



# Texas Early Childhood English Learner Initiative

A project of Texans Care for Children, Philanthropy Advocates, and IDRA



PHILANTHROPY  
ADVOCATES

a COLLABORATION *with* EDUCATE TEXAS

# A New Partnership to Advance Early Grade Success and Literacy for Texas English Learners

March 12, 2021

# Today's Agenda

## **I. Overview of Bilingual Education in Texas**

- Chandra Villanueva, Every Texan

## **II. Early Childhood English Learner Initiative Overview**

- David Feigen, Texans Care for Children

## **III. Perspective From the Field**

- Patricia Nunez, Austin ISD

## **IV. English Learner Policy Roadmap Legislative Recommendations**

- Chloe Sikes and Araceli Garcia, IDRA

## **V. Takeaways and Next Steps**

- Erika Beltran, Leadership ISD

# Chandra Villanueva

Economic Opportunity  
Team Program Director



**EVERY TEXAN**

Formerly Center for Public Policy Priorities



# Overview of Emergent Bilingual Students in TX

- Over 1 million English learners or emergent bilingual student; 20% of all Texas students
- Of all students in PreK - 3rd Grade 28% are English learners
- 84% of EL students are also economically disadvantaged; 8% receive SPED services

# ESL Programs

VS

# Bilingual Programs



Goal: Students will be English literate.

Teachers: Teachers are English literate.

Instruction: Instruction is predominately in English.



Goal: Students will be literate in English and another language.

Teachers: Teachers are literate in English and another language.

Instruction: Instruction is in students' native language and as students gain proficiency in English, then instruction in English increases.

