

1-1 By: Shapleigh, Zaffirini S.B. No. 553  
1-2 (In the Senate - Filed February 9, 2007; February 26, 2007,  
1-3 read first time and referred to Committee on Education;  
1-4 April 19, 2007, reported adversely, with favorable Committee  
1-5 Substitute by the following vote: Yeas 6, Nays 2; April 19, 2007,  
1-6 sent to printer.)

1-7 COMMITTEE SUBSTITUTE FOR S.B. No. 553 By: West

1-8 A BILL TO BE ENTITLED  
1-9 AN ACT

1-10 relating to a dual language education pilot project in certain  
1-11 school districts.

1-12 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

1-13 SECTION 1. (a) This Act may be cited as the "21st Century  
1-14 Texas Educational Competitiveness Act."

1-15 (b) In the 2002-2003 school year, over 50 percent of the  
1-16 students enrolled in the first grade in the three largest school  
1-17 districts in this state, the Houston, Dallas, and Fort Worth  
1-18 Independent School Districts, were Hispanic. Forty percent of  
1-19 those students were classified as students of limited English  
1-20 proficiency. The data for those school districts represent a  
1-21 growing statewide trend that will pose significant challenges to  
1-22 educators of children who are required to learn in a language other  
1-23 than the primary language spoken in the home. Dual language  
1-24 education programs provide instruction in both English and the  
1-25 native language of the non-English-speaking students. Those  
1-26 programs promote bilingualism, biliteracy, and grade-level  
1-27 academic achievement by placing both native English-speaking and  
1-28 non-English-speaking students together in one classroom. Wayne  
1-29 Thomas and Virginia Collier conducted a study in which they  
1-30 examined the records of 700,000 students in various bilingual  
1-31 education programs. The study found that those students who  
1-32 received grade-level cognitive and academic instruction in both  
1-33 their first and second languages for many years were succeeding at  
1-34 the end of high school. In fact, by the eighth grade, nonnative  
1-35 English speakers in dual language education programs were found to  
1-36 outperform native English speakers on standardized tests. Those  
1-37 programs also experience lower dropout rates than other bilingual  
1-38 education programs. The 21st Century Texas Educational  
1-39 Competitiveness Act establishes a pilot program to study the  
1-40 effectiveness of dual language education.

1-41 SECTION 2. Subchapter B, Chapter 21, Education Code, is  
1-42 amended by adding Section 21.0485 to read as follows:

1-43 Sec. 21.0485. DUAL LANGUAGE EDUCATION TEACHER  
1-44 CERTIFICATION. (a) To ensure that there are teachers with special  
1-45 training to work with other teachers and with students in a dual  
1-46 language education program, the board shall establish a dual  
1-47 language education teaching certificate.

1-48 (b) The board shall propose rules establishing the training  
1-49 requirements, including the minimum academic qualifications, a  
1-50 person must accomplish to obtain a certificate under this section.

1-51 (c) The board shall propose rules establishing the  
1-52 requirements for a teacher who receives training in a foreign  
1-53 country to obtain a certificate under this section.

1-54 SECTION 3. Subchapter A, Chapter 28, Education Code, is  
1-55 amended by adding Section 28.0052 to read as follows:

1-56 Sec. 28.0052. DUAL LANGUAGE EDUCATION PILOT PROJECT.  
1-57 (a) The commissioner shall establish a pilot project in school  
1-58 districts selected by the commissioner under which the agency  
1-59 examines dual language education programs and the effect of those  
1-60 programs on a student's ability to graduate from high school.

1-61 (b) In selecting school districts under Subsection (a), the  
1-62 commissioner shall:

1-63 (1) select districts that will commit to operate a

2-1 dual language education program:  
2-2 (A) for at least three years; and  
2-3 (B) on one or more district campuses selected by  
2-4 the commissioner that demonstrate a substantially equal enrollment  
2-5 of students with limited English proficiency and students whose  
2-6 primary language is English or, if a district does not have a campus  
2-7 with a sufficient number of limited English proficiency students to  
2-8 meet the equal enrollment standard, on one or more district  
2-9 campuses selected by the commissioner that will include the  
2-10 enrollment of students with limited English proficiency, students  
2-11 whose primary language is English, and bilingual students; and  
2-12 (2) give preference to a district that:  
2-13 (A) demonstrates the potential for expanding the  
2-14 program through middle school; and  
2-15 (B) will implement the program at the  
2-16 kindergarten level.  
2-17 (c) The commissioner may not select more than 20 campuses to  
2-18 operate a dual language program under this section.  
2-19 (d) The commissioner by rule shall require a district to  
2-20 limit activities of the dual language education program during the  
2-21 first year of the program to planning activities, including:  
2-22 (1) hiring and training teachers and ensuring teacher  
2-23 certification;  
2-24 (2) establishing parental and community support for  
2-25 the program; and  
2-26 (3) acquiring adequate learning materials in both  
2-27 program languages.  
2-28 (e) A program that applies for the expansion of an existing  
2-29 dual language education program is eligible for funding under the  
2-30 pilot project only to the extent authorized by the commissioner in  
2-31 compliance with Subsection (c).  
2-32 (f) Funding provided for a dual language education program  
2-33 may be used by a district for:  
2-34 (1) classroom materials; and  
2-35 (2) tuition and textbook expenses for students seeking  
2-36 teacher certification under Section 21.0485.  
2-37 (g) The agency shall report to the legislature describing  
2-38 the agency's activities under the pilot project, the effect of the  
2-39 project on grade-level completion and high school graduation rates,  
2-40 and the recommendations arising from the project. The agency shall  
2-41 submit an interim report under this subsection not later than  
2-42 January 1, 2011, and a final report not later than January 1, 2013.  
2-43 (h) This section expires August 1, 2013.  
2-44 SECTION 4. This Act takes effect immediately if it receives  
2-45 a vote of two-thirds of all the members elected to each house, as  
2-46 provided by Section 39, Article III, Texas Constitution. If this  
2-47 Act does not receive the vote necessary for immediate effect, this  
2-48 Act takes effect September 1, 2007.

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