

# English Learner Support Updates\_1\_15\_21

OK, good morning. I think we're ready to start. Thank you, Rob, for introing that.

Good morning, happy Friday. The first live meeting for the EL Support Division for 2021. Wow, time is just blowing by this semester. I want to thank you all for joining us. I'm Julie Lara-Martinez, the director, and I will turn it over to the team to introduce themselves really quickly before we get started.

Good morning. My name is Amy Johnson, I'm the bilingual program coordinator.

Good morning. My name is Xóchitl Anabel Rocha, and I'm the dual language coordinator.

Buenos dias, I'm Roberto Manzo, English Initiative coordinator. [NON-ENGLISH SPEECH], I'm Carlene Thomas, the ESL program coordinator.

Good morning. I'm Rickey Santellana, I am the Title III coordinator.

Awesome. Thank you, everyone. We wish we could see all of your faces and meet you all personally. But unfortunately, we can't. But anyway, thank you for joining us this morning. A couple of logistics, I know this is a webinar platform. So your mics are probably already muted. But if for some reason they are not, please go ahead and mute your mic. We do have the question and answer feature here in this webinar, but we also have provided a Padlet that has specific topics for questions. Please participate fully in any reflections or polls that we might have. We thank you for that. And follow along with the agenda that was linked on the live meeting page on the EL portal.

A couple of other things, as Rob might have mentioned, those of you who might be trickling in, if any one of your colleagues might be texting or emailing you that they are having any sort of difficulty accessing the link and/or hearing us, please have them contact the regional ESE distance learning support staff. And they will be able to help them directly.

All right, moving along. The Office of Special Populations, we have a True North statement that we read every time, and just to reinforce our commitment. And together we are committed to high expectations and strong systems of support that achieve equitable outcomes for students from special populations. Our EL division-- can we move slide please? Thank you.

Our goal is to lead the increase in academic achievement of English learners across the state, and we thank you all, all 551 of you who are on the call right now for joining us on this journey. And we hope that together we can create an impact that reaches all corners of this great state of Texas.

And the way that we do that, well-- [LAUGHS]

Exactly. The way that we are looking to impact students, we really wanted to share what our internal student impact formula. And a lot of times, it can feel like we're doing compliance, right?

And those are foundational pieces. They're a baseline of equity for our students. So compliance is important in a lot of ways, because they provide again, that baseline of equity for our students being served, identified appropriately, et cetera, in the programs.

But also what it takes, of course, is that how of how the what of compliance is implemented through instruction, through program implementation. And that's also vital and important as an extension of those compliance pieces. And at the very root, at the very center then, is the outcome being that student achievement. And that's not just achievement of test scores and progress on TELPAS, but it's a plethora of success and pieces for our students to not only participate equitably in school, but achieve great

outcomes overall, and grow, and have sociocultural competence, and feel a part of their school community.

And so today, we're going to begin with a guest speaker, inter-agency guest speaker. After that, we will give some brief LPAC updates. We're also going to dive into a few academic language proficiency tools. We're going to give Title III updates. We've got also some other internal agency updates, and finally some announcements.

So without further ado, we will introduce our guest speaker for today, Esmeralda Cavazos, from the Assessment for Student Populations Division. And so Esmeralda, welcome, and take it away.

Well, thank you very much, everybody. It's great to see the screen and see some of the faces from my colleagues. Even though we work in the same agency, we don't always get to see each other. So it's great to see everybody, and great to see that we have a lot of people participating today.

Like Julie said, it's been a unique year for all of us on a professional level, on a personal level. And so I'm here just to give a little bit of updates in regards to assessment. Of course, as many of you know, I'm the manager for TELPAS and TELPAS Alternate. So really, a lot of the information that I share is about those two programs. But keep in mind that if you have any questions about assessment that I may not be able to answer, please still ask those questions, and we will get those responses for you.

So as far as English language proficiency assessments, we always get the question like, why do we have to do TELPAS every year, and what's the importance of it? Well, just to have that baseline, it is a federal requirement. And I know that it's a unique situation, and especially now with the current health issues that are going on in our communities, we understand that.

But also keep in mind that because of what's going on, and because we know that some students are getting face-to-face learning, some of them are remote learners, that it's really critical to get this assessment data, right? Because then you're going to know, what was the actual impact of this pandemic? And then that's when we can build the support that these students need.

So I know that many of you already know about TELPAS, but this slide is just breaking it down for TELPAS. One is all holistically rated, 2 to 12, we have the online listening and speaking test and reading test, and then the writing collections are holistically rated. And then we also have TELPAS Alternate.

And for grades 2 to 12, it's a holistic inventory. And just as a reminder for K1, students are just going to be holistically rated, just as they do in the general TELPAS. Next slide?

So when I was asked to present today, I was telling Carly, I said, I'm not necessarily sure how much information I'm going to have. So I was very grateful that yesterday, there was some updated guidance that was posted in regards to student assessment. So in this link, you will see, and I'm sure that they'll share this PowerPoint with you. But if you go to the COVID-19 page, and you look up student assessment, there is some guidance that was posted yesterday afternoon. It's going to really provide a lot of the information, and respond to many of the questions that we have.

Is STAAR going to take place? Is TELPAS going to take place? TELPAS Alternate, STAAR Alternate 2. Those are still moving forward.

Of course, within that document, there is some guidance that in regards to how to manage that, what to do with students who may not show up, students who are in quarantine. So I really want you to refer to that document in regards to your questions about spring administrations for the different assessment programs that we have. OK, next slide?

So like I said, I'm going to focus on TELPAS. But again, I really want you to go back and look at that document and look at what's included in there for the other assessment programs. So we've been getting a lot of emails and calls about writing samples. How do we collect writing samples if students are working remotely, are learning remotely?

Well, keep in mind that it is five writing samples, and you have about seven weeks to collect those writing samples. So it's really a matter of providing multiple opportunities for those students to do their writing, right? And we all know that it's supposed to be part of instruction based on authentic classroom instruction activities. And so it's really making sure that they have those opportunities.

Other follow-up questions when it comes to writing samples is, can they be typed? Yes, they can be typed. What about, we say that they have to disable editing tools like spell check, grammar checks, all that.

Well, even though you might ask a student to disable those tools, there's no actual guarantee that that's going to happen. So when it comes to assembling the writing collection, that's going to be the most critical part, because these are teachers that are familiar with the student, and so the writing samples that are collected should actually reflect that student's current proficiency level. So keep that in mind that as you're working with the students, you know your students, and you have an idea of which writing samples are reflecting that student's current English proficiency level in writing. And then that's how you're going to collect those writing samples.

As far as writing collections we've also gotten the call, can they be kept electronically or in hard copies? They can. They can be kept in both. Whether they're remote learners or face-to-face, districts are now moving to keeping everything electronically.

Just keeping in mind though, that if you keep them electronically or hard copy, it doesn't matter, that those need to be kept for two years. And so another thing to keep in mind also is, I'm going to jump back to the writing sample, because I just thought about something. I'm not familiar with all the online platforms that are being used for remote learning. So when students are working on their writing samples, you need to ensure that the writing sample that is submitted has the student's name and the date, because keep in mind that we have to make sure that it's the actual student's writing sample, and that the writing sample was collected within the assessment window.

So going back to writing collections, they have to be kept for two years, whether electronically or hard copies. Either way, you have to ensure that they're kept in a secure manner, because they do have confidential student information. And I also want districts to keep in mind that those are kept for two years, and there's a reason for it, because if there's ever a writing audit, you need to produce those writing collections. And those writing collections are submitted in a hard copy format.

