lack of participation in meetings, or if there is a negative trend in the dissemination of technical assistance.

#### Quarterly Convenings

Grant recipients are required to meet with the CDE on a quarterly basis to share promising practices and resources, and to resolve issues of implementation.

## Application Procedures and Processes

### Application Due Date

The application is due to the CDE by **Monday, April 15, 2024, by 4 p.m**.

The CDE will host an **application workshop webinar** on March 20, 2024, from 1 to 2:30 p.m. Please refer to the CDE 2024 BTPDP RFA web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp> for a link to register for the webinar.

### Program Timeline

Applicants will be notified via email to the project director listed on the application:

* When the intent to award is posted.
* The deadline to submit appeals to the CDE.
* When final awards are posted.

Please refer to the CDE 2024 BTPDP RFA web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp> for the most up-to-date timeline.

### Application Submission Procedures

Applicants must submit the BTPDP application, required forms, and all supporting documents, through the online application system by **4 p.m. on Monday, April 15, 2024.**

Please make note of the following:

* The online application system does not capture formatting (i.e., bulleting, paragraph breaks, etc.).
* The applicant will receive email confirmation of the receipt of their application. If changes need to be made, resubmit the entire application prior to the submission deadline.
* The last submitted application will be the one considered for review.
* The CDE is not able to modify application information after it is submitted.
* Incomplete or late applications will not be considered.

In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the Evaluation Rubric (Appendix A).

### Application Review

Complete and timely applications will be reviewed and scored by reading panels and evaluated using the Evaluation Rubric (Appendix A). Care is taken to ensure that readers have no conflicts of interest with the applicants.

Although scores from the review of the applications are important, they are not the sole determiners for funding. The CDE must ensure grant recipients are balanced with regard to geographic regions and urban and rural settings, to the maximum extent possible. The CDE may reject an application that is not responsive, does not meet the technical standards, or is not from a designated applicant, or may choose to reject all applications.

Each applicant will receive a single score. Readers will be instructed to take a holistic approach in the application review process to evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.

Applicants will be notified via email of the results of the application review by the Intent to Award date provided on the CDE 2024 BTPDP RFA web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp>.

### Appeals Process

In order to appeal a grant award decision, an applicant must electronically submit the request for appeal to the CDE no later than **seven calendar days** after the Intent to Award is posted via the Appeals Request link on the CDE 2024 BTPDP RFA web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp> (Refer to the CDE 2024 BTPDP RFA web page at [https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp](https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp%22%20%5Co%20%22CDE%202024%20BTPDP%20RFA%20web%20page%20) for the most up-to-date timeline.) Only the project director identified in the application may submit an appeal. Appeals submitted via any means other than the Appeals Request link on the CDE 2024 BTPDP RFA web page will **not** be considered.

Appeals shall be limited to the grounds that the CDE failed to **correctly apply the standards for reviewing the application** as specified in this RFA. The appellant must submit a full and complete written appeal, include the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The CDE will not consider new information that was not contained in the original application. A final decision will be provided via email within 10 business days of the deadline for submitting appeals. (Refer to the CDE 2024 BTPDP RFA web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp> for the most up-to-date timeline.)

## Grant Awards

### Grant Award Notification

After an application is selected for an award, a Grant Award Notification (GAN) letter will be sent to the grantee. The grantee must sign and return the GAN to the CDE before funds will be released.

### Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of applicants and a condition for grantees receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant, including, but not limited to, the provisions stated in this RFA.

#### Assurances and Certifications

The Superintendent of the LEA, acting as the fiscal agent, must agree to the BTPDP Statement of Assurances (Appendix D) through the online application.

Grantees must comply with the General Assurances and Certifications. Applicants do not need to sign and return the General Assurances and Certifications with the application. Instead, applicants must download the General Assurances and Certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. The General Assurances and Certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

#### Terms and Conditions

The grant award will be processed upon receipt of the signed GAN. The GAN must be signed (original wet signature) by the authorized agent and returned to the CDE within 10 working days.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the GAN. Encumbrances may be made at any time after the beginning date of the grant stated on the GAN. All funds must be expended by
**June 30, 2029**. No extensions of this grant will be allowed.

A budget revision is required if expenditures exceed 10 percent of the authorized budget item total in the approved budget for a single year. The budget revision must be approved by the CDE before expenditures are made.

The budget must demonstrate how the grant will be used to develop, implement, and sustain the proposed activities. Proposed expenditures must demonstrate appropriate use of state funds.

## Bilingual Teacher Professional Development Program Application

### Application Narrative

Provide complete responses to the following items. You must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

#### Part 1 Executive Summary

Provide an executive summary statement, containing the following:

* The current status of the applicant’s bilingual workforce, including areas of teacher shortage and professional learning needs.
* Summary of the theory of action which addresses how the applicant will increase the number of teachers who obtain bilingual authorizations and the number of teachers with bilingual authorizations who return to teaching in a bilingual/multilingual setting.
* An approximate number of paraprofessionals and teachers anticipated to be served through the BTPDP grant.
* If not covered above, how the applicant plans to use these funds to meet the demand for bilingual teachers.

