
Strategic and Economic Analysis of English Learner Programs in California

Recommendations: Transition to a Multilingual Workforce

Welcome

This slide deck is part of a series of slide decks summarizing the Strategic and Economic Analysis of English Learner Programs in California project.

There are five slide decks available, listed to the right. You are currently reviewing the Recommendations: Transition to a Multilingual Workforce.

This slide deck provides a closer look at recommendations in the first area of focus.

- I. Executive Summary
- II. Project Context, Goals, and Methods
- III. Recommendations: Improve the Design of English Learner Programs
- IV. Recommendations: Expand Access to Integrated Care
- V. Recommendations: Transition to a Multilingual Workforce

Project Overview

In 2024, WestEd partnered with Sobrato Philanthropies to conduct a strategic and economic analysis of English Learner programs in the state of California.

The study sought to define the scale of economic challenges and explore underlying conditions impacting the costs of implementing English Learner programs in California in alignment with best practice.

Based on the study's conclusions, WestEd identified recommendations related to the following three overarching areas of focus, grounded in the long-term goal of bringing multilingual programs for English Learners to scale in California:

- A. improve the design of English Learner programs,**
- B. expand access to integrated care, and**
- C. transition to a multilingual workforce.**

Strategic and Economic Analysis of English Learner Programs in California

Slide Deck Summary

Slide Deck Summary

What key topic is covered in this slide deck?



What are we recommending?

This slide deck focuses on the first area of focus:

A. IMPROVE the DESIGN of ENGLISH LEARNER PROGRAMS

B. EXPAND ACCESS to INTEGRATED CARE

C. TRANSITION to a MULTILINGUAL WORKFORCE

Transition to a Multilingual Workforce: Recommendations

C1

Expand available program and workforce data by (a) collecting more comprehensive program data and (b) making existing workforce data publicly accessible.

C2

Convene and facilitate state and regional **cross-system strategic workforce planning initiatives** focused on launching and/or expanding (a) support for English Learners in their primary language other than English and (b) multilingual instructional programs.