So whether you keep it electronically or hard copy, understand that the bottom line is that if a district is ever randomly selected for a writing audit, those writing samples, those writing collections need to be submitted as a hard copy. So they need to be clear copies, right? Because somebody else is going to read them, and so they need to make sure that they're written that they can read them, as far as the clarity of the copy, that they can't be too dark. So keep in mind that that's something that you need to think about as well.

Now we got a lot of questions about rater training. And as in the past, we all know that calibration activities had to take place in a monitored setting. And there was an expectation that it was face-to-face. Now, we understand that things, like we all said, we all know this has been a very different year for all of

us. And so in that guidance regarding the assessment programs for spring, there is guidance on online basic training and calibration activities.

So if you notice I have questions on there, and those are the questions that refer to these topics that I'm talking about, online basic training can be completed remotely and independently. And calibration activities can be done remotely as well through Zoom, Teams, Google Meet. But please, please go back to that guidance, because there are specific things that you need to consider if you're providing this opportunity.

In regards to confidentiality, teachers working and not collaborating. So please go back and look at that guidance. Bottom line is that even if it's remote, they have to be monitored, and a proctor has to monitor that session.

OK, next one. So for TELPAS Alternate, these are a lot of the resources that are available for TELPAS Alternate. Keeping in mind that to determine if a student is eligible for TELPAS Alternate, you need to look at the participation requirements. We also have the training PowerPoints, even though they're optional. They are highly recommended, especially for somebody that's new to working on TELPAS Alternate. We have classroom examples, because we get the question, how are we going to observe these students in a holistic inventory, in a remote learning? So these are just classroom examples, instructional activities that teachers can do. We're not saying that teachers have to do these activities, but it gives you an idea of how you can implement activities that will provide you the information that you need.

Observable behaviors, notes version. These, we've always said, are an optional for teacher use. We have them posted since the beginning of the year.

So one of the things that we want to point out that when you are actually doing the TELPAS Alternate holistic inventory, you're doing it during the assessment window. However, the observable behaviors are notes that teachers can be taking of how the student is performing throughout the school year. Now with this student population, we realize that it's a very specialized student population. So maybe there are going to be some activities that you may have done earlier in the year, and you have a couple of notes. And so you can actually use those notes.

However, the actual rating that you'd give that student has to be done during the assessment window. For this year, I want to point out that we have an electronic version of the observable behaviors. So this slide actually has a link to it, but it's on my Pearson Support. It's a Texas Resource Center.

And if you click on Resources, there's the different sections on it, and there is a dropdown menu for different assessment programs. So under the TELPAS Alternate dropdown menu, you will find the electronic version of the observable behaviors. And what that is, is actually what the name says.

It's all the observable behaviors that test administrators can use. They can input their ratings on that. I believe it has up to four tabs, so you can have up to four students on one Excel spreadsheet.

And so then tested [INAUDIBLE] you can keep that, give that to your district testing coordinator or campus coordinator, whoever is in charge of entering those ratings in the online system. Keeping in mind, though, that these also need to be kept for two years, whether you're using the electronic version or the hard copy of the observable behaviors. OK, next slide.

So like I said, we get a lot of questions, we get a lot of emails as well. But I will tell you that we are trying to move into the help desk. And so if you go to the TEA.Texas.gov website, right on the top right corner, there is a help desk icon that you can click on, and then all these different icons come down. And it's different divisions within TEA.

This help desk is, you submit your question, and somebody within the assessment division will respond. This is probably sometimes the fastest way to get a response, because if you send a direct email to somebody, and maybe you already have that working relationship with that person, that's fine. We're not saying you can't. But the expectation from our division is that everybody go in every morning, open up that help desk database, and respond to questions.

Now, that's probably the fastest way. But you will find that there are times that they might contact you and say, we're working on a response, especially this week when we were still trying to figure out what the guidance was going to be for spring administration. But that is probably the easiest and fastest way to get a response. And then the next slide.

So this is our contact information. Again, the help desk is there. You can still use that assessment special populations email to send in questions. You can always call us as well. And then the other one is a link to the assessment for English learners, which includes our LPAC information.

So Carly? I think that was it?

Thank you so much. Yes, absolutely. Thank you so much, Esmeralda. We really appreciate your time. Esmeralda's going to stay on for a few more minutes. We're about to do some LPAC updates that coincide with some of the information Esmeralda shared. Keep in mind after that time, we will have a Q&A pause, where you'll be able to type questions into the Padlet link.

Please make sure you're using that Padlet. It will be the best way for us to organize and make sure we have all of those questions in one place. So please use that Padlet link, and then Esmeralda will be available to answer questions as we pause for questions regarding what she shared, as well as the LPAC updates.

So we'll move on to LPAC updates, Roberto?

Well, good morning. I just wanted to go ahead and let's go ahead and we'll start with the LPAC. But like many of us, and I think Esmeralda said it very well, many of us have reassessed and redefined our tools, methods, practices, and priorities for learning. And we have all moved and adapted into a virtual setting. So we have launched, as of October of 2020, our LPAC web-based training site. And I'm happy to report that as of October, we have had over 12,000-plus users. So thank you very much for using the LPAC web-based trainings. And we hope that you really do enjoy the content that is available as well in there. And within the LPAC web-based training, we have a lot of resources embedded. One of them, of course, we talked about the 2020-2021 EL Reclassification Criteria Chart. If you go ahead and look at the chart, nothing has changed of us, as of right now. We have not revised the chart, we're not saying like we did last spring that we had to go ahead and revise the criteria chart due to cancelations of TENPAS and STAAR.

So we really want you to go ahead and study that Reclassification Criteria Chart correctly. Look at it. For grades 1, 2, 11, and 12 you have to use standardized achievement tests. So make sure that you go ahead, and people in your district are trained to administer this norm standardized achievement test. We do have on the Reclassification Criteria chart at the very bottom, a link to that vendor's site, as well a link to other resources. So please study that Reclassification Criteria Chart. That by grade level-- every grade is very different, so we have to understand that we don't reclassify in pre-K and K. We only start reclassifications starting in grade 1. So we want you to take a look at that.

And as I was mentioning regarding the LPAC web-based training, under the site we have a lot of resources. One of them is the beginning of the year, and the beginning of your resource that does not necessarily have to just be used at the beginning of year. Why?

Because you have English learners enrolling at your campus every month. So with that said, it's a really good resource tool to utilize. And Carly, is there anything that you would like to add regarding the beginning of the year checklist?

That's exactly it, Roberto, is keep in mind, although it says beginning of the year, we have kiddos enrolling throughout the school year. Of course this starts with closing up last year, which may not be relevant throughout the year. But the identification process that's listed here, and the resources are absolutely relevant throughout the years. You have students enrolling and transferring from other Texas public schools.

We did recently update a few links in here. And so take a look. Keep in mind that these can be found on the English Learner txel.org. You can find these under the Strong Start section under What's New here. And you'll see here all of these resources and guidance, including the EL Reclassification Criteria chart that Roberto just mentioned is also here.

And so also, we've recently released the middle of the year checklist. Now keep in mind, Esmeralda has shared all the resources and training that the assessment division has provided on LPAC decision-making for state assessments for English learners. This is not a replication of that information. We are not replicating that information and content.

This is meant to be a guide for LPACs to keep in mind the reminders, the action items that you're going to take as an LPAC to complete all of that information that the assessment division has provided. You'll notice that it starts by referencing just the LPAC decision-making process for state assessments, links throughout to all of the wonderful resources that Esmeralda has mentioned, talks about coordination, of course, with other committees as necessary.

