

Dr. Rudy Rodriguez Bilingual Education Oral History Collection

TABE Raw Footage 2001

Georgina K. Gonzalez

Director for Bilingual Education at the State at the Texas Education Agency

Interviewer: (Can't really hear) Could you talk to us a little bit about the role of your office?

Gonzalez: Well, My role here at the Texas Education Agency is really a huge responsibility and also a blessing. As a director for Bilingual ESL, I represent all the LEP or limited English proficient students or English language learners for the whole state and today as we stand in the 2004-2005 year we have 685,000 students pretty much, and it is a huge responsibility because we are serving those students and we are also making sure that their services are adequate so that they can meet what are the requirements for them to be successful in our schools and also successful citizens in the outside society, not only in Texas but hopefully for the world.

Interviewer: Could you talk to us more about the LEP students in our state and the language Characteristics of those children?

Gonzalez: Sure. As we serve our students, we must make sure that everything that surrounds those students is in the appropriate way. And when we look at some of our data, we have to review that the demographics have changed. First of all we see that if you compare to the 90-90, 90-91 data, and we looked at the how configuration of this was, we will see for example that Spanish was first always, and in that time it was 93.5% of Spanish Speakers, then after that we had Vietnamese, then we had Chinese and Korean. Well this year, we will see a change that is radical. For example we have the first one again, is Spanish, and we do have 92%, of Spanish Speakers, which is still the largest number, and then it's Vietnamese. But Then the third language is Urdu, and Urdu is a language from Pakistan that maybe some of our viewers haven't even known where they coming from, but they are from the Pakistani background. And then after that we have Korean and then we have Chinese and Arabic. They are the same level, but Arabic is very important. In one of the things, when we look at the Arabic language for example, we see that we have and will be starting dual language programs in Arabic for example not too far from here in North Side School District for example right here in San Antonio, they will be doing a dual-language Arabic program and was unheard of not too long ago. So this is kind of where we are as far as the numbers of L.E.P. students and also the configuration. We've had a steady growth, if you look at the 1990-91 we had about 300,000 we're at 685,000 pretty much.

Interviewer: Some of the features of policy, some of the changes in policy, and the impact of that policy

Gonzalez: Well one of the exciting things is that we realize is that in TEA we have truly the backing from the commissioner down, as far as anything to do with bilingual education and ESL to serve our students. When we do our program models, were doing exactly what the law has said. We have kept chapter 89 and everything that has to do with commissioner's rules exactly in the same way as far as serving those students. On the other hand we have seen that because of the large numbers in growth of the LEPS & also because if you realize last year the PIMS, or the Public information System that we have, which is our PIMS data, which is our Public information. We have received the data that we have 44% of Hispanics and 41% White in our population of the Pre-K all the way to 12th grade students in Texas. So right now the Hispanic is a majority population right now in Texas. And that is definitely was not true in 2001, they came to 41% at the same level. So we have seen a change in the demographics and due to that we see a great number of people trying to translate some of the information for example here at TEA. We have the gifted and talented group trying to translate things into Spanish. AS you know we have brochures from the Assessment division that are coming out to explain the telpass all of this for the parents that are receiving this information and this is really exciting because we see that we're trying to serve those students and teachers that are there. And as we shared before some of the bilingual programs they're trying to do not too far from here in Austin ISD they have a Vietnamese program, A Chinese program, and a Korean program. In dual language for them, and they are trying to help them in bilingual education with that.

Interviewer: (hard to hear) something about the impact of the program.

Gonzalez: Oh Yes, that is a great question – wonderful question. And I want you to know they definitely are. And if we look at our data from the tests, if you look at the TAKS test in reading, we have the privilege in this state of having it Spanish. We have our primary language which the majority as we saw a little before is in Spanish. We have 85% of those that took the Spanish tax, 3rd 4th, 5th and 6th grade they met the standard last year and we are so happy about that and that is a huge thing. Also we have seen for example when we look at the valedictorians and salutatorians at Dallas ISD 11 of the valedictorians began as LEP, from the salutatorians 6 of them were LEP. When you look at Houston, at Houston the information is just great too, we have 9 that came from bilingual programs and we have four from ESL and four that came from migrant and this is from the year 2000.

