

## **DRAFT Academic Senate Resolution in Support of Bilingual Students and Bilingual Education at MPC**

Whereas, experts estimate that more than half of the human population is bilingual or multilingual, but only 20% of the United States is bilingual or multilingual ([according to the Washington Post](#))

Whereas, there are over 48% Spanish-speaking households in Monterey County ([according to US Census Bureau](#)) and over 28% Spanish-speaking households in California ([according to US Census Bureau](#))

Whereas, the number of Hispanic students at MPC [has doubled in size since 2000](#) (according to CCCCO Enrollment Status Summary Report as of 01/20/2021 accessed at <http://datamart.cccco.edu>).

Whereas, research shows that students can benefit cognitively, socially, and academically from instruction in two languages, also known as *dual language immersion*. In particular, *two-way bilingual immersion education* has been shown to reduce the Latino Achievement Gap (according to [Collier and Thomas](#)).

Whereas, of the 47% Spanish-speaking households, 34% were estimated to be in linguistic isolation, where no household member over age 14 speaks “only English” (according to the Monterey Health Department, Monterey County Community Health Assessment 2013)

Whereas, Hispanics are the fastest growing group by ethnicity among MPC’s student population, yet they remain among the most educationally disadvantaged groups in Monterey County (according to the U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates)

Whereas, 72.8% of California voters and 76% of Monterey County voters are in favor of CA Proposition 58 - Repeal English-Only Education which repeals most of the 1998 [Proposition 227, the "English in Public Schools" Initiative](#), thus effectively allowing non-English languages to be used in public educational instruction ([according to the NYT](#)).

Whereas, “Courses taught in Spanish” is a need indicated under the theme “Curriculum/Scheduling/Programs” in the key findings of the Strategic Planning Survey from the [MPC Educational Master Plan 2020-2025](#). The theme “Curriculum/Scheduling/Programs” was mentioned [64 times in a strategic planning survey](#) sent out to stakeholder groups.

Whereas, in fall 2021 there are **96.8%** of classes taught in English at MPC, **1.6%** of classes taught in Spanish, 1.6% of classes taught in Japanese, French, or ASL.

Whereas, some MPC instructors have offered to teach their course fully in Spanish.

Whereas, [the CCCCO has recommended](#) that a community college may offer certain sections of a course in English and other sections of the course in Spanish to students with limited proficiency in English if: (1) students in all sections of the course are required to enroll in a basic

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skills English corequisite course; or (2) those taking non-English sections of the course are designated as a cohort of students and are required to concurrently enroll in another course or courses designed to help them achieve proficiency in English.

Whereas, some MPC students have wanted to take classes offered in Spanish and expressed that they do not need an additional ESL course

Whereas, the current CCCCO's Legal Opinion on offering courses taught fully in Spanish was at least a reaction to the 1998 CA Proposition 227

Whereas, <maybe something involving AB705 for ESL>

Whereas, [MPC is a Hispanic Serving Institution \(HSI\)](#) whose purpose is to: expand educational opportunities for: and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that enroll the majority of Hispanic students.

Whereas, Milestones and Outcomes in our [MPC HSI Project Narrative](#) include: "Expanded learning support for Hispanic and underserved students that promote and accelerate transfer", "Increase the number of Hispanic and all students who complete degrees and transfer from MPC", and "Begin preparing students to enter careers as bilingual teachers".

Resolved, MPC's Academic Senate supports efforts towards MPC supporting the campus community's needs as outlined in the Educational Master Plan 2020-2025.

Resolved, MPC's Academic Senate supports efforts towards MPC providing students more courses fully offered in Spanish.

Resolved, MPC's Academic Senate supports efforts towards MPC improving access for students who want to take courses fully offered in Spanish.

Resolved, MPC's Academic Senate supports ongoing discussions and potential action towards the CCCCO to reconsider its current Legal Opinion on offering courses taught fully in Spanish without student barriers.

Resolved, MPC's Academic Senate supports ongoing discussions about how the campus can support culturally relevant teaching, curriculum, counseling, and programming, including Flex Day activities and other opportunities for providing all colleagues the tools and skills to better support MPC's diverse student population.

