

DRAFT Academic Senate Resolution in Support of English/Spanish Bilingual Students and Bilingual Education at MPC

For consideration by MPC's Academic Senate: October 21, 2021

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

Whereas, 72.8% of California voters and 76% of Monterey County voters voted in favor of [CA Proposition 58 - Repeal English-Only Education](#), which repealed most of [Proposition 227 - English in Public Schools Initiative](#) (1998) thus effectively endorsing non-English languages to be used for public education instruction; and

Whereas, according to the [Chancellor's Office Data Mart](#), the number of Hispanic students at MPC has doubled since 2000, and while Hispanics are the fastest growing group by ethnicity among MPC's student population, they remain among the most educationally disadvantaged groups in Monterey County, according to U.S. Census Bureau 2010-2014 American Community Survey 5-Year Estimates; and

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 to expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that enroll the majority of Hispanic students; and

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; and

Whereas, "Milestones and Outcomes" in the [MPC HSI Project Narrative](#) includes the goals of "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."

Whereas local health professionals have reached out to the Spanish Department Chair expressing the need for more professionals in the field with Spanish language skills in order to be able to provide high-quality, culturally sensitive services to all patients; and

Whereas, research by [Collier and Thomas](#) 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; and

Whereas, according to data gathered by the [McKinsey Global Institute](#), jobs of translators and interpreters in the United States grew by 268% during the COVID-19 pandemic (from March 18, 2020 to April 16, 2020), and the global language services market has doubled in size, reaching 49.6 billion U.S. dollars in 2019 ([Statista](#)); and

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Whereas, [according to a Pew Research survey](#), “Fully 87% of Hispanics believe Hispanic immigrants need to learn English to succeed in the U.S; at the same time, nearly all (95%) Hispanic adults believe it is important for future generations of Hispanics in the U.S. to be able to speak Spanish;” and MPC students have expressed the desire to take classes offered in Spanish, additionally indicating that the requirement to take an ENSL course is a form of labelling;

Resolved, MPC’s Academic Senate supports the Chancellor’s Office request for a review of its current Legal Opinion O 06-10 “Provision of Instruction in Languages Other Than English”; and

Resolved, MPC’s Academic Senate vows to work within the ASCCC’s resolution process to determine the feasibility, systemwide impact, and support for a statewide resolution to increase access to bilingual instruction in the California Community College System; and

Resolved, MPC’s Academic Senate supports ongoing efforts to meet campus and community needs regarding courses taught in Spanish across the curriculum as noted in the MPC Educational Master Plan Strategic Planning Survey; and

Resolved, MPC’s Academic Senate supports offering more courses in Spanish, including utilizing current HSI grant funding to support variable enrollment in and increased access to these courses, as a means of improving retention and success for all MPC students; and

Resolved, MPC’s Academic Senate urges changes to existing legislation, as necessary, in order to expand access to bilingual instruction and eliminate existing English language proficiency requirements that may be barriers to participation in bilingual instruction; and

Resolved, MPC’s Academic Senate supports ongoing discussions about how the campus can deliver 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.

Additional Resources

MPC’s [Educational Master Plan 2020-2025](#)

Tara J. Yasso’s: [“Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth”](#)

María Carreira’s [“Spanish-for-native-speaker Matters: Narrowing the Latino Achievement Gap through Spanish Language Instruction”](#)

Information on Dual Language Programs:

- Video by Dr. Kim Potowski [“Language and Identity in a Dual Immersion School”](#)
- Collier and Thomas’s [“The Astounding Effectiveness of Dual Language Education for All”](#)

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○ [Additional Resources from Collier and Thomas](#)

- [Heritage Spanish Website](#)
- Dual Language Amigos School: "[How a School Puts Culturally Responsive Teaching Into Practice](#)"

BBC Article: "[The Amazing Benefits of Being Bilingual](#)"

American Federation of Teachers (AFT) Article: "[Bilingual Education: Reviving and American Tradition](#)"

Poverty and Race Research Action Council (PRRAC) Article: "[Language as Oppression: The English-Only Movement in the United States](#)"

The Nation Article: "[Why California Needs to Take Bilingualism Seriously: Language Rights, Immigration, and Identity Formation Are Inextricably Linked.](#)"

["Colorado State University - Pueblo: Building a Program to Serve all Students"](#)

[Global California 2030 Report](#)

[Prop 58 Arguments and Rebuttals](#)

["California Voters Overturn English-Only Instruction Law"](#)

["Five Culturally Responsive Teaching Strategies"](#)

American Council on the Teaching of Foreign Languages (ACTFL) Article: "[Making Languages Our Business. Addressing Foreign Language Demand among U.S. Employers](#)"

New American Economy Article: "[Not Lost in Translation: U.S. Jobs Market Needs Foreign Language Skills](#)"

Statista Data: "[Market Size of the Global Language Services Industry from 2009 to 2021](#)"

The U.S. Bureau of Labor Statistics: "[Interpreters and Translators](#)"

*Note: A "limited English-speaking household" is one in which no member 14 years and over speaks only English or speaks a non-English language and speaks English "very well." In other words, all members 14 years and over have at least some difficulty with English.