Interviewer: Any issues or challenges you see?

Gonzalez: Well we see for example the great need we have for all these students, but one of the blessings we have is that we really have the true support of everyone here at the agency and one of those great helps has come from the LEPS Students success initiative. Last year they provided 7 million dollars in grants for that initiative trying to improve students' scores as well as their performance and this year it's going to be 9 million dollars for the LEPS Students success initiative and we are so thankful for this encouragement and help, real true help to each one of those and it doesn't come only in the money or anything else. We are also very thankful

for TABE and for their help and everything you have done as far as working together with us in trying to meet the needs. One of the things that we are seeing also is that we are able to provide training in science and dual-language instruction right now during the summer for anyone that wants to as far as teachers. And when we talk about teachers... that is one of our very important considerations that we need to look at, Dr. Rodriguez. When we look specifically...

BREAK

Now we are trying to make sure that this is being met. One of the ways of doing this as you have seen, were working together both the TEA and the legislatures to try to meet that need in different and various ways and we're very appreciative for all of their collaboration in this area and we're looking also with ESBE, we're working closely with Dr. Herman Smith in trying to make sure that what we are requiring meets the needs of our students but at the same time is able to serve those that are trying to get their certification and those would be pretty much our challenges and also our joys to see what we can do.

Interviewer: Will you tell me a little bit about how TABE has supported your effort and just the overall effort to improve the education of English Proficient children.

Gonzalez: Well, TABE has worked so much for ESL and bilingual education in general, and we are very, very appreciative in seeing all the hard work that they have done, and the work whenever they have the meetings also for the whole state whenever you convene a conference and the openness in sharing the information with anyone that needs it, we have seen a great working relationship, not only with us in the state, but with everyone in the field. And also that is very important when we look at the future of the whole state we all need to collaborate and work together. And one of the things we see here for example and also at TEA is that when we work, we're working not by ourselves like an island, we work very closely with curriculum, with assessment division, and with performance based monitoring, with the performance based monitoring assessment and interventions group, with the textbooks and we also work with everyone in the finance world because we really need to work together to meet those needs and TABE has been wonderful in working with them also.

Interviewer: (Can't hear)

Gonzalez: I see a real brilliant future, and that is a great question that you have as far as what will be happening in the future. We can't tell you exactly but when we are looking at what is coming we see again, the encouragement from the field, from what the people are needing and many are requesting more dual-language programs. If we look a little further back, just four years back, we have seen a 40% increase in dual-language programs, two-way immersion programs here in the state. We have now 225 campuses where dual-language programs are being implemented in some kind of level and it's exciting to see that that is really moving

forward. We understand that is an outcry from all the people that they want to do that and it is exciting to think that not too far from now we might have bicultural and bilingual people that will be working and serving within our community and it is wonderful to see and hope that that will take place.

Interviewer: Any other comments you'd like to share with the constituents?

Gonzalez: Just if we could all work together to make sure, that our students, our English language learners will be most successful and if we do this together, rather than fighting with each other that will be the greatest accomplishment we can do because we are sure to win. Because when we work together and pull all our forces together to make sure they achieve at the highest level, we've got it made, and we have the best teachers in the United States. I think I'm a little biased but I definitely think that we have the best teachers, and that's due to everybody working together, especially when you look at all of the higher education schools that have worked so hard to make sure that those teachers are coming out with the best skills that we need to serve the population that needs it the most.

Talking to someone in Spanish a little/ talks to someone about writing a report.