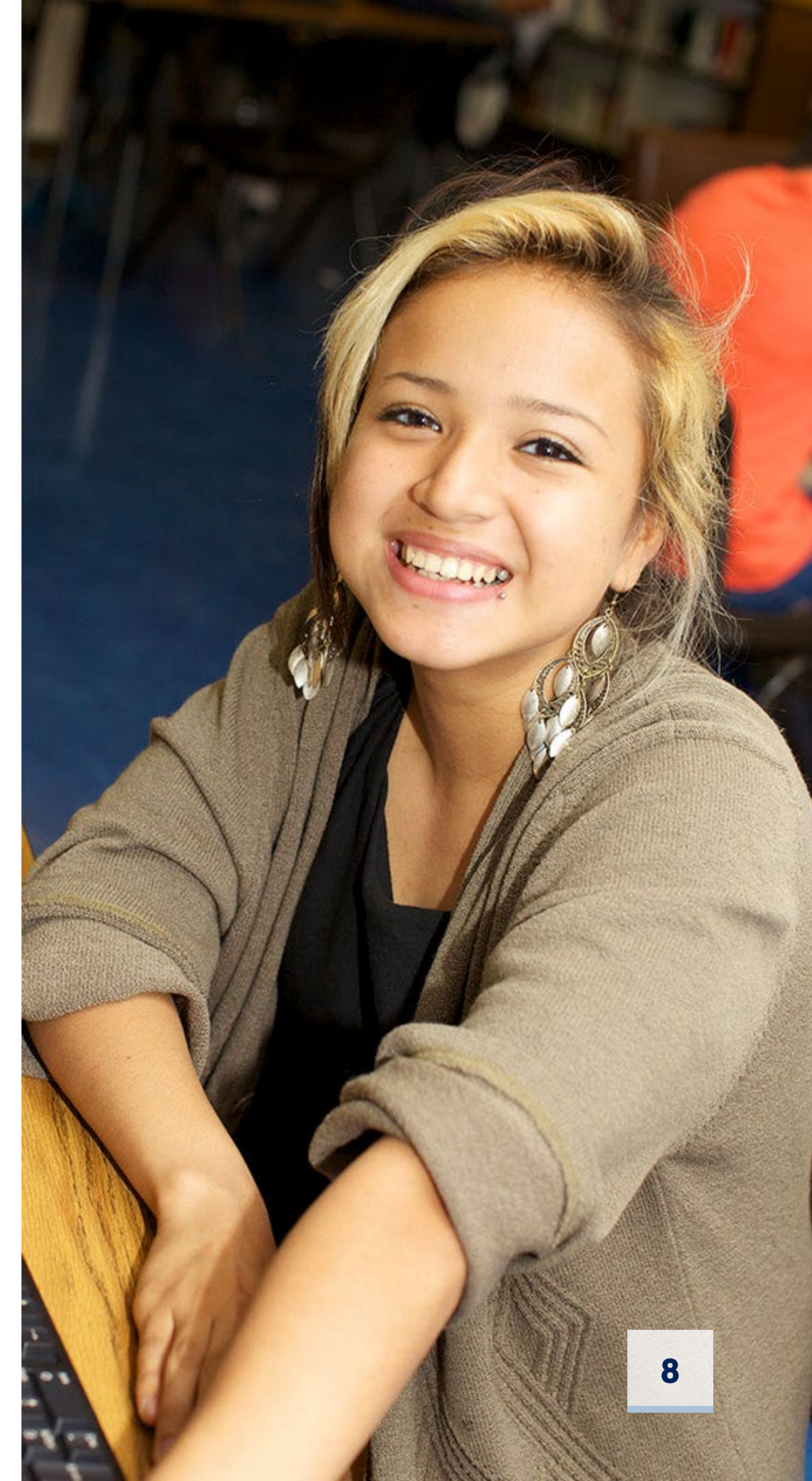
C3

Make strategic state investments in programs that incentivize expanding the supply of staff prepared to support multilingual instructional programs.

What are we recommending?

Key Takeaways

- **Recommendations in this area of focus are informed by several activities:**
 - Analysis of public spending and student data, and identification of school districts with similar English Learner program settings.
 - Collection and analysis of primary English Learner program cost data from six case study districts.
 - Engagement with families in these six districts representing English Learner Advisory Committees (ELACs) and experts in English Learner program improvement.
- **These activities in turn support a key conclusion:**
 1. Multilingual instructors are low in supply and their assignments are, in some cases, misaligned with demand.



Strategic and Economic Analysis of English Learner Programs in California

[Additional Detailed Slides](#)

What are we recommending?

Transition to a Multilingual Workforce

Transition to a Multilingual Workforce

C1

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Convene and facilitate state and regional **cross-system strategic workforce planning initiatives** focused on launching and/or expanding (a) support for English Learners in their primary language other than English and (b) multilingual instructional programs.

C3

Make strategic state investments in programs that incentivize expanding the supply of staff prepared to support multilingual instructional programs.

Transition to a Multilingual Workforce

Strategic – Adding Value Today	Aspirational – Preparing for Tomorrow	Feasible – Practical in Today’s System
<p>The challenges with staff shortages in education, especially instructors of English Learners, is well documented.</p> <p>The expansion of data-based strategic planning can support immediate efforts to address this issue.</p>	<p>Bringing multilingual instruction for English Learners to scale in California will not be possible without a strategic and significant expansion of multilingualism in the workforce.</p> <p>Investing in strategic planning initiatives sets the state on the path toward making this expansion a reality.</p>	<p>The state already invests in initiatives focused on increasing the supply and recruitment of new multilingual instructors to the workforce.</p> <p>Cross-system coordination around this goal, and the development of a shared regional strategic plans is a feasible extension and expansion of these ongoing activities.</p>

Transition to a Multilingual Workforce

What are our key conclusions?



How did we reach these conclusions?



What key findings inform our conclusions?



How can the key audiences contribute to achieving the recommended actions?



How are these recommendations aligned with the field?

