

November 6th- TEA English Learner Support Division Updates Live Meeting

OK. Good morning, everyone. I can't really see your faces. But right now we have the agenda up on the screen that's being shared.

Thank you all for your patience. I am incredibly sorry about this. I was so excited to share some interaction with the LEAs. And it looks like our capacity is only 300 for an actual meeting. But for the webinar, it can exceed 300.

So again, very sorry. As we are talking, please go ahead and if your colleagues, anyone at the ESEs or your colleagues are texting or chatting you, emailing you, please let them know that we have moved to Webinar. Feel free to send them the link. Again, incredibly sorry about this morning, and apologies for taking 31 minutes of your time without starting.

So I'm very sorry, but thank you for meeting with us today. And we're just going to do this on the fly. So I'm going to ask-- one person is managing the PowerPoint. And we'll just have to work through it together.

So anyway, again, thank you so much. I'm Julie Lara-Martinez. I'm the director of English Learner Support. I'm going to go ahead and turn it over to the-- let's see if my colleagues here on the screen can introduce themselves. Go ahead and unmute yourselves, guys, if you can.

Buenos dias. My name is Roberto Manzo, English Learner Initiative Coordinator.

Good morning. I'm Amy Johnson. I'm the Bilingual Program Coordinator.

Good morning. I'm Rickey Santellana. And I'm the Title III Coordinator.

Buenos dias. I am Xochitl Anabel Rocha, the dual language coordinator.

And good morning. I'm Carlene Thomas, ESL program coordinator.

Is that everyone? I'm actually making you guys co-hosts right now. So you might be able to turn your screens on.

All right. OK. Next slide, please. We had so many fun things planned, so sorry.

This really doesn't apply. You can't mute your mics, or you're all muted. Please submit questions in the Q&A function. We were going to have polls, but we don't have polls. So this is what it is, technology at its best.

And we actually did plan far in advance for this, so apologies. Go ahead and follow along with the agenda that has been sent to you. Originally, I was going to ask you all to identify your role and where you are in Texas.

Many of you on the call may have gotten an email from me or an email from Outlook indicating that you were in a group. And that was literally just so that I could communicate with the LEAs directly about today's meeting. But that just didn't work out all the way around.

So you will likely be getting another email from Outlook or from me which says it's from Julie Martinez about canceling the group. I'm going to end that group. It was literally just a way to communicate with you all by regions directly to the LEAs. So don't be alarmed if you get an email that says, you have been deleted, or this group has been deleted. Please don't worry about that.

OK. Are we able to use the annotate button? Oh, yay, we are. OK, great.

So if you can, go ahead and see if you can look on the screen. You might be able to, where it says view options, if you hover over the very top of the screen, it's green. It says, you are viewing Carlene Thomas TEA, and then it says, view options. Put that little carrot down. The third option is annotate.

Maybe you guys have done it. Maybe you haven't. I was new to this. Select stamp if you will, and select an image from there, and go ahead and indicate where you are in Texas so we can at least see. Not an option, OK.

I think it's just we, as panelists, have that option. And people are using the Q&A feature already for questions to be answered later on. So let's roll.

All right. Let's keep going. So we're all in Texas.

[LAUGHTER]

All right. Next slide, please. As we move toward-- if you're texting me, by the way, if you're out there and you're texting me, I'm not answering my phone.

We are, as a part of the Office of Special Education-- or Special Populations and Monitoring, we have a commitment in our True North Statement that we say at every meeting is that we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations.

And again, for us on this call, that is specific for English learners. Next slide, please.

And we still have the annotate on there. I'm going to go ahead and turn it over to Roberto, so he can have Nina go ahead and start sharing some information. We have a couple of guest speakers. Nina Trigger from DRC is one of them.

Well, good morning, everyone. And I'm sorry, I can't turn on my camera. But you all know who I am.

There's a picture of me right there in the introductions. So that picture worked, actually.

But also, of who are new and joining us for the very first time, we have some exciting actually news to share regarding our single statewide assessment. So we are excited. And with that, I'm going to hand it over to Nina Trigger, which she has definitely worked hard during-- I think someone said, this is the year of rolling with the punches. Yes, it is.

We pivot left and right every hour on the hour. That's exactly what we do. So let me go ahead and hand it over to Nina, so she can share with you some exciting news that is up and coming with DRC.

Thanks, Roberto. I just want to make sure, first, that you can hear me.

We can.

You can. Good. And you can see my screen?

We can. Perfect.

OK, awesome, great. Good morning, everyone. Yes, it is a time of rolling with the punches and rolling with changes.

And totally understand the technical issues this morning, been there, done that. And I think all of us have in these crazy times. So it's all good.

[LAUGHTER]

So what I wanted to do is provide some, like Roberto said, some exciting program updates and announcements as well as some of these kind of schedule announcements in regards to reclassification.

So the first thing I always like to remind everyone is to visit our website, LASLinks.com/Texas. Because we continue to put different announcements on our website.

And it is your one stop shop for all information, LASLinks, with whatever is going on. Whether it's reclassification, remote testing, our regular identification testing, everything is there in your one stop shop at our website. So please continue to go utilize that website.

A couple of weeks ago, TEA extended your reclassification assessment timeline. And so that's what you see here on the screen. So that was extended to November 16. And so that is your actual last day to test any students for reclassification purposes.

So on site and/or remotely, you can test students all the way through November 16. At that point, you will no longer be able to test. In fact, in our system, it will not let you test on November 17. So you can test all the way to November 16.

And then we've set a deadline of November 20 that you should have all local scoring. So all of your educator scoring, those of you who are scoring locally needs to be completed by November 20. So really, we're looking at, if you're testing students on the 16th, and those are your remaining students, those should all be scored by November 20. And/or if you have any other students that you tested prior to November 16, all scoring should be done and completed locally by November 20.

And then on November 27, you'll notice that we have all DRC scoring will be complete. So that is based on that end date of November 16 that you will have that testing done. We will have all the scoring complete by November 27.

And most likely, as most of you have seen, those of you who have purchased DRC scoring services, it comes in way before that. It will come in way before that. But we do set that as our deadline and commitment to you that we will have all of our DRC scoring complete by that time.

On December 4, we ask that you have all of your on demand reports downloaded from the system, from INSIGHT. As well as those of you who have purchased your student data files, that those should be downloaded as well by December 4. So that's within your reclass account.

So when you open up INSIGHT, you get into INSIGHT, and you do your drop down menu of reclass, we want you to pull all of your on demand reports, the PDFs, as well as your student data files. What will remain is your student reports in the batch download. So that new, exciting report that we published just a couple of weeks ago and opened up to you all, that will remain intact, and you will be able to have access to that.

Starting on December 1, those of you who did purchase DRC scoring services, we will start to invoice for those scoring services. So as you know we only do actual. So that's why we wait till December 1. So we tabulate all the scoring that we've done, again, to that November 27 date. And then that's when we will actually invoice you for the actuals that we actually scored.

And then on December 18, we are going to deactivate all your INSIGHT reclass accounts. And I just noticed that that is misspelled on INSIGHT. But we all are very familiar, I think, with INSIGHT. So we will deactivate those reclass accounts.

So as you know, you have the dropdown menu of your ID account, your reclass account. We're going to deactivate that class account, because you're no longer going to need to use it after December 18. So we'll continue to communicate all of those different dates as things move closer.

Some technology announcements, we did update our system requirements. So we did post those updated system requirements on our website. So please share the updated system requirements with your IT personnel.

And one significant change in our system requirements was an announcement that we actually made a couple of weeks ago, where we-- because Microsoft has ended their support. They actually ended their support in January of Windows 7 and Windows Server 2008. We are actually ending our support of those operating systems as well. So if you look to the second part that's highlighted there, after December 1, customers continuing to use these systems will receive an alert stating that their operating system will not be compatible for testing.

That means, when a student logs in, if they are on a computer, a device, that has Windows 7 or Windows Server 2008, they will get an error message. Because they will not be able to test using those operating systems. OK? And again, we base all of our kind of sunseting of support based on when Microsoft ends their support of different operating systems, Google, Chrome, et cetera OK?

So now, I want to move into some exciting remote testing statistics. So I think, many of you have seen these before. So these are similar to what you've seen before but, of course, updated up through yesterday.