Two men walking and talking in Spanish

*The interviewer is just making Mrs. Gonzalez participate in several activities; like walking with people from her office, speaking with people in both English and Spanish, etc. *

Oral History

Oscar M. Cardenas

Cardenas: I have been with the Texas Education for 20 years, and retired in Dec. 2002. During that time, I served in numerous managerial positions, primarily for five years as the State bilingual director and then again for 3 years during my career. The most exciting assignment that I had, prior to my departure from the agency, was to serve as principal investigator for the Texas Success whole School Study. This was a research study that was unique to Texas, in that it was a field research study conducted not to test hypothesis but to find out how bilingual education contributes to academic achievement of English Language learners, I.E Limited English Proficient Students. The study was focused in 7 campuses throughout Texas, and it came after a title I study was conducted by the Charles A. Dana Center of the University of Texas. They had identified 26 high poverty schools with 50% or more low income children. From that group of schools, we identified 7 schools that had 50% of low income children plus 40% limited English proficient population did not give any exemptions to children, be they LEP or not LEP. And that they scored, they were rated as either recognized or exemplary in the Texas accountability system, the AEIS. Those were fixed features of the study. IT took 24 months to conduct the

study, and we used a mixed method approach to the research design that addressed quite a few research questions.

Primarily the study was conducted, again to find out how bilingual education contributed to the learning of children that impacted the campus effectiveness. And the study concludes that without the participation of the students in the bilingual education program, they would not have obtained the academic levels that contributed to the campuses scoring in the recognized or exemplary level status. It is unique in that it did not test Hypothesis, it was field research study that focused on a descriptive exploratory and explanatory approaches. We relied on the data available through the Public Education Information management System, known as PEIMS, in Texas. And because of this fixed features of the study sites, there was no way that records could be altered, because we went back to 1993 on up and followed the LEP population into cohorts. The first cohort was with children that started in Pre-K in the bilingual program and the other cohort was children that started in the kindergarten bilingual program through their exit stage. We identified individual test scores on TAKS for the cohorts, each year, from the third grade on to the 6th grade. We had comparison campuses where they were not participating in the study that had a high incidence of LEP population and low income as well so that we could do a fair comparison of performance of campuses similar characteristics as the study sites of 7 schools that were included in the study. The schools that were identified included Bowie elementary at Pharr-San Juan-Alamo, Campestre Elementary at in Socorro ISD, Castaneda Elementary in Brownsville, Clover Elementary in Pharr-San Juan-Alamo, Kelly Elementary in Hidalgo ISD, and La Encantada Elementary in San Benito, and Scott Elementary in Roma, Tejas, which was the only school that had a third grade; Pre-K through the third grade, all the other campuses went through the 5th and 6th grade level.

Interviewer: Could you give us a little summary of the findings of the study?

Cardenas: Certainly. We found that, the study took 24 months as I indicated and then it took another 3 months for us to do the analysis and the narrative, the technical narratives and report on the findings. And we found that students in every instance outperformed the comparison groups. It was quite evident that students after being 3 years in the bilingual program were performing on par, and the graphics illustrate that in the analysis section of the student performance. They were performing on par as a comparison group. Our students that have been in 4 years, they widen the performance gap between the study group and the comparison group. After 5 years in the program the gap got even wider. That is that the LEP population or the study population showed that because of bilingual education, they were attaining higher academic levels as evidenced on the TAKS test. And for students that were in the program from pre-k on to when they were exited for six years, it was quite evident that the performance was almost double that of its counterparts in the comparison group. Again, we find the study was on the TEA website, although the agency did not exert responsible leadership in seeing that this information got out to all school districts in Texas. It obtained

over 80,000 hits on the website that was put up by the agency. We developed a supplement to it; A handbook for teachers and administrators of 50 pages, the study is 212 pages, for hands on use as well as a training video that featured commissioner Jim Nelson that acknowledges that bilingual education does work- that here are the models, where bilingual education does work and how it can work. One other feature that we're very proud of is the analysis conducted by the center for equal educational opportunity out of Washington, D.C. Very strong advocate of English Only, that commissioned Dr. John Corrado, and in a professional Journal, Reading Perspectives, they published a 16 page critique of the Texas study, and with nothing but accolades and auditory remarks regarding the conduct, design, and results of the findings and in conclusion, they endorsed the study by saying that the Texas Successful School Study is an important contribution to the continued debate over the efficacy of Bilingual education. It does work.

