



EL Support Division Updates Live Meeting with LEAs and ESCs

Friday, November 5, 2021

Division of English Learner Support



Julie Lara
Director



Amy Johnson
Bilingual Coordinator



Xóchitl Anabel Rocha
Dual Language Coordinator



Carlene Thomas
ESL Coordinator



Rickey Santellana
Title III Coordinator

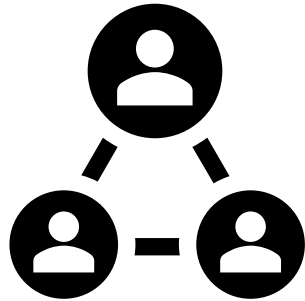


David Miralrio
LEE Public Policy Fellow



Johnny Solis III
LEE Public Policy Fellow

Logistics



Use the chat to engage and reflect on the information.



Use Q&A feature for questions or send to your ESC representative to be answered at the end during ESC roll call.

We equip school systems to increase awareness, promote equitable access, and improve outcomes for all special populations.

English
Learner
Support

Highly
Mobile &
At-Risk

Gifted &
Talented



Our Goal Is...

To lead the increase of achievement and equity of emergent bilinguals throughout Texas and we invite each of you to join us along this journey. Together, we must create an impact that reaches every part of the state.



Agenda

Guests

EL Support Division Initiatives

Agency Updates

Content-Based Language Instruction Highlight

Title III Updates

Announcements / Reminders

LPAC Updates

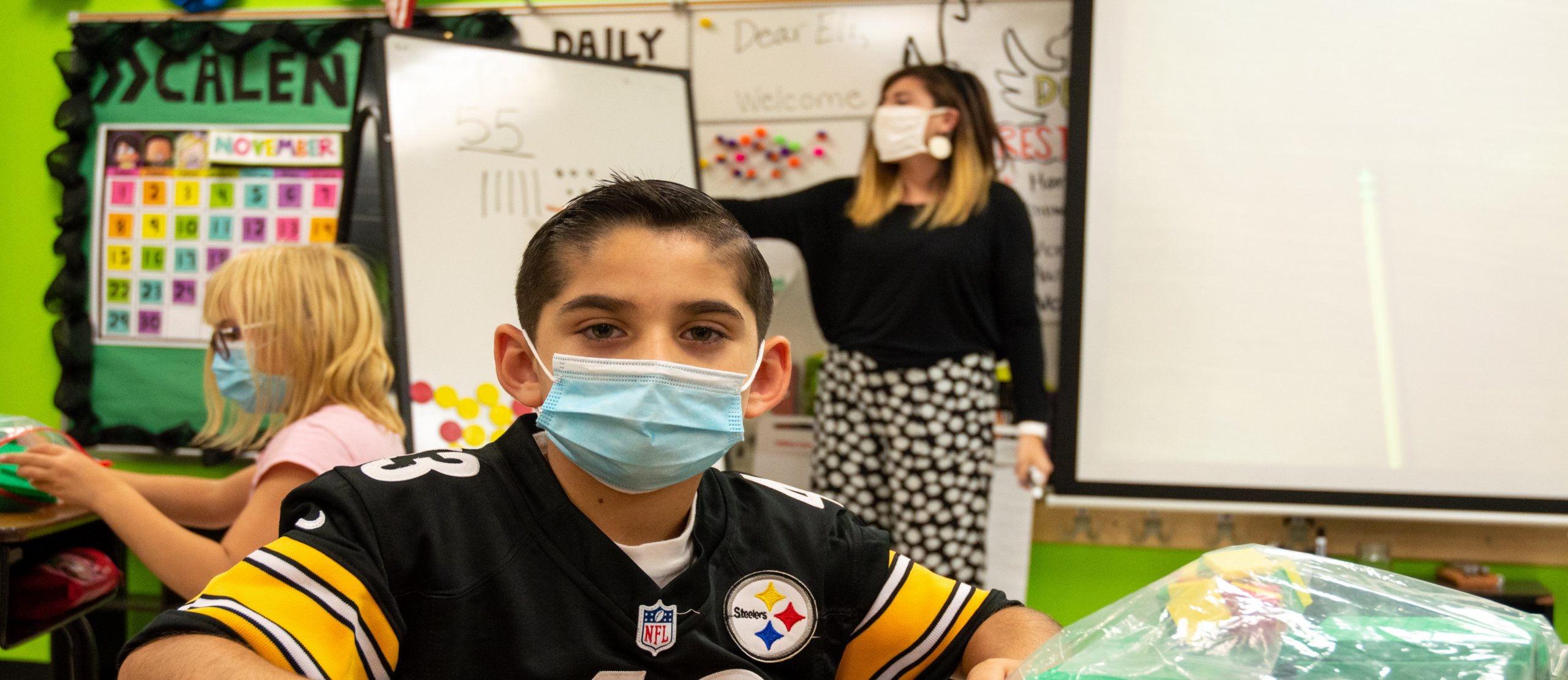
Q&A – ESC Roll Call

Ice breaker



The holiday season has begun!

- *In the chat, please share something memorable you did this year for Halloween or Día de los Muertos.*



TEA

Guests

Guests



Justin Jons

Manager of Student Attendance
Financial Compliance Division

Justin.jons@tea.texas.gov

Susie Coultriss

Director
Division of Special Population Monitoring

Susie.coultriss@tea.texas.gov



The background of the slide is a photograph of a classroom. In the foreground, a young boy with light brown hair is wearing large black headphones and looking down at a laptop. He is wearing a dark blue t-shirt. In the background, other students are visible, some working on laptops. The image is slightly blurred to make the text stand out.