So the total number of subtests completed through the remote testing period of 8/17 through yesterday is 79,607 subtests. And so I wanted to point your eyes to the two bullets there. The data includes remote testing for both identification and reclassification purposes.

So the 79,000 covers both of those uses. But it does not include preLAS remote testing statistics. Because as you all know, up until just about I think a month ago, we didn't have preLAS online. So there was no way for us to track how many of you our remote testing with preLAS. So those statistics are just based on LAS Links online only.

If you'll look in the chart, you see we broke it down by devices just so you could see what's everybody doing. How are they testing remotely? So you see we have Androids, Chromebooks, iPads, Windows, Mac, and Linux, and the total number of subtests tested on each device. So if you look at that, you see that the overwhelming majority test on either Chromebooks or on Windows PCs. Right?

So that's the overwhelming majority. But we see our iPad ticked up, when TEA approved that use of iPad with the external camera which was great. And then you see Macs come in a solid fourth with 6,000 subtests tested there. And then you see the percentage.

And then the next two, or the last two, columns, this is really interesting. Because it's the percentage of use of the public URL versus the secure app. So you see 90% of you all that are testing remotely are using that public URL. So we're so excited that that has been utilized, and utilized well, and was a really nice thing that our internal folks were able to develop for this remote testing use.

The next slide shows our total subtests complete by the subtest. OK? So now we're at the-- it says, 79,307, because we did not include in these numbers the 300 completed subtests that still await scoring. So some speaking, some writing, that still are awaiting scoring. But you see listening.

We have seen a completion of over 23,000 subtests, reading 18,000, speaking 20,000, and writing 17,000. So that's kind of your split there. And that is a combination of first grade and then, of course, the second through 12th grade that does all four domains.

OK. So now here's the exciting stuff, the announcements that I wanted to make about some enhancements that we have made in the last week. So hot off the press, so on Monday, we actually sent out a message regarding this DRC INSIGHT readiness URL. So it is www.DRCdevicecheck.com. And those of you who have done remote testing, you know that we gave you steps as to how to check the readiness of the student device when they're at home. Do they have the right operating system? Do they

have the right bandwidth? Do they have the right memory? All that kind of stuff that they needed to have within their device, so it was a step by step process that you went through to determine that.

And some of you may have tried to just start testing. And then it didn't work. And so then you had to go through those steps to determine that. Well, now, instead of going step by step, you can use this DRCdevicecheck.com.

And you just send that URL to your students. They click on it, and then they go right to this page like what you see here on the screen. And then they click Run Test.

And it will automatically run a test for them to see, do they have the right browser. Do they have the right operating system? Do they have the right memory or the memory that they need to have? All of those kind of things and it will indicate to you and the student immediately if it did not pass that whatever they're missing.

And so then you are able to target exactly what is missing to be able to solve the issue and get them testing. So really exciting, again, this is available now. You can start using it immediately as of Monday. We've already added it to the troubleshooting document and the home readiness document that you'll find on our website for remote testing. So that link is put right there into that document. So that your test administrators have access to that now. So very excited about that. And I look forward to your feedback and how that helps you as you continue to remote test.

And then the other enhancement that we are launching is called our test monitoring application or TMA. And it's available. It's going to be available, and I'm going to show you the schedule in the next coming days with the URL. OK?

So it's a special URL to use this. And then it will become available with the secure application in January. So that means the INSIGHT application, in normal times, when you're testing on site, and you click on that INSIGHT application, what I'm about to show you will become available on that application in January. But we are launching the URL use of it in the coming days.

So what happens is-- we've heard this for many years-- is test administrators in a normal setting, in let's say, a lab, can I monitor the student testing at my console? When I'm at the front of the lab and can I just monitor what they're doing through my console? And we always said, well, actually, no. You need to walk around, and that's how you're going to monitor them.

But now we actually are going to offer or encourage both to where you're going to be able to use this test monitoring application at the front of the room on your console. But then we still encourage you, of course, to walk around. But what it's going to do is it's going to allow you to see, if you look down this name column, the student names. You get to determine when they are allowed to get into the test.

So I'm going to talk about remote testing in just a minute, and how this should be used, and can be used. It tells you what assessment they're on. But here's the key part right here. It tells you their status.

So I can see what question the student is on. I can see if the student has paused their test. I can see if they are active or not active. OK? So if somebody is just sitting there looking at the screen and not participating in the test, it will tell me that they've gone idle.

And then it tells me where, also, at the beginning, where are they. So they may just be in the test directions. Or they may be right there in the questions. So you're able to monitor each student as they progress through the test.

For remote testing, you know how you're supposed to get in your Zoom or whatever your web meeting is? And then you take the student into a private chat, and then you give them their testing credentials, their

username, their password. And then you say, OK, here's your username and password. And I want you to come back into the main room. And then we'll get going.

Well, you don't really have control over that student to say, don't start testing. He could actually go right into that URL and start testing. This will give you that control to where he can log in, but until you click allow, he can't actually start testing. So you get that full control.

So you're not-- while you're in the other chat with the four other students that you need to go through to give them their username and password, your first student, your second student, they can't start testing until you as a test administrator are ready for them to start testing. So we're really excited about this not only, again, for the remote testing. But also, again, when everything goes back to normal, hopefully soon, and you're on site, and you're in your lab, and you're able to monitor the student.

So let me give you the schedule of how this is going to roll out. So of course, today, we're announcing this. And then as I mentioned before, the device readiness check information has been added already to the home readiness and troubleshooting documents.

So next week on Tuesday, in the Texas Tuesday newsletter, we will announce these same features that I just went over in that newsletter. In that newsletter will also have a link to register for the webinar. The webinar will be on December 1 from 2:00 to 3:00 PM. OK?

So we will include the link to register for that webinar. On November 10, that same day, we will add this permission to the point of contact's profile. So as per usual, when we have any new feature come out, we always add the permission to the point of contact that we have on file.

And so that person gets the permission. And then they are the gatekeeper at their LEA to be able to determine who else gets this permission. OK? So look for that. If you're the point of contact, and you are very interested in wanting to use this test monitoring application right away, you'll see it in your profile starting on November 10.

We'll, also, on that same day, post the monitoring guidance documents to our website. So that will be what you can use to help you navigate through this new application. Because again, we're not going to provide the training until December 1. And that's because we are very sensitive to the fact that you have a lot of things going on, a lot of testing.

So we wanted to not only just give you this option, but we also didn't want to interfere with your day of trying to squeeze in a webinar until after reclassification testing is done. So you have the option to use it once it becomes available on November 10. But we won't do training on it until December 1.

But I know a lot of you out there are very tech savvy. So you're going to want to dive in and start using it. And so we wanted to make it available to you and utilize those guidance documents to help guide you. OK. And then finally, there's our website again. And we have, of course, our dedicated Texas customer support.

And then of course, we also have our field representatives, Jennifer Milliner and Stephanie Barber that you can contact at any time. You see their regions that they cover and their phone numbers there and their email addresses. And thank you so much for your time. Roberto, I don't know if you have anything else to add.

Great. Well, thank you, Nina, so much for that. We are excited about the test monitoring application feature and, of course, the device readiness check. Once again, as Nina mentioned, please be on the lookout for the Texas Tuesday newsletter that will be sent out, again, next Tuesday. That will have the

registration link for you to sign up to attend the webinar that Nina just mentioned that will take place on December the 1st.

As you're sitting here in front of your computer, make sure that you put it in your Outlook calendars, last day to assess for reclassification Monday, November the 16th. That is important. That information as well will be posted on our bilingual ESL website. Last day to assess for reclassification purposes use for the 2019 2020 school year, again, it's Monday, November the 16th.

As soon as that date passes, we will post the 2020 2021 reclassification criteria chart, which at this moment, it is available on our LPAC web page. Again, we just don't want to confuse LEAs right now, since we are still in the process of reclassifying English learners. Thank you, Nina.

Real quickly, Nina, before you get off, can we confirm that the webinar is on December 1 at 2:00 PM? Yes. That is confirmed.

And then are you able to share the link, the registration link in the chat here possibly? Or might we provide it someplace else?

I was planning on sending it in the Texas-- or posting it in the Texas Tuesday. Texas Tuesday.

But Julie, if you prefer that I put it in the chat now, I can absolutely do that.

If possible, that'd be great.

