



# California Association for Bilingual Education

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## 1995-96 LEGISLATIVE ALERT & ACTION KIT

### C A B E

## 1995-96 LEGISLATIVE ADVOCACY CAMPAIGN ACT NOW TO SUPPORT BILINGUAL EDUCATION

### IF YOU DON'T, WHO WILL?

The 1995-96 legislative session will take place in a troubling time. Resentment of English-learners presents new challenges to advocates and educators. New legislators will play key roles in votes. A conservative "antigovernment" tide will force constant review of all programs for English-learners and their funding. Opponents of bilingual education are organized, funded and have the ear of many legislators. We must make our voices heard or lose the progress we've made.

Key votes will be taken in Congress and the State Legislature. CABE will push for positive bilingual education reform and secure funding. A new freshman class, and leadership turnover in Congress and the State Legislature has changed the makeup of key committees. Many new legislators will take their first position on bilingual education. Opponents of bilingual education are working to convince legislators that bilingual education is a waste of money and should be eliminated or cut back. Many legislators wish to remove or weaken state controls on how school districts spend funds for English-learners. Any program without strong defenders will be cut or weakened. We must persuade legislators that bilingual education is essential. A strong push during this session can lead to a more stable future for bilingual education. If we don't inform our legislators, English-learners will be harmed.

A new Superintendent of Public Instruction has taken office. Delaine Eastin's vision for California's schools embraces diversity and seeks equality. CABE will need to work with Superintendent Eastin and her staff so programs for English-learners are well-designed, funded and managed. The State Board of Education has undertaken a lengthy review of the California Department of Education's bilingual education policies and compliance oversight. CABE members will need to work hard to preserve equal access to educational opportunity for English-learners.

Prop. 187 is undergoing court review. If it is preserved, educators will be faced with a mandate to trade in their ABCs for the INS. CABE is monitoring Prop. 187 implementation and will work hard to help educators keep the schoolhouse doors open to all children.

CABE is working to help teachers, paraeducators and students respond to these challenges in an informed, involved manner. We depend upon your action to be effective. Please use the information in this Legislative Alert to make a difference for English-learning children.

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## CALIFORNIA'S LEGISLATIVE PROCESS

Once an idea is accepted by a legislator, it is drafted in legislative bill form, assigned a number, and referred to a policy committee (Senate or Assembly Education) for hearing.

### ACTION IN HOUSE OF ORIGIN

#### POLICY COMMITTEE

At the policy committee hearing (Education) in the house (Senate or Assembly) of origin, testimony is taken from author, proponents and opponents. Typical actions: Do pass; amend and do pass; no action; hold in committee. Bills with fiscal implications, are referred to Appropriations Committee in the Senate and to Ways and Means Committee in the Assembly.

#### SECOND READING

Bills given do-pass recommendations are read a second time and placed on file for debate.

#### FLOOR DEBATE AND VOTE

Bills are read a third time and debated again, in the house of origin. A roll-call vote follows. For ordinary bills, 21 votes are needed in the Senate. Bills with a fiscal impact, or urgency, 27 votes are required. If these numbers are not reached, the bill is defeated. If passed or passed with amendments, the bill is sent to the second house for second reading and hearing in policy committee.

### DISPOSITION IN SECOND HOUSE

#### POLICY COMMITTEE

(Education Committee) Procedures and possible actions are identical to those in the house of origin.

#### SECOND READING

If passed by committee, the bill is read a second time and placed on the daily file (agenda) for debate and vote.

#### FLOOR DEBATE AND VOTE

The procedure is identical to those in the house of origin. If the bill is passed without having been amended in the second house, it is sent to the governor's desk. If amended in the second house and passed, the measure returns to the house of origin for consideration of amendments.

#### Resolution of two-house differences (if necessary)

#### Concurrence

The house of origin decides whether to accept the second-house amendments. If approved, the bill is sent to the governor. If rejected, the bill is placed in the hands of a two-house conference committee composed of three senators and three assembly members.

#### Conference

If the conferees fail to agree, the bill dies. If the conferees present a recommendation for compromise (conference report) both houses vote on the report. If adopted by both houses, the bill goes to the governor. If either house rejects the report, additional conference committees may be formed.