Division of Special Populations Monitoring(SPM) Updates

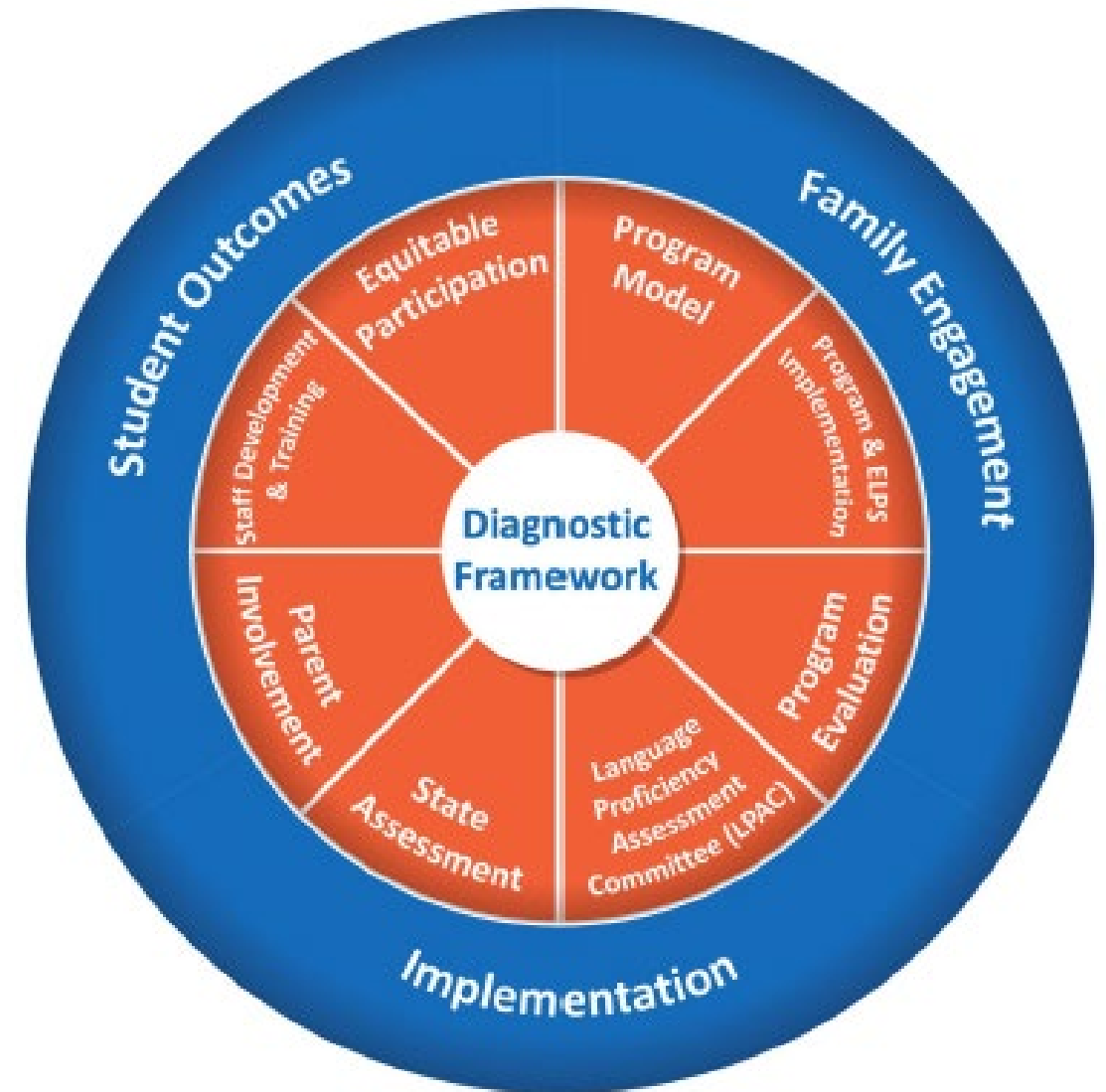
**Division of Special Populations Monitoring
Department of Review and Support**

Division of Special Populations Monitoring

Save the Date

Activity	Audience	Date
ESC BE/ESL and OSP Self-Assessment Overview	ESCs	November 9, 2021 (at 10:00 a.m.)
LEA BE/ESL and OSP Self-Assessment Overview	LEAs	December 1, 2021 (at 10:00 a.m.)
Strategic Support Plan (SSP) Submission	LEAs	December 17, 2021

BE/ESL Diagnostic Framework



Self-Assessment Organization

Domains

Implementation
Student Outcomes
Family Engagement

Probing Questions

Sources of Evidence

Quality of Implementation Level

Justification

BE/ESL Self-Assessment RDA Indicator Crosswalk

BE/ESL Self-Assessment Strategy	RDA Indicators										
Implementation	1	2	3	4	5	6	7	8	9	10	11
1. Alignment of Mission, Policies, and Procedures											
2. Program Models	X	X		X		X	X	X	X	X	
3. Equitable Participation	X	X		X	X	X	X	X	X		
4. Supports for At-Risk Students	X	X		X	X	X	X	X	X	X	
5. Implementation of ELPS	X	X	X			X	X	X			
6. Instructional Placement	X	X				X	X	X			
7. Instructional Materials											
8. Planning, Monitoring, and Support	X	X	X	X		X	X	X	X	X	X
9. Acquisition and Retention of Staff											
10. Staff Development Needs Assessments	X	X		X		X	X	X			
11. Language Proficiency Assessment Committee (LPAC)	X	X	X	X	X	X	X	X	X	X	X
12. Home Language Survey (HLS)											
13. DLI Program Evaluation	X	X		X		X	X	X	X	X	
14. ESL Program Evaluation	X	X		X		X	X	X	X	X	
15. Transitional Bilingual Education	X	X		X		X	X	X	X	X	
Student Performance	1	2	3	4	5	6	7	8	9	10	11
1. State Assessment Data Analysis	X	X	X	X	X	X			X	X	
2. TEKS Mastery	X	X	X	X	X	X			X	X	
Family Engagement / Parental Involvement	1	2	3	4	5	6	7	8	9	10	11
1. Parental Involvement									X	X	

X = RDA Indicator that applies to the identified BE/ESL Self-Assessment Strategy

X= Required for 2021-2022; X= Optional for 2021-2022; Required for 2022-2023

Program Determination Levels (DL)

2021 BE/ESL Associated Determination Levels for LEAs

Determination Level	DL	# of LEAs	% by DL
Not Assigned	No DL (NA)	105	8.72%
Meets Requirements	1	869	72.18%
Needs Assistance	2	173	14.37%
Needs Intervention	3	46	3.82%
Needs Substantial Intervention	4	11	0.91%
Total		1204	100%

Results Driven Accountability (RDA)

Determination Level	DL1	DL2	DL3	DL4
Determination Category	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention

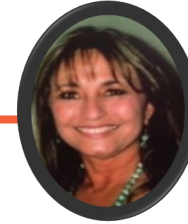
Optional to complete the BE/ESL and/or OSP Self-Assessment and the SSP

If LEAs complete these documents, they are retained at the local level.