And then the second page goes into preparing specifically for TELPAS, preparing your students, preparing your staff, preparing the parents. And then into STAAR preparation, some key pieces of action items, and some quick links to all of those wonderful resources.

Great.

So if you're new at the district, this is a very nice checklist to have, or if you've been around, this is a good checklist to have just printed out, have it handy, so you can go ahead and utilize this middle of the year checklist. Now, it is important to state the following. We noticed that we extended the reclassification period, right? So the reclassification just got wrapped up not too long ago. So it is important to at least do some random audits, and make sure that those students are properly coded correctly in Ps.

As monitor year one, English, if they were reclassified, just make sure that they are English proficient, monitor year one, right? We want to make sure that the switch was made in Ps. Why? Because then they might appear in your TELPAS roster, and they might take TELPAS when in reality, these students were already reclassified.

And so I encourage everyone to know that we did a lot of shifts, and adjustments and adapting or reclassification for this last school year. So it is important to just to go ahead and make sure that those students' codings were changed accordingly as well.

Now, one of the questions, Carly, that we get often regarding the middle of the year, maybe you and I can both answer this is like, do we have to have a middle of the year LPAC for students that are parental denials? So wondering what your thoughts are.

But Carly, let's answer this. Do we have to have middle of the year LPAC for students that were parental denials because they do not receive any accommodations?

You know, absolutely in coordination with the assessment division, we have to have a middle of the year LPAC preparing for state assessments for all of our English learners. Keep in mind when we have LPACs, we are not necessarily needing to have LPACs for an individual child, for each individual child. We do consider each individual child within the LPAC meeting, but we can discuss multiple students at a time. So you may even consider processes, as many districts do, is you have a roster of those students with the parental denial, and unless they have another joining committee, such as they have joint services with special education or an RTI committee that you need to coordinate with, typically then you can say, yes, these are students with parental denial, they will take TELPAS, and you move forward. And then recognize that the LPAC cannot provide designated supports to those students on linguistic purposes, but other committees may assign those supports.

Correct. And it's another way to double check and say, well, these are the lists of students that the parents have denied program services. So we know that on the flipside, we cannot provide them with any accommodations. Just to double check, because who knows, sometimes they end up getting accommodations when they should not be, from the languages, aside from the LPAC committee, because they are a parental denial. So it's another step, another measure for you to make sure that you check, to make sure that these kiddos are parental denials.

So keep in mind, one of the reasons Roberto mentioned for checking those TELPAS rosters, you'll notice in our school year 2021 English Learner Guidance FAQ that is on our EL portal as well as the TA coronavirus support website. We were able to provide that extension through the team's extended fall information that actually ended yesterday, where you were able to update, kudos who were already enrolled at the October 30 snapshot date. You were able to update those identification reclassification designations, up through that extended timeline. So because of that, that is why you really particularly need to check those TELPAS rosters and make sure that the correct students are taking the assessment, particularly those who were classified after initial snapshot.

Now keep in mind, your assessment data file that you are working on right now that's due very soon, keep in mind for both the TELPAS and for STAAR, right now there is not a column in that assessment data file for students served under alternative language programs. Alternative language programs, bilingual or ESL, when that teacher is not appropriately certified and the district as applied for a bilingual education exception or ESL waiver. So notice on that assessment file, you only have options for bilingual, you only have options for ESL, because again, alternative language program codes have not been added to that assessment file.

At this time, we advise you to put a 0 for bilingual, and a 0 for ESL, because they are not participating in those exact four options for bilingual, or those two exact options for ESL. Don't worry. On the backend, we are working with agency divisions through performance reporting and assessment. We are coordinating together to ensure those students will be counted in accountability, they'll be counted in performance reporting. We want to make sure those students served in alternative language program are counted appropriately.

So have no fear, we don't want it to look like those are students with parental denial, they are being served in your alternative language programs. But just for that assessment data file purposes, you're putting 0 for bilingual, 0 for ESL. And we're going to take care of all of that data on the backend and make sure it matches with the correct designations that are in teams. So Roberto? Bilingual exceptions and ELS waivers, update on that?

Absolutely. Starting next week, you will start receiving approvals for your bilingual exceptions and ESL waivers that were submitted for the 2020-'21 school year. Now, these approvals will not be an attached letter, PDF letter, like they have been sent in the past.

It will be an email. So be on the lookout for that email. And it's usually been sending it to the person that submitted that bilingual education exception and ESL waiver.

Now, we understand that everything that happened since last March, that there was a lot of teachers that were unable to challenge their test and get it properly certified, because testing centers were closed.

Many of those teachers, the guidance that we provided was to make sure that you include them in this year's bilingual education exception, and/or ESL waiver, and that is OK. What we want you to do is we want you to recruit and retain the current teachers that you have in place. I know it's very hard as it is already to go out there and find a certified bilingual teacher. So please keep that in mind, if you have a very good candidate, a very good teacher that they have not just challenged the test for one reason or another, but because multiple reasons.

It could very well be that they cannot just go to the testing center because the test, they're only limiting X amount of people to go into the testing center itself to challenge the test. So there are many other criteria that we wanted you to make sure that look into it. If you have really good teachers, that just make sure that hold on, hopefully they are doing their best. And this year, they would be appropriately certified. Carly, is there anything that you would like to add regarding that?

So just keeping in mind, we're documenting the actions of both the educator as well as the district in moving towards that certification, the efforts that the educator is making him or herself, as well as documenting the supports that the district is providing for the educator to become appropriately certified as soon as possible, considering all the circumstances.

Correct, remember--

Keep in mind, this is-- I'm sorry.

Go ahead.

Keep in mind that the Exceptions and Waivers Resources webpage is linked right there. And again, we'll be posting this PowerPoint along with the recording on the EL portal, and note there that there are resources for bilingual education exception scenario chain, and the ESL waiver scenario chain. I know you've already submitted exceptions and waivers, or maybe you never needed to. But those are also still good resources for you to look through, there's also associated videos with them, that can really explain who's supposed to be certified for my bilingual and ESL program.

So even if you didn't submit or you did already, those can still be good resources to go back to, to know, who really is required by the state to be appropriately bilingual and ESL certified? We want to dispel certain myths such as, everyone in the state of Texas needs to be ELS certified. That's not appropriate. Although that'd be great, it's not necessarily a requirement by the state. So please take a look at that resource.

Thank you, Carly, for--

Thank you, guys. It's question and answer time for a few minutes, thanks.

And just wanted to say, if you have any questions regarding the LPAC for beginning of the year, middle of the year, end of the year, we do have an LPAC-dedicated inbox, so feel free after this meeting, or if you have any questions in days to come, to email us at [LPAC@TEA.Texas.gov](mailto:LPAC@TEA.Texas.gov).

All right, we're going to give you about five minutes, a few minutes here where we're going to just allow you to go to the Padlet, reflect on the information you've received thus far from Esmeralda and the LPAC updates as well. Please go to that Padlet and put in your questions, and we will come back in a few minutes to answer those questions.

Just to address the chat, there's multiple questions requesting links and a variety of things that are available in this PowerPoint. Again, we will post a PowerPoint and everything with the embedded links for the TELPAS and observable behaviors. I see lots of requests for a variety of links, so they'll be in there. But go ahead and fill out some questions or insert some questions into the Padlet, and we'll be able to provide those answers to you soon.