#### Part 2 Theory of Action

Articulate a theory of action which will support the grant’s purpose of increasing bilingual teachers in multiple languages to meet the demand necessary to implement multilingual programs. The U.S. Department of Education defines a theory of action as:

…a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally.[[7]](#footnote-8)

Include the following in this response:

* The applicant’s specific goals based on the needs identified in the executive summary.
* How the applicant will identify and recruit eligible participants for the activities of this grant program.
* How the applicant will ensure active participation and retain participants.
* Outcomes expected by the applicant as a result of the BTPDP activities.

#### Part 3 Professional Learning Capacity

1. Professional Learning: Knowledge and Skills

Describe applicant’s ability to improve or update a teacher’s knowledge and skills relating to:

* Biliteracy,
* English language development,
* Pupil assessment in English and other languages, and
* Instruction in the components of a high-quality bilingual or multilingual education program.

Responses should reflect the principles and elements of the EL Roadmap.

1. Quality Professional Learning Standards

Describe how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.

#### Part 4 Proposed Activities

1. Summary of Proposed Activities

Articulate the applicant’s proposed activities and how they will address the goals of the BTPDP. Explain how the applicant will fully prepare teachers to obtain bilingual authorizations and how the applicant will use funds for eligible training, resources, and other activities to address the goals of the BTPDP. Proposed activities should reflect an understanding of the needs of the eligible paraprofessionals and teachers who will be served through this grant and of multilingual education and the EL Roadmap.

1. Project Staffing

Describe the bilingual staff with experience and knowledge of bilingual and multilingual education available to provide professional development programs.

Describe the management and support services necessary to efficiently and effectively use funding provided to help meet the demand for bilingual teachers.

1. Current Research

Describe how the applicant will leverage current research and work related to bilingual and multilingual education and bilingual teacher education. Detail which evidence-based strategies will be utilized.

1. Timeline

Provide a timeline (as an attachment) that thoroughly and convincingly illustrates the sequence of events and activities of the program that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.

#### Part 5 Sustainability

Describe how the applicant will sustain and build on the activities of the BTPDP after the conclusion of the grant, including building a pipeline for future bilingual teachers.

#### Part 6 Proposed Metrics

1. Grant recipients will be required to report to the CDE all of the following information:
* Number of participants who were issued bilingual authorizations.
* Number of previously authorized teachers who have participated in the program and subsequently returned to bilingual teaching assignments.
* Number of teachers who are still working at least 50 percent of the time in a bilingual/multilingual setting.
* Other data as determined by the CDE.

Describe what additional qualitative and quantitative measures the applicant will use to assess the impact of the grant program (e.g., What other types of data would you expect to see to demonstrate effective programs are achieving the BTPDP goal of meeting the demand for bilingual teachers?).

Grantees are expected to measure outcomes in areas specifically identified in their application. Program outcomes identified in the BTPDP application can target and include, but are not limited to:

* + - Number of educators served disaggregated by role (including teachers, paraprofessionals, and administrators) and demographics.
		- Hiring and retention data.
		- Multilingual program data (including number of students enrolled in multilingual programs, number of schools offering multilingual programs, and number of multilingual classrooms added as a result of participation in this program).
		- Other notable accomplishments and impact data.
1. Describe the methods that will be used to collect the outcome data.
2. Describe the applicant’s capacity to collect the identified outcome data.
3. Describe the process the applicant will use to identify areas of strength, areas requiring improvement, and recommendations for making improvement to the professional learning program.

#### Part 7 Matching Funds or Other In-Kind Matching Resources

The CDE will award points to applicants that offer matching funds or other in-kind matching resources.

If the applicant is offering matching funds or other in-kind matching resources, describe:

* Matching funds offered by the applicant and how they will support the professional learning program.
* Other in-kind matching resources offered by the applicant and how they will support the professional learning program.

### Budget Narrative and Funding Request

The applicant must provide a proposed budget with thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal’s goals and activities. The budget should specifically include funds to support internal administration of the BTPDP, such as personnel, record-keeping resources, and communication. Complete only the sections of the attached budget forms necessary to align with the program’s timeline. The budget will be reviewed and scored as part of the application process. Provide expenditure amounts for the following areas:

* Internal staff compensation.
* Compensation for educators’ or substitute costs associated with participation at professional learning events.
* Supplies required to support LEAs and grant participants.
* Services provided by the applicant and external entities.
* Any travel and/or communication expenses.
* Indirect charges.

Applicants must use the BTPDP Budget Template available on the CDE 2024 BTPDP RFA web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp>. The Proposed Budget must include a detailed budget narrative (description) for each line item included in the grant period. The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. Provide sufficient detail and a breakdown/calculation that justifies each line item. Group line items by the Object Code series and provide lines for Object Code totals. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Narrative.