Transition to a Multilingual Workforce

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How did we reach these conclusions?

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Transition to a Multilingual Workforce

What are our key conclusions?

Key Conclusion #1: Multilingual instructors are low in supply and their assignments are, in some cases, misaligned with demand.

Transition to a Multilingual Workforce

What are our key conclusions?

How did we reach these conclusions?

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Transition to a Multilingual Workforce

How did we reach these conclusions?

Key Conclusion #1: Multilingual instructors are low in supply and their assignments are, in some cases, misaligned with demand.

- **Key Finding #1:** Analysis of state education data through the 2018/19 school year illustrates that only a small percentage of educators in the state were authorized to teach in multilingual instructional settings, holding a Bilingual, Crosscultural, Language and Academic Development (BCLAD) authorization. In fact, many regions of the state had no staff with this authorization.



Improve the Design of English Learner Programs

How did we reach these conclusions?

How did we analyze English Learner staff and English Learner program enrollment?

- **Step 1:** We first downloaded several public data sets from 2018/19 maintained by the California Department of Education including the Staff Credential Record and the Staff School FTE. We also downloaded data from 2021/22 maintained by the U.S. Department of Education EdDataExpress EdFacts File 119, Data Group 849.
- **Step 2:** We combined these data sources at the county and school district levels, and reviewed a few key metrics:
 - Percent of staff with a Bilingual, Crosscultural Language and Academic Development (BCLAD) authorization.
 - Percent of English Learners in two multilingual program types: (1) Dual Language Immersion, and (2) Transitional Bilingual/Early Exit.

Transition to a Multilingual Workforce

What are our key conclusions?

How did we reach these conclusions?

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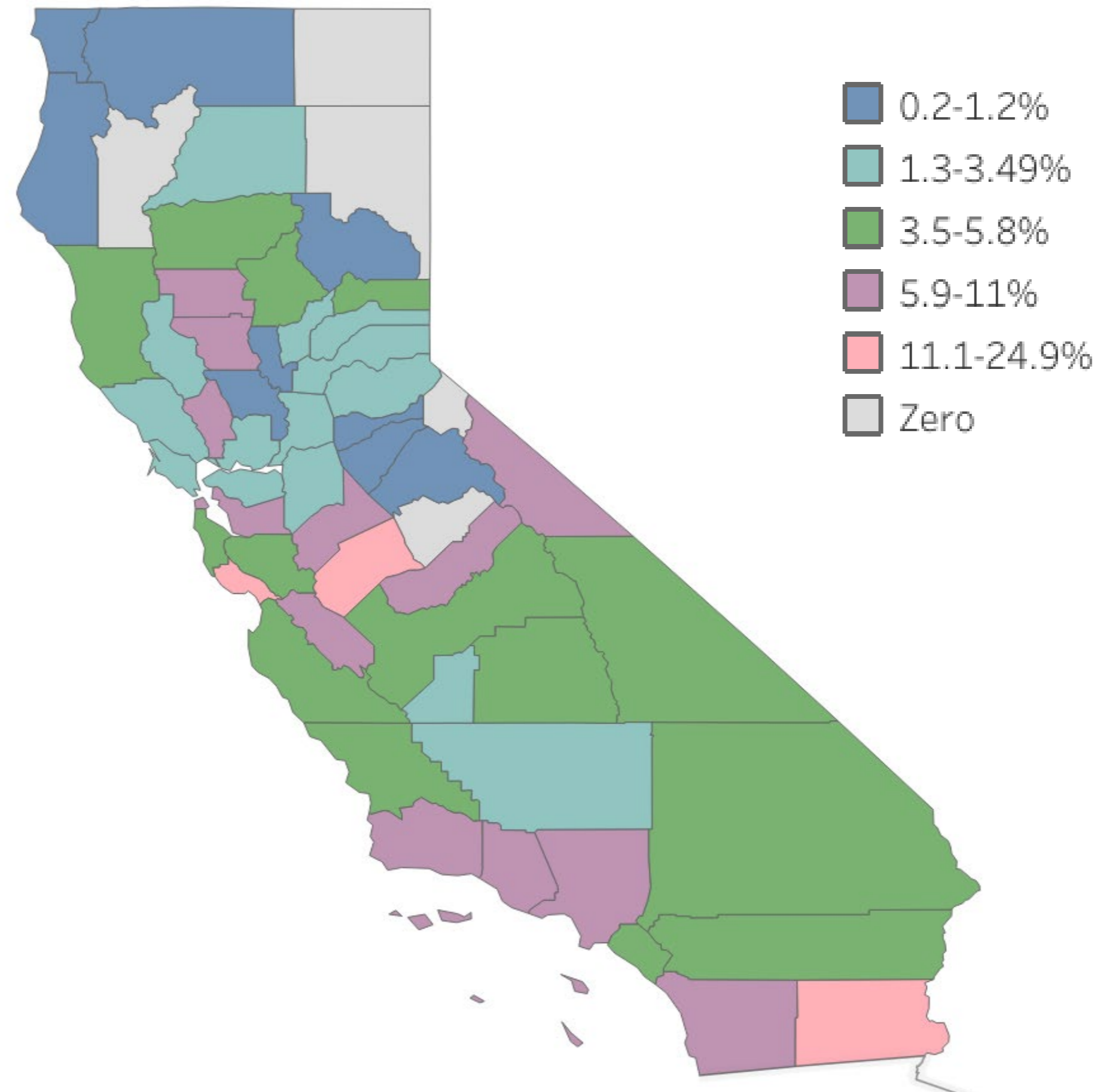
How are these recommendations aligned with the field?