All right, everybody. Let's go ahead and start answering a few questions. Esmeralda, we'll turn it over to you first to answer any questions that you're able to address right now. Everyone, please keep in mind, any questions that we're not able to address during this live session, we will be going through all of the questions that you've submitted and providing responses and posting it, just as we did in the November Zoom with LEAs, reposting it to that live meetings set page on the EL TX network portal, so keep that in mind.

OK, so thanks. So I'm going to just touch base on some of the three things that I see when it comes to testing. So when it comes to testing, regardless of our remote or face-to-face learners, they do have to come in to test. It has to be in a standardized studying and monitored.

That's regardless of whether it's TELPAS or STAAR. So students do need to come in to test. Like I said, I would like to refer you back to that document that was posted yesterday, because it talks about alternative testing sites, how many opportunities do I need to provide the student to test. There's who can be a test administrator and how to handle students who may be remote learners.

So again, the testing is still in place, and it does have to be in face-to-face. Students have to come in, and it has to be in a monitored standardized setting.

In regards to the calibration, again, it is going to be allowed to be done remotely, again. But it is going to be required that a proctor monitor those participants that are participating in that. There was a question about, do they have to sign an oath of confidentiality? So when teachers are creating their account in the Online Training Center, when they first created their account, there was a rater agreement that they received, test administration procedures, training, and they've signed their oath. So by the time they go in to calibrate, they have that.

The rater agreement also has information on there that they shouldn't be collaborating. So there are several pieces in there about confidentiality and the oath, the training they need to receive before they go into the Online Training Center. So I think I saw a question about, does this need to be done before they start collecting writing samples? Well really, it's really before they even start their training in the Online Training Center.

There was a question about whether districts can test outside of the school hours and on the weekends. Keep in mind that there will be no support during that time. So if something goes wrong, that is kind of a big risk for districts to take.

And so I probably wouldn't recommend it, because it is a summative assessment. And we would hate for something to happen, and there would be no support during those times. So keeping that in mind.

The other thing that I'd like to cover is about, I talked about the writing samples. And yes, we are aware that there are going to be some online platforms, or ways that students are doing their schoolwork, that they're not able to disable the spell check or grammar checks, or they are able to use other editing tools. So I want to make sure that everybody knows that we realize that. And that's why I pointed out that it's going to be very critical when those writing collections are being assembled that the teachers that know these students, know what these students are able to do, and have an idea of what their range of English language proficiency is at this point in the year. And so the writing samples that are selected for that writing collection should be reflective of that student's current ability.

I saw a question about the online reading test assessment window is a little bit longer than the other assessments, like the holistic one for writing. April 2 is the last day to submit all those ratings for any holistic assessments. The reason that the online reading test is a little bit longer is because we understand that we have to provide some type of flexibility, and understand that their districts are going to have to test a lot of students.

It could not be done for listening and speaking due to the scoring of listening and speaking. It's a pretty involved process. And so in order to meet reporting dates, that window could not be extended.

So I think that covers the main topics, like Carly said. Please continue to put your questions on there. Carly will send those questions to me, and we'll put together some of the questions that we weren't able to address during this presentation. Again, remember you have the help desk available that you can submit questions to as well. And you can always call us and email as well.

Thank you so much, Esmeralda. Also, keep in mind they have an upcoming TTN on February 3.

Yes, thank you.

So you'll get more questions answered then as well, and more information. One quick question, just want to address a couple very quick questions that were in the LPAC updates. One key point to keep in mind for students taking TELPAS, they must be appropriately identified as an English learner. So we have to have those students actually identified and not pending, make sure that they have been fully identified through the last linked assessment or pre-lab, and through the LPAC's decision. So please keep in mind, they have to be appropriately identified before taking TELPAS.

Also, there's some questions that are really more related to local processes. Each district had their own ways of conducting coordination between the classroom teacher and the LPAC required members. You of course, can train additional members to join the LPAC. And so keep in mind that's really a local decision. The bottom line, and important component, of course, is that there is coordination between classroom and teacher, there's representation of that bilingual or ESL teacher within the LPAC. And so however the district decides to make sure that they have that information and that they're making the appropriate decisions for the student is how they should do that. So that's the bottom line. But each district may do that a little bit differently.

Carly, can I just answer one more question?

Please, go ahead, Esmeralda.

So I saw one of the questions about, does the LPAC need to make assessment decisions for K-1 students? Well, in the LPAC Decisions Educator Guide, it's on page 5 or 15. It does say that for English learners in kindergarten through grade 2 who do not have an R or 504 committee, the LPAC is not

required to meet. The only time that, and this is in regards to TELPAS, because there is no STAAR in kindergarten through second.

So if they are not needing any type of accommodations, or they don't have an R to 504, then for those students in grades kinder through grade 2, the LPAC does not need to meet. And that is on page 5 of 15 in the Decisions Educator Guide.

Thank you, everyone. Thank you Esmeralda, for joining us this morning.

Oh, thank you, Julie, for the opportunity.

Sure. All right. I think we're ready to move on to the next section. All right.

Well, since we've been talking about TELPAS, what does TELPAS assess? The ELPS, right? Those English Language Proficiency Standards that are utilized in conjunction with the TEKS, the content curriculum standards in joint partnership, the TEKS in the ELPS are utilized. And so to make that connection really think about, when we think about TELPAS, what are we really assessing? We're assessing our students' progress in the ELPS, in their English language proficiency, and their trajectory along that process.

And so we recognize that districts are always looking for tools and resources on supporting their students in their second language acquisition process. And really, again, that marriage between the TEKS and the ELPS comes down to sheltered instruction. When we are supporting that coordination of making that content comprehensible while still supporting language development, that is sheltered instruction, and that supports academic language proficiency. That's what supports our students not just being proficient in English, but being able to have full academic discourse in English, and perform at a high level in English, and have that mastery.

And so we wanted just to share a few examples of resources that we're excited to share with you. We recognize that right now, some of the sheltered instruction courses that we previously had on the Texas Gateway are not currently available. And we are working internally to create and determine what is the appropriate next action for us to be able to create new and updated resources for the fields, and know that we are working on that. But in the meantime, we also want to share some resources that you might be able to use to support your teachers in regard to sheltered instruction, supporting the academic language proficiency.

And so I'm just going to pull up here that, and this is linked in the PowerPoint that will be posted here. The first resource, this is a resource that was recently released. We're excited to share these five instructional methods for teachers of English learners. It does say, particularly during remote learning and remote instruction. But keep in mind, these methods transcend learning environment.

And these are just some foundational pieces, reminders of some key elements, foundational instructional practices that can be utilized in any learning environment for English learners. I think at this time, it's important to recognize that our educators have a lot on their plates, a lot on their plates. And they are doing their very best to meet and reach every student in the classroom. And it can feel overwhelming with multiple tech platforms, with multiple expectations. You may have face-to-face, you may have remote, you maybe have both.

And there's a lot of things happening. And so our goal with this simple resource was to be able just to bring it back to the basics of what are some key instructional methods that can support English learners? We know that support for English learners also can support other students. And yes, best teaching practice really can support all students' academic language proficiency.

However, good for all, necessary for some. We've got to ensure that our English learners don't just have good teaching or in general teaching practices, but that we're using some targeted and intentional use of tweaks to those best practices to really target that language proficiency, particularly the academic language proficiency. So this resource is just intended to give some key pieces that you can use as a classroom teacher to focus on. And also, as instructional campus and district leaders, to think through and plan out how you can focus some of your professional development for your educators. So we hope that this resource is beneficial for you, and can provide some of that succinct pieces that you can use to support your students, and to support your educators of English learners.

