

**SUBJECT:** Strategic plan for improving, expanding high-quality bilingual education

**COMMITTEE:** Public Education — committee substitute recommended

**VOTE:** 12 ayes — Dutton, Lozano, Allen, Allison, K. Bell, Bernal, Buckley, Huberty, K. King, Meza, Talarico, VanDeaver

0 nays

1 absent — M. González

**WITNESSES:** For — Chloe Latham Sikes, Intercultural Development Research Association; David Feigen, Texans Care for Children; (*Registered, but did not testify*: Andrea Chevalier, Association of Texas Professional Educators; Julia Grizzard, Bexar County Education Coalition; Steven Aleman, Disability Rights Texas; Chandra Villanueva, Every Texan; Vanessa Beltran, Girls Empowerment Network; Eddie Conger, ILTexas Public Charter Schools; Fatima Menendez, Mexican American Legal Defense and Educational Fund; Hillary Lilly, San Antonio ISD; Grover Campbell, TASB; Dena Donaldson, Texas American Federation of Teachers; Amy Beneski, Texas Association of School Administrators; Paige Williams, Texas Classroom Teachers Association; Mark Terry, Texas Elementary Principals and Supervisors Association; Carrie Griffith, Texas State Teachers Association; Ana Ramon, Texas Legislative Education Equity Coalition; Ashley Harris, United Ways of Texas; and seven individuals)

Against — None

On — (*Registered, but did not testify*: Eric Marin, Jessica McLoughlin, and Justin Porter, Texas Education Agency)

**BACKGROUND:** Some have called for Texas to be more proactive in addressing the shortage of qualified bilingual educators to meet the needs of students with limited English proficiency through improved dual language and bilingual education programs.

**DIGEST:** CSHB 2258 would require the Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board and the Texas Workforce Commission, to develop a strategic plan related to bilingual and dual-language education.

The plan would have to set tangible goals and establish timelines to:

- increase the number of certified bilingual educators;
- increase the number of dual language immersion one-way and two-way programs in public schools;
- educate families and school district employees regarding the importance of bilingual education in early childhood;
- adopt a uniform process for identifying students in prekindergarten through 12th grade of limited English proficiency, monitoring the bilingual learning of students, and collecting data regarding the identification and monitoring; and
- increase the number of bilingual and multilingual high school graduates.

The bill would specify requirements for developing the plan, including studying the use of the Bilingual Target Language Proficiency Test to certify educators.

TEA would be required to submit the plan to the governor, legislative leadership, and members of House and Senate education committees by December 1, 2022. The bill's provisions would expire January 1, 2023.

The bill would take immediate effect if finally passed by a two-thirds record vote of the membership of each house. Otherwise, it would take effect September 1, 2021.