OK.

If not, others look out for the Texas Tuesday.

OK.

Thank you, Nina.

Thank you.

All right. Julie, did you want her to answer any other questions in the QA? Or are moving on to some other? There were a couple other questions in the Q&A.

Let's move on. And we can, obviously-- yeah, let's move on.

[LAUGHTER]

OK, great. All right. So our next guest is internal from the assessment for special populations division. So now introducing Esmeralda Cavazos, who's here to share some updates.

Hi. Good morning, everybody. Like Carlene said, I work in the student assessment division. I am the manager for TELPAS and TELPAS Alternate.

Jose Rios, our director, could not be here. So I'm taking his place. I can never replace him, but I will do my best. So I just wanted to give a little bit of updates on some of the things that we have in student assessment.

Our LPAC TTN was held on October 23. All the LPAC resources, including the decisions, educator guide, the PowerPoint, even the video, although I can't watch myself on video, is also posted. So if you haven't seen the video or the PowerPoint, that is available. Of course, keep in mind you should reach out to your ESEs to get the actual training on decision making. However, all those LPAC resources have been updated and posted.

In regards to TELPAS, our TELPAS resources web page has also been updated. All the training PowerPoints that we have on there have been updated. Remember that there is a lot of training PowerPoints that can be used for teachers that may be new to serving ELs or new to TELPAS. And so

those training PowerPoints are available if there is an educator who needs to build that foundational knowledge about the ELPs and helping ELs and the TELPAS for the spring administration.

TELPAS Alternate resources web page has also been updated. We have got our optional training PowerPoints that are there. When they are-- even though the training PowerPoints are not for TELPAS Alternate are not required. They are optional.

However, we highly recommend the training PowerPoints, because that is going to give teachers who are not familiar with the unique aspects of TELPAS Alternate as far as how they're going to assess students.

What students are eligible? And so that, while I say, they're not required, we highly recommend that anybody who has students who are English learners with significant cognitive disabilities view those PowerPoints. Again, they're optional.

There are also, on the TELPAS Alternate resources web page, we have our participation requirements. So if you have English learners that have significant cognitive disabilities, and you want to know if they are eligible for TELPAS Alternate, those participation requirements are posted on our TELPAS Alternate resources web page. They are-- remember that for grade two, those participation requirements you are going to look at-- you're going to answer all the questions. Because really, remember the eligibility criteria for TELPAS Alternate is if they are taking STAAR Alternate 2, and they have met those participation requirements, then they take TELPAS Alternate.

For grade two, it's a little bit different. So you have to answer all the questions on those participation requirements. We also have our TELPAS observable behaviors notes version.

Those are the observable behaviors that teachers can use throughout the school year to make notes about how students are progressing, what they're doing as far in the classroom. I just want to fair warn everybody not to use those notes versions to actually assess a student. When you assess a student, it will be done with the formal observable behaviors in the spring time.

I also want to point out that we have a new electronic version of the TELPAS Alternate observable behaviors. Now, what is that? Well, it just like I said, it's an electronic version of all the observable behaviors. They don't need to be printed.

They're on our TELPAS Alternate resources web page. And then you'd just click on the link. We have a big icon, new electronic resources web page. It'll take you to Pearson support web page. And then they will, once you get there, under the manuals, you'll select TELPAS Alternate.

And you'll find the electronic version. The electronic version, like I said, is option that districts can use. It is not required. However, you don't have to, like I said, you don't have to print them. You just have to keep in mind that if you use the electronic version, you have to ensure that they meet FERPA requirements, that you're keeping student confidential information confidential.

So just a couple of reminders, we get some of the questions about certain points about LPAC and the designated supports.

Esmeralda, I'm sorry to interrupt you real quick. The participants were asking, you're just talking out of the script. Right? There's no PowerPoint that they should be doing at this time. Correct?

No. I don't have any PowerPoint. I can definitely, if after this, Julie, if you feel that I can send you some slides, we can definitely--

There you go. For the participants who are asking right now, we just-- there's just a temporary PowerPoint slide while Esmeralda's talking through her script. So there is no PowerPoint right now for her portion of the presentation. Thank you, Esmeralda.

Yeah, and I can definitely, like I said, Julie, I can send you some PowerPoint slides with links to all these different resources that we have. That would not be an issue at all. So a couple of things in regards to our LPAC documentation, we always get this question about who document what. Where is that documented?

So if a student is receiving designated support by the ARD committee in conjunction with the LPAC, and that's the ARD committee has made those decisions, then that is put in the ARD paperwork. However, if the LPAC meets and makes decisions about designated supports related to second language acquisition needs, those are in the LPAC paperwork. However, if a district chooses to keep tabs of what the ARD did or as far as designated supports, they can use the LPAC notes section to put that.

However, you can either just list the designated support and say, as per the ARD committee or put something as simple as designated supports, please see the ARD committee paperwork. So that way there's no confidential student information in the LPAC documents. Another thing that we-- another question that we always get is, what does it mean close to the time of testing? Now, we know that LPACs meet in the middle of the year to make designated support decisions or assessment decisions in regards to all the state assessments.

So for when we always get that question about what does that mean close to the time of testing, well, you're doing it in the middle of the year. You're making those decisions based on teacher input. However, there isn't any harm in going back right before testing to perhaps revisit some of those decisions that were made. Because you know that students make progress.

And so you can go back and make those, maybe make some adjustments and changes, keep them the same. And it's based on teacher input and how the student has progressed. Now, if the ARD committee wants to make changes to anything that they have done, then that might be an amendment that they have to do in regards to that student's IEP.

When it comes to designated supports and reclassification, remember that the LPAC is the sole authority for making decisions on oral admin, content and language supports, and extra time. However, this year we were very clear when we provided guidance that it had to do with students that are taking STAAR in English. So the LPAC is the sole authority to make those decisions for STAAR in English decisions. However, if a student is taking STAAR Spanish, then those decisions for that student are made by the LPAC in conjunction with any other applicable committee. Again, refer to the accommodation policy documents to see what that eligibility is, what other committees can make those decisions. And then you can document those decisions as well. So it's a little bit different when it comes to STAAR English and STAAR Spanish.

Designated supports that the LPAC, if it's the LPAC who makes those decisions for designated supports based on language needs, remember that if the LPAC is the one who recommends that, then a student may not be considered for reclassification if they got any designated support for English reading or for English EOC assessments. However, if it is another committee that makes those decisions, then those students can be considered for reclassification. However, keep in mind that you also need to take into consideration why those decisions are being made as well.

So just two frequent questions that we get, we always get a question about do English learners have to take TELPAS if they've met their course requirements or graduation requirements. Well, if you have students that are in high school, and they've already met-- they they're not necessarily in high school. But perhaps they're coming back for remedial coursework for the assessments.

Or if you have a student who had received special Ed services and is coming back for transitional purposes, they're getting some kind of training. Then those students do not have to be assessed with TELPAS or TELPAS Alternate. If they've met their course requirements and graduation requirements, and they're coming back just because they have to pass an EOC assessment, they do not need to take TELPAS.

We also have a question about juniors and seniors who perhaps in the past had have already met their EOC requirements. But now they're an English learner, they're an English learner with significant cognitive disabilities, and they have already met their STAAR Alternate 2 requirements. What do we do in regards to TELPAS and TELPAS Alternate? If the student, that this grades 11 and 12 grade students have already met the requirements for STAAR Alternate 2, then they will take TELPAS Alternate in those grade levels.

So in the sake of time, I know that we are having some questions come in. But I also wanted to point out that student assessment is moving away from our assessment.specialpopulations email account. You can definitely still email us with questions.

However, if you go to the tea.texas.gov website, on the top right corner, you'll see an icon that says help desk. If you click on that, it opens up a landing page with different divisions or different content areas that you can ask questions on. Student assessment is one of them. You click on that icon, and you can submit your questions.

I will tell you that's probably the fastest way to get a response. Because as soon as those emails or help tickets come in, they're distributed among our student assessment staff members. And the expectation is that they're answered as soon as possible.

I don't have anything further. Oh, one more thing, if you are wondering what other webinar and TETNs we have available coming in January, whether it's some that are being presented by student assessment or by Pearson, you can go to the DCCR. Just type on the training section, you will find the webinar and TETN schedule for student assessment.