Also what's linked next in that slide is our ELPS Resource Tools. These are posted on the portal. And if you just hover over the menu, you'll find that under Teachers ELPS Support Center, I want to really highlight here these resources. The EL checklist for LPACs, that can be a helpful tool in determining linguistic accommodations at the beginning, middle, and end of the year, in coordination with those LPAC meetings.

If you're a leader at a campus or district level, particularly at the campus when you're supporting the teachers, these two leader pathway tools for K-1 and 2 through 12 are really beneficial in helping leaders to know how to support what kind of teacher behaviors can help the students in the classroom based on their proficiency level and each of the four language domains. Really helpful tool if you've not checked that out.

There's also some supports here for teachers in writing language objectives, and then some direct to student resources such as sentence frames, and a full supplemental resource that it really explains proficiency levels, teacher behaviors that are necessary in supporting English learners

So those are all again, linked in the PowerPoint. And additionally, we have linked here a very helpful resource from the Meadows Center. It's housed at the University of Texas. And they've published this resource, which is actually when you open the link, it's called Ten Key Policies and Practices for Teaching English Language Learners.

And these policies and practices in the document are brief, they are very well-explained, and they contain some very concrete examples. We like this resource and want to share it because we also think it's distinct, and provides those concrete examples, similar to what we're trying to provide for you in this five instructional tools.

OK, so we're going to take a moment just to ask you a question. And that is, what resources are you using to support sheltered instruction, professional development, PD, for your teachers of English learners? If you go again to our Padlet, you will be able to scroll over to the far right, you'll see an extra column with this question about what resources are you using? We would love to hear what kind of resources you're using. And of course, I'm sure other districts will be happy to see what kind of resources that you're using.

If you can, also link to some of those things that will also help your other colleagues across the state to see those great resources you're using. So please take a moment right now to go to the Padlet and add in some of those supports and resources that you're using.

All right, as you're doing that, just want to talk about a recent call for English learner methods videos that we have sent out. You might have seen that come out through social media and through your ESE communication. We are asking, we want to see you. We want to show examples of the amazing teaching our educators across Texas are doing. If they should be related to those five instructional methods,

basically bucketing them into those five categories so that we can show, what does it mean to have that purposeful repetition and rephrasing?

Well, here's an example of a Texas educator doing that for English learners. The flyer that's linked here at the bottom, you'll notice there's links to the application process, which details everything you'll need for the application process, and then of course, the link to the actual application that you'll need to submit. Our deadline is February 1.

We may have additional rounds of seeking these videos, but right now, this is our first round. And that deadline for the first submission is February 1. So we look forward to seeing you submit those examples because we look forward to also then being able to provide those to other educators throughout the state. All right, good morning. So we're going to talk a little bit of some Title III updates. And so we're going to jump into those.

So the first one that I want to talk about is something that I did mention in our last live meeting that we had, which was talking about our Title III validation process. So this is normally our window validating. Carly, can you click to the next slide? Thank you.

And so last year, we had an obstacle during our validation process, with everyone needing to be quarantined and not being able to really make some context. But we are transitioning for the 2021 validation to really think about the current school year.

Some of the pieces are going to be the same. So one of the things is that LEAs are still going to be randomly selected based off of your ESSA Compliance Report Submissions. Now, what is new is, like I said, we're going to have more conversations of, what's going on during this current year? And I think that is a good direction to go, because it's always helpful to know, what is it that you're currently doing? And are you truly in compliance while you still have time to make any changes or implement anything to make sure that you close out the school year, or your grant year on the right foot?

So just know that this is a pilot year that we are trying this transition. Now the questions that were in the 2019-2020 ESSA Compliance Report were minimized. And you can see there in the purple, for the PR3002, which was related to your ELA Title III funds, there were only three questions. And those three questions related to parent engagement, family engagement, and community engagement. And so selection would only be from those three questions.

Now, if you were in a school district, an LEA that did draw your Title III immigrant funds, there's only two questions there under your PR3114. And that was relating to supports to PNP, your private nonprofits, and then also enhancement instructional opportunities.

Now, when you get this presentation, you'll see there on the right, it is hyperlinked to a resource tool that the Grants Division put out. And you can click on all of those when you go to the resource. There's links to get to actually what those five questions are, and what is actually detailed into those.

But just know that like I said, this year is a pilot year. So this process is actually going to start pretty soon. And so the next time that we meet, which will be around March, that's why I wanted to share it today, because we'll already be in this process. So just know that that is coming.

The next thing that I want to show is very exciting, I want to talk about is our EL Web Portal 2.0. So if you know that we launched our first round in 2019, and our new web portal that will be coming out, we actually now did a facelift. It has a fresh new look to it. And we have two pathways.

So when you go to TXEL.org, you're going to see the screen there on the right, that image. And you can see that there is educators, which is talking about any staff that is providing supports to our English

learners or immigrant students. And so that would be the direction. Then we have on the right side for parents and families. So resources there are also organized.

So for our educators, you can see program implementation, professional development, compliance and accountability, LPAC. Those are four very large sections that we've organized the content in. Now we have also increased our connections with other special population groups, with other divisions within our agency from assessment to curriculum. And so we are trying to really assist you all in our portal being that one-stop shop to be able to access all resources that you would need to support English learners.

For our parents and families, we have three new buckets, where we have family support, supporting my child, and then also student resources. We are adding a section into the portal for English learners to be able to access, especially for our secondary, will be information there as far as for post-secondary, any connections for tech schools, how to fill out FAFSA/TAFSA scholarships, we're really trying to strengthen our resources there.

Now, as I talked about the new web portal, we'll go to the next slide. We really are trying to expand our awareness of this comprehensive resource that we have really put a lot of great resources and information that is relevant, that is very impactful for student achievement, for our English learners. And so we encourage you, if you have not, to subscribe to the portal. That is something that when we release new information, we have newsletters that are coming, we definitely want you to be the recipient of that information.

And I'm going to drop into the chat a link that if you click on that link, it's going to take you straight to a few questions, your email, just indicating who you are, as far as what type of information you would like to receive. And then you'll be added to our list. And that's going to be great, and so we just encourage you to definitely share this information with your colleagues, with your families of English learners, and really try to maximize the awareness of it as much as you can.

Now, if you notice, going into the next slide there, as I mentioned, our web portal has been out since November of '19. And looking at our usage for a full year, which was exciting, we can see that we had 86,711 total users. And so that means that over the year span across the entire state, we have quite a few usage.

Now, we do know we still have room to grow, which is about an average monthly 7,226. But we have set ourselves a goal. We raised the bar in the sense that by September of 2021, we really would like to be at 29,250. And it really does take some work and some assistance from you all as well. And if you will click one more time, there we go.

So what I'm going to ask is very similar to what Carly asks, is in the Padlet, we really would like to know. What are ways that you can help increase awareness of the EL Web Portal? And it could be something that you are already doing. Or you might have some ideas. And this just provides an opportunity for us to be able to share ideas across the state, to really think about some different avenues that you may see as working.

I definitely know that we have heard from social media. I know school districts have implemented into Schoology newsletters. We would just really like to see what you have put into place, or what are some ideas that you can implement to be able to help assist us in meeting our goal for September of 2021? And I think the next slide is really some questions. So we're going to pause for a minute, Carly, right? Pause for a minute and you all can indicate questions on the Padlet. Just say again, to reiterate, everything English learner, whether it's this recording, whether it's the question and answer responses, or

the call for submissions, the videos for teachers, everything will be housed on our web portal. So please go ahead and subscribe if you have not, today if you have not already, and then share it with at least one other person. But we'll go ahead and play some music and give you guys some time to input in the Padlet.