LEAs are required to complete the BE/ESL and/or OSP Self-Assessment and the SSP.

The LEAs submit these documents to TEA through the Ascend Platform.

Division of Special Populations Monitoring (SPM)



Susie Coultriss

Director

Division of Special Population Monitoring

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Direct Line: 512-463-8363



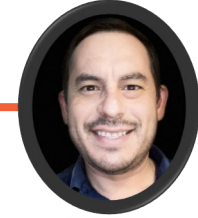
Ronald Bragg

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TEA

Agency Updates

SB 15 Guidance FAQs



Senate Bill 15 Frequently Asked Questions (FAQ) October 7, 2021

Overview:

This FAQ addresses questions related to Senate Bill (SB) 15, which was signed by the governor on September 9, 2021. SB 15 allows for LEAs to receive full ADA for remote instruction meeting requirements set by SB 15 offered at any time during 2020-21 school year. The Texas Education Agency (TEA) has released a [To the Administrator Addressed \(TAA\) letter](#) with an overview of SB 15, relevant [proposed Student Attendance Accounting Handbook language](#), and upcoming Texas Education Agency (TEA) supports for LEAs seeking to learn more.

LEAs have begun seeking guidance on next steps to implement local remote learning in accordance with SB 15. The TAA referenced above and this FAQ document have been prepared to support LEAs in planning in alignment with SB 15.

Questions are organized into the following sections:

- [LEA Eligibility](#)
- [Funding](#)
- [Student Eligibility](#)
- [Funding & Enrollment](#)
- [Implementation Requirements & Considerations](#)
 - [Special Populations](#)
 - [Program Design & Implementation Considerations](#)
 - [Staffing and Professional Development](#)
 - [Partnerships](#)
- [Options for Remote Learning \(SB 15 and beyond\)](#)

SB 15 Guidance on Remote Learning for Emergent Bilingual Students/ English Learners



Overview

With legislation addressing remote instruction pending in the second called 87th legislative session, the Texas Education Agency's Division of English Learner Support has drafted guidance on supporting emergent bilingual (EB) students in [remote learning settings](#). Please note that, as a result of Senate Bill 2066 of the 87th Regular Session, the term of emergent bilingual (EB) student has replaced limited English proficient (LEP) student in the Texas Education Code, and thus will be replacing English learner (EL) in the Texas Administrative Code and supporting guidance documents.

Frequently Asked Questions

- 1) If the family of an EB student who participates in the ESL program of a local educational agency (LEA) opts for a remote learning setting, is the LEA required to continue ESL program services in the remote setting?

Yes. The LEA must continue ESL program services for EB students if participating in a remote learning setting, which includes providing the appropriately certified teacher(s) for the ESL program. If the EB students participating in a remote ESL program prior to November 1, 2021 do not receive at a minimum their English reading and language arts instruction by an ESL certified teacher to fulfill the requirements of an ESL pull-out model, an ESL waiver must be filed by the LEA, and a temporary alternative language program will be in place in accordance with 19 TAC §89.1207.

- 2) When an LEA has a bilingual program that is provided in person and is not offered as a remote learning option, what are the procedures for placing and coding EB students currently served in a bilingual program in a non-bilingual program remote learning setting?

- Parents of EB students currently served in a bilingual program who are requesting access to the remote learning option must be informed that the student's current bilingual program services will be offered in-person only, not remote.
- If parents choose the remote learning option with the understanding that bilingual program services will not be offered, the LEA should do the following:
 - Obtain parental approval to deny bilingual program services, encourage parents to consent to receive ESL program services, and place the student in a remote learning setting with a minimum of reading and language arts instruction provided by an ESL certified teacher (to fulfill the requirements of an ESL pull-out model). The LEA may create a form specific to the remote context in which the parents temporarily deny bilingual program services in order to participate in a remote learning setting, or the LEA may use its standard form already in place for parental denial of bilingual program participation and acceptance of ESL program participation.
 - Code EB students previously served in a bilingual program and now participating in an ESL program as follows, based on the [Code Guide for Bilingual and ESL Program Association](#):
 - LEP/EL Indicator: 1 (identified as an emergent bilingual)
 - Parental Permission: A (denied bilingual program, consented to ESL program)

Questions? Contact EnglishLearnerSupport@tea.texas.gov

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TEA

Title III Updates

Title III, Part A – Planning for Success

Title III Engagement Opportunities

Engagement Planning Tool – Phase 1: Needs Assessment

Progress Monitoring Tool

Linguistic Instructional Alignment Guide – Chart students by individual language proficiency ratings (page 16)

ANALYZE and EVALUATE: What does the data indicate is needed to increase family engagement and community engagement?

PHASE 1 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

GATHER DATA: What do we know about English learners, their families, and the community?
Prepare for the process of planning this year's engagement activities with **PHASE 1: Needs Assessment** by gathering data about English learners, their families, and the community.

PHASE 1 Guiding Questions

Notes

To ensure your data is saved, download the form to your desktop before entering information.

LEA/Fiscal Year:

Assessment Year:

Completed By:

LEA is defined as a public school district, open-enrollment charter school or regional education service center.

ENGAGEMENT PLANNING TOOL

Parent • Family • Community

PHASE 1

Needs Assessment

Planning & Implementation

Engagement & Evaluation

Communication of Outcomes

Needs Assessment

The LEA reviews its current demographics related to the English learner and immigrant populations to ensure the parent, family, and community engagement events scheduled target specific needs. The LEA reflects on their current practices in partnership with parents, families, and community partners in ways to support the cultures and traditions of their population. Strengths and needs based on the data are identified, initiating the second phase of the planning process.

REFLECT: What did we do last year? What was the outcome?
List and describe the types of events implemented in the previous year and the outcome of each.