So I tried to talk quick and get through all that. And I know that I didn't have any PowerPoint slides. However, like I said, I will send those forward to make sure that, when this PowerPoint, if it's going to get posted, they'll be included on there.

Great. And also, I just want to remind everyone the PowerPoint presentation and the decision making guide is also linked on our LPAC web page as well. So we do have that PowerPoint available and the guide as well, the decision making guide.

Yes, and notice in the chat room dropped in a couple links to the LPAC decision making resources, one of the websites that Esmeralda mentioned, as well as the place where you can find that help desk. That's also linked to the presentation which will be shared. Julie, do you want to-- would you like her to go ahead and answer a few questions now or?

Yeah. Let's spend about three or four minutes answering some questions, Esmeralda.

All right.

It seems that there's a lot of interest.

Do you have specific questions, Carlene, you'd like me to--

Yes. Let me just take a quick look here to see what's the best ones related to you. I believe you really answered this one. But just for clarification, when should ARD LPAC determine the language of testing?

Close to testing at the ARD LPAC, do you just want to clarify that again?

Sure. You want to make those decisions in the middle of the year. Right? That's when you're going to need to make those decisions, of course, taking into account what kind of instruction that student has been receiving throughout the school year.

You want to make decisions based on what's best for the student. Teacher input is very important. You can make those decisions in the middle of the year based on what that student has received throughout the school year. But you can definitely revisit that right before assessment if a decision needs to be adjusted or changed.

OK. Another clarification, will we have LPAC designated supports for STAAR writing still? Correct? And the kiddo can still be reclassified. And that's another key differen-- [AUDIO OUT].

I'm sorry. I didn't hear the whole question, Carlene.

Sorry. It's the clarification over when they have designated supports on STAAR writing or even other, math, or science. And those are not part of our reclassification tests?

Yes.

They can still be reclassified.

That is correct.

And it's one of those what we like to talk about. It's one of those "yes, but" situations.

Yes.

Yes, they technically can be reclassified, but the LPAC should really take into consideration, if they're having those designated supports, are they ready?

Yes. How much are they depending on those supports? Because then you really have to rethink as to whether are they really ready to be reclassified if they're really dependent on those supports? But there isn't anything saying that they cannot be reclassified.

All right. What about parents that refused for their child to take TELPAS, especially the PDs? How do we proceed even after explaining and showing the requirements?

Well, they still have to take TELPAS. There is no opting out whether it's a STAAR assessment or even TELPAS. So that student will still-- you still have to account for that student.

I believe that they would still have to be submitted for scoring. So if say, for example, you have a student that comes in, and they are already in a test session. Then you still have to account for that student somehow. If the student refuses, that still has to be submitted somehow.

OK. Can you reclarify retester LPACs for December retesters?

Are you asking about what LPAC's responsibilities are for December?

I think that's what I'm assuming. I think there was another question about documentation as well related to December retesters.

So the LPAC should already be making decisions about December. Right? I mean, some of these that have been done in the spring might be applicable to two June and December assessments. We do have December administration FAQ document that is posted that answers some of the questions in regards to December administrations.

Thank you, Esmeralda. We appreciate you joining us today. And Nina, you're welcome to stay on. I think we can go ahead and move on though.

OK. Thank you very much, everybody. Have a great day.

Thank you.

Thank you guys. And keep in mind, as we're saying goodbye to Esmeralda, don't forget to be thinking about some of the information she shared. And think about who you might be able to share that information with in your district to coordinate. Who are you going to say, I need to connect with our folks in special Ed, et cetera as you move forward in disseminating that information?

Thank you. We can move on to the next section. And this is Title III updates. Rickey, take it away.

All right. Good morning, y'all. OK. If we want to go to the next slide, please. All right.

So I am going to provide and go over some Title III guidance and some updates. And so you can see here on the screen for guidance. And the first one I'm going to talk about is our Title III part A ELA funds. And so one of the things I wanted to provide is some clarification around your planning amounts that you have received as of right now.

So the allocations for your Title III Part A ELA funds which is to help support language proficiency, academic needs of all of students who have been identified as an English learner which includes those who are participating or not participating in a bilingual or ESL program. So once again, that clarification that I'm providing is that your allocation you have received has been appropriated based off the counts that have been identified and not based off of those who are identified and participating in a program. So I just wanted to let you know that is there.

And then of course, your final amounts and what usually happened about beginning of December, somewhere around there. Of course, it is a different time right now. So just know that, normally, late part of November into December is usually when they start posting those final amounts. But do not be surprised if we do not see those until the beginning of next year.

The other thing I wanted to touch on, there's been some questions coming around as far as allowable use of Title III funds. And just on the slide, you can see and when you received this, the side-by-side guidance. And so that is linked there. So that resource, you have not seen it, goes through funding both for state and federal. And then you'll be able to see a portion of it that is a side by side based off of different categories.

So a couple of the categories that have been coming is, especially right now during conference season, as far as can Title III funds be used for conferences? And sometimes some of the questions have-- we list the particular conferences. So know that Title III funds can be used to attend one day workshops or conferences, if it aligns with that established long term comprehensive professional development plan that's been established between a supervisor and the teacher.

And so the guidance I have also given is that supervisor could also be interpreted as maybe a bilingual director or coordinator who says, yes. I have this grade level that needs to attend trainings around this particular focused targeted area. So just know that conferences are allowed with Title III funds if there is a plan based off of a needs assessment, a CIP or a DIP, somewhere that says, this is a need.

Stipends are not allowable with Title III funds. I know right now we have a lot of school districts trying to incentivize for staff to be able to do maybe more than what's in their job description in say, providing stipends. So just know that for Title III, stipends is not an allowable activity. So but stipends may be considered with other funds.

The other section, Title III Part A, Immigrant, and so with Title III funds, we have two funding sources. And the other one is for immigrants, so for district that the increase of immigrant students enrolled. I have provided there, it says outside source. This is a source to USDE. It's also listed in the Title III agency page.

It's an FAQ. And letter J addresses immigrant students. So what I have done is provided you, like J-2, really, outlines what the immigrant student definition is. And so there's three bullets. And those three bullets are that they have to be between the age of 3 and 21, were not born in any state, and then also, have not been attending one or more school years adding up to three full academic years.

So there, in J-11, gives a little bit more details there. So just know that we're looking at, really, a calculation of months. If you think about 36, if you think about 10 months being an academic year, we're talking about school year.

So if a student did attend maybe 11 months, and then they went to another country, and then comes back. They don't restart their count. They just pick up from where they left off. So once they hit those three full academic years, then that's when they no longer have the coding [INAUDIBLE] as an identified immigrant student.

So a couple of updates that I wanted to share is, as I have mentioned before, our validation process is in a transition. So in the spring, we will start the process of doing a 2021 academic year validation process to be able to really support you during this current year. And this is the plan to be able to, hopefully, like I said, transition to more current academic year support for you all.

Also, the Title III allowable use of funds FAQ will also be being updated. The last update was last year. And so there is a lot of the section in that is in that side by side guidance. However, the Title III allowable use FAQ is really more of that scenario of being able to determine if it is federally funded or if it's another fund source. So just know that there will be an update coming in 2021 for that particular document.

If you want to click. Also as a reminder, I have provided here that there are many training opportunities at the education service center, at your ESCs, especially to be able to support outreach efforts. And so I've listed out just a few of those trainings that I know that they offer.

And so just, if you need support for special development, I just encourage you to reach out to your service center to see when those opportunities are, especially if it is something that you notice is a need within your staff to be able to get additional training. So and then they have a lot more there. So that link actually will take you to our on the web portal, the ESC page where you'll be able to find which program page that you need based off your region.

So the next thing I'm going to talk about is exciting. So this is our-- so we've been updating our supporting English Learner in Texas web page, our txel.org. And so I want to just share with y'all some things that have been updated.

One of the first things is live meeting page. So the live meetings page is-- and you can click on that, and it'll actually take you to it. That link is actually in the web portal under quick links. And that page is actually designated to really provide you all the links to our meetings.

It's also going to be the place where you'll be able to get to the PDF presentation, also the recording, the agenda. It's going to house all of those resources in one space. So it's exciting, because now, we'll be able to go there. You can let your teachers know, whoever you need to know who is supporting English learners that may want to be able to participate in our live meetings or view the recordings.