All right, I think we're back. We're going to answer a few questions as we can.

Just start by answering one quick question from the Academic Language Proficiency Tool section about, do we need another type of assessment for progress monitoring other than TELPAS? So keep in mind, TELPAS is that annual assessment for our English learners' English proficiency. And we don't want to overtest our students, of course. You can think about informal ways to use the proficiency level descriptors throughout the school year to inform instruction and to check on their progress periodically throughout the year.

So we wouldn't necessarily advise administering another formal assessment at the end of the year, or at other times. But definitely take informal measures. Keep in mind that for pre-K students for English learners, they don't have TELPAS yet. So you do want to have some way at the end of the school year to check their English language progress.

But we would suggest that you do not administer another formal assessment beyond TELPAS. We again, just don't want to overassess our kiddos. But definitely informal measures throughout the year utilizing the proficiency level descriptors.

And Carly, I want to also just mention what Esmeralda mentioned in her presentation that tells us it's the federal requirements. We are complying with federal requirements when students are assessed with TELPAS.

OK, so I know there is a few questions around the EL Web Portal. So just know that when the 2.0 actually launches, it actually will not change the URL address. They'll still be TXEL.org. So it's almost like waking up Christmas morning that you'll go on and you'll just notice. You'll be just surprised and excited when you see the new look.

The website does allow for you to be able to navigate multiple languages. We are still going to keep that. So when you log in to TXEL.org, you'll still be able to switch the language because as you recall, it said, educators and parents and families.

So all of that would be able to be changed into another language. And then that will be consistent within the site. So just know that we do offer that now, and it will stay with the 2.0.

I know there is a few questions around, as far as consumables with expenditures, as far as what you purchase and stuff. So I'm actually going to provide that response when we do push out the Q&A, just want to make sure that I provide the detailed response that you're asking, because I definitely want you to know the response before you start determining any of these purchases as far as consumable or not. So just know that that response will be there. And then anything related to, let's see.

I know there is some identification around summer school. We'll definitely make sure that we put that in there, if anything related to summer school, as far as coordination with what's required by the state. And then what can you do above and beyond with federal funds? All right, so that's all I have right now.

We can spend another five minutes answering some questions from the Padlet. Or we can move on.

Team, have you been able to read some of the questions? If not, we can again, everyone on the call know that if the question was not answered, we will answer it after you put it in the Padlet. And if all else fails

feel free to email us at EL support inbox, and/or reach out to your ESE. We will answer your questions for sure though, in one way or another.

OK, so I think we're ready to move on then to our agency update section. We are excited to have a guest from our Office of Special Populations and Monitoring Team, Natalie Fikac, who's our project-aware state coordinator. And she's here to talk to us a little bit about Project Restore. Thanks for being here, Natalie. Thanks so much, Amy, for having me. I'm excited to be a part of this. I wanted to share a really great resource that can help our educators think differently about trauma-informed practices. And this is a free online platform that offers six different modules for educators.

Each of the modules are between 25 and 35 minutes long. They're on this website, [TexasProjectRestore.org](https://TexasProjectRestore.org). And as you can see, the six different titles really walk educators through the process of understanding what trauma is, its impact. And again, this is trauma that is specific to COVID. So we're excited to have some tools that can help all of y'all work with your students and your families. The second module is called Understanding Your Experience and Building Resilience. So it's really about self-care for yourself and overall wellness. Third module is called Understanding Your Students' Experiences, so understanding what our students may have encountered or experienced in the midst of a pandemic.

The fourth module is Building Secure Relationships. This really gives you some strategies and tools that you're able to use immediately in classrooms to support your students so that they feel secure and safe, because we know that that's such an important part of a trauma-informed environment.

Module 5 is Developing a Positive Classroom Culture. And then we finished the series with a video called Building Strong Partnerships with Students' Families, because we know that that's essential as well in healing and hope for our students. Next slide, please.

As I mentioned, each of the videos are 25 to 35 minutes long. We have created a facilitation companion guide for each of the modules. So if a school leader or a district leader wanted to walk their staff through these videos, it includes when do you stop, when do you start, what questions do you ask, how can you engage in a Zoom Room, or in a virtual or in-person setting.

There are also transcripts available. So as a leader and a facilitator, you can have an idea of what the content is before you get started. You have the opportunity to earn CEUs. And these do count towards the Senate Bill 11 Grief and Trauma-Informed Training Requirement that is required of all educators in the state of Texas.

So it's a great platform, a great tool. And we hope that it'll be something that will help you in meeting the needs of your students and your staff and their families. I think that's my last slide, Amy. Am I correct?

Yep, that's all you sent. [LAUGHS]

All right. Well, thank you so much. I didn't know if you all wanted me to answer any questions or--

Yep, the only question that came up in our chat, Natalie, was about whether these videos are available in languages other than English. But I'm thinking since the target audience is teachers and staff, that they're just in English, but--

That is true. At this time, the videos are only in English.

OK, all right. Well, if we get any other questions in our Padlet, we'll definitely pass them along to you so that we can get the answers to our bilingual ESL folks. But we just appreciate your being here, and your wonderful calming voice that we all appreciate in our meetings.

Aw, thank you.

And just keeping us aware of all of these aspects of wellness for ourselves and our students.

Yeah, thank you. Thanks for all that you do, have a great day. Bye.

All right. So the next agency update has to do with Texas Home Learning. Now, at our last meeting I mentioned it.

So I just want to remind you that Texas Home Learning is a suite of resources that are designed to support districts as we all navigate in-person and remote learning environments. Districts, there's a lot of variety and variation in number of resources. And so this is TEA's way of saying, here are some resources that are subject and grade-specific that you may be able to use to fill in some gaps, or that will maybe better fit a remote environment, hybrid environment, or the back and forth that we're all experiencing.

So in Texas Home Learning for each subject, we have different vendors. And so there are a number of different publishers that are all working on different timelines, all based on a variety of different factors. So this is a very, very busy slide that you'll want to look at again so that you can see who is doing what.

On the far right column is the information about, which materials are available right now, as of today? They're being posted on a rolling basis so that everything that is finished is posted, even if the entire year is not completed. And that far right column is a change from what I shared in our last meeting. It has been updated.

At the bottom, on the left side, that tiny URL is a way that you can sign up for updates. If you are currently using the materials or think that you will be, it will be nice to know when new units or modules or however the company names their units of study, when those new units are published. And then on the right hand side is the Texas home learning main website. Carly, could you go to the next slide?

Our recommendation for you all, there are materials available in Spanish, yes. Are they exactly what we want, everything all at once? No, the whole site is being rolled out as we can go and we're of course, encountering challenges, and we're working around all the way.

But as you do with everything, we recommend that you access the site, that you dig around, that you see whoa, these resources would be great for our third graders because the videos here are wonderful. You may find that just right thing to fill a specific need that your teachers have.

So also, Project Restore link is there on the Texas Home Learning website. So really, it's a good central place for you to find these very specific supports that you may be looking for. It's optional. You do not have to do any of it. You can do parts of it, you can start and stop.

But we just want you to know that these are here and that we are involved in making sure that they are equitable, that our English learners have access, that there are Spanish materials, and we want you to take advantage.