### ROLE OF THE GOVERNOR

#### SIGN OR VETO?

Within 12 days after receiving a bill, the governor may sign it into law, allow it to become law without his signature or veto it. A vetoed bill returns to the house of origin for possible vote on overriding the veto. It requires a two-thirds majority of both houses to override. Urgency measures become effective immediately. Others usually take effect the following January 1st.

### CABE ADVOCACY REFERENCE LIST

**Silvina Rubinstein, Director  
State/Legislative Affairs**  
123 S. Montebello Blvd.  
Montebello, CA 90640  
(213)726-1225, ext. 2361

#### Region I

Toni Oklan-Arko  
6197 McBryde Avenue  
Richmond, CA 94805  
(510) 237-3932

#### Region II

Chuck Ditzler  
5078 Shields Ave.  
Fresno, CA 93722  
(209) 276-5276, ext. 133

#### Region III

Elizabeth Luevano  
12748 Rexton St.  
Norwalk, CA 90650  
(310) 865-6215

#### Region IV

Mary Lou Montoya  
3742- 7th Avenue #D  
San Diego, CA 92103  
(619)425-9600 ext. 591

#### Region V

Shirley H. Perez  
5310 Larkspur Drive  
Ventura, CA 93001  
(805) 485-3119

# 1995-96 BILINGUAL EDUCATION ACTION AGENDA

## PLEASE USE THE CABE LEGISLATIVE ADVOCACY KIT DURING & AFTER THE CONFERENCE

THIS PACKET WILL ASSIST YOU IN CONTACTING YOUR LEGISLATORS. THIS ADVOCACY PACKET CONTAINS:

- ✓ INFORMATION;
- ✓ LETTERS FOR YOUR SIGNATURE; AND
- ✓ A MAILGRAM AUTHORIZATION FORM.

PLEASE SIGN THE MAILGRAM FORM AND THE LETTERS AND DROP THEM AT THE CENTER, OR MAIL THEM FROM HOME. WE'LL ANSWER YOUR QUESTIONS, AND HELP YOU IDENTIFY YOUR REPRESENTATIVES.

WE WILL BE ABLE TO WIN THE LEGISLATIVE FIGHTS CRUCIAL TO THE FUTURE OF STUDENTS WHO NEED BILINGUAL EDUCATION IF YOU BRING YOUR REPRESENTATIVES INTO YOUR CLASSROOMS, CONTACT THEM BEFORE CRITICAL VOTES, AND GENERATE PRESS ATTENTION ON OUR ISSUE.

## PLEASE ACT TODAY!



### ACTION LIST

#### TODAY!

- Sign mailgram authorization and drop off at Conference Legislative Advocacy Center, or mail to CABE, 320 W. "G" St., Suite 230, Ontario, CA 91762.
- Sign the enclosed letters, add any personal notes you'd like and drop them off at the Conference Legislative Advocacy Center. Or mail them from home.

#### SOON!

- Write my Senator and Assemblymember to support increased funding for bilingual education programs.
- Get my Congressional Representative, Senator and Assemblymember to visit a bilingual classroom
- Contact my local newspaper and TV station to invite them to visit a bilingual classroom
- Make telephone calls to key phone contacts. (Page 4)

## SAMPLE TELEPHONE SCRIPT SUPPORTING BILINGUAL EDUCATION

Use this script to telephone the Governor, your state representatives and other key contacts listed on page 3.

I am calling to ask that you support bilingual education legislation and funding. The crisis facing 1.2 million "English learner" students in our public schools deserves your attention. Without bilingual help to bridge the language barrier, these students cannot possibly succeed. If these children fail, our state faces a deeply-troubled future.

Bilingual education enables these students to acquire English as quickly and effectively as possible while not falling behind. Instruction in their primary language accelerates English-learning. Without bilingual education, these students cannot understand what is being taught. They cannot learn what they cannot understand. Their failure to progress will lead to dropping out, to an unsuccessful job search, and to a difficult adult life. The main obstacle to finding and holding a job today is lack of English skills. Today's economy demands that we develop a multilingual workforce. In today's world marketplace, our people must be able to communicate with potential customers of other nations. Bilingual instruction is key to our economic future.

All of our students deserve equal access to educational opportunity.

Thank you for taking the time to consider supporting bilingual education. Please let me know how you will act on this issue.