The BTPDP Proposed Budget must be submitted as an Excel file through the online portal as an attachment to the application. Please see the attachment instructions in Appendix B: Online Application Instructions.

## Appendices

## Appendix A: Evaluation Rubric

The scoring rubric is valued at a maximum of 80 points. The table below displays the maximum point values for each section:

### Application Narrative Point Values

| **Application Narrative** | **Description** | **Point Value** |
| --- | --- | --- |
| Part 1 | Executive Summary | 4 |
| Part 2 | Theory of Action | 12 |
| Part 3 | Professional Learning Capacity | 8 |
| Part 4 | Proposed Activities (including timeline) | 24 |
| Part 5 | Sustainability | 4 |
| Part 6 | Proposed Metrics | 16 |
| Part 7 | Matching Funds or Other In-Kind Matching Resources | 4 |
| **Total Points** | **Total Points** | **72** |

### Budget Point Values

| **Budget** | **Description** | **Point Value** |
| --- | --- | --- |
| Part 1 | Proposed Project Budget  | 4 |
| Part 2 | Proposed Budget Narrative | 4 |
| **Total Points** | **Total Points** | **8** |

### Application Narrative

#### Part 1 Executive Summary (4 Total Possible Points)

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Applicant provides all of the information required in the executive summary:* The current status of the bilingual workforce, including areas of teacher shortage and professional learning needs.
* Summary of the theory of action which addresses how the applicant will increase the number of teachers who obtain bilingual authorizations and the number of teachers with bilingual authorizations who return to teaching in a bilingual/multilingual setting.
* An approximate number of paraprofessionals and teachers served.
* How the applicant plans to use these funds to meet the demand for bilingual teachers.
 | Not applicable | Not applicable | Applicant provides partial or none of the information required in the executive summary:* The current status of the bilingual workforce, including areas of teacher shortage and professional learning needs.
* Summary of the theory of action which addresses how the applicant will increase the number of teachers who obtain bilingual authorizations and the number of teachers with bilingual authorizations who return to teaching in a bilingual/multilingual setting.
* An approximate number of paraprofessionals and teachers served.
* How the applicant plans to use these funds to meet the demand for bilingual teachers.
 |

#### Part 2 Theory of Action (12 Total Possible Points)

| Outstanding (12–10 points) | Strong (9–7 points) | Adequate (6–4 points) | Minimal (3–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates a theory of action that supports the goals of the grant to increase bilingual teachers in multiple languages to meet the demand necessary to implement multilingual programs.The applicant includes all of the following:* The applicant’s specific goals based on the needs identified.
* How the applicant will identify and recruit eligible participants for the activities of this grant.
* How the applicant will ensure active participation and retain participants.
* Outcomes expected by the applicant as a result of the grant activities.
 | Clearly articulates a theory of action that supports the goals of the grant to increase bilingual teachers in multiple languages to meet the demand necessary to implement multilingual programs. The applicant includes all of the following:* The applicant’s specific goals based on the needs identified.
* How the applicant will identify and recruit eligible participants for the activities of this grant.
* How the applicant will ensure active participation and retain participants.
* Outcomes expected by the applicant as a result of the grant activities.
 | Adequately articulates a theory of action that supports the goals of the grant to increase bilingual teachers in multiple languages to meet the demand necessary to implement multilingual programs.The applicant includes all of the following:* The applicant’s specific goals based on the needs identified.
* How the applicant will identify and recruit eligible participants for the activities of this grant.
* How the applicant will ensure active participation and retain participants.
* Outcomes expected by the applicant as a result of the grant activities.
 | Minimally articulates a theory of action that supports the goals of the grant to increase bilingual teachers in multiple languages to meet the demand necessary to implement multilingual programs.The applicant includes all of the following:* The applicant’s specific goals based on the needs identified.
* How the applicant will identify and recruit eligible participants for the activities of this grant.
* How the applicant will ensure active participation and retain participants.
* Outcomes expected by the applicant as a result of the grant activities.
 |

#### Part 3 Professional Learning Capacity (8 Total Possible Points)

##### Part 3 A. Professional Learning: Knowledge and Skills (4 Total Possible Points)

|  |  |  |  |
| --- | --- | --- | --- |
| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| Thoroughly and convincingly describes the applicant’s ability to improve or update a teacher’s knowledge and skills relating to:* Biliteracy,
* English language development,
* Pupil assessment in English and other languages, and
* Instruction in the components of a high-quality bilingual or multilingual education program.

Thoroughly and convincingly describes how professional learning activities will be grounded in the EL Roadmap. | Clearly describes the applicant’s ability to improve or update a teacher’s knowledge and skills relating to:* Biliteracy,
* English language development,
* Pupil assessment in English and other languages, and
* Instruction in the components of a high-quality bilingual or multilingual education program.