Engagement Type	Events Planned	Outcome	Evidence
Parent			
Family			
Community			

PHASE 2 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 2 Guiding Questions

Notes

Title III Purpose:

To increase English language proficiency

To provide academic intervention

To help parents become more active participants in the education of their children

PHASE 3 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 3 Guiding Questions

Notes

PHASE 4 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 4 Guiding Questions

Notes

PHASE 5 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 5 Guiding Questions

Notes

PHASE 6 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 6 Guiding Questions

Notes

PHASE 7 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 7 Guiding Questions

Notes

PHASE 8 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 8 Guiding Questions

Notes

PHASE 9 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 9 Guiding Questions

Notes

PHASE 10 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 10 Guiding Questions

Notes

PHASE 11 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 11 Guiding Questions

Notes

PHASE 12 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 12 Guiding Questions

Notes

PHASE 13 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 13 Guiding Questions

Notes

PHASE 14 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

PHASE 14 Guiding Questions

Notes

PHASE 15 Guiding Questions

Engaging Parents:
How do school leaders build capacity for teachers

Notes

[illegible]

TAA Letter: Approved ESSA Fiscal Waivers

Impacts to Grantees:

- This waiver relates to the **2019-2020 ESSA funds** that would have otherwise expired on September 30, 2021.
- TEA is extending the end date to June 30, 2022.
- LEAs will have two open grant applications running concurrently.
- Any 2019-2020 funds not drawn by June 30, 2022, will be forfeited by the LEA and returned to the federal government.
- The budget amendment deadlines for these two grant applications have also been extended to April 1, 2022.



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	September 16, 2021
SUBJECT:	Approved ESSA Fiscal Waivers
CATEGORY:	Federal Grants
NEXT STEPS:	Share with federal program staff and business office

The novel coronavirus (COVID-19) continues to impact operations in over 1,200 local educational agencies (LEAs), as well as private schools, in Texas. To assist LEAs affected by COVID-19, TEA requested and was approved for fiscal waivers to provide subgrantees additional flexibility under Every Student Succeeds Act (ESSA) programs like the waivers that were offered by USDE in the prior school year. These waivers will provide LEAs with greater flexibility to effectively implement their federal education grants to serve the intended beneficiaries.

The following ESSA requirements have been waived:

1. Title I, Part A Carryover:

Carryover limitation in section 1127(b) of the Elementary and Secondary Education Act of 1965 (ESEA) for Federal fiscal year (FFY) 2020 Title I, Part A funds.

Impact to Grantees:

- This waiver is related to the Title I, Part A funds that will become carryover funds on October 1, 2021.
- Any LEA that exceeds the 15% statutory limitation on Title I, Part A carryover will automatically receive this federal, statewide administrative waiver.
- The LEA does not need to do anything to take advantage of this waiver. Once carryover is calculated, Texas Education Agency (TEA) Grants staff will automatically apply this waiver and notify the LEA if any additional information is needed.

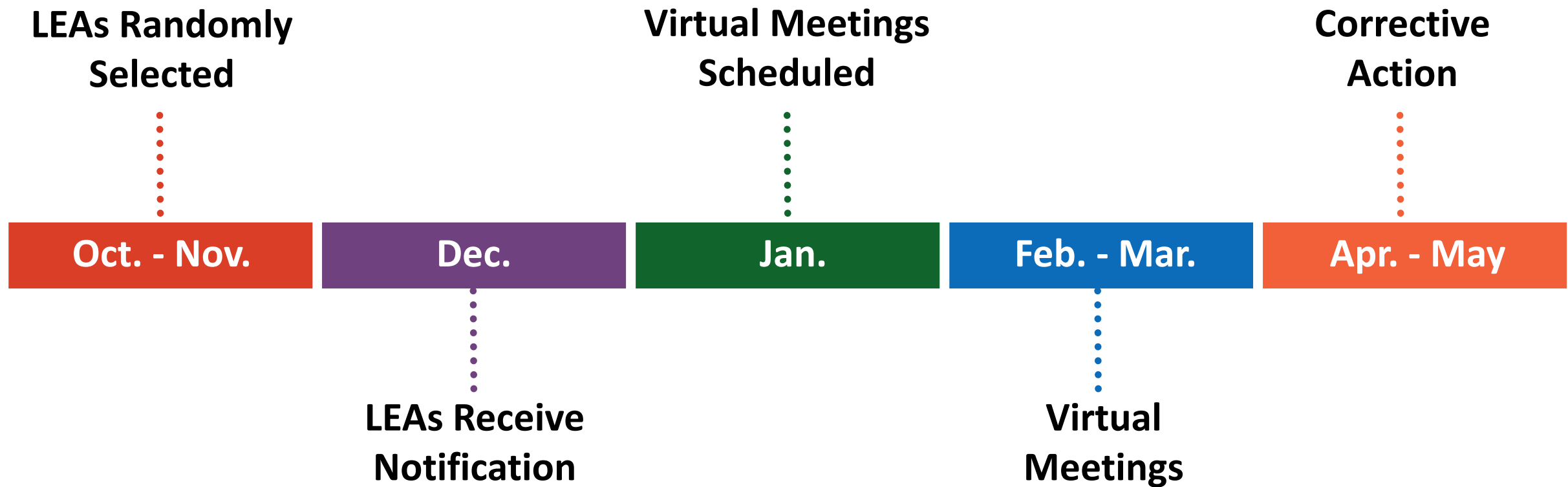
2. Period of Availability:

To extend the period of availability, in section 421(b) of the General Education Provisions Act (GEPA), of FFY 2019 funds for the following ESSA programs to September 30, 2022:

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs), including the portions of the SEA's Title I, Part A award used to carry out section 1003 school improvement, and Title I, Part D, Subpart 2
- Title I, Part B of the ESEA (State Assessment Formula Grants)
- Title I, Part C of the ESEA (Education of Migratory Children)
- Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)
- Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- Title IV, Part B of the ESEA (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)



2021 Title III Validation Timeline



Note: LEAs will not be asked to submit any documentation as a part of their initial notification.

T3PA-ELA: Allowable Supplemental Activities

ESSA Application: PS3106

- ☐ Supporting development and implementation of LIEPs (**preparing for program model transition**)
- ☐ Enhancing existing LIEPs and programs for restructuring and reforming schools with English learners (**no plans to change program model**)
- ☐ Supporting implementation of school wide programs
- ☐ Supporting the development and implementation of preschool programs
- ☐ Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures
- ☐ Improving instruction of English learners with disabilities
- ☐ Providing tutorials, career and technical education
- ☐ Offering programs to help English learners achieve success in post-secondary education
- ☐ Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families

T3PA-Immigrant: Allowable Supplemental Activities

ESSA Application: PS3114

- ☐ Provide family literacy, parent and family outreach, and training activities designed to assist parents
- ☐ Provide tutorials, mentoring and **academic or career counseling**
- ☐ Provide activities coordinated with community-based organizations, IHEs, private sectors, or other entities with **expertise in working with immigrants**, to assist parents by offering comprehensive community services
- ☐ Provide **recruitment** and supports for personnel, including teachers and **paraprofessionals** who have been specifically trained or are being trained to provide services to immigrant students
- ☐ Assist in identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with Title III, Part A funds
- ☐ Provide other instructional services designed to assist immigrant students achieve in elementary and secondary schools in U.S., such as **programs of introduction to the educational system and civics education**