## KEY PHONE CONTACTS:

### STATE:

#### **Superintendent of Public Instruction Delaine Eastin**

721 Capitol Mall, Rm. 524  
Sacramento, CA 95814  
(916) 657-4766

Special Advisor Sonia Hernandez  
(916) 657-5461

Policy Analyst Jai Sookprasert  
(916) 657-5492

Categorical Programs Director  
Maria Trejo  
(916) 657-5492

Bilingual Education Office  
(916) 657-2566

#### **Governor Pete Wilson**

State Capitol  
Sacramento, CA 95814  
(916) 445-2864

**Maureen DiMarco**  
Child Development and  
Education Advisor  
(916) 323-0611

#### **Senate Education Committee**

**Senator Leroy Greene, Chair**  
Consultant: Rick Simpson  
State Capitol #2083  
Sacramento, CA 95814  
(916) 445-2522

#### **Key Members, Senate Education:**

Sen. Jack O'Connell (916) 445-5405  
Sen. Tom Hayden (916) 445-1353  
Sen. Teresa Hughes (916) 445-2104  
Sen. Ralph Dills (916) 445-5953  
Sen. Diane Watson (916) 445-5215

#### **Key Senate Leaders:**

**Senate President pro tem**  
**Bill Lockyer**

(916) 445-6671

Education Assistant: Berry Brewer  
(916) 445-4311

#### **Senate Majority Leader**

**Henry Mello** (916) 445-5843

Education Assistant:  
**Cathie Douglas** (916) 445-5843  
**Senator Richard Polanco**  
(916) 445-3456

**Senator Hilda Solis**  
(916) 445-7610

**Senate Budget and Fiscal Review  
Committee:**

**Senator Al Alquist, Chair**  
State Capitol #5013  
Sacramento, CA 95814  
(916) 445-5202

#### **Assembly Education Committee Chair (vacant)**

State Capitol  
Sacramento, CA 95814  
(916) 445-9431

#### **Key Assembly Education leaders:**

Assemblymember Dede Alpert  
State Capitol #3173  
(916) 445-2112

Assemblymember Joe Baca  
State Capitol #5128  
(916) 445-7454

Assemblymember Bruce Thompson  
State Capitol #4158  
(916) 445-1676

Assemblymember Bob Campbell  
State Capitol #2163  
(916) 445-7890

### CALIFORNIA STATE BOARD OF EDUCATION:

721 Capitol Mall, Rm. 532  
Sacramento, CA 95814  
Executive Director Greg Geeting  
(916) 657-5478  
Fax (916) 653-7016

#### **President:**

★**Marion McDowell**  
896 Bauer Drive  
San Carlos, CA 94070  
(415) 591-5949

#### **Vice President:**

★**Gerti B. Thomas**  
555 Pierce Street, #1106  
Albany, CA 94706  
(510) 525-7519

#### **Members:**

Kathryn Dronenburg  
5001 Ligia Place  
El Cajon, CA 92020  
(619) 442-4702

★**Yvonne Larsen**

P.O. Box 80456  
San Diego, CA 92138  
(619) 222-7015

**Dorothy J. Lee**  
2248 Foster Avenue  
Ventura, CA 93301  
(805) 648-2114

★**Sark "Bill" Malkasian**  
3521 Welch Ct.  
Sacramento, CA 95821  
(916) 657-5478

★**Sanford C. Sigoloff**  
3340 Ocean Park Blvd., Ste. 3050  
Santa Monica, CA 90405  
(310) 452-5555

**Jerry Hume**  
600 Montgomery St., 28th Floor  
San Francisco, CA 94111  
(415) 705-5120

#### **Student Member:**

**Gary Weston**  
20975 Claire Rd.  
Perris, CA 92570  
(909) 674-6662

(★Key Board Bilingual Education  
decision makers)

### FEDERAL:

**U.S. Department of Education**  
**Asst. Secretary Thomas Payzant**  
400 Maryland Avenue S.W. #2189  
Washington, D. C. 20202  
(202) 401-0113

**U.S. Dept. of Education Regional  
Representative Loni Hancock**  
50 United Nations Plaza  
San Francisco, CA  
(415) 556-4920

#### **Senator Dianne Feinstein**

367 Dirksen Building  
Washington, D.C. 20510  
(202) 224-3841 / (415) 249-4777

#### **Senator Barbara Boxer**

B34 Dirksen Building  
Washington, D.C. 20510  
(202) 224-5017 / (415) 403-0100

**Congress: Call the Clerk of  
the House of Representatives**  
(212) 225-7000 or (202) 224-3121

Dear

I am writing concerning the crisis facing 1.2 million "English-learning" students in our public schools. The California Association for Bilingual Education (CABE) works on behalf of effective education for language minority students. CABE believes that without special instruction in their primary language, these students are unlikely to succeed. If these children cannot understand the subjects being taught in English, they cannot possibly learn them. Their failure to progress will lead to dropping out, to an unsuccessful job search, and to a difficult adult life. If these children fail, our state faces a deeply-troubled future. The main obstacle to finding and holding a job is lack of English skills.