Clearly describes how professional learning activities will be grounded in the EL Roadmap. | Adequately describes the applicant’s ability to improve or update a teacher’s knowledge and skills relating to:* Biliteracy,
* English language development,
* Pupil assessment in English and other languages, and
* Instruction in the components of a high-quality bilingual or multilingual education program.

Adequately describes how professional learning activities will be grounded in the EL Roadmap. | Minimally describes the applicant’s ability to improve or update a teacher’s knowledge and skills relating to:* Biliteracy,
* English language development,
* Pupil assessment in English and other languages, and
* Instruction in the components of a high-quality bilingual or multilingual education program.

Minimally describes how professional learning activities will be grounded in the EL Roadmap. |

##### Part 3 B. Quality Professional Learning Standards (4 Total Possible Points)

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.  | Clearly describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.  | Adequately describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.  | Minimally describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.  |

#### Part 4 Proposed Activities (24 Total Possible Points)

##### Part 4 A. Summary of Proposed Activities (8 Total Possible Points)

| Outstanding (8–7 points) | Strong (6–5 points) | Adequate (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes capability to fully prepare teachers to obtain bilingual authorizations.Thoroughly and convincingly explains how the applicant will use funds for eligible training, resources, and other activities to address the goals of the BTPDP.Proposed activities reflect deep understanding of the needs of the eligible paraprofessionals and teachers who will be served through this grant.Proposed activities reflect deep understanding of multilingual education and the EL Roadmap. | Clearly describes capability to fully prepare teachers to obtain bilingual authorizations.Clearly explains how the applicant will use funds for eligible training, resources, and other activities to address the goals of the BTPDP.Proposed activities reflect clear understanding of the needs of the eligible paraprofessionals and teachers who will be served through this grant.Proposed activities reflect clear understanding of multilingual education and the EL Roadmap. | Adequately describes capability to fully prepare teachers to obtain bilingual authorizations.Adequately explains how the applicant will use funds for eligible training, resources, and other activities to address the goals of the BTPDP.Proposed activities reflect adequate understanding of the needs of the eligible paraprofessionals and teachers who will be served through this grant.Proposed activities reflect adequate understanding of multilingual education and the EL Roadmap. | Minimally describes capability to fully prepare teachers to obtain bilingual authorizations.Minimally explains how the applicant will use funds for eligible training, resources, and other activities to address the goals of the BTPDP.Proposed activities reflect minimal understanding of the needs of the eligible paraprofessionals and teachers who will be served through this grant.Proposed activities reflect minimal understanding of multilingual education and the EL Roadmap. |

##### Part 4 B. Project Staffing (8 Total Possible Points)

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the bilingual staff with experience and knowledge of bilingual and multilingual education available to provide professional development programs. | Clearly describes the bilingual staff with experience and knowledge of bilingual and multilingual education available to provide professional development programs. | Adequately describes the bilingual staff with experience and knowledge of bilingual and multilingual education available to provide professional development programs. | Minimally describes the bilingual staff with experience and knowledge of bilingual and multilingual education available to provide professional development programs. |
| Thoroughly and convincingly describes the management and support services necessary to efficiently and effectively use funding provided to help meet the demand for bilingual teachers. | Clearly describes the management and support services necessary to efficiently and effectively use funding provided to help meet the demand for bilingual teachers. | Adequately describes the management and support services necessary to efficiently and effectively use funding provided to help meet the demand for bilingual teachers. | Minimally describes the management and support services necessary to efficiently and effectively use funding provided to help meet the demand for bilingual teachers. |

##### Part 4 C. Current Research (4 Total Possible Points)

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will leverage current research and work related to bilingual and multilingual education and bilingual teacher education. Thoroughly and convincingly details which evidence-based strategies will be utilized.   | Clearly describes how the applicant will leverage current research and work related to bilingual and multilingual education and bilingual teacher education. Clearly details which evidence-based strategies will be utilized.   | Adequately describes how the applicant will leverage current research and work related to bilingual and multilingual education and bilingual teacher education. Adequately details which evidence-based strategies will be utilized. | Minimally describes how the applicant will leverage current research and work related to bilingual and multilingual education and bilingual teacher education. Minimally details which evidence-based strategies will be utilized.   |

##### Part 4 D. Timeline (4 Total Possible Points)

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Provides a timeline (as an attachment) that thoroughly and convincingly illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. | Provides a timeline (as an attachment) that clearly illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. | Provides a timeline (as an attachment) that adequately illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. | Provides a timeline (as an attachment) that minimally illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. |

#### Part 5. Sustainability (4 Total Possible Points)

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will sustain and build on the activities of the BTPDP after the conclusion of the grant, including building a pipeline for future bilingual teachers. | Clearly describes how the applicant will sustain and build on the activities of the BTPDP after the conclusion of the grant, including building a pipeline for future bilingual teachers. | Adequately describes how the applicant will sustain and build on the activities of the BTPDP after the conclusion of the grant, including building a pipeline for future bilingual teachers. | Minimally describes how the applicant will sustain and build on the activities of the BTPDP after the conclusion of the grant, including building a pipeline for future bilingual teachers. |