Oral History

Maria Medina Seidner

Seidner: I have been in bilingual education since I think it's very beginning. But I'll start with the last few years. The last few years, the last 10 years I spent in bilingual education in Texas. First as an educational specialist in the Bilingual education division, and then as bilingual director of the bilingual education program unit and that was between 1995 and 2003 that was when I was director. During that time it was really, well first of all when I got back to Texas, it was a very unique experience for me because I had been here in the late 60's, when bilingual education began. And I had also worked at the Texas education agency at that time, although I was not officially in bilingual education. I was, quote, "the French Consultant" for the state of Texas. But I did have the chance to work with Bilingual education staff, including Dr. Severo Gómez and (lists several Spanish names that I can't hear or understand) Juan de Dios Solis, and others that and Arturo Luis Gutierrez and Lisa Gutierrez also was part of the group back in the late 60's, and it was a very exciting time because title 7 had just come into being. Texas was one of the leaders in this area and we had the very first bilingual conference in the whole country. We had the very first international bilingual bicultural education conference, which was the beginning, or the seed that later in the next year and finally two years after that became the National Association for Bilingual Education Conference. So it was an exciting time, but we didn't know as much as we know now, and so the difference between that time, and this second time, this second go round in Texas, has been that the state law was much more stronger as a result I guess of the years of struggle between groups here in Texas to implement the State mandate for Bilingual Education. So when I came in, systems were in place that absolutely supported bilingual education and a lot of that is due to the struggle that the Texas Association for Bilingual Education, TABE, and other groups that really had to, between the

years of the early 70's and early 80's, those groups were there fighting, with the legislature and also the state to make sure that the laws that were passed were implemented correctly and so eventually this resulted in the legislation that we presently have, which is one of the strongest in the whole nation....That's why Texas, unlike other states is still very supportive of bilingual education and it's because we have such a strong legislative mandate.

Interviewer: Could you tell me a little bit more about the changes you've seen in bilingual education over the years. You made some reference to it in earlier comments but could you expand a little bit more.

Seidner: Well When I started, when we started in Bilingual Education in Texas we had no preparation of Teachers, we didn't really have a systematic curriculum, we did not have adequate materials for instruction, we were just working, under I guess the assumption that when a student doesn't understand instruction in a language, if you provide that instruction in the students native language you are in fact assisting that student to learn academic subjects and it was that kind of gut-feeling that was prevalent in the late 60's and early 70's that started these programs going. Plus the fact that there were all of these, this was also the time of civil rights issues and so as a result the country was ready to listen to the needs of this population which was increasing at that time but not to the point where it is today. So in those 20-25, I think it's probably more like 35 years, in between a lot of things happen. First of all there was a nationally, not only in Texas but in other states, there was more attention to the needs of the students. It became a profitable business for publishers to develop materials for this population so now curriculum was much more in tune with what is required for our students to learn. Texas was always the leader in the development of curriculum because other states didn't have the state adopted material. Whereas in other states different districts purchase materials, Texas was the one that got Publishers to say "look, if you develop these materials you are going to get this big amount of money because the state has a large population". So as a result, Texas has always been I think, at the forefront of curriculum materials in the Spanish language for students in bilingual education. The changes that I have seen are the result of the increase in this population and now the movement for standards based education and the growth of the accountability movement and the fact that this population is such an important part of the country, that it can no longer be forgotten and set aside. A good example of that was when I came to Texas, I came first of all as an educational specialist, I was so happy to be back in Texas after being up in the cold weather for 21 years, and I was back in Texas! And I was just absolutely thrilled to be a person that was in charge of alternate assessments or alternative assessments for Limited English Proficient Students in Texas. Why, because all of a sudden there was this big need to be accountable for the LEP population in Texas, which up until now had been exempted from the state assessments and nobody really worried too much because they needed to, the tests weren't appropriate for them so as a result they weren't included in the accountability system. Well, the legislature and the state board and TABE and other groups were very concerned that because of that this population was not being taught, and they were