Transition to a Multilingual Workforce

What key findings inform our conclusions?

The percent of teachers with BCLAD authorization **varies significantly** by geographic region and tops out at about 25%.



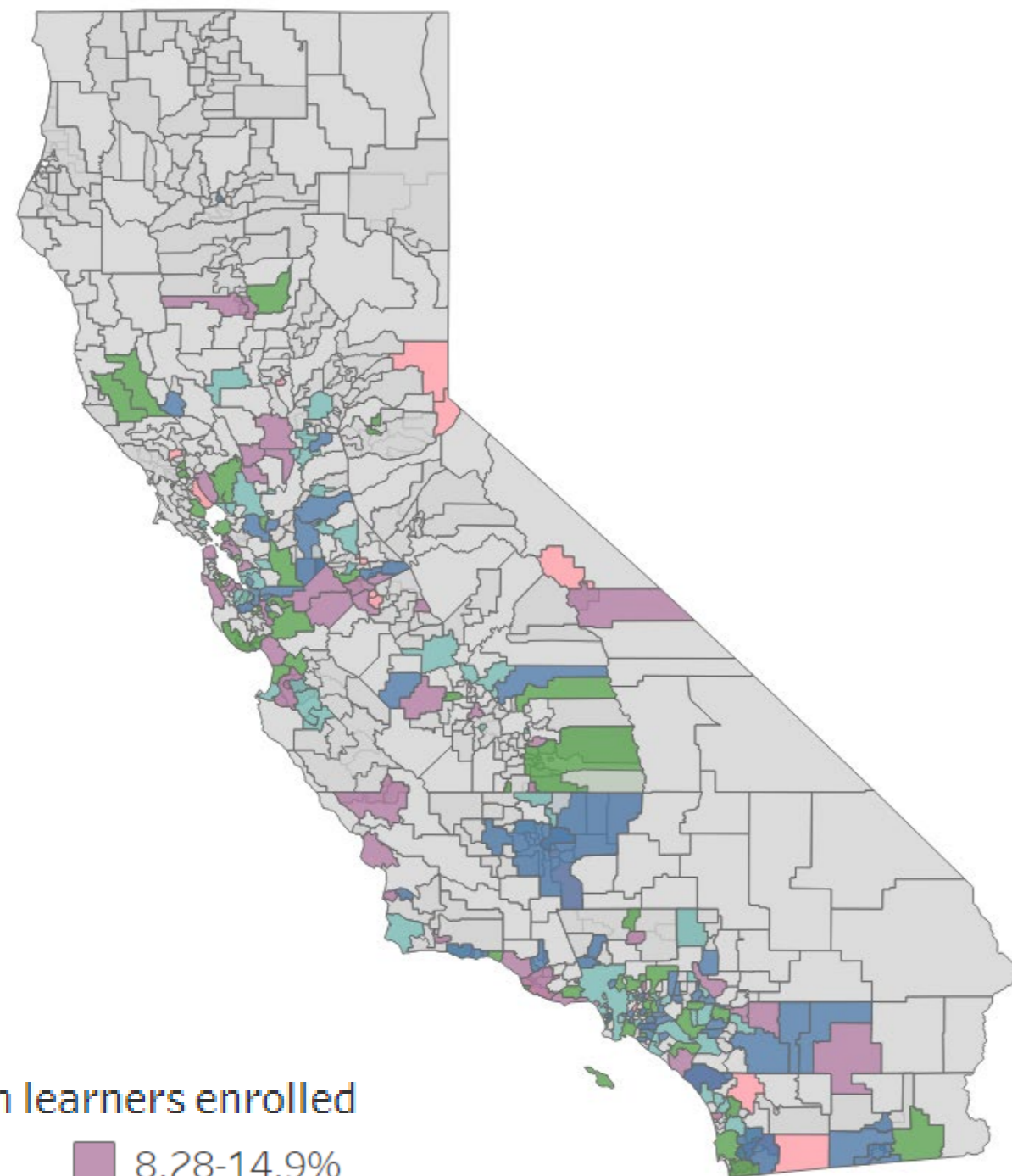


Transition to a Multilingual Workforce

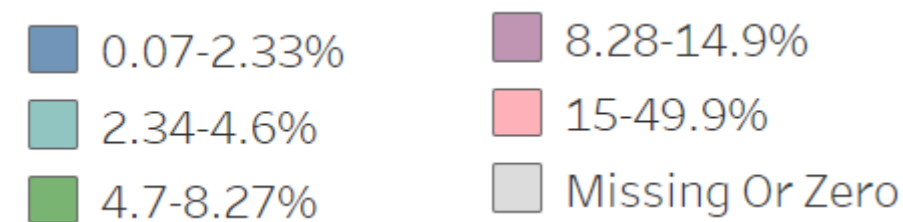
What key findings inform our conclusions?

Enrollment in bilingual programs varies by region, and **most school districts report no enrollment for these programs.**