#### Part 6 Proposed Metrics (16 Total Possible Points)

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the qualitative and quantitative measures applicant will use to assess the impact of the grant program. | Clearly describes the qualitative and quantitative measures applicant will use to assess the impact of the grant program.  | Adequately describes the qualitative and quantitative measures applicant will use to assess the impact of the grant program.  | Minimally describes the qualitative and quantitative measures applicant will use to assess the impact of the grant program.  |
| Thoroughly and convincingly describes the methods that will be used to collect the outcome data. | Clearly describes the methods that will be used to collect the outcome data. | Adequately describes the methods that will be used to collect the outcome data. | Minimally describes the methods that will be used to collect the outcome data. |
| Thoroughly and convincingly describes the applicant’s capacity to collect the identified outcome measures. | Clearly describes the applicant’s capacity to collect the identified outcome measures. | Adequately describes the applicant’s capacity to collect the identified outcome measures. | Minimally describes the applicant’s capacity to collect the identified outcome measures. |
| Thoroughly and convincingly describes the process the applicant will use to identify areas of strength, areas requiring improvement, and recommendations for making improvement to the professional learning program. | Clearly describes the process the applicant will use to identify areas of strength, areas requiring improvement, and recommendations for making improvement to the professional learning program. | Adequately describes the process the applicant will use to identify areas of strength, areas requiring improvement, and recommendations for making improvement to the professional learning program. | Minimally describes the process the applicant will use to identify areas of strength, areas requiring improvement, and recommendations for making improvement to the professional learning program. |

#### Part 7 Matching Funds or Other In-Kind Matching Resources (4 Total Possible Points)

The CDE will award points to applicants that offer matching funds or other in-kind matching resources.

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Applicant provides all of the information below:* Describes matching funds offered by the applicant and how they will support the professional learning program.
* Describes other in-kind matching resources offered by the applicant and how they will support the professional learning program.
 | Not applicable | Not applicable | Applicant provides partial or none of the information below:* Describes matching funds offered by the applicant and how they will support the professional learning program.
* Describes other in-kind matching resources offered by the applicant and how they will support the professional learning program.
 |

### Budget Narrative and Funding Request (8 Total Possible Points)

| **Outstanding (4 points)** | **Strong (3 points)** | **Adequate (2 points)** | **Minimal (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. The budgetincludes funds to support internal administration of the BTPDP.  | Clearly identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. The budgetincludes funds to support internal administration of the BTPDP. | Adequately identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. The budgetincludes limited funds to support internal administration of the BTPDP. | Minimally identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. The budget does not include funds to support internal administration of the BTPDP. |
| Provides a thorough and convincing budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides a clear budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides an adequate budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides a minimal budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

## Appendix B: Online Application Instructions

Applicants should use the instructions below for filling out the BTPDP online application, a link to which will be available on the CDE 2024 BTPDP RFA web page at <https://www.cde.ca.gov/fg/fo/r12/btpdp24rfa.asp> shortly after the RFA is released. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The CDE must receive your online submission **no later than 4 p.m. on Monday, April 15, 2024.**

You must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

### Saving Responses

You must select the Save Responses button on the first or subsequent pages of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This URL will allow you to return to your application.

### Applicant Information

| Application Field | Instructions |
| --- | --- |
| Project Director Information | Please list the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee.  |
| First Name | Please provide the first name of the Project Director. |
| Last Name | Please provide the last name of the Project Director. |
| Title | Please provide the title of the Project Director. |
| Office | Please provide the name of the Project Director’s office. |
| Telephone | Please provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed. |
| Telephone Extension | Please provide the Project Director’s telephone extension number, if necessary. |
| Email Address | Please provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted. |
| Applicant Address | Please list the applicant address.  |
| Name of Entity Applying | Please provide the name of the LEA applying for the grant. |
| Street Address | Please provide the street address of the applying entity. |
| City | Please provide the city where the applying entity is located. |
| State(Ex: CA) | Please provide the state where the applying entity is located. |
| Zip Code(5-digit: 00000) | Please provide the zip code where the applying entity is located. |
| County-District-School (CDS) Code | Please provide your 14-digit CDS code. For help locating your code, please access the California School Directory at <https://www.cde.ca.gov/schooldirectory/>.  |
| Grant Amount | Please enter the amount of the grant for which you are applying. The maximum grant amount is $4 million.  |
| Fiscal Agent Information (optional) | Please list the name of the person who will serve as the Fiscal Agent of the grant if this person is different from the Project Director. This person will be included in communications regarding budget and accounting for the grant.  |
| First Name | Please provide the first name of the Fiscal Agent. |
| Last Name | Please provide the last name of the Fiscal Agent. |
| Title | Please provide the title of the Fiscal Agent. |
| Telephone Number | Please provide the Fiscal Agent’s telephone number. |
| Telephone Extension | Please provide the Fiscal Agent’s telephone extension number, if needed. |
| Email Address | Please provide the Fiscal Agent’s email address. |
| Consortium Members (optional) | Please list all consortium members, which may include COEs, school districts, or charter schools. |
| Partner Entities (optional) | Please list all partner entities, which may include community colleges, public or private four-year institutions of postsecondary education, and professional organizations or nonprofit organizations with EL expertise. |