Absolutely. Thank you, Amy. And also another agency update is our coordination with RDA, Results-Driven Accountability system. And so I just want to give you a really brief update about that. We're really thankful for the coordination we've been able to increase in this 2021 school year thus far, and being able to work in tandem with those in development of the RDA. We have made some proposed revisions to the RDA manual for 2021, that is currently being revised.

Some of the key components that we are proposing are the inclusion of students served in alternative language programs, particularly in indicators 1 and 2 for the STAAR achievement data. And so it's really important, again, that we are ensuring across the agency in all performance reporting and accountability that those students are still being included, because they're served in program, and we want to make sure

that they're included. So we're working to revise the RDA manual and make sure that those kids are included.

Also throughout, we've suggested some updated language as to the differences between reclassification from English learner to English proficient, and actual exit from a bilingual or ESL program. So we've suggested and proposed [AUDIO OUT] some revised comment period, which will include two public hearings about the RDA manual and finalization, will be coming potentially by April, but likely by May. So keep that in mind that public comment period's open for 30 days.

And they will, of course, be posted on the RDA site, which is linked in this visual in the PowerPoint. They will be posting all of the times that you can participate virtually in those public hearings. So we encourage you to take a look at those proposed revisions. We want to make sure that we have stakeholder input, and just want to give you that update that we do have those changes proposed so that we can first and foremost, make sure those students served in alternative language programs are included.

Hello. So now we move on to announcements. And our first announcement is just to keep you informed. And as you may know, we've already compiled and comprised the Dual Language Guidance Committee. We are very excited to start this effort. We want to just to keep you in the loop of some of the work and the expectation of this particular committee.

So as you can see, our main focus is something that is unanimously across the state of Texas and in dual language, you really want to make sure that we focus on the academic achievement of our English learners participating in the program to really not only the conceptual, but also the language to be developed so that they can become a bilingual then biliterate individual in a social context and academic context, but very intentionally and purposefully intertwining the social culture competence, so that as students develop that academic achievement, it's to culturally responsive teaching, and those best practices and in a bilingual classroom setting. So that students do actually understand, appreciate, value and support, not only their own language, but the language of others that they are working collaboratively in the classroom, and of course global citizens.

One of the main goals is to create this management framework and a systems of support for the current dual language program and people that are currently implementing the program, it's the future dual language program, so that they are prepared not only to embark on supporting these three goals of dual language, but ensuring that they are able to create this framework that's supporting this program in all areas of Texas.

And then of course, hoping that this framework is going to increase the effectiveness of our dual language programs across the state, and therefore increase our number one focus, which is our English learner achievement through these programs. We have approximately 20 Dual Language Guidance Committee members that are going to participate. We are very happy to have four dual language teachers, and four campus administrators and coaches that not only are practicing and implementing a dual language in Spanish and English, but [INAUDIBLE] other languages, because we really want to make sure that we elevate all the programs in dual language and all the languages that are implemented within the programs in the state of Texas.

We do have three executive leaders that are going to give us and support that perspective of the community involvement and how to get the true buy-in. We have superintendents and assistant superintendents, we have seven district directors and bilingual directors and multilingual directors and specialists that help districts across to implement the program, one policy representative, and of course,

one ESE staff. So we are very excited to start this initiative, and we'll keep you in the loop as far as the work is taking place.

Excellent. Yes, absolutely. We also have, just want to remind you, for those of you who are seeking an ESL certification, we invite you to come to [www. T-X-E-X-L-P-R-E-P, Texas ESL Prep .org](http://www.T-X-E-X-L-P-R-E-P.TexasESLPrep.org), and participate in our free online course across Texas.

And so keep that in mind. It has five modules. Each one has their individual certificates for a total of 12 CBE credits. And once you begin the course, you have eight weeks to complete that course online. So take advantage of that course, and we hope that it's beneficial.

At the end of each module, there is a survey. Please fill out that survey. I believe you actually have to get your certificate. So please fill out that survey, because we really are looking at that feedback, and so we can improve the course.

All right. I just want to talk briefly about a series of fact sheets that we do have. These are really good fact sheets for you to share with parents, teachers, administrators, school board members, PTA meetings, everybody. It's regarding English learners. We have a series of four fact sheets. Fact sheet number one is on EL demographics. Who are they, where are they, how are they identified?

Sheet number two is about our program models that we have in bilingual education, our four program models that fall under that umbrella, and our two program models that fall under the ESL umbrella. Fact sheet number three, certification. How does a teacher get certified? That's the million question that we always get asked often. Well, this is a good way of finding those certification requirements and different pathways that we do have.

And we are hoping to finalize our fourth fact sheet on funding, funding that generates when a student is identified as an English learner, you generate that bilingual education allotment, that additional bump when a student is participating in a dual language two-way program. And of course, we cannot forget about the funding that comes out of our Title III, our federal side. So these three fact sheets are currently available on our website, [TXEL.org](http://TXEL.org). So we'll go ahead and share that with you.

Now, this is a good way. These are just the fact sheets on the state level. You can always go ahead and say, you know what? I'm going to do an EL demographics on my district. I have the state side, now I'm going to see about my own district, EL demographics, how they are.

You can also do a fact sheet on the EL program models that are offered at your district. You can also do a fact sheet on certification at your district. How many teachers are properly certified to instruct in bilingual education? How many teachers are appropriately certified to instruct in ESL?

And that way, you have a good snapshot data about EL demographics at your district. So we hope you really do enjoy these series of fact sheets.

All right, we also want to share some upcoming virtual professional development opportunities. So I just want to let you all note that someone from our team will be present and presenting both at Midwinter and ACET. So we wanted to share these dates with you all in case you wanted to add to your calendar, or look into this opportunity to be able to attend.

And of course, then we are definitely excited to see that we have some dates there we're sharing with you for our 2021 Title III Symposium that will be virtual. We were definitely saddened that we weren't able to host anything this past summer. But I think it's definitely given us an opportunity to really transition to a virtual conference. And so just want to share those so that you can place those on your calendar to make sure that you don't overbook yourself if you are wanting to attend any of these virtual conferences.

And we also wanted to share a program that we were approached by the American Institutes for Research, the AIR individuals. As we know, one of our main features of the English Learner Support Division is ensuring the success of our English learners. And of course, the announcement of the TLDC. So one of the work that they do is providing equity for all students. So they decided to embark on this particular research, and did some experimental research that they created in regards to oral language development as early as dual language participants of three and four-year-olds. So we just wanted to share with you, we do not know the exact delineation of every resource. But they wanted to see any of the ELAs were interested in providing and scaffolding oral language and dual language.

So their research really contained what's really to see the difference of not only students learning into language, but how was literacy engagement proactively providing that oral language support? So the early childhood program that they developed consisted of six units, and talking about equity as far as providing not only Spanish and English, but that the books itself, every lesson contains high quality children's literature that not only provides students the opportunity to engage rich language, but it's relevant to them. And in addition to providing us foundational skills through oracy. And we all know that oracy precedes the literacy skills.

So the research that they conducted, basically aligns and said that students participating in dual language programs that implemented this additional resource gave them the opportunity to really expand and explore language in a very rich environment through the development of metacognitive skills. So those are pre-reading skills for students to engage in language. And then during the reading course of the text, teachers were going to be interacting, with shared reading and shared writing. So of course, a literacy development was going to occur.

But the beauty of this particular resource also is if there's a home extension where students continue developing oral language across the home environment. So we just wanted to kind of share with you as far as additional resources. If you're interested, the person to contact is Dr. Patricia Garcia-Arena, it's on the slide. And her email is there. And the additional resources is going to give you a little bit of a snippet just to go into and see the webinar. And as far as the polls, the actual research that they implemented, what is the research tell us [INAUDIBLE], was able to let them know about the oral language development across these resources.