Examples of Title III Supplemental Activities

- Supplemental Staff
- Supplemental Pay
- Instructional and/or Language Software
- Instructional Materials
- Tutoring (before/during/after school)
- Summer Programs (in addition to state required summer school requirements)
- Engagement Activities (including associated costs)
- Professional Development Opportunities
- Technology Devices & Equipment
- Wi-Fi Devices
- Post-Secondary Education Readiness

Examples of Title III Supplemental Pay Options

Title III supplemental pay to a contracted classroom teacher (Daily View)

Title III Funded	Local/State Funded	Title III Funded
7:00a.m. – 7:30a.m. (Tutoring)	7:30a.m. – 3:30p.m. (Instructional Time)	3:30p.m. – 4:00p.m. (Tutoring)

Title III supplemental pay to a contracted classroom teacher (Yearly View)

Local/State Funded	Title III Funded
August - May (187 Contracted Instructional Days)	June - July (Supplemental Summer Programs)

Helpful Title III Funding Reminders

Title III funds do not have a limitation of carryover amounts

Identification assessments must be purchased with local/state funds

Title III funds cannot be used for stipends, but can be used for supplemental pay

Supplement, Not Supplant rules do apply to Title III, Part A

Helpful Resources



[Txel.org](https://txel.org)



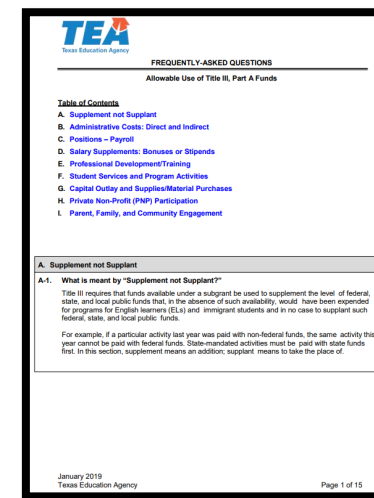
[Accountability & Compliance](#)



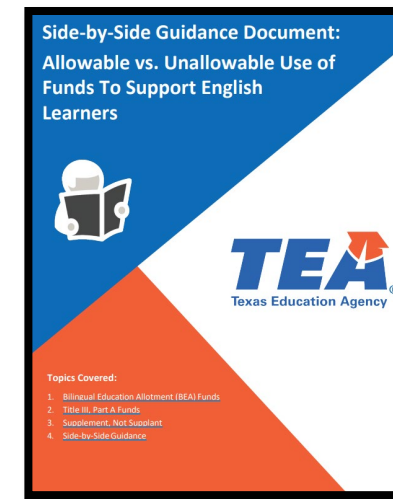
[Immigrant Connections
Supporting Educators and
Organizations](#)



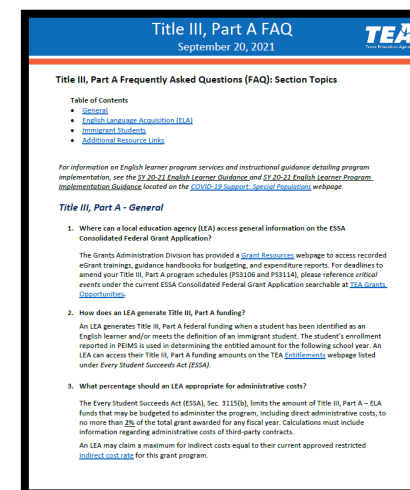
[Migration Policy Institute](#)



[Allowable Use
of Title III Funds](#)



[Side-by-Side
Guidance](#)



[Title III, Part A FAQ](#)



[Newcomer Tool Kit](#)





LPAC Updates

Updated 2021-2022 LPAC Resources

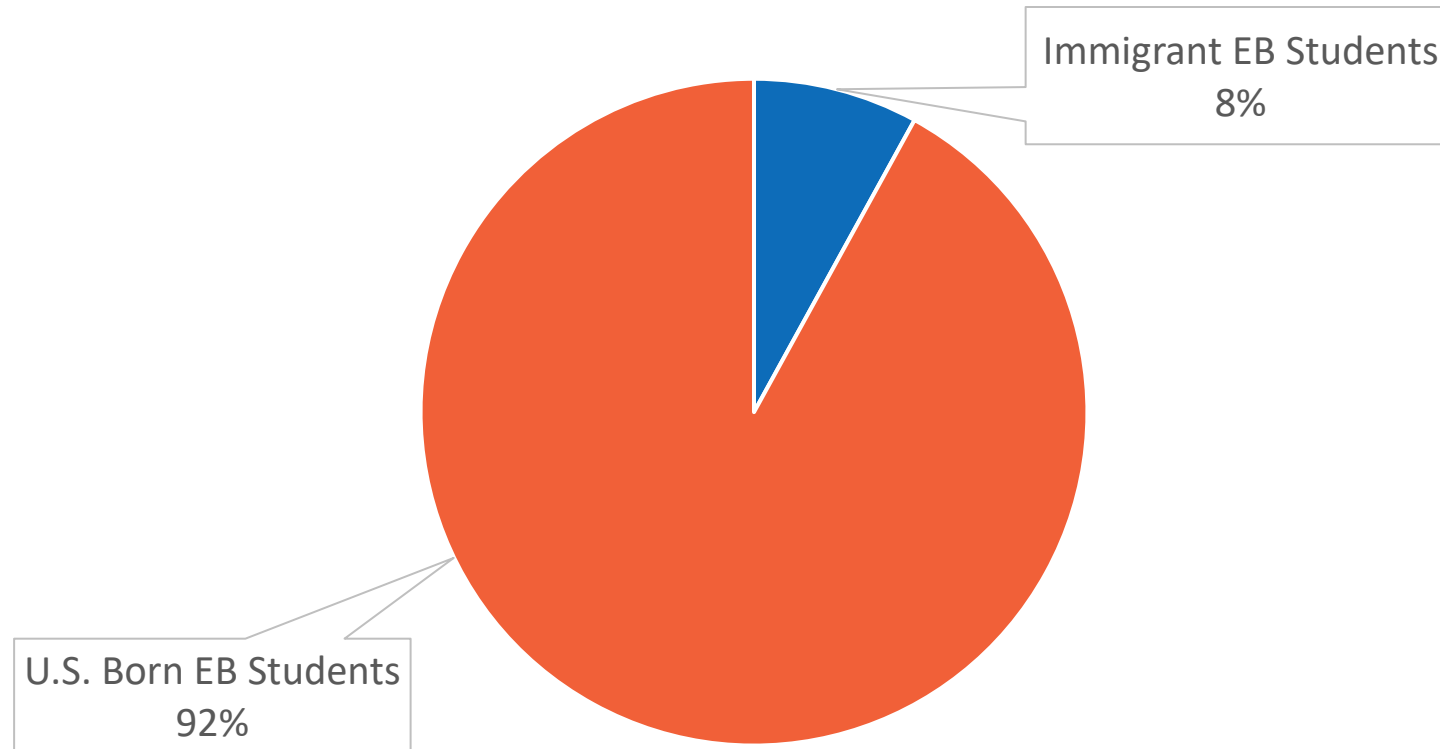
- [2021-2022 Middle-of-Year \(MOY\) LPAC Guidance Checklist](#)
- [Guidance on Identification and Placement of Emergent Bilingual Students/English Learners Prior to Kindergarten](#)
 - Includes revised [EB Student/EL Decision Chart for the LPAC](#) (with PEIMS codes)
- [2021-2022 Emergent Bilingual Student/English Learner Reclassification Criteria Chart](#)
 - Revised statement related to EB students who are blind/visually impaired.
- [2021-2022 Beginning-of-Year \(BOY\) LPAC Guidance Checklist](#)
 - Remember key info on extended fall PEIMS submission!