### Application Narrative

| Application Field | Instructions |
| --- | --- |
| **Executive Summary**(1,250 characters max) | Provide an executive summary statement, containing the following:* The current status of the applicant’s bilingual workforce, including areas of teacher shortage and professional learning needs.
* Summary of the theory of action which addresses how the applicant will increase the number of teachers who obtain bilingual authorizations and the number of teachers with bilingual authorizations who return to teaching in a bilingual/multilingual setting.
* An approximate number of paraprofessionals and teachers served through the BTPDP grant.
* If not covered above, how the applicant plans to use these funds to meet the demand for bilingual teachers.
 |
| **Theory of Action**(2,700 characters max) | Articulate a theory of action which will support the grant’s purpose of increasing bilingual teachers in multiple languages to meet the demand necessary to implement multilingual programs. The ED defines a theory of action as: …a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally.[[8]](#footnote-9) Include the following in this response: * The applicant’s specific goals based on the needs identified in the executive summary.
* How the applicant will identify and recruit eligible participants for the activities of this grant program.
* How the applicant will ensure active participation and retain participants.
* Outcomes expected by the applicant as a result of the BTPDP activities.
 |
| **Professional Learning Capacity** (1,250 characters max) | Describe the applicant’s ability to improve or update a teacher’s knowledge and skills relating to: * Biliteracy,
* English language development,
* Pupil assessment in English and other languages, and
* Instruction in the components of a high-quality bilingual or multilingual education program.

Responses should reflect the principles and elements of the EL Roadmap.   |
| **Professional Learning Capacity** (1,250 characters max) | Describe how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.   |
| **Proposed Activities**(2,500 characters max) | Articulate the applicant’s proposed activities and how they will address the goals of the BTPDP. Explain how the applicant will fully prepare teachers to obtain bilingual authorizations and how the applicant will use funds for eligible training, resources, and other activities to address the goals of the BTPDP. Proposed activities should reflect an understanding of the needs of the eligible paraprofessionals and teachers who will be served through this grant and of multilingual education and the EL Roadmap.  |
| **Proposed Activities**(2,500 characters max) | Describe the bilingual staff with experience and knowledge of bilingual and multilingual education available to provide professional development programs.Describe the management and support services necessary to efficiently and effectively use funding provided to help meet the demand for bilingual teachers. |
| **Proposed Activities**(2,500 characters max) | Describe how the applicant will leverage current research and work related to bilingual and multilingual education and bilingual teacher education. Detail which evidence-based strategies will be utilized.  |
| **Sustainability**(1,500 characters max) | Describes how the applicant will sustain and build on the activities of the BTPDP after the conclusion of the grant, including building a pipeline for future bilingual teachers.  |
| **Proposed Metrics**(2,500 characters max) | Grant recipients will be required to report to the CDE all of the following information:* Number of participants who were issued bilingual authorizations.
* Number of previously authorized teachers who have participated in the program and subsequently returned to bilingual teaching assignments.
* Number of teachers who are still working at least 50 percent of the time in a bilingual/multilingual setting.
* Other data as determined by the CDE.

Describe what additional qualitative and quantitative measures the applicant will use to assess the impact of the grant program (e.g., What other types of data would you expect to see to demonstrate that effective BTPDP programs are achieving the BTPDP goal to meet the demand for bilingual teachers?). Program outcomes identified in the BTPDP application can target and include, but are not limited to:* + Number of educators served disaggregated by role (including teachers, paraprofessionals, and administrators) and demographics.
	+ Hiring and retention data.
	+ Multilingual program data (including number of students enrolled in multilingual programs, number of schools offering multilingual programs, and number of multilingual classrooms added as a result of participation in this program).
	+ Other notable accomplishments and impact data.
 |
| Proposed Metrics(1,500 characters max) | Describe the methods that will be used to collect the outcome data.  |
| Proposed Metrics(1,500 characters max) | Describe the applicant’s capacity to collect the identified outcome data.   |
| Proposed Metrics(1,500 characters max) | Describe the process the applicant will use to identify areas of strength, areas requiring improvement, and recommendations for making improvement to the professional learning program.  |
| Matching or Other In-Kind Matching Resources(1,500 characters max) | If the applicant is offering matching funds or other in-kind matching resources, describe:* Matching funds offered by the applicant and how they will support the professional learning program.
* Other in-kind matching resources offered by the applicant and how they will support the professional learning program.
 |