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### OTHER RESOURCES To consider:

- [EDUCATIONAL MASTER PLAN 2020-2025](#)
- [Whose culture has capital? A critical race theory discussion of community cultural wealth](#)
- Article by María Carreira on Spanish instruction and narrowing the Latino Achievement Gap: [https://international.ucla.edu/media/files/m\\_crr\\_hlj\\_5\\_1.pdf](https://international.ucla.edu/media/files/m_crr_hlj_5_1.pdf)
- Dual Language Programs
  - Video by Dr. Kim Potowski (It includes data on how dual-language programs are reducing the Latino Achievement Gap).  
[https://www.google.com/url?q=https://www.youtube.com/watch?v%3Dsmbw\\_3Vk58c%26t%3D381s&sa=D&source=editors&ust=1630268608687000&usq=AOvVaw28Q7GdCClv7tkMtoffuMrU](https://www.google.com/url?q=https://www.youtube.com/watch?v%3Dsmbw_3Vk58c%26t%3D381s&sa=D&source=editors&ust=1630268608687000&usq=AOvVaw28Q7GdCClv7tkMtoffuMrU)
    - Dr. Kim Potowski is using this article in her presentation →  
[https://www.mville.edu/sites/default/files/Dept-School%20of%20Education/Collier\\_Thomas\\_-Effectiveness\\_of\\_Dual\\_Language.pdf](https://www.mville.edu/sites/default/files/Dept-School%20of%20Education/Collier_Thomas_-Effectiveness_of_Dual_Language.pdf)
    - Website in the video--> <https://heritagespanish.coerll.utexas.edu/>
  - possible reference- <https://www2.ed.gov/pubs/ToolsforSchools/2way.html>
  - Dual Language Amigos School:  
<https://www.edutopia.org/article/how-school-puts-culturally-responsive-teaching-practice>
- Benefits of being bilingual:  
<https://www.bbc.com/future/article/20160811-the-amazing-benefits-of-being-bilingual>
- Success of Dual Language schooling:  
<https://www.thomasandcollier.com/>
- Bilingual Education:  
[https://www.aft.org/ae/fall2015/goldenberg\\_wagner](https://www.aft.org/ae/fall2015/goldenberg_wagner)
- Language as Oppression:  
<https://www.prrac.org/newsletters/mayjun2005.pdf>
- Global California 2030 Report:  
<https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>
- Prop 58 Arguments and Rebuttals:  
<https://vig.cdn.sos.ca.gov/2016/general/en/pdf/58-arg-rebuttals.pdf>

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- Colorado State University- Pueblo. Building a Program to Serve all Students:  
<https://nhlrc.ucla.edu/nhlrc/article/205552>
- California voters overturn English-only instruction law:  
<https://hechingerreport.org/california-voters-poised-gut-english-instruction-law/>
- Five Culturally Responsive Teaching Strategies:  
<https://www.northeastern.edu/graduate/blog/culturally-responsive-teaching-strategies/>
- Why all students benefit from bilingual education. "Making languages our business. Addressing foreign language demand among U.S. employers."  
[https://www.leadwithlanguages.org/wp-content/uploads/MakingLanguagesOurBusiness\\_FullReport.pdf](https://www.leadwithlanguages.org/wp-content/uploads/MakingLanguagesOurBusiness_FullReport.pdf)
- U.S. job market needs foreign language skills:  
<https://research.newamericaneconomy.org/report/not-lost-in-translation-the-growing-importance-of-foreign-language-skills-in-the-u-s-job-market/>
- According to Statista, "with the world becoming increasingly interconnected, the global language services market has seen rapid growth. Over the last ten years the market has doubled in size, reaching 49.6 billion U.S. dollars in 2019."  
<https://www.statista.com/statistics/257656/size-of-the-global-language-services-market/#:~:text=With%20the%20world%20becoming%20increasingly,billion%20U.S.%20dollars%20in%202019.>
- The U.S. Bureau of Labor Statistics projects interpreter and translator jobs to increase nationally by 18% by 2026:  
<https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>
- Why California needs to take bilingualism seriously. Language rights, immigration, and identity formation are intrinsically linked.  
<https://www.thenation.com/article/archive/california-needs-take-bilingualism-seriously/>
- Other Resolutions
  - [Academic Senate Resolution in Support of Black/African American Students an...](#)
  - [AS Resolution in Support of MPC's AAPI Colleagues and Students](#)
- Ab705 esl documents
  - [California Community Colleges Memo](#)
  - [Memo: AB 705 Initial Guidance Language for Credit ESL](#)
  - [Frequently Asked Questions about AB 705 for Credit English as a Second Language \(ESL\) Q1: Are we still able to use our ESL Place](#)