just sort of being left aside. And so the state began to review its exemption rules, and during the ten years that I was at TEA the exemptions went from almost 33% to 35% of LEP students being exempted from the state assessments down to about 11 or 12% and in that period of time the state developed Spanish language assessments of the TAAS, the Texas Assessment of Academic Skills and later on the TAKS and also, the exemption rules were now much more stringent in the sense that only students who were recent immigrants would be allowed to be exempt and so if they were here, then they should've been taught well in order for them to be able to take those state assessment. The schools were made accountable. Furthermore the state assessment in Spanish was also part of the accountability system.

Then there was yet another accountability Test that was developed, a reading proficient test in English. All of that before the No Child Left Behind act came on. Now, with the No Child Left Behind, it is now a requirement that all students are to be accountable, I mean all schools are to be accountable for all students, including Limited English Proficient students. So we are at a time right now where there's a great deal of interest in Texas and all over the country to not only work with students in their native language, but once those students are no longer receiving instruction in their native language that the English instruction be so structured that the students can continue to grow because even though a student may have obtained a proficiency in English, they are still English language learners. All teachers, Math Teachers, Science Teachers, Social Studies Teachers, all of them need to aware that these students, even though they may be sitting in class and understanding partly what the teacher is doing, they may need additional assistance. That's where I think we are now in Texas. The interim years, my 21 years away from Texas were not really entirely away from Texas because I think I came to Texas two or three times a year every year that I was gone, Thank God, because I could see Blue Bonnets, I could walk around without a coat, I was up in the state of Illinois, for about 7 years, I was in charge of directing a service center for bilingual education in the mid-west and it was a lot of challenges there, but we were essentially doing staff development, professional development, helping with materials, with curriculum etc. Then in my 8th year, I went to work for the state of Illinois, the Illinois state board of education and became bilingual, the manager of bilingual education for the state and I was there for almost 14 years, actually more than 14 years, almost 15 years working with the bilingual education law, and while we were there, while I was there it was also a very difficult time for the state in the sense that the Mexican-American Legal defense and Education fund, MALDEF, sued the state because the states guidelines or rules were not consistent in that a student could be Limited English Proficient in one district and be considered not Limited English Proficient in another because the state guidelines and rules for identification left it up to each district to determine the cut off points. Well that was the famous Gomez vs. The Illinois State board of Education lawsuit, which was of course settled and as a result the state then actually implemented state cutoff points and state requirements that all districts had to meet, very much like we have here in Texas. But at that time, Illinois was very flexible in that and so it was a learning period. And I would come to Texas because I

was involved with the Dissemination Center, which was here in Austin and then later on in Dallas Mr. Juan de Dios Solis, and so many of the people that were at the beginning of bilingual education here.

Interviewer: Can't really hear him, but something along the lines of "Can you tell us which of these key players contributed"