### Electronic Signature

| Application Field | Instructions |
| --- | --- |
| **Project Statement of Assurances** | Please select the checkbox to declare:I have reviewed the BTPDP Statement of Assurances and hereby certify that each of the requirements contained therein will be met. |
| **Signature by Authorizing Official** | The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below. I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. |

### Attachment Instructions

Required attachments will be requested at the end of the online application. **The only attachments allowed are the required BTPDP Proposed Budget and Project Timeline.** These files should be saved into a single zip file for uploading into the system as only one file may be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

##

## Appendix C: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**Certificated salaries are salaries that require a credential or permit issued by the California Commission on Teacher Credentialing (CTC). List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency [LEA] capitalization threshold, but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds must be recorded and maintained in the file. |
| 5000 | **Services and Other Operating Expenditures**Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.**Travel and Conference:** Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. **Contracting Services:** Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, trainings, and technical assistance activities. |
| 6000 | **Capital Outlay**(Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the LEA’s threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| 7000 | **Indirect** if applicable (not to exceed California Department of Education [CDE]-approved rate) Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. |

## Appendix D: Bilingual Teacher Professional Development Program Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the Bilingual Teacher Professional Development Program will be met:

* A budget revision is required if expenditures exceed 10 percent of the authorized budget item total in the approved budget for a single year. The budget revision must be approved by the California Department of Education (CDE) before expenditures are made.
* All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantees agree to obtain a timely audit where required in accordance with applicable audit guidelines.
* All subcontracts or subgrants pursuant to this grant shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant.
* Grantees will be adaptive, responsive, and work to ensure coherence with existing systems of support and professional learning within the state.
* Grantees will work to build the capacity of local educational agencies through professional learning aligned to the California Quality Professional Learning Standards.
* Grantees will provide information and all reports as referenced in the Accountability section of the Bilingual Teacher Professional Development Program Request for Applications.
* Grantees will meet with the CDE on a quarterly basis.
* Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
* Grantees shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant are available as open educational resources.
* Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available on the U.S. Department of Education FERPA web page at <https://studentprivacy.ed.gov/ferpa> [Updated Apr-2025].
* The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable.
* The Project Director will collect and keep on file agendas and minutes for project meetings, professional learning activities, and follow-up professional learning.

## Appendix E: Bilingual Teacher Professional Development Program Authorizing Legislation

### California *Education Code* Section 52201

(a) (1) The purpose of the grant program established under this article is to ensure that California can meet the demand for bilingual teachers necessary for the implementation of dual language and other bilingual education programs as authorized by the California Education for a Global Economy Initiative, approved by the voters as Proposition 58 at the November 8, 2016, statewide general election, and to ensure California is able to meet the demand in preparing bilingual education teachers.

(2) The purpose of this grant program shall also be to increase bilingual teachers in multiple languages to staff bilingual classrooms, such as Spanish, Vietnamese, Mandarin, Cantonese, Tagalog, and Arabic classrooms, and other languages, as represented in instructional programs.

(b) The Legislature hereby establishes the Bilingual Teacher Professional Development Program for teachers seeking to provide instruction in bilingual and multilingual settings.

### California *Education Code* Section 52202

(a) The Bilingual Teacher Professional Development Program shall be administered by the department in consultation with the Commission on Teacher Credentialing. The department shall issue grants to applicants through a competitive process.

(b) (1) The department shall 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 the requirements of subdivision (c). Grant recipients may partner with community colleges, public or private four-year institutions of postsecondary education, and professional organizations or nonprofit organizations with English learner expertise.

(2) The department shall issue a minimum of five grants under the program.

(c) (1) A teacher shall be eligible for professional development services pursuant to subdivision (b) if the teacher possesses a teaching credential or an education specialist credential authorizing the holder to teach pupils with exceptional needs, and does either of the following:

(A) Possesses an authorization to provide instruction to English learners pursuant to Section 44253.3, 44253.4, or 44253.7, and has provided instruction solely in English-only classrooms for three years or more.

(B) Is fluent in a language other than English, and seeks an authorization pursuant to Section 44253.3, 44253.4, or 44253.7 to provide instruction to English learners.

(2) A school paraprofessional employee shall be eligible for professional development services if the employee is fluent in a language other than English, seeks to work with English learners or in a bilingual program, and intends to enter a pathway to become a credentialed teacher who holds a bilingual authorization.

(3) Notwithstanding paragraph (1), participants who are currently enrolled in, or have completed, the Asian Language Bilingual Teacher Education Program shall be eligible for professional development services.

(4) Notwithstanding paragraph (1), 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, and Vietnamese, and other languages, as represented in an instructional program, shall be eligible for professional development services.