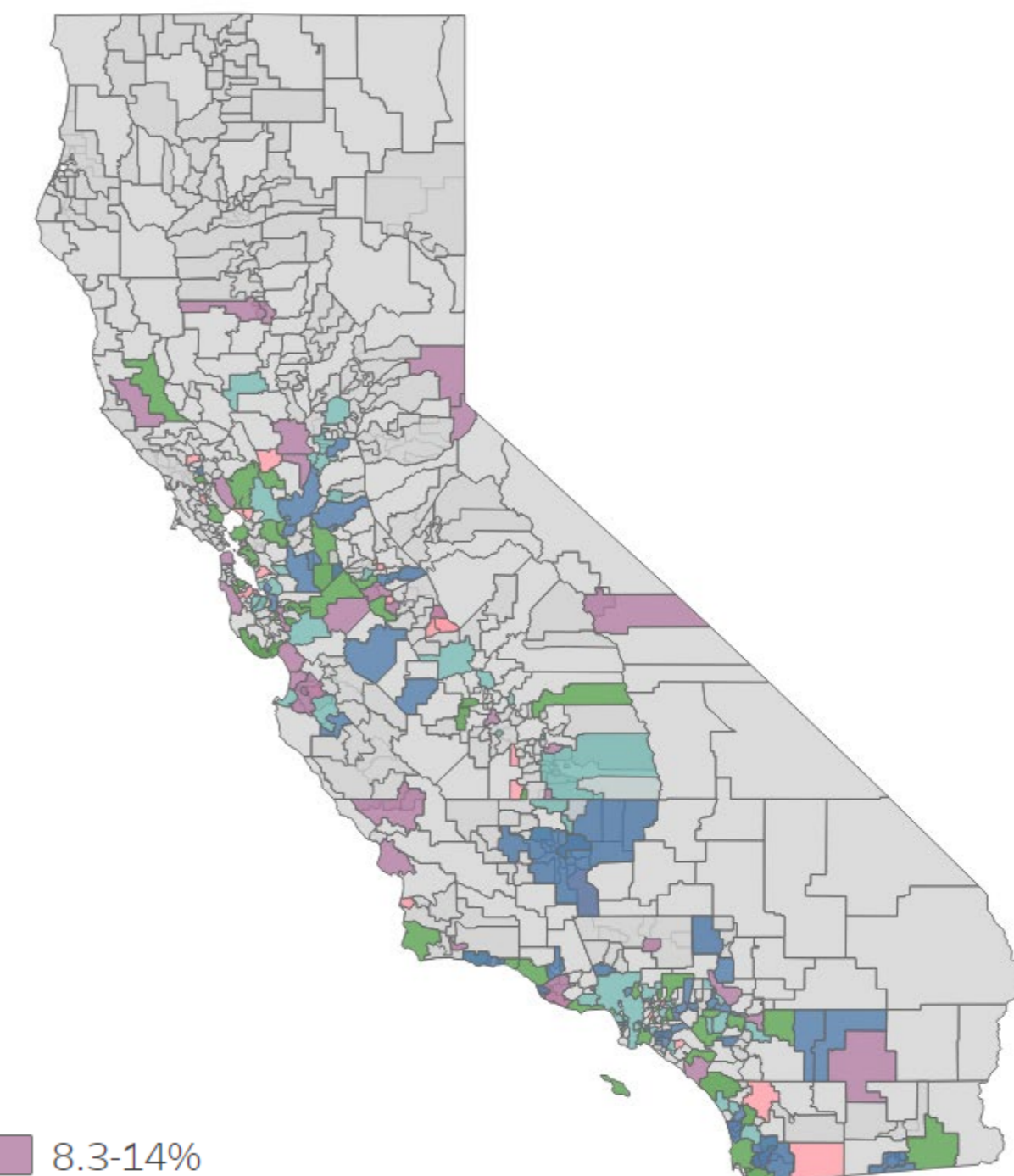
Dual Language Immersion



Percent of English learners enrolled



Transitional Bilingual/ Early Exit



Transition to a Multilingual Workforce

What are our key conclusions?

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Transition to a Multilingual Workforce

How did we reach these conclusions?

Key Conclusion #1: Multilingual instructors are low in supply and their assignments are, in some cases, misaligned with demand.

- **Key Finding #2:** Further analysis of these data alongside federal English Learner program data illustrated that in many cases school districts with above average BCLAD authorized staff had below average bilingual program enrollment and vice versa. This suggests that the supply of these staff could be more effectively aligned with current demand for these programs.

Note: *The earliest year available for these program data is 2020, and this slight misalignment with the supply data should be kept in mind when considering analysis of these data in combination.*



Transition to a Multilingual Workforce

How did we reach these conclusions?

How did we compare English Learner staff and program enrollment?

- **Step 1:** Building on the initial analysis, we then compared the key metrics at the school district level to assess alignment between multilingual program enrollment and the presence of BCLAD authorized staff.
 - Please note to improve this comparison we used the year of EdFacts multilingual program enrollment data closest to the most recent year of CDE staff data, 2019/20.
- **Step 2:** To improve the utility of the comparison we made the following analysis choices:
 - Only school districts with English Learners were included.
 - The school districts with very large values in either, or both, dimensions were excluded resulting in the exclusion of 22 school districts or 9 percent of the original analysis sample.

Transition to a Multilingual Workforce

What are our key conclusions?

How did we reach these conclusions?

What key findings inform our conclusions?

How can the key audiences contribute to achieving the recommended actions?