Seidner: There was a wonderful group. What happened was that in, I guess the mid 70's, it was then Health, Education and Welfare but the office of Education funded a network of bilingual support service centers that were dissemination centers, materials development centers, and resource centers or technical assistant or training centers. And Texas had several of those, so Juan Solis, there were too national dissemination centers, one in Texas and one in the North East, so Texas was very important because it was in charge of half of the country in terms of making materials available to schools districts and states that needed it, by materials. So Juan de Dios Solis, who had been director of bilingual education at TEA after Severo Gomez and I think even Arturo Gutierrez, he then became the director of the dissemination center. There were other Texans involved in this network, there were materials development centers in Fort Worth, there was the resource center at IDRA, the, what do you call it, I forgot the name, but the MRC's that were providing services to school districts. Texas had 2, one at IDRA and one at the Southwest Educational development laboratory. And you have to know, that Texas has bilingual Education, I think really has some of the strongest leaders coming out of Texas because it was back in the 60's, early 60's, when Dr. Tug Anderson and Mildred Boyer wrote, that very, did that extensive research on bilingual education that really set the stage for bilingual education not only in Texas but all over the country. So, I believe that we have something going in Texas that other states don't have, and I've thought about that because states like California where the largest population of Limited English Proficient students resides, have rescinded bilingual education mandates, and Arizona where you know, there's a substantial percentage there, they have also rescinded, and Massachusetts which was the first state to mandate bilingual education and what makes Texas different? I think it's the heritage of this state. The fact that I think, of all the states, this state shares much more border with Mexico, much more, you know, frontier with Mexico than any other state. We have a constant dependency on our population south of Texas and they on us, and we cannot do away with bilingual education and survive as a state and I think this is something that not just bilingual educators feel, but I think this is something that the state legislature, the state government, state business understands so that's my feeling as to the inability of the UNS movement to really get any headway in Texas. Other than also we don't have these referendums like they have in other states so that helps too.

Interviewer: Any thoughts on the future of bilingual Ed. In Texas, given what you've just shared with me?

Seidner: Well, you know the two way bilingual programs in Texas are really wonderful, I guess it's sort of like the bright star in the horizon because we have increased those programs through well over 250 or so throughout the state that provide dual language or two-way bilingual programs, where English speaking students and non-English speaking students are together in classes to both learn each other's language and continue learning in those languages. We are still in this country, and even here in Texas under the assumption that it is not in the interest of the country to have bilingual, fully bilingual, bicultural and actually well-educated personnel, persons, in all spheres of life, that can communicate with professionals not only here, in this country, but also in the countries to the south of us.

This is so important, because the economy of the United States is now no longer here, it's all over the world. So it's really important for bilingual educated individuals to be the product of our schools. Yet, the bilingual education programs that are in place all over this country are really transitional programs that are there only to help the student gain the academic background that, I guess the academic knowledge that they need and then eventually move on to English, and then, the other language is forgotten and I think that the two-way bilingual program is the true bilingual program that we all thought about way back, in the late, early 60's and middle 60's, and that is what we thought, that there should be, everyone should be bilingual, Texas, everyone in Texas should be able to speak both English and Spanish because this is such an important part of the culture of the state but also of the commerce, and of the business and political stance of the state.

This state is so different, from others, in that our population is, the Hispanic population in this state is a large percentage of the state population, but at the same time it is, consists of a population that is not, just sort of has cut off the roots from their native country. A lot of the Mexican-American's in Texas maintain a very strong relationship with Mexico and because of that Spanish is a very crucial language for personal reasons but for economic reasons, no one ever says that it is not. It is so important for us to be able to do work with, and commerce Latin America and Mexico particularly.

Maria Seidner: IN SPANISH: something about how politicians are like cool cats; talking and talking without saying anything

People at a Rally

Man at a podium: "Hey I know yall are on vacation this week, I wanna thank yall for spending your time here. The court says we have to fix our public school system, I hate that when only do this when the court says we gotta do it. But the court said we got three problems with public schools in Texas and the biggest problem is that they're not providing an adequate education for our school children. So the court said you need to spend at least 5 billion dollars more, but legislature in house bill only proposes to spend 3 billion dollars more, most of that is

dedicated to new mandates. It doesn't meet the constitution or the courts requirements and we can do better than that.