(d) In selecting a grant recipient pursuant to subdivision (b), the department shall ensure that an applicant indicates how it plans to increase the number of teachers who obtain a bilingual authorization as a result of participation in the program and increase the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting.

(e) In awarding funding to eligible applicants pursuant to subdivision (b), the department shall adopt criteria demonstrating an applicant’s ability to provide professional development services. The adopted criteria shall include, but are not limited to, all of the following:

(1) Demonstrated commitment to bilingual and multilingual education and bilingual teacher development.

(2) Demonstrated capability to fully prepare teachers to obtain bilingual authorizations and to improve or update a teacher’s knowledge and skills relating to biliteracy, English language acquisition, English language development, pupil assessment in English and other languages, and instruction in the components of a high-quality bilingual or multilingual education program.

(3) The availability of bilingual education staff with demonstrated experience and knowledge of bilingual and multilingual education for purposes of providing professional development programs.

(4) Demonstrated management and support services necessary to efficiently and effectively use funding provided under subdivision (b) to help meet the demand for bilingual teachers.

(5) Matching funds, or other in-kind matching resources, offered by the applicant in support of a professional development program funded pursuant to this article.

(6) Capacity to conduct an evaluation of a professional development program offered by the applicant for the purpose of identifying areas of strength, areas requiring improvement, and recommendations for making improvement.

(f) The department shall ensure grant recipients selected for purposes of this article, to the maximum extent possible, are balanced with regard to geographic regions and urban and rural settings.

(g) The department shall meet quarterly with grant recipients to share promising practices and resources, and to resolve issues of implementation.

(h) (1) By January 1, 2022, grant recipients awarded funds appropriated pursuant to Section 85 of Chapter 15 of the Statutes of 2017 shall provide a final report to the department 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 percent of the time in a bilingual setting.

(2) The project performance period for Bilingual Teacher Professional Development grant funds appropriated pursuant to Section 85 of Chapter 15 of the Statutes of 2017 is January 1, 2018, to June 30, 2021, inclusive.

(i) (1) By July 1, 2026, grant recipients awarded funds appropriated pursuant to Section 119 of Chapter 48 of the Statutes of 2023 shall provide a preliminary report, and, by January 1, 2030, a final report, to the department 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 percent of the time in a bilingual setting.

(2) The project performance period for Bilingual Teacher Professional Development grant funds appropriated pursuant to Section 119 of Chapter 48 of the Statutes of 2023 is January 1, 2024, to June 30, 2029, inclusive.

### Senate Bill 114, Chapter 48 of the Statutes of 2023

#### Section 119

(a) For the 2023–24 fiscal year, the sum of twenty million dollars ($20,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction for purposes of the Bilingual Teacher Professional Development Program, established pursuant to Article 5 (commencing with Section 52200) of Chapter 7 of Part 28 of Division 4 of Title 2 of the Education Code, to be available for grants totaling four million dollars ($4,000,000) each fiscal year, from the 2023–24 fiscal year to the 2027–28 fiscal year, inclusive. These funds shall be available for encumbrance or expenditure through June 30, 2029.

(b) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2021–22 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2021–22 fiscal year.

California Department of Education
March 2024

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2. 2. “Raise the Bar: Lead the World.” U.S. Department of Education web document. (2023). ~~https://www2.ed.gov/about/inits/ed/raise-the-bar/RTBBOOKLET92523\_508.pdf.~~ [Note: The preceding URL is no longer available] [↑](#footnote-ref-3)
3. 3. “Other Teacher Supply: Bilingual Authorizations.” Commission on Teacher Credentialing. April 3, 2023. <https://www.ctc.ca.gov/commission/reports/data/other-teacher-supply-bilingual-authorizations>. [↑](#footnote-ref-4)
4. 4. Ramos Harris, Vicki and Araceli Sandoval-Gonzalez. “Unveiling California’s Growing Bilingual Teacher Shortage: Addressing the Urgent Shortage, and Aligning the Workforce to Advances in Pedagogy and Practice in Bilingual Education.” Californians Together. June 2017. <https://calbudgetcenter.org/app/uploads/Unveiling-Californias-Growing-Bilingual-Teacher-Shortage_Californians-Together_Brief.pdf>. [↑](#footnote-ref-5)
5. . *Every Student Succeeds Act, Public Law 114–95—December 10, 2015. Pages 290-291. Authenticated United States Government Information, Government Publishing Office.* <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>. [↑](#footnote-ref-6)
6. . *Quality Professional Learning Standards.* (2015).California Department of Education, 13. [↑](#footnote-ref-7)
7. . *Non-regulatory Guidance: Using Evidence to Strengthen Education Investments.* U.S. Department of Education web document. (2016). <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>. [↑](#footnote-ref-8)
8. 8. *Non-regulatory Guidance: Using Evidence to Strengthen Education Investments.* U.S. Department of Education web document. (2016). <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>. [↑](#footnote-ref-9)