We have a crisis and are asking for your support. Between 1984 and 1994, the total of language minority students increased by 150%. Total language minority enrollment in K-12 will reach 2.5 million students by the year 2000. Presently, only one out of every three students who do not yet speak English fluently has a teacher who can make the classroom understandable. More than one-fourth of English-learners receive no special assistance whatsoever. Unless we give these students the chance to succeed, we almost guarantee their failure.

***I would like to work with you to schedule a visit to a bilingual education program.*** A visit to a program will show you the exciting progress taking place in our bilingual education classrooms. I can arrange such a visit on a date at your convenience. Please call or write me to discuss arrangements. I am certain that once you see our bilingual program in action, you will be impressed. Thank you for your interest in this important matter.

Sincerely,

# CABE POLITICAL OPINION GRAM AUTHORIZATION

**YES, I WANT MY REPRESENTATIVES TO SUPPORT BILINGUAL EDUCATION!**

**I AUTHORIZE THE CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE) TO SEND POLITICAL OPINION MESSAGES EXPRESSING MY SUPPORT FOR BILINGUAL EDUCATION, AND TO CHARGE THE COSTS TO MY HOME PHONE NUMBER. I AUTHORIZE CABE TO SEND THE NUMBER OF MESSAGES INDICATED BY MY NAME.**

As CABE battles for bilingual education during the 1995-96 Legislative Session, we will need to influence legislators at crucial times. Your Political Opinion Gram Authorization allows CABE to target your message to arrive at the most effective time. Public Opinion Messages are delivered to legislators' offices overnight.

As our legislation and budget come up for crucial votes, we will send a Political Opinion Message on your behalf.

The cost for each Political Opinion Message is \$12 (January, 1995). The cost for these Political Opinion Messages will be included in your phone bill for the month during which the message is sent.

PRINT NAME: \_\_\_\_\_ TELEPHONE(S) H/ \_\_\_\_\_ W/ \_\_\_\_\_  
(most important!)

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

I AUTHORIZE CABE TO SEND \_\_\_ PUBLIC OPINION MESSAGE(S) ON MY BEHALF-UP TO A LIMIT OF \$ \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

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PRINT NAME: \_\_\_\_\_ TELEPHONE(S) H/ \_\_\_\_\_ W/ \_\_\_\_\_  
(most important!)

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

I AUTHORIZE CABE TO SEND \_\_\_ PUBLIC OPINION MESSAGE(S) ON MY BEHALF-UP TO A LIMIT OF \$ \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

Honorable  
California State Legislature  
State Capitol  
Sacramento, CA 94248-49

Dear Legislator,

**Re: Support for Bilingual Education -- Special Language Instruction and Funding for English Language Learners**

I am writing regarding the crisis facing 1.2 million "English-learners", 23% of the state total in our public schools. These children arrive at the schoolhouse door speaking a language other than English. They are the fastest-growing segment of our student population, having increased 41% in the last four years, and 150% in the last 10 years. In many schools, language minority students outnumber native English speakers, especially in the early grades. Yet many of them cannot understand what is being taught in their English-only classrooms. How can they learn what they cannot understand? Without help to bridge the language barrier, these students cannot possibly succeed. If these children fail, our state faces a deeply-troubled future. I request that you support effective bilingual education for language minority students, and that you support adequate funding for bilingual education programs.

Bilingual education's primary goal is to have students acquire English as quickly and effectively as possible. A large body of research shows that instruction in the primary language accelerates English-learning.