Break

Same Unidentified man at a podium: "...Highland Park out of the system and we'll never get them back in if this bill passes. And we'll never have the parents in Highland Park in the same boat with the parents of Krugerville ISD and we'll never enable the kids of Krugerville to have

Break

"... equity, or property tax requirements that the court or the constitution. We went ahead and put a bunch of junk in the bill that messes up education while we were at it. So we added a whole new regime of standardized tests to an already over burgeoning testing system.

People: Start chanting "No more TAX"

Man: "...so what the bill does..."

Break

Man: "Teaching and Learning in the classroom. It's not that we don't wanna cut property taxes, we do,

Break

Man: "If we do we need to do it the right way. So I applaud you guys for being here today to help us get this bill right. Thank you for being here."

Oral History

Eliot Shapleigh

Shapleigh: My name is Eliot Shapleigh; I am the senator from El Paso, Greatest city in Texas, obviously the capital of the border, the frontier of the future. I filed a two way – dual language – bilingual bill this session. I think we oughta start calling it two-way/dual language because really what we're talking about is the future of educated citizens and this state, especially in this country we need to look at that as our future. This state is the biggest trading partner with Mexico and increasingly, our view is looking south. What we've seen in California and other miles are that if you do it wrong it has disastrous results. The California, what I call the cold turkey solution, means that kids drop out; kids fail because you're using a pedagogue, and a curriculum that just doesn't work. So what we need to do and what we've done in El Paso, and Canutillo, we've done it in Isleta, parts of the El Paso district, parts of the saguaro district, is go to two-way dual language. We're having our first seniors graduate and we have the data that shows that the Hispanic cohort in El Paso county, we're doubling the rates say in Dallas or

Houston, and so it has absolute, we now have absolute proof that this works in Texas, We have the Cayenne-Thomas study nationwide about why this works, and what we need to do is set a clear goal as we go into the next century of educating our kids.

Interviewer: Thank you so much Senator Shapleigh and thank you for your support.

After Senator Shapleigh's interview

Unidentified Woman: We need more teachers elected to the Texas legislature, and we need teachers elected to state-wide office, and it's really up to you. We in the Texas Senate are so very very grateful to you that you are spending your spring break here at the Texas capital. We know that you will speak loudly and clearly and persuasively (says something in Spanish, crowd cheers). We get to work with you to continue to work with all teachers because it is you who knows best, it is you that has the expertise, and it is you who will help us, in the Texas senate rewrite House Bill 2. It is a pleasure work with you and to listen to you and to cooperate with you but I hope that you are relentless in your effort and that above all we prioritize equity and that we will ensure that every Texas child, regardless of place of birth, will have access to excellent, not adequacy, excellence in education.

Unidentified Man (possibly Senator Shapleigh): "...Teachers in the classroom paid for what they do. Well let me ask you this, how did we get to a debate, where the debate is not about a great education and an educated work force, it's about tax cuts to people that make more than 100,000 dollars? Because when you look at house bill 2 and House Bill 3 and take it together, that's all it does. It takes property taxes down, shifts it to sales taxes, the top 3 percent get a tax cut and the rest of us go home. And the sad part is, we're not doing the job of educating our children. You know I'm gonna borrow a line from a wife of a president of recent memory, I tend to forget his name, but I think she said Just say no to something. So I want you to help me say "Just say no to house bill 2". Thank you. Thank you for coming here today, and I hope next week there's 10,000 of you saying it, it's too important to give up on our kids. Education is the future of our state and the future of every Texan. Thank you."

Unidentified Man: Buenos Tardes! There are some teachers out there. Woo! Absolutely... Well as Amy correctly pointed out I served for three years on the Dallas Independent School District board of trustees, and both of the times I ran for that I office I was supported by the American Federation of Teachers, Thank you for your support. But what you fail to mention is probably something even more important and that's the fact that I am the son of a public school teacher. You see my mother is not only a first grade bilingual education teacher, but she is, wait let's give it up for Bilingual education! She is not a bilingual education teacher, but she is a 25 year veteran teacher and she is a member of united teachers of TABE. So I wanna let you know that she is a strong and proud union member ..."