Also, here in a minute, we're going to talk a little more. But we have now implemented a subscription feature, which you can see there on the bottom of the slide. That you'll be able to now sign up to receive any updates that are added to the web portal or if there's any communication coming from the agency. We have also added new videos. You can see there on the slide. There is the process for serving English learners. That is a great resource to tap into, to look at, to be able to promote with your parents, and also,

to be able to share maybe during a staff development too. It really goes through the entire process of the identification of an English learner.

And in 2021, at the beginning of the year, we are hoping to be able to roll out. Our plan is to roll out a parent and family newsletter that will be disseminated from the web portal and through the sign up. That will be able to highlight resources, and tips, and tools on areas for parents and families. So I encourage you all to sign up for that. Because that would be a resource, a tool, that you would be able to disseminate to your parents or to be able to tap into to know what information is new on the web portal for our families of English learners.

Our engagement website has gone live. It went live at the end of October. So there's a lot of great resources. And I'll talk about that here in a little bit.

And then we just also ask that you help us in promoting the web portal as much and as often as you can through social media, on your program pages, any newsletters, communication that you send out to our families. We definitely want to encourage anyone who is supporting English learners to use this as a resource. We, as an agency, are trying to, through social media, there are regional areas that you may be seeing.

There's already a few up, some billboards that are also helping to promote this site for our families of English learners. So that they know that this resource is here to support them. All right.

Can I interject really quickly?

Yes.

If we were on the live Zoom, I would have asked everybody to take a minute and go to the txel.org to sign up for updates. If you haven't already, please do so. You can sign up as an educator, a parent or family mem-- I'm sorry-- a parent or community member. Please do so, so that you can stay up to date with a variety of exciting new things that we're sharing.

Yes, thank you. Thank you. And so the link will be dropped into the chat so that for the txel.org so that hopefully they can also get you there a little quicker. So you can sign up. OK, we want to go to the next slide.

OK. So our engagement resource website, one of the exciting things that I have been waiting for is that we have now built in some virtual engagement one pagers. The one pagers are to be able to help support you, who may be like, how do I transition this normally done in person virtually? So here on this presentation, when you receive it, these are hyperlinked. So that you can go directly to this one pagers. But it's also, if you want to go to the engagement resource site, that is also a great place. Because we updated and revised our planning tool. And for those who have used it, it now includes all three engagement pieces.

But these one pagers are great to be able to put side by side as you are planning and actually going through that phase two process. So just know that we are going to continually try to build this more for you all. But the resources there are virtually, and then we also have kept our in-person examples as well. So just know that if, for example, that first one, how to use Google Classroom. If you're not using that platform, the process and the ideas and considerations will apply to probably what the platform that you are using. So just know that was just one suggestion.

But please, if it doesn't really speak exactly to the title, the event you're doing, think about it in as far as that alignment to what you are doing. So if there's any other great opportunities that you are doing

virtually, in this presentation, there will be opportunities to be able to share with us. And we would love to network what you're doing. All right. Thank you so much.

Before we move on to the next section-- and again, we had multiple activities planned. But before we move onto the next section, I think there was a clarification that Carlene wanted to pose for Esmeralda. Yes. Thank you. We do have a quick clarification from what Esmeralda said earlier. And then we had a few questions follow up in the chat.

Keep in mind that those LPAC decisions that are made in the spring do not carry over to fall and December. So only things that are-- fall goes to spring and summer. But those summer or spring decisions do not carry to the fall.

All right. Thank you, and thank you all. Please, again, as you're commenting in the chat, we appreciate that. But the best way, because there's over 600 people on the call, the best way for us to ensure that we answer your question is if you put it in the Q&A feature. That way we can grab those and provide some specific written guidance back.

And thank you. I see a couple of you, Abigail, and April, and Marie Cruz have already-- I'm sure there's many more of you-- have already subscribed to the EL portal. So thank you very much for doing that. So as we move on into what would have been a more of a light or fun conversation, opportunity for networking. I wanted to touch on remote and blended instruction for English learners. If you could advance the slide, please.

Back in January, well before the pandemic, and well before I started on board and Xochitl, the division of English learners support began to evaluate the needs for more effective program implementation for English learners. And we're going to go ahead, and many of you may have seen this slide before. We are definitely going with the theme of a path or a road to increasing student achievement and positive academic outcomes for English learners.

So through this process, there were a variety of checkpoints that were identified. We were able to provide some guidance. So then COVID happened. And then we were able to provide some guidance around hybrid learning earlier this summer.

And in the spirit of continuous improvement, we came upon an article out of California. Some English learner organizations in California presented some really important considerations that I think probably most of the country was considering. And they're not specific to specifically to California. But they presented us, presented the public, with some things for us to consider really mindfully as we continue to plan for this.

It's not even a new normal. It's just a normal of hybrid learning for English learners. And so we, here at the agency, the English learning division, took those checkpoints and thought through how we could better provide guidance and support. But also, we looked for ways and we reached out to LEAs and as we presented this in other capacities or other venues, and wanted to gather some information about what LEAs are doing around the state around these different checkpoints.

And so I think we might share the Padlet in a bit. But I'm going to turn it over to Xochitl. And she'll give you a voice over of those 10 checkpoints. Go ahead.

Great, thank you, Dr. Lara. So it's important to, like she just mentioned a while ago, that it's no longer a new normal. It is something that we're living in today. And it's almost a year from the time that we actually went into this virtual overnight type of setting.

So some of the things that we are wanting to really capture is to maximize our efforts as an agency is to support and provide that guidance of how some of the things and leverages that we can consider any time that we're thinking of English language learners, especially in a brick and mortar, virtual, or blended learning setting. So these 10 checkpoints really made us also reflect and look at the guidance that we have already provided, but also, having a cumulative record of what our districts, LEAs, charter schools are doing to ensure that we can really share and maximize to provide that equitable opportunity for students. So right now, we're not only doing equitable access for language, for content, but also for digital resources. So that's important.

So one of the first checkpoints that we were considering is the daily interaction instruction. And I'm sure that all of you are in different variations of your phase in coming in into your schools already. But think about, as we're going through the checkpoints, one of the things that we really want you to do is to think about these checkpoints and how you have ingrained some of these efforts into your phase in of returning to school.

So the first one is daily interaction instruction, making sure that one of the most important pieces that English language learners need is that proximity to teacher, the proximity to language, the proximity to understanding the content, while they're engaging in cooperative learning. So how are we providing that setting even in our virtual world? What are some of the platforms and some of the features that are integrated to ensure that we're reaching that social emotional piece of the student?

Check point number two is how are we providing that strong relationship building? As you may know, as human beings, we all need that connectivity, that one to one person letting us know how it went, things like that. So one of the most effective pieces for students to attain and internalize content is that they know the teacher understands them and appreciates them. So right now, in this type of setting, it's important to understand that how are we building opportunities. That even if it's a synchronous Zoom connection with a student, if we take a couple of minutes just to have that social interaction to build strong relationships goes a long way in their learning.

Three, a robust curriculum, as we're planning out the curriculum, whether it's asynchronous or synchronous modalities or that face-to-face. How are we providing access for content? And a robust curriculum entails not only the language arts literacy connections across science, social studies, and mathematics.

We still want to make sure that the whole child, that English learner's having that opportunity of all content areas. Because again, they're learning in two languages, but the goal of their learning content in those languages. Number four, retaining the language service is very important for our English language learners, especially in bilingual programs and ESL programs. So one of the things is providing them the opportunity of leveraging their first language as they're learning.

So you're scripting and as you're rolling out your daily routines, your daily times with students, how are we validating their first language? And especially in dual language programs, are we really looking at the percentage of time that we're providing the students access to the content in the language assigning that model that you have? And check point number five-- thank you. Technology resources, so I know that overall, right now, we're just making sure that every student has the opportunity of an LMS.

That they have access to all the features content that the district or the LEAs are able to provide. But how much connectivity are we providing in their first language? Right? How many of those softwares are you

all gravitating to? And how are they being utilized in our students' daily interaction and providing a digital device for students and connectivity?

So how are you making sure that all of your students, whether they are in class, they're doing the hybrid, blended, or in a virtual setting, making sure that they have a device to work on, on a daily basis. Number six, very important, is tracking attendance. And I'm sure that you have already a system in place. But how are we also capturing the students that are not coming to school? And why are they not coming to school?