EL Support Division Initiatives

LEA Community of Practice: Supporting Newcomers

Identified Emergent Bilingual (EB) Students in Texas



[TEA Enrollment in Texas Public Schools 2020-2021](#)



Newcomer Leadership Academy

SERVING NEWCOMERS AND EMERGENT BILINGUALS

Dr. Patricia Quesada

Director of Bilingual Education, San Benito CISD

INTRODUCTION

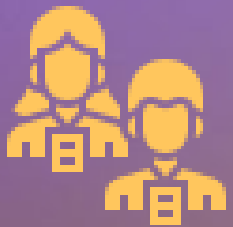
The **Newcomer Leadership Academy** started in San Benito CISD to equip, motivate and help newcomer students transition into their new lives in the United States.

The purpose of the academy is to provide students with robust systems, educational opportunities, and key resources to succeed academically, professionally, as well as in life.

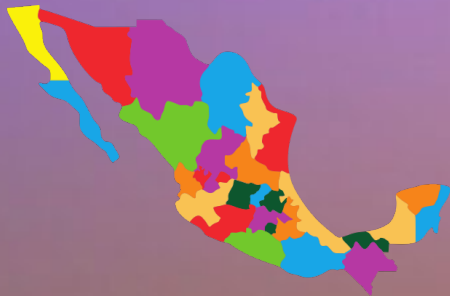
OBJECTIVES

The objective for the Newcomer Leadership Academy is to reach the following goals:

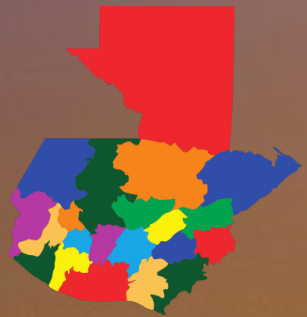
- Support the English language development of Emergent Bilinguals and Newcomers
- Help students adjust to their new culture while embracing their native backgrounds
- Create a safe learning environment with social and emotional learning support
- Expose newcomer students to college and career opportunities
- Equip students with skills and abilities to surpass the learning loss associated with the ongoing pandemic