Break

Unidentified man: "...bilingual educators. We have the president of TABE with us today."

Sandra Acosta: "Good afternoon. My name is Sandra Acosta; I am the president of the Texas Association for Bilingual Education. How many of you have English Language Learners in your classroom, I'd like to hear your voices. Of the 4.3 million school children here in the state of Texas, almost 700,000 of those children are English language learners and growing. We know that over the past 10 years, the rest of the population, school population grew at a rate of about 20%. This particular population grew 113%. I want to thank the Texas federation of Teachers for inviting TABE to participate in this lobby day, but most of all, you our members for coming. Your commitment and sacrifice are appreciated and will make a difference for kids. We are at a crossroads in Public Education. The state has asked us as teachers and school districts to be accountable and we have complied. The state has asked us to work with less, and we have complied. The state and federal government have and continued to mandate more testing, which severely burdens our time to teach our kids, and we have complied. Our official day of 8 hours is more like 10 to 11 to 12 hours a day, and that's not counting weekends, afterschool, and summer training. We are now at a crossroads in public education. This fight about funding is not about kids, it's about greed. It's about taking dollars away from kids and the classroom and giving it to the rich, the very people who should pay more. Thank you very much. We must defeat house bill 3. If we defeat house bill 3, we can stop and defeat House bill 2. As public school teachers we maintain our most precious institution, a mainstay of democracy, our public schools. We cannot allow special interests to dismantle our schools through neglect and lack of funding. We have done our part, and the legislatures must do their part by funding our schools with new dollars, not the same recycled money. Not by giving us more money, which is really less because schools are expected to pay with local funds what is the state's obligation, and fund unnamed, unfunded mandates. The legislature must increase funding with real dollars. This is why we are against house bill 3. We must increase funding for bilingual programs for our English language learners, for our special populations, we need funding for our teacher education programs. Talk to your legislators, thank those representatives who have gratefully stood up for public education and voted against house bill 2, and today we hope, will be voting against house bill 3. Today united we are one voice. (Says something in Spanish)

Unidentified Woman in pink: "...and then this right here is the comedy of errors, and we went to state with this play. Shakespeare's comedy of errors, we went to state with that.

Man filming: "Very cool."

Unidentified Woman: "This is high button shoes."

Man: "might be a little too shiny"

Woman: "ok, let's see. We went to state with this, this Midsummer night's dream."

Man: Is there anybody in there?

Woman: well this girl is an actress in New York, he is in New York acting, she is working for the Metropolitan Ballet Company, and he is the young man I just showed you, that had the movie that he's just finished with Robert Duvall and he's at TCU, getting ready to graduate this year. And this young man is George Devalla, right here, is at TCU right now, and he is majoring in Theater, very good actor. She was also our star in the Wizard of Oz. She is just amazing talent, her name is Leslie McDonald. And there, ooh Brad Romney had a wonderful voice and singer. Right now he's doing his mission in China. Then he will come back and major in Music at Brigham young. And this is our Annie; she's an actress in New York and has a band in New York. This young man right here, is Tony Maze, he is a producer and director and actor in New York. And Leslie Sigma is an opera singer.

Man: Wow, my goodness.

Woman: This young man right here was Malvolio in our 12th knight, and he graduated with a degree in film. Tony again, in another show, now these are all shiny.

Man: Let me get a big pan of the whole wall.

Woman: This is George Devalla, is that too shiny? That's from guys and dolls. He's majoring in theater and Katrina is a singer, and probably is, well here from her, she is a terrific singer. And, this is our wizard of Oz, this is our Dorothy. We had a real dog, and we flew everyone, we had flying monkeys and I had a wonderful tornado. Now there are so many pictures I don't have in here of all the shows. This is just a sampling of probably the last few years. I have a lot more of them. And you can see the trophies; we get for our winter play. We're having an exciting year.

Man: That's great

Woman: This young man right here is...

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