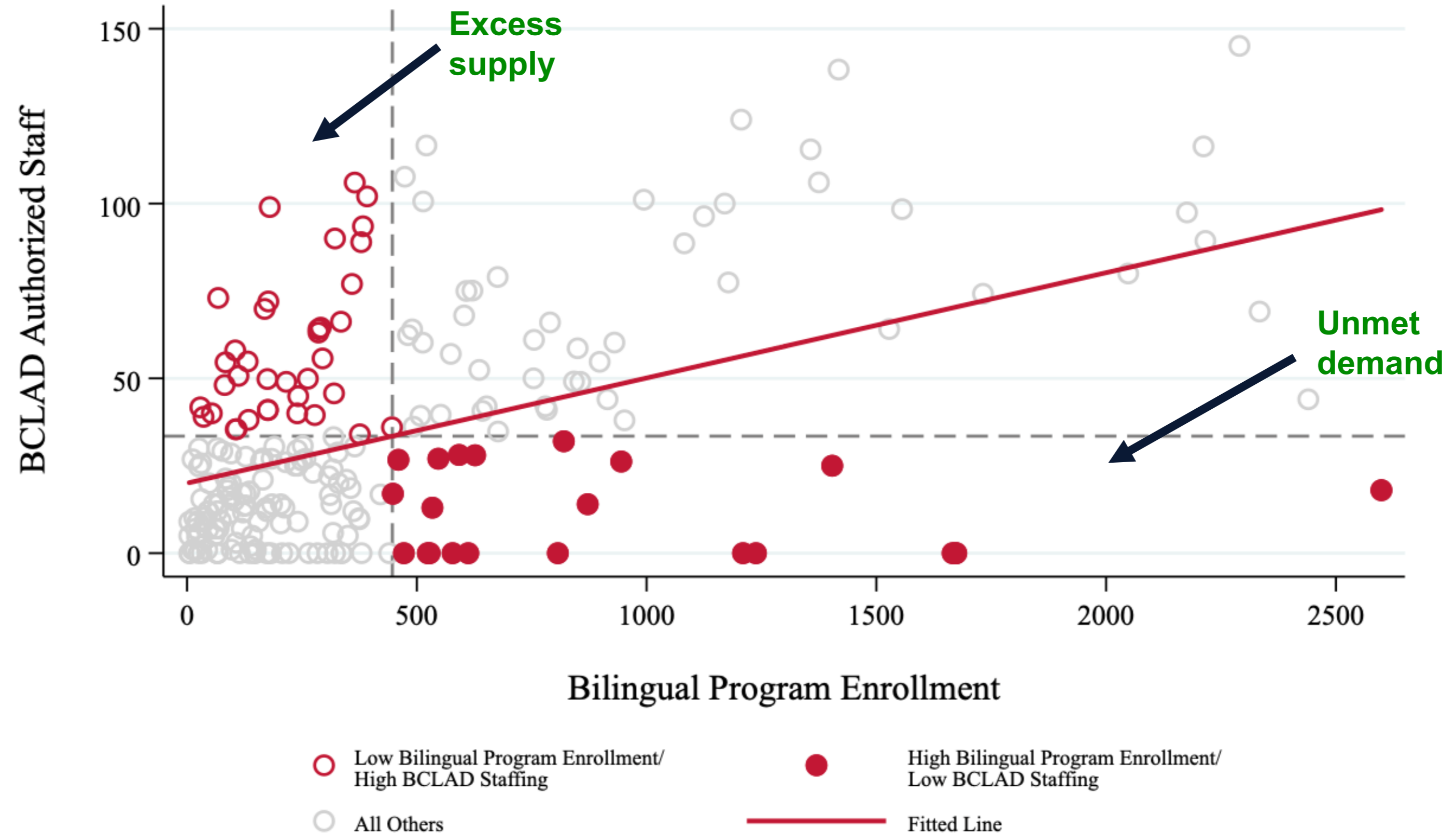
How are these recommendations aligned with the field?

Transition to a Multilingual Workforce

What key findings inform our conclusions?



There are opportunities to **more effectively align supply and demand**, given the patterns of BCLAD authorization and bilingual program enrollment.