65 Participants



Mexico



Guatemala



Honduras

Grades

THE PROGRAM IS DESIGNED
FOR 9TH-12TH GRADES

9-12

3

ESL Teachers

Ages

THE PROGRAM IS
DESIGNED FOR AGES 15-18

School

SAN BENITO HIGH SCHOOL



SAN BENITO VETERANS
MEMORIAL ACADEMY

School

SAN BENITO VETERANS
MEMORIAL ACADEMY

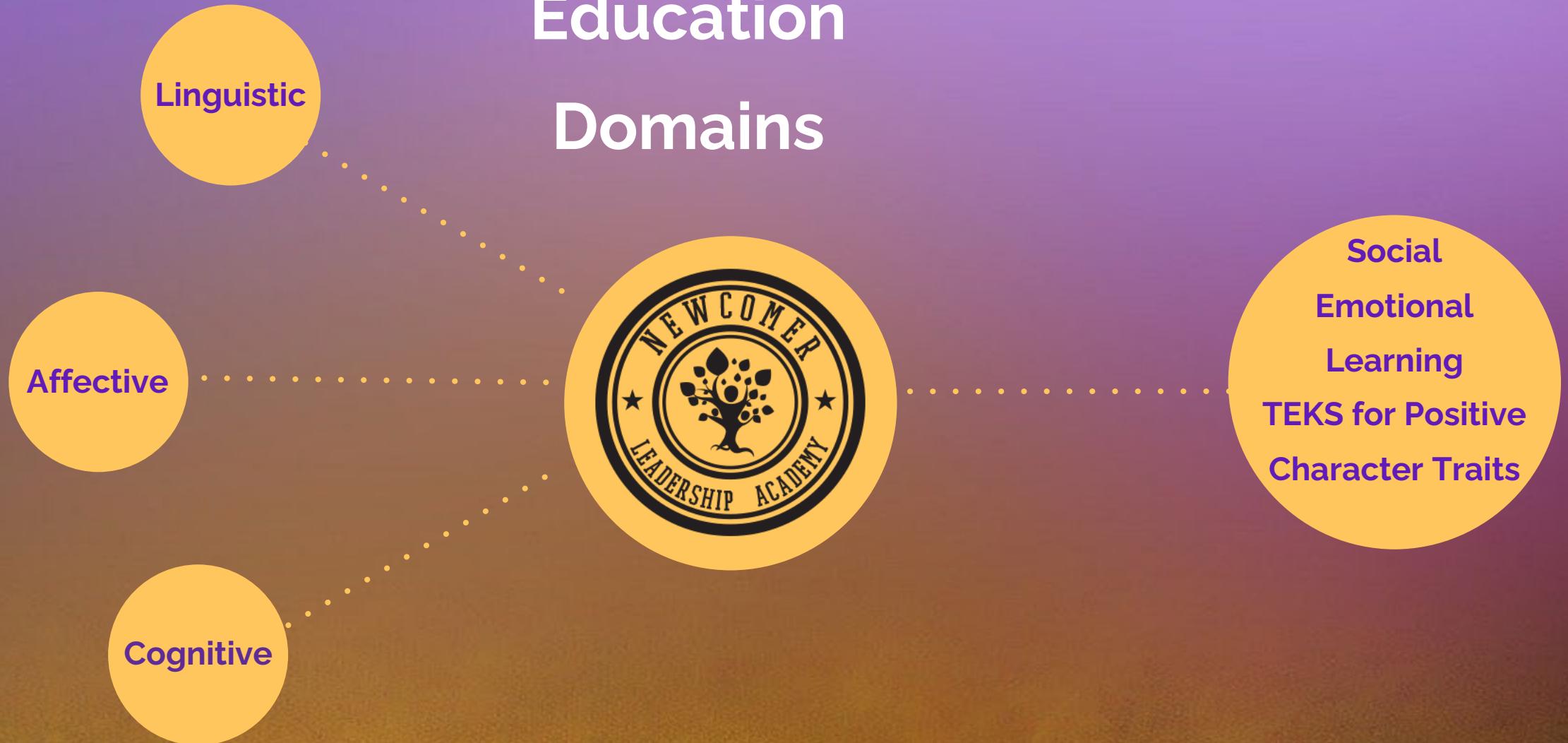
CURRICULUM

The 2021-2022 Newcomer Leadership Academy includes the following topics:

1. Embracing our Linguistic Identities
2. Social Emotional Learning
3. Mentorship
4. Self-Care Skills
5. College and Career Opportunities

The Newcomer Leadership Academy facilitates student presentations, professional development training for teachers and workshops for parents.

Bilingual Education Domains



Thank you

Dr. Patricia Quesada

Director of Bilingual Education, San Benito CISD

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956-361-6253



Visit SBCISD Bilingual
Website

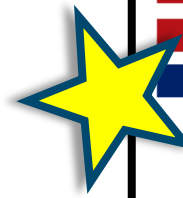


Texas Effective Dual Language Immersion Framework

TxEDLIF

The TxEDLI framework will be coming soon!

- The framework includes:
 - Essentials for DLI program implementation and sustainability,
 - The five essential levers,
 - Revised DLI rubric, stakeholder checklists, and success criteria, and
 - Resources to build knowledge on DLI pedagogy.



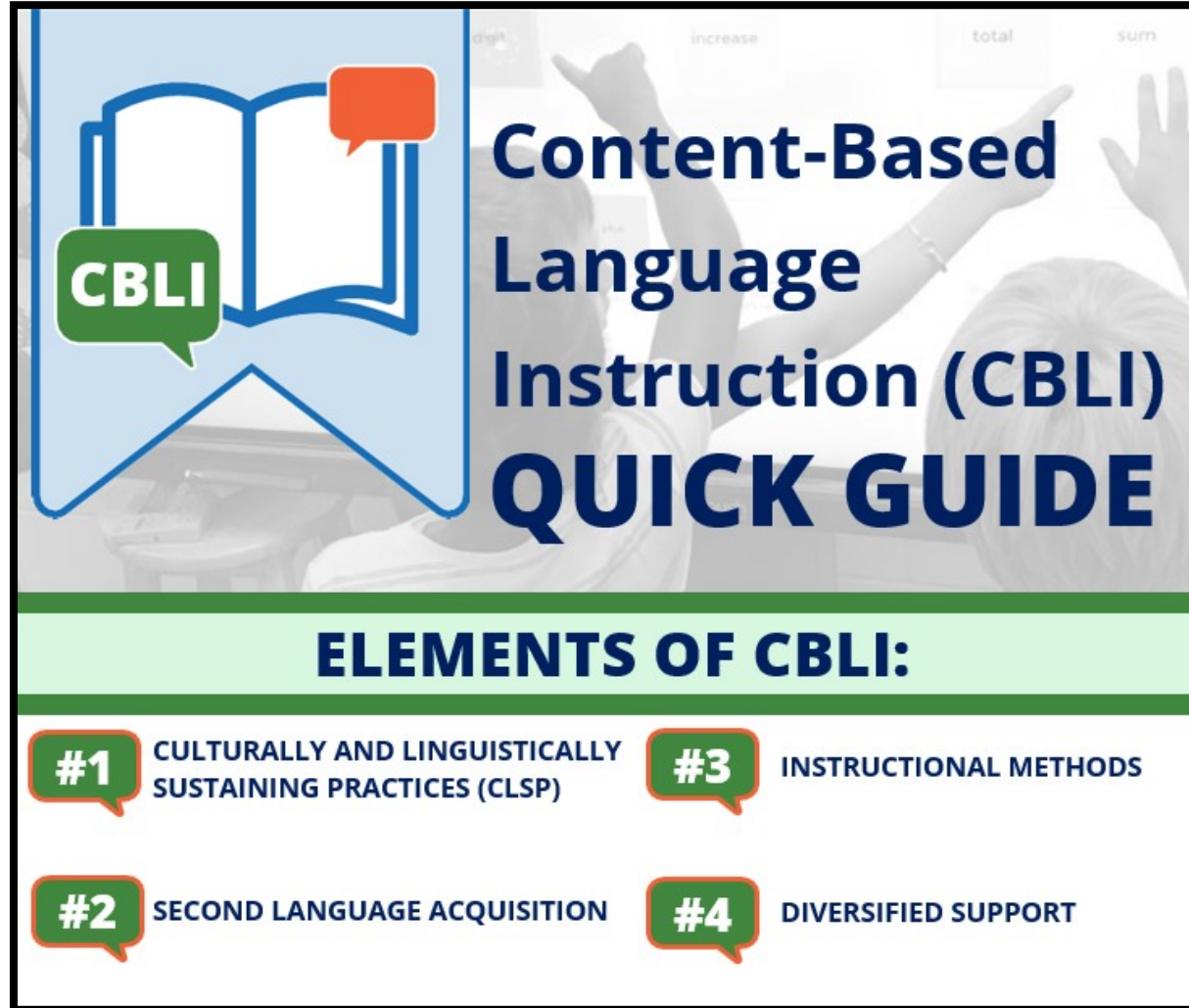
Program Implementation Overview Video





Content-Based Language Instruction Highlight

CBLI Quick Guide

The graphic is a vertical rectangle with a blue border. The top half has a light blue background with a stylized open book icon. A green speech bubble with 'CBLI' is on the left, and an orange speech bubble is on the right. The text 'Content-Based Language Instruction (CBLI) QUICK GUIDE' is in large, bold, dark blue font. The bottom half has a white background with a green horizontal bar containing the text 'ELEMENTS OF CBLI:'. Below this are four numbered items in green speech bubbles: #1 CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES (CLSP), #2 SECOND LANGUAGE ACQUISITION, #3 INSTRUCTIONAL METHODS, and #4 DIVERSIFIED SUPPORT. The background of the entire graphic shows a blurred image of students in a classroom.