Currently, federal law requires instruction for each of the 100 language groups represented in our school population -- but provides no guidelines for meeting that mandate. Bilingual education has treaded water in California for seven years. State support for bilingual education has been insufficient and inconsistent. Lack of state legislation has led to inequalities at the local level, and California is short more than 20,000 bilingual teachers. As a result, more than one-fourth of English-learning students receive no special assistance at all! Others receive much less than they need to succeed. No clear state law sets guidelines for ensuring equal education for English-learners. The California Department of Education provides local policymakers with reasonable guidelines and flexibility to meet federal mandates. Some school districts have crafted appropriate programs, while others ignore the needs of English-learners. We ask that you work with CABE to devise legislation that will lead to effective instruction for all our students.

The primary source of state funding for the provision of services to English-learners and children from poor families is contained in the Economic Impact Aid (EIA) appropriation. The Governor's Budget for 1995-96 contains no funding augmentation to serve the growing numbers of English-learning students or to keep pace with inflation. The EIA per student funding level will fall below prior years' level. I request that you support augmenting this budget item by \$25 million (Item #6110-230-001).

Today's economy demands that we develop a workforce that is multilingual. The future success of our economy depends upon our workforce communicating with potential customers from Asia and Latin America. The national "Goals 2000" plan recommends that all students become bilingual within the next decade. California must lead the way in this essential effort. And we have a foundation with English-learners, who already know another language. We must add English to their primary language, not subtract their home language and then try to add English. Bilingual instruction can help develop a workforce ready to work in today's global marketplace.

In the workforce, the main obstacle to finding and holding a job is lack of English skills. If language minority children cannot understand the subjects being taught in English, they cannot possibly learn them. Their failure to progress will lead to dropping out, to an unsuccessful job search, and to a difficult adult life. Bilingual education will help ensure the future health of our economy and society. To cut funding or withdraw support for bilingual education now will only lead to greater future costs.

Thank you for taking the time to consider supporting bilingual education and opposing bilingual education policy or funding cuts. All of our students deserve equal access to educational opportunity. Please let me know how you will act on this important issue.

Sincerely,

Print Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip Code: \_\_\_\_\_  
Telephone Numbers: w/ \_\_\_\_\_ h/ \_\_\_\_\_



# CABE BILINGUAL CLASSROOM VISIT CHECKLIST

DAYS PRIOR	TASK	ASSIGNED TO?	CHECK IF COMPLETE
28	<p><b>SELECT PROGRAM, GET PERMISSION, INVITE LEGISLATORS</b>            Select class(es) to visit, clear with teacher, principal, superintendent            Gather program information            Talk to legislator's scheduling sec'tary, ask for a Friday morning w/in a month            Followup with letter describing program and mentioning media will be invited            Have letter come from superintendent if possible, otherwise from teacher or principal            Best time is 10am-12 noon</p>		
21	<p><b>INVITE SCHOOL BOARD MEMBERS, LOCAL COMMUNITY LEADERS</b>            Once date is confirmed, make sure all district and community VIPs are invited</p>		
14	<p><b>WRITE AND MAIL MEDIA ADVISORY</b>            Compile complete list of media contacts            Confirm all program participants (Sup't, Principal, Bilingual Coord., etc.)            Plan event program:                Briefing on program w/coffee, pastries                Visit class(es), speak with teacher                Transport between schools needed?                Debriefing: What we saw            Notes: _____                  _____</p>		
7	<p><b>WRITE NEWS RELEASE AND STATEMENTS</b>            Design media packets and gather materials            Do site advance: Where will we gather? Signs needed?                What will children be doing during visit? Who will speak?            Call key media to put on planning calendar: newspaper education reporters, TV, newstalk radio            Send a notice/permission slip to parents</p>		
2-1	<p><b>MAKE REMINDER CALLS TO MEDIA</b>  <b>FAX ADVISORY TO KEY MEDIA</b>  <b>ASSEMBLE PRESS KITS</b>  <b>MAKE NAME TAGS</b></p>		
DAY OF	<p><b>FAX ADVISORY TO KEY MEDIA</b>  <b>MAKE FINAL REMINDER CALLS</b>  <b>ARRIVE AT SITE EARLY -Meet-Greet-Sign In</b>  <b>ARRANGE PHONE FOLLOW-UP INTERVIEWS</b>                Make sure someone is available to take followup phone calls            Tape TV and radio news programs that air coverage</p>		
FOLLOW UP	<p>Thank you letters to participants            Track news articles and gather clips            Call reporters to clarify any misstatements or inaccurate coverage            Stay in touch with media participants, keep them informed over time</p>		