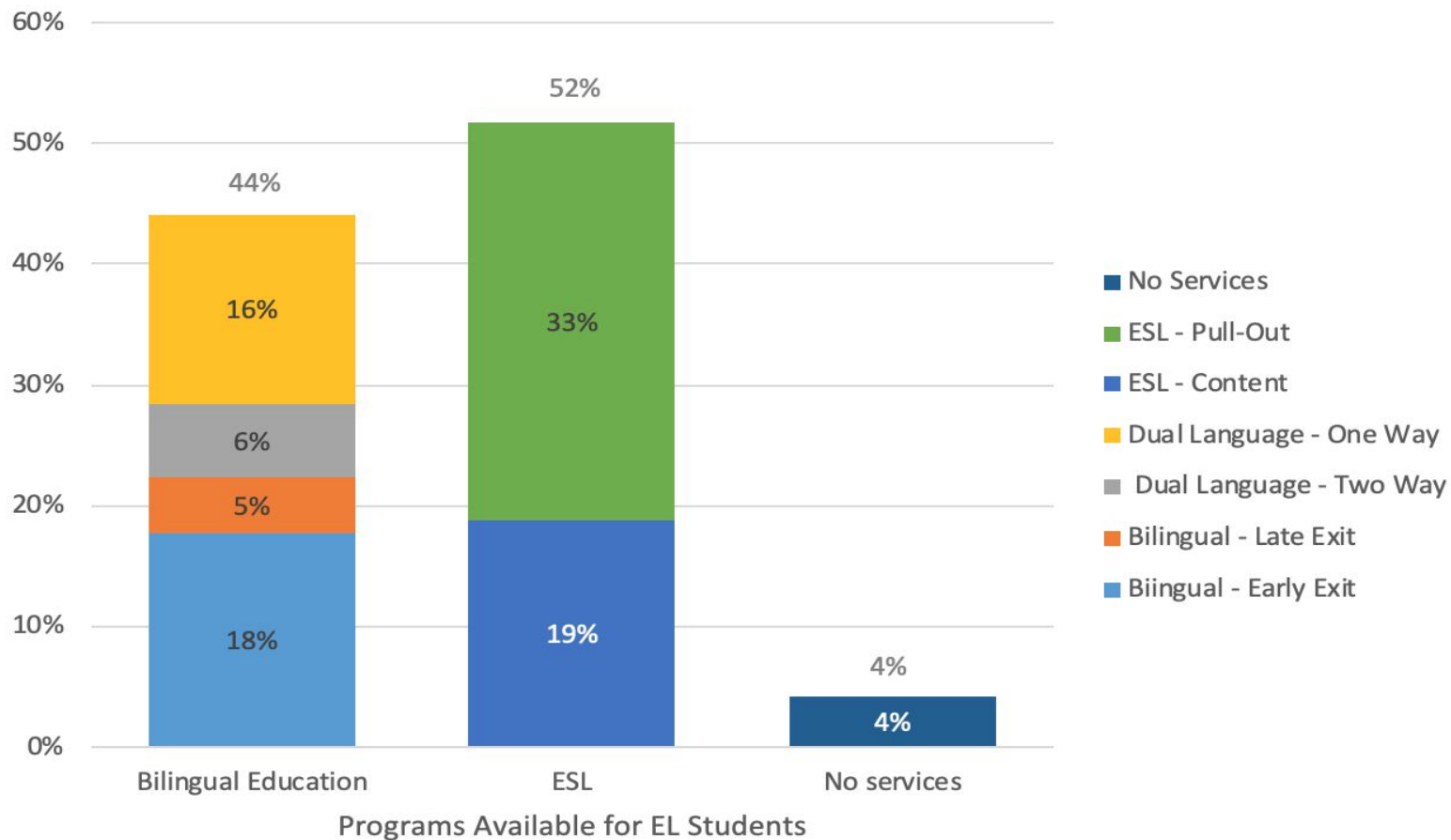
# English as a Second Language

- ESL Content Based
- Pull-out ESL

# Bilingual Education

- Bilingual Education - Transitional Early Exit
- Bilingual Education - Transitional Late Exit
- Dual Language One-Way Immersion
- Dual Language Two-Way Immersion

## More EL Students Are Enrolled In Texas ESL Programs





EVERY TEXAN | IDRA

# Learning English in Texas

A closer look at bilingual education  
in the Lone Star state.



# David Feigen

## Early Childhood Policy Associate



**Early childhood is key to English Learners' success.  
English Learners are key to the state's success.**

# Initiative Structure and Strategy



# The Challenges for English Learners

- Inadequately funded programs
- Insufficient standards and guidance
- Limited access to quality dual language programming
- Lack of preparation and support for educators
- Insignificant data collection and sharing of best practices

# COVID-19 has hit English Learner communities

- Missing critical structured learning
- Less engaged by distance learning.
- The impacts of the COVID Slide will last for years.

# Policy Considerations

- Workforce
- Program quality standards
- School finance
- ELs with disabilities and developmental delays
- Assessments and data collection

# Early Childhood English Learner Policy Roadmap

[bilingualex.org](http://bilingualex.org)





**Patricia Núñez**  
**Bilingual Educator**  
**Austin ISD**



# IDRA (Intercultural Development Research Association)



**Chloe Sikes, Ph.D.**  
**Deputy Director of Policy**



**Araceli Garcia**  
**Education Policy Fellow**

# Improving the Quality of Early Learning Programs

- **HB 2258/SB 560:** Create a state strategic plan to cultivate bilingualism across all early learning systems
- **HB 41/SB 2081:** Update high-quality prekindergarten standards to include a maximum class size of 22 students and a student - teacher ratio of no more than 11:1
- **HB 5, SB 5 and others:** Create a state broadband and digital access plan that serves the needs of young English Learners.

# Strengthening the Early Learning Workforce

## Supporting English Learners

- **HB 2256/SB 1101:** Create a certification in Bilingual Special Education
- **HB 1744:** Reduce programmatic barriers for educators and pre-service teachers to access bilingual education certification programs
- **Budget:** Ensure funding helps districts recruit and retain bilingual educators and provides curricular guidance to schools to address learning loss among English learners in prekindergarten through sixth grade.

# Improve Data Collection and Student Progress Monitoring for English Learners

- **HB 2258/SB 560:** Starting in child care and continuing through high school, adopt a uniform process across early childhood systems to identify English Learner children and collect these data
- **SB 2066:** Replace the term English Learner with Emergent Bilingual in the state's public education data system
- **HB 4421/SB 2125:** DL/ BE Literacy plans require data collection in both program languages to inform biliteracy growth and ensure funds allocated to Dual Language support biliteracy and robust implementation of the program

# Improve School Finance to Provide Better Support to English Learners During Early Childhood

- **SB 2065:** Protect and increase state financial support for bilingual education and ESL programs in schools through increasing direct expenditures
- Direct federal relief funds that address learning loss toward English learners' educational programs, including the statewide plan
- Ensure HB 3 cleanup includes a focus on the dual language allotment and how it supports EL children in settings that are not two-way dual language.

# Leadership ISD



**Erika Beltran**  
**Chief of Policy and Advocacy**

# An Opportunity to Engage

**TEXT**  
**“LISD EARLYED”**  
**to**  
**52886**



# Contact Us

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