So communication is going to be very important here. Communicating with families to ensure that there is a reason. Maybe they misunderstood. The classes Monday through Wednesday were asynchronous instead of synchronous.

So communication is going to be key to ensure that the attendance is robust. Because at the end of the day, we want every English language learner, again, to have that access to the instructions on a daily basis. Check point number seven, as we all know, family engagement and community involvement is very important for a student's triangulation of learning in any school setting. So it's important that we embrace and we engage our families as much as possible. Because if they're in a virtual setting world, the parents are the teachers right now.

They're supporting, making sure they're getting on their devices, perhaps doing some one to one tutoring in the language that they can. So it's important that there's different modalities of reaching out to parents and involve them as much as possible. And it's also important that they also need to be very savvy.

So I know that some of the LEAs have already created a system to invite parents through Zoom and walk them through the settings or the LMS to ensure that they have the opportunities of knowing what their students may ask questions on and be able to support right then and there. So communication is going to be fundamental. Educator resources, at the end of the day, as I'm sure that you have heard numerous times as bilingual directors, bilingual leaders, in your LEAs is the Spanish resources and translations and things like that.

So making sure that this is the time to support our teachers. Because they are the ones in the trenches. They're the ones that are having to really maximize the time to a brick and mortar, setting to a virtual setting, or hybrid setting. So they have to have different modalities of providing instructions to their students.

So making sure that you're providing an ample opportunity of professional development that deals with online learning and online resources. How are you really maximizing their capacity with their PV that they're doing in your LEAs? And therefore, number nine is making sure that, once you provide that professional development for them, and that they are able to undertake all the technology resources that the district is going to provide or the LEAs are providing, is making sure they have some time to plan and prepare.

And campus wide is great. Vertical alignment is great, but also, if you're in a district where there's different teachers in different LEAs or different schools, have them maximize. Bring them virtually into the platform so they can have those conversations to be able to really extend and leverage support from others to ensure that their planning and preparation is solid.

And last but not least, very importantly, this is a huge reflection for us as well as state level supports. And I know that if you look into our TEA website, and the TexI, you would find a plethora of resources that captures the essence of how the guidance is to be rolled out in schools, whether you're going to do

periodically phasing-in, if you're going to give the students a choice of virtual complete 100%, or that hyper blending is making sure that we're providing that guidance and access to samples. And hence, the reason why we are reaching out also to you all, because that road map can't be done without you. We really want to make sure that we capture the wonderful things that you're already doing and sharing them throughout. So that we can build a stronger roadmap together.

I agree. Thank you--

Thank you.

Xochitl, for that voiceover. I wanted to go ahead and share just a couple of things that we have found. We have a Padlet going that, really, has just become cumulative from the first time we presented this. And we're asking LEAs to drop in some examples of how they've addressed a variety of these checkpoints. And one of my favorite ones-- are we're going to drop the Padlet in? OK. If any of those checkpoints that Xochitl went over resonate with you, or you recognize that your LEA has addressed it in a super exciting way, please go ahead and post it in the Padlet. But don't forget to put your LEA name, so that we can recognize you.

There was one LEA, I think, the very first time we presented this that, as a parent of four teenagers at home, I sometimes need information during the day not in the evening. And so this one example that was a smaller, rural school district. And I cannot think of the name of it. But they initiated brown bags during the school day. With asynchronous time, they had a team leader, a teacher leader, either it grade level or content lead, a couple of times a week for parents or families at home during the day.

It was not for students. It was to answer questions about the LMS or-- thank you. I think that was it. It started with an S. Way to go, Snook ISD.

I'm sure many others are doing that as well. But that just resonated with me as a parent. Because sometimes late in the evening, I'm cooking dinner. I can't hop onto a webinar or to some sort of meeting. Because there are many other things, practices, and all kinds of things that the kids are going through or doing.

So I really appreciated that offering during the day. So that was one of the ones I wanted to recognize. I'll invite the team if they wanted to recognize some others.

Yeah. One thing that stood out to me when I was looking at the Padlet, and you can get to this to, under the family involvement, Sheldon ISD, like many of you all, has a page on their website for parents to get information about all things distance learning. And when you follow the link that's on that Padlet, what really stands out to me is the simplicity of the site.

I mean, I'm an outsider coming in. Just because I work at TEA doesn't mean I know all about Sheldon on demand and all of that stuff. And it's just very clear to me that the parents can, in just a short phrase, find what they're looking for, how to find your student's schedule, help with using the iPad, just super parent friendly.

And then the link right there to the webinar, it's in English and in Spanish. And so as a parent, if I'm coming in, whether on my lunch or at night, trying to cook dinner or whatever, if I have a specific question that phrase is there for me to know where to click. So way to go, Sheldon ISD.

I want to also highlight from the Padlet one of the celebrations that's already there is from Klein ISD. I noticed that they hired a newcomer coordinator to specifically reach out to and connect with their newcomer families. So I think that's an excellent celebration of really building those relationships with families and students individually. So shout out to Klein.

And I would like to shout out, also added in the Padlet, Aldine ISD and Ferris ISD. I love the way they always remember that keeping the language is an important point number four in the robust curriculum. So they ensure that they provided guidance on-- even though we're virtual-- this is a virtual tool that you can utilize to verify the academic language development of your students, listening, reading-- what did I say? Listening, speaking, reading, and writing, thank you.

And also, they gave some highlights as to remember if a English learner's in this particular beginner, intermediate, or advanced, these are some of the strategies that you can utilize. So they were prompt in ensuring that they provided their teachers with those type of scaffolds. So shout out to you all.

I'm sure everybody, many LEAs, are doing wonderful things. I was just shouting out Aldine. I went to Aldine second and third grade. We can go and move on to our next section.

All right. So absolutely keep adding to that Padlet, guys. We want to see more celebrations. So make sure you go in and add those celebrations and awesome things you're doing in your districts. Now onto LPAC updates, Roberto, you want to start talking about summer school data submission?

Absolutely. Well, as many of you all know, we provided some flexibilities over the summer on how school districts can offer the 120 hours of instruction for the required summer school program. Some districts started the program and finished the program this summer. And we've already received those data submissions through Ps.

And the other flexibility that we offer is for school districts. Hopefully, they are continuing as we speak right now. They are continuing to offer the program until the summer of 2021. OK?

So there is two flexibilities. One, they start it and finish in the summer. And hopefully, the districts that are continuing with their summer school program as we speak. Remember, they need to complete 120 hours of instruction. And then that will carry over until the summer of 2021.

Until then, until the summer of 2021, then that's where we will go ahead, the agency, and start reimbursing districts. So initially, we were going to do the first round of reimbursements and then a second round of reimbursement. There was a to the administrator addressed letter that was posted yesterday afternoon. And we'll also go ahead and post that to our portal and our bilingual ESL web page. Basically, that letter does explain that we will reimburse school districts that offered the program until the summer of 2021. So again, we do encourage you, if you are offering the program, remember it has to be 120 hours of instruction. And you have until the summer of 2021 to complete that as well.

All right. And that TAA is linked right there. For when you have this PowerPoint, it'll be linked right here.

Now, we have exciting news. Get ready to smile. If you haven't been smiling yet, get ready to smile.

We've got some great news here about EL identification.

Our School Year 2021 English Learner Guidance FAQ, we have submitted an update with a new question as well as a couple revisions, particularly around the reclassification update. You'll see some of those revised, that information revised in the FAQ. But we do have a new question. And this question actually addresses-- and I was just going to pull up the draft. But for the sake of time, I'm going to just talk about it a little bit.

But notice that Friday, October 30 was, of course, the PEIM snapshot date. And we recognize that many of you have been furiously trying to do your English learner identification. And it's been difficult, to say the least.

And so we, at the end of last week, threw for a hail Mary and asked business validation if we could get an extension on submitting that data for EL identification. And guess what? We got it. And that's exciting.

This is really exciting, because what this means is that you will be able to now submit-- for students who were enrolled as of October 30, you will be able to update and submit their English learner status through January 14, the final fall submission date. So are you cheering? I see a couple of yays in the chat. So that's super exciting.

We want to keep in mind, just as our FAQ already mentions, for these students who are presumptively English learners, they are in the process of being identified as English learners. Please, serve them now. Go ahead and get them in those programs. Place them in the program.