Source: California Department of Education, Staff Demographic Data (Credential Record), 2019; U.S. Department of Education, EdDataExpress, EdFacts File 116, Data Group 849, 2020

Transition to a Multilingual Workforce

What are our key conclusions?

How did we reach these conclusions?

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Transition to a Multilingual Workforce

How can the key audiences contribute to achieving the recommended actions?

The study team considered the following key audiences who can take action to support these recommendations:

State and Local Policymakers

Regional and Local Practitioners

Statewide and Community Organizations

Philanthropy

Transition to a Multilingual Workforce

How can the key audiences contribute to achieving the recommended actions?

Audience	Action
State Policymakers	<ul style="list-style-type: none">• Leverage ongoing efforts to improve access to/use of up-to-date workforce data and facilitate strategic expansion of multilingual instructors across the state.
Local Policymakers	<ul style="list-style-type: none">• Integrate regional workforce planning into local educational strategic plans and leverage existing funds to expand the supply of multilingual instructors.
Regional, and Local Practitioners	<ul style="list-style-type: none">• Document information about English Learner program staffing and leverage local data in strategic workforce planning.
State and Community Orgs	<ul style="list-style-type: none">• Report on what workforce data are not currently available, and encourage English Learner programs to be incorporated into ongoing state initiatives.
Philanthropy	<ul style="list-style-type: none">• Pilot the development of workforce improvement processes that can be replicated and sustained; disseminate workforce planning tools and resources through existing networks.

Transition to a Multilingual Workforce

What are our key conclusions?

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Transition to a Multilingual Workforce

How are these recommendations aligned with the field?

California and the broader field of English Learner program improvement has a robust infrastructure including two key documents:

- The **California English Learner Roadmap (2017)** outlining guidance for supporting English learner students
- The Center for Applied Linguistics' **Guiding Principles for Dual Language Education (2018)**.

Moreover, momentum has been growing in the field around the goal of expanding multilingual instructional programs for English Learners in California, including the following activities:

- The state committed to expanding these programs in its **Global California 2030 Initiative** goals.
- A recent Civil Rights Project/Proyecto Derechos Civiles report – **Meeting its Potential: A Call and Guide for Universal Access to Bilingual Education in California** – made recommendations on reaching universal access to these programs in California.

Transition to a Multilingual Workforce

How are these recommendations aligned with the field?

Project Recommendations	English Learner Roadmap	Meeting Its Potential: A Call and Guide for Universal Access to Bilingual Education in California	Global California 2030
C1. Expand available program and workforce data by (a) collecting more comprehensive program data and (b) making existing workforce data publicly accessible.	Principle Three: System Conditions that Support Effectiveness		
C2. Convene and facilitate state and regional cross-system strategic workforce planning initiatives focused on launching and/or expanding (a) support for English Learners in their primary language other than English and (b) multilingual instructional programs.	Principle One: Assets-Oriented and Needs-Responsive Schools Principle Four: Alignment and Articulation Within and Across Systems	Recommendation #1: Expand multilingual instruction in the state through the balanced use of requirements and supports. Recommendation #3: Prioritize access to bilingual education for the state’s 1.1 million ELs, who gain unique linguistic and academic benefits from these programs.	In 12 years, triple the number of students who earn the State Seal of Biliteracy in 2030. Quadruple the number of dual-language immersion programs from 407 in 2017 to 1,600 in 2030.
C3. Make strategic state investments in programs that incentivize expanding the supply of staff prepared to support multilingual instructional programs.	Principle Three: System Conditions that Support Effectiveness	Recommendation #2: Invest short- and long-term resources in efforts to grow the state’s bilingual teacher pipelines.	Grow the number of state-approved programs to train multilingual teachers from 30 in 2016 to 100 by 2030. By 2030, double the number of teachers in California authorized to teach two languages.

Keep digging!

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We are grateful for the donation of their time and the thoughtful input and feedback they provided on the project work throughout the process.

That said, the work of this project is entirely that of the **WestEd team**. All errors are our own.