Content-Based Language Instruction (CBLI) QUICK GUIDE

ELEMENTS OF CBLI:

- #1** CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES (CLSP)
- #2** SECOND LANGUAGE ACQUISITION
- #3** INSTRUCTIONAL METHODS
- #4** DIVERSIFIED SUPPORT



Announcements / Reminders

EL Summer School Reimbursement Update

Due to the unique challenges faced by LEAs during the pandemic, TEA provided LEAs with flexibility in meeting the FY20 EL summer school program requirements.

- **Summer of 2020 and/or**
- **School Year 2020-2021**

TEA needed to wait until the summer 2021 PEIMS submission to obtain data on all LEAs that met the FY20 EL summer school program requirement during the 2020–2021 school year. Data wasn't available until mid-October 2021.

TEA is currently working on FY20 EL summer school reimbursements to be sent out in November 2021.

Note: We will experience the same procedures for FY21 EL summer school reimbursements since TEA provided LEAs with the same flexibility in the FY21 EL summer school program requirements.

- **Summer of 2021 and/or**
- **School Year 2021-2022**

Upcoming Work Groups

Join us in developing new
statewide resources!

 **Subscribe Today!**

Txel.org

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Email Address

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☐ Resources for Parents and Families

☐ Resources and Updated Guidance for Educators

☐ What's New with Community Partners

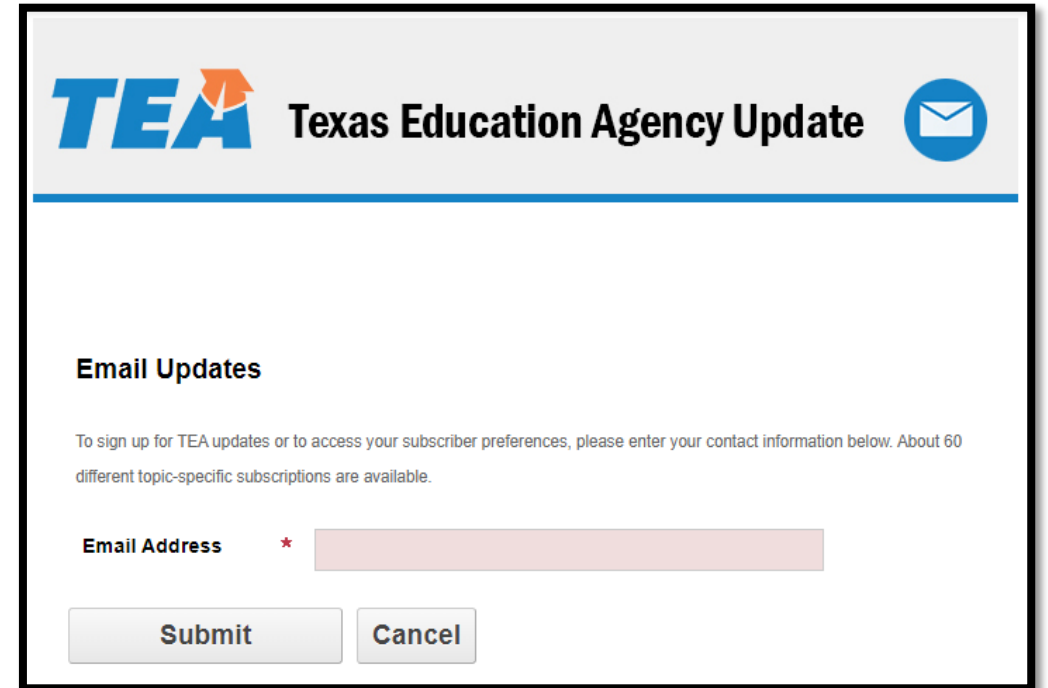
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The screenshot shows a web form for email updates from the Texas Education Agency (TEA). At the top, the TEA logo is on the left, followed by the text "Texas Education Agency Update" and an envelope icon on the right. Below this is a section titled "Email Updates". A paragraph of text states: "To sign up for TEA updates or to access your subscriber preferences, please enter your contact information below. About 60 different topic-specific subscriptions are available." Below this text is a label "Email Address" followed by a red asterisk and a text input field. At the bottom of the form are two buttons: "Submit" and "Cancel".

2022 Title III Symposium – Hybrid Event



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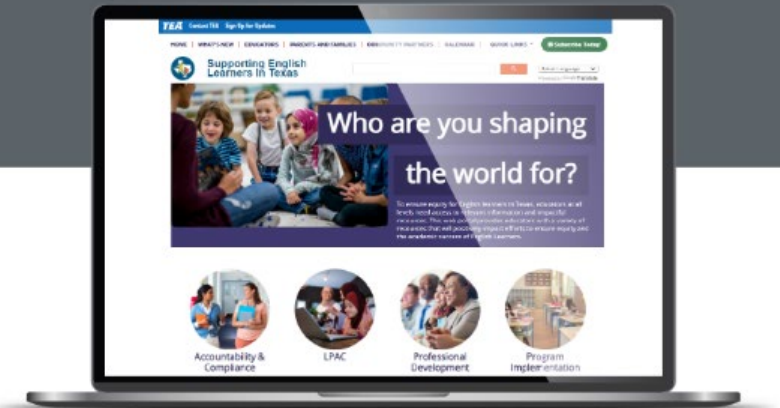


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- Up-to-date resources



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Contact Information

English Learner Support Division



(512) 463 - 9414



EnglishLearnerSupport@tea.texas.gov



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