We want them to be temporarily served in the program. Keep in mind that, of course, we've been working at the PEIMS division on this guidance. So they are not withholding that information from you. They're waiting for the FAQ to be posted. And then they will also be disseminating that out through all of their PEIMS coordinator channels, as well as to the sys vendors, et cetera.

So keep in mind that what this overall means is that you'll still be able to report those students as identified all the way through the final fall submission in January 14. And I cannot emphasize enough, especially due to some of the guidance we've been seeing coming from USCE, it is vital that these students who are in the process of being identified, and they are presumptively English learners, we need to be serving them along the way. We need to be temporarily placing them in services. So that's the key point.

I'm excited. So that was easy, quick and easy. But please be watching, and we'll be sending that out as it gets posted, hopefully, early next week. And watch out for that new guidance. Roberto?

Thank you all so much for submitting the bilingual education exceptions and/or ESL waivers or both. I knew that there was a high level of anxiety, because this year, we do anticipate more teachers on the exception or the waivers since a lot of the testing centers were closed. And those teachers couldn't challenge the test. We are very well aware of that. We just said, continue to go ahead and include them to the exception and to the waiver.

I will start sending out confirmations. I just wanted to wait a few more days, since there are some districts that are still submitting their applications or sending revisions to their applications that were submitted on or before the due date, which was November the 1st. Starting next week, I will be sending confirmation emails letting you know that we have received confirm your application.

And we'll call you in case we have any questions. So I just wanted to let you all know. Thank you all so much for submitting those exceptions and waivers on the due date.

And to continue with that, keep in mind then, when you submit a bilingual education exception or ESL waiver, those students are being served through an alternative language program. And so that you describe in your application. And we want to make a couple clarifications on that.

Keep in mind that those students are served in programs. And they are funded at that basic allotment weight of 0.1. Also keep in mind that, if you have submitted for an exception or a waiver for that teacher, and subsequently for those students under that teacher's instruction, keep in mind that if later in the year, let's say, January 15, that teacher becomes appropriately certified, you can change then those PEIMS coding for the appropriate parental permission and program coding.

And we have clarified with our PEIMS folks that you will need start and end dates for those. And they should be the same date. So the date that my previous program coding ends should be the same date that my new program begins. So I want to make sure that to clarify that.

All right. Another quick just reminder about our guidance and this link is there. I'm not going to open it. But our guidance for identification and placement of English learners prior to kindergarten, we have updated this a little bit from when it was first released last year.

There's just a couple of clarifying points I want to make sure to note. Number one, keep in mind within that guidance document that, when we say full time for our students, that includes students who are in half day or full day programs. So you've got to love the semantics of that.

But keep in mind that we do discuss students who are coming to school for more drop in type services. That is less than two instructional hours per day or equates to less than two instructional hours per day, maybe for speech therapy, maybe for some occupational therapy. Those kiddos then are not in membership. That's how we talk to our PEIMS folks that they're going to understand that language.

They're not in membership. They're ADA zero. And it's only for those kiddos who are ADA zero that we're unable-- then they'll be identified as English learners but not yet served. Because there's not yet a program for them to be served through.

And so keep in mind then that only for those students, if they are ADA zero, then they will not be required to have a parental permission code nor a program code. So there will not be the use of parental permission code eight or anything of that sort. It will just not be required at all for them to have a parental permission.

Keeping in mind, we're only talking about kids who are doing drop in services and are ADA zero. Any of our other kids served in ECSE or EE settings who are in those full time programs, half or full day, we're serving them jointly. Along with their special education services, we're serving them in bilingual and ESL services.

All right, so reclassification, just a couple points here. One, of course, just as Esmeralda also mentioned earlier, of course, we have our individualized reclassification process that is particular to students who have a significant cognitive disability and qualify for that process. It's linked here just for you to recall.

Because the LPAC and ARD do need to make those decisions at the beginning of the year, as in now, in order to then use those criteria at the end of the year. So that's just a reminder.

But here's some other good news. And that is the final link here. I won't open it. But it is linked, as Roberto mentioned, on our TEA website, we have not yet posted the 2021 school year reclassification criteria chart.

We don't want to confuse you as you're finishing up '19-'20. But under LPAC resources, and that's what's linked here in the final link, there is the 2021 reclassification criteria chart. We have recently updated that with a couple clarifications. And that is this.

For both our blind and visually impaired, as well as our deaf and hard of hearing students, English learners, they may, of course, because of being deaf, hard of hearing, or blind, visually impaired, be exempt from certain domains on TELPAS due to that service. And so really, due to their inability to participate, we always have to remember, any time we're exempting any student from a particular domain of TELPAS, it's because they're unable to participate not because their score will be low. But particularly, for these students, then if they are exempted from those particular domains, for instance deaf, hard of hearing being exempted from listening and/or speaking due to being deaf or hard of hearing. If they meet all the other criteria for reclassification, they can still be reclassified.

Otherwise, they would not have access to reclassifications due to their disability. And that is not appropriate. Second of all, we have, for our blind, visually impaired students, if they are exempted from

the reading portion, particularly due to the fact that they're unable to access the reading TELPAS, since there's not a Braille version currently, then as long as they meet all the other criteria, they can still be reclassified. That is now noted on our 2021 reclassification criteria chart.

Great.

And I think, anything else, Roberto?

No. I just want to go ahead, and before we move on to the next section on exceptions and waivers, really quick, remember those are valid only for the school year in which they were submitted. They are only for that one school year. They are not valid for three school years, two years, five years. It's just this year.

So you don't have-- if you have already submitted your exception or a waiver, do not wait. Go ahead, the bilingual ESL coordinator work with your PEIMS coordinator. Make those appropriate PEIMS changes that need to be made or those grade levels and for those students where there is not an a properly certified teacher. OK?

So please, you have to work in collaboration with your bilingual coordinator and your PEIMS coordinator, so you are coding the students appropriately. We do welcome you to go to our bilingual ESL page, where we do have bilingual exceptions and waivers resources web page on how to code those students. So please take the time.

Carlene did a really good job with some videos. So look at those videos, and look at those PEIM charts to see how to appropriately code those students that are under an exception or a waiver. And really quick, I think the next one is on LPAC, really, I just want to re-emphasize, remember, reclassification is November the 16th. We encourage you as well, as always, I just want to say, encourage you to go and look at our LPAC web page guide.

Since we've launched that website really quick, we've had over 23,000 views just in the month of September. Of October, 5,000 people took the modules just in the month of October. Over 23 our most popular one is the introduction module which I think we've piqued your interest. We encourage you to keep on looking at the modules and finish them.

They're less than 30 minutes each. And hopefully, you have enjoyed it. Again, this is just version 1.0. We will do many updates to it, webinars as well, where there is a need here that LPAC and the ARD how our best-- so you can hear the conversations that should take place in an LPAC, in an ARD.

I want to take this brief time to shout out Aida Interiano from Klein. Thank you for the nice email. She really liked the LPAC updates and the resources. So we work really hard. And again, this is just one version.

And we're taking a stab at it to see how we can roll out these resources and reach the masses. So thank you for that really nice email. But please take time and look at our LPAC web page. Just go visit txel.org/lpac. It's on our portal as well.

And while you're there, remember subscribe, subscribe, subscribe. We've gotten a lot of subscriptions already during the time that we've been together during this webinar. So don't forget to subscribe. Thank you.

Yes. And we just-- I think there's only 91 subscribers? Come on, y'all. There's 631 participants.

[LAUGHTER]

I'm super competitive. Moving on to the next slide, please. All right, agency updates. I think that is Amy.

Yes. I am going to summarize so quickly. And I don't know how we want to do this, Julie. We have two minutes left till 11 o'clock. I guess if people need to go, we're going to continue to record. But we're also going to go as quickly as we can.

The main idea of this slide is that Texas Home Learning is now in 3.0. And there are three components detail. The first one is instructional materials. Right?

The second is technology. That's the Schoology availability. And the third, professional development, we have vendors who are providing training on how to use, number one, instructional materials. Very important at the bottom, these are not required.

You may use them as you see fit. Texas Home Learning is TEA's response to the distance learning situation, the variety of learning environments. These instructional materials are designed to pivot between face to face and at home. If you, in your district are struggling with materials, that can transfer, not translate, but transfer easily to the distance learning environment, this is what you might want to look at.