And then of course, if you're interested to do a pilot, Miss Amy is going to give you a little bit more of the information as far as the expectations.

Thank you Xóchitl. So the resources are already developed. They have the research. You can look and see the results that they found. Dr. Garcia-Arena is really interested in getting these materials into the hands of the teachers who teach these students, right?

And notice that even though they're talking about dual language, if you have a transitional bilingual program, you're doing oracy and literacy in English and Spanish as well. So this is not limited to just dual language programs, but all four of our bilingual program models.

So here's the deal. Here's the fine print. Dr. Garcia-Arena says that if you contact her and say yes, we'd like to try out your materials, she'll send you one unit with the books and materials in English and in Spanish, right?

Corresponding so you can try it out. There are just a certain number of lessons, it's very flexible in how it can be implemented. It's supplemental to what you're already doing. So as the director, you would be able to really monitor or control how widely you use it.

What does she want in exchange? All she wants is for you to complete after you all try out the materials to complete a brief log indicating the frequency and description of how you use the materials so she can get an idea. And then there will be a virtual debrief that she'd like you to participate in that is one hour. So that is your time commitment. And we believe that these are quality materials and we're very interested to see your reactions as we see how they can work and be integrated in a variety of different programs in lots of different places.

So we did put a deadline on it so that this poor lady is not getting emails all year long, and so that she can have some kind of a cohort. So January 29, we'll give you two weeks to look through this additional information that is linked here, decide if this is a good fit or a good thing that your district could do if you want to embark on this, talk to teachers, and then contacts Dr. Garcia-Arena, and she'll let you know the next steps.

Thank you. And that really is the end of our time together. No, we have some time for questions, sorry. I just looked at the chat. So let's take some time to, again, add to the Padlet and the team will be back on in a second to answer some questions.

All right, looks like we're ready to come back and address some of the questions in the Padlet.

All right. Well, I'm going to go ahead and just make another announcement while questions are still being reviewed. As Esmeralda mentioned, if you have any questions regarding TELPAS or STAAR, please go ahead and contact the assessment division. You go to the website, you can contact them through a help desk ticket. As a reminder, she said that that is the best and easiest way and fastest way to contact them. So once you look at that resource after this meeting, and if you have any additional questions for her, we do recommend that you please contact the EL Assessment Division.

So I have one question that I can see that I can address right now as far as Title III supports for PNPs. So I guess it's two-fold. So I know that for supports to PNPs, especially if they happen to have any policies in place as far as visiting the campus, or maybe you find that there are some limitations in providing that support.

The guidance would just really be that you just want to make sure you're coordinating and contacting the staff at the PNP to make arrangements, if it is for trainings to their staff, or if it's delivered in materials, how to do that. So supports still continue for PNPs, even if there is some limitations and restrictions as far as access to the building, to the staff. So my guidance there is really just to coordinate with that campus. And then also we do have resources available in the EL Web Portal related to PNP that is a page. And those resources are still current, as far as there's a lot of one-pagers as far as checklists, some forms, templates, as far as to do any the consultations. And if you ever need any additional support around PNP, we do have individuals at the agency who are actually the lead related to private nonprofits. So you can just reach out to me and I can get you in contact with them as well.

Any other questions?

I have a few questions I think I can briefly answer. One question, keep in mind that if it's past the November 1 deadline for exceptions and waivers, and you have a teacher who leaves the district or a change in a teacher for whatever reason, where now all of a sudden for a period of time you do not have the appropriately certified teacher, you do not change after that fact, the students' alternative language program coding. But you actually are going to just simply continue to document all of your processes locally on obtaining the appropriately certified teachers in the interim and in that period of time. So keep that [INAUDIBLE] in mind, seeing some questions related to that.

Also, if you have students who are English proficient students, as in never identified as English learners, or also are reclassified English learners who are English proficient participating for instance, in a one-way or two-way dual language program, keep in mind that the LPACs will likely be the ones who are making those assessment decisions. But really, it's up to the district to decide locally who will be making those decisions about their testing decisions for STAAR.

Also, one brief note about our students in early education, they're EE-coded students. Keep in mind we do have that resource on the guidance for students prior to kindergarten for identification placement. It's important to recognize last year, we thought that we may need to add a teams parental permission code specific to these students, particularly those who are doing dropin services and not their ADA zero, they are not generating ADA, and not meeting those two instructional hours per day requirement for that ADA. But actually we've been able to coordinate with teams, and ensure that a back in business validation rule is implemented.

So for those particular students who are ADA zero, do not generate ADA, average daily attendance, and they are identified as an English learner at the EE level, and not yet able to participate in a program because they're not in a full program, whether that's half or full day, and are not generating their ADA [INAUDIBLE] EEA, it will not ask for a parental permission or program code.

So they will still be identified as an English learner, but the program code and the parental permission code will not yet go into effect, or not be asked for that student until they are above ADA zero, and are then participating in a half or full day program that meets the ADA requirements, so that is a brief update on that.

Just want to let you all know that I was watching The Today Show the other day, and that it was set this week. And there was the teacher, and there was a section about mental health. And I'm going with this, please take advantage of the ProjectRestore.org videos as well. And she said that mental health is important, and that she really tries to practice that and get the help that she needs. She said it was like going to the gym and exercising your body to stay healthy. And in these times that we're living, that is very important. So really do encourage everyone to please, at your own leisure, visit the ProjectRestore.org modules that are posted.

And if I may, there was a question on dual language with graduation credit. And the question was, what do we recommend to gauge the English and the reading and the speaking English and Spanish assessment tools to utilize. So in speaking to Ms. Kelsey Cling, which is the curriculum coordinator that supports us in this particular venue, she [INAUDIBLE] as long as the reading and math, the student meets her masters with STAAR.

But for the speaking and for the reading, the district has the total decision making as far as which instruments and tools they already have on hand to be able to gauge the proficiency. So we really can't say which one to utilize, because it's depending on what the district has already implemented. So let's say [INAUDIBLE] you sent us for the reading and speaking in English.

And we were going to use the assessment that we have to teach language academic proficiency. Like [INAUDIBLE] and then you can do that. So it's really up to the district as long as it is documented that that's the instrument that you're going to utilize. So hopefully that answers that one question.

OK, just a reminder that the PowerPoint that we are reviewing today will be posted on the portal by the close of business today. Now we've reached our time. We will again, as I mentioned earlier, all the

questions from the Padlet, all the questions from the Q&A here, we will gather those and answer them. And we'll be again posting at the end of the next week the responses on the portal.

I just want to say thank you again for your time this morning. Please reach out to our division. There's a phone number there. There's also an email. Also always reach out to your ESE if you need to. They're super, super supportive and can connect you to us as well. Again, thank you for your commitment to English learners and joining us on this journey.

I found out yesterday that, I thought we were second to California in terms of serving English learners. And we are by number, but not by proportion. So our percentage of the serving English learners exceeds that of California. So I'm very, very hopeful and expect that soon Texas will not only be known for A2B, Whataburger and Celina, but also for the achievement and support of English learners in the state. So I thank you all and wish you a wonderful afternoon and a wonderful long weekend, because it's a holiday on Monday. So look forward to seeing you guys in March.

Hi everyone. I will be watching Saturday Night Fever after this soundtrack. This is good music.

Bye everyone.