OK. Let's go to the next slide. As you can maybe imagine or not imagine, if you look at the teeny tiny icons, that is eight different vendors that TEA has been contracting with, having that competitive solicitation process, reviewing all of that. The good news is that we, as special populations, specifically English learners, gifted, and special Ed, have been involved with the rubrics and with the vendors speaking up for what does it mean to really address English learners and to see them through that additive, positive mindset that we do. And what does instruction look like?

As you can imagine, with eight different vendors so far, and pre-K is one that was just, just, just announced, you guys, November 5. So you may be in on this information. And it's teaching strategies, which is already really popular. It's great.

Short term, I'm advising you all to go to the Texas Home Learning website, which is linked on the very next slide. And look at, by subject, hey, we need some stuff for math. Go in and look at math, look at your grade levels. Only some modules are posted right now, because of course, it's a work in progress. And our goal is to get things posted right away, so that you can use them in the short term to affect teacher qual-- lessons and student achievement.

Right now, maybe there are a couple of videos your teachers can integrate. Get with your content people and say, hey, maybe you guys are not interested in using these, for example, these math materials, because we're already using X. But wow, they have some videos that we can really use in dual language. So definitely get in there and poke around for the short term.

In the long term, the good news is that we are able to work with the agency as a whole to broadly affect how contracts are put out, how the agency influences the nation, really, in including English learners. So as just the same way with the LPAC, it's 1.0. This is the first agency wide initiative brought on by a pandemic. And it's great, but it can also be better.

And so we are there, and the agency is now setting up structures that will enable that we have inclusive practices going forward. So short term, check out the curriculum. If you want to have updates on when new pieces are posted, there's where you can subscribe.

Thank you, Amy. THL work has been really exciting. And another thing I wanted to share with you all-- I'm being mindful of time. As one of my colleagues mentioned earlier, we did say that this would end at 11:00. So feel free to hop off.

We will continue the recording to provide as much information as we can. But also, Project Restore is the agency's response and to support educators in understanding how trauma has impacted students. There's a variety. There was six modules that you can take alone. They're on demand modules posted at the texasprojectrestore.org website.

You can take it, again, as I mentioned at home, maybe with a virtual watch party with some colleagues of yours. But it really does speak to the trauma that students are experiencing with the pandemic, as well as just a variety of other mental health things to keep in mind as we, as a community, go through this pandemic, and school closures, and going back to hybrid learning, and that type of thing. So next slide, please.

All right. So I'm going to just talk real briefly about sheltered instruction. It's good. I've seen a couple questions in the chat that, hopefully, I'll be able to answer through this section.

So we just wanted to share. We know, of course, that sheltered instruction, the ELPs gateway courses are not up right now. And that's really beyond our control. We really don't know how long that process is going to be for those courses to be up. But we wanted to be able to share some other resources for you. Keep in mind, what is sheltered instruction? What are we even talking about? It's really nearly synonymous with the term of content based instruction. It's what makes content comprehensible while still supporting second language development.

So any time that the teacher is connecting comprehensible content material, as well as strategic support of language, that's sheltered instruction. It is foundational for all of our six program models, bilingual and ESL. It applies to any language of instruction. And guess what? It's more than just good teaching.

We really can't just chalk it up to good teaching. We have to have strategic support for our English learners through sheltered instruction. And keep in mind that, of course, although we have implications for remote instruction, the way that we provide those methods may differ due to a remote or a blended learning option. The root of the foundational methods are still the same.

So we don't have to relearn how to support students with second language acquisition. But we just may need to adjust our delivery as we do that in remote and hybrid learning. I wanted to briefly share then, as I mentioned, this applies to all of our programs. So what are our students-- what programs are they in?

Well, this is from our 2019-20 data.

Linked here in the bottom right hand corner of this slide is an enrollment in Texas public schools report that's sent out by data and analysis. Really awesome report, take a look at that. And as you can see here, last year we had over 1.1 million English learners identified in Texas. And you can see here the spread of those students participating from bilingual programs, ESL programs, alternative language programs, to bilingual or ESL, meaning they submitted an exception or waiver and being served under alternative language. And of course, 4% of those students total being not in services, like these ARD students with a parental denial of services.

So I just want you to see that spread of where are they participating. So like I said, we may not be able to access the gateway courses right now. But here are some other resources, where you can find information and support.

Of course, in our program implementation rubrics, the instructional design category for methods and resources section, check that section out. On each of the ESL, dual language, and transitional rubrics, they have a section on sheltered methods within the methods and resources category that breaks down.

And if you click there into the notes, it will show you some details about what it means to support our students in sheltered instruction.

And we've really defined that around TAC 74.4, the ELPs part B talks about providing linguistically accommodated content instruction that is communicated, sequenced, and scaffolded. And so using those three terms from the ELPs, we've defined sheltered methods. And it's the same across those three rubrics for ESL, DLI, and TBE. So check that out, because that's a good source for what do we really mean to define what is sheltered instruction.

By the way, to answer a question from the Q&A, you're like, ELPs? When are the new ones coming out? I heard they're under review. There's been all these work groups.

Don't worry. We're not holding anything back from you. That is all facilitated from the curriculum division, the ELPs review. And it's still in process. So as soon as we get more details on that timeline about the ELPs being implemented and revised, I promise we will share that as soon as we have that information. Also, of course, we have an ESL certification preparation manual. That domain two is all about instruction. And I've got a section there that can be beneficial for some theory and practice. Keeping in mind as well, we have our now ESL certification preparation online course. And that is available for you to train teachers with.

Also, don't worry. We're also not holding back information. The ESL certification test has not changed yet. We know that those new standards were adopted a while ago, about two summers ago. But the new test framework for ESL is still in development and really, also, being paused due to the ELPs being revised as well.

So this current manual and the current online course is still preparing you for the current test, which again, it applies to-- is not yet applied to the new standards. Because the test has not changed yet. Lastly, of course, we've linked here some additional resources that can give you more overview and deep dive information about sheltered instruction as well as culturally responsive teaching, which is encompassed in that umbrella of sheltered instruction. So hopefully, a few of these links will give you some support in the interim as we await those gateway courses coming back.

You're on mute. I'm not a mute anymore. OK. So speaking of sheltered instruction and instructional strategies, we are going to do a maiden call for virtual strategies.

This will be-- we will send out some information to ESEs and LEAs. What we are thinking about is we would really like to create and expand the teacher support section of the web portal. And we are looking for any type of learning strategy, instructional strategy, that has been accommodated to support virtual learning, what that might look like.

And if any of your LEAs, if you have ideas firing right now, feel free to drop your name and LEA in the chat. And we will reach out to you. But we're also going to-- I know that we're over time. And so we've got some people that hopped off. But we really do want to send out some information to ESEs and LEAs around how to-- or around the parameters for this video of 7 to 12 minute video of teachers providing some hybrid instruction or virtual instruction that helps to support student achievement.

So that we can have a teacher to teacher resource on our web portal. So if you haven't already, please go ahead and subscribe to the web portal. So that you can get information when that does drop.

Go ahead and switch to the next slide. I think we covered the LPAC modules, how over 5,000 teachers have been trained in October. Anything else you wanted to add to that, Roberto?

To continue to look at the modules, again, our most popular modules introduction. So if we piqued your interest, you're right there. Continue and view the remainder modules.

There's a total of six modules. Again, each module lasts no more than 30 minutes. So you can just, in one sitting, get some popcorn and enjoy the modules.

If you have, again I'm going to-- we'll be ending this webinar soon. I'll leave it open for a couple of minutes after we actually end our presentation. If your question was not answered in-- if you put your question in the chat, it's likely not going to get answered. Because there's lots there.

Please go ahead and drop your question in the Q&A feature. And then we will be able to gather those and provide some feedback through the ESEs to you all to answer your questions. Check out the ESL certification online preparation course. It's linked here.

Again, this webinar and the PowerPoint will be posted to our Text website. Anything else? We want to move to the next slide?

Hey, Julie. Just wanted to highlight here that general English learner FAQ, a lot of the questions that folks are asking, of course, you want to also be always looking at that school year 2021 updated guidance. But our general English learner FAQ which is on our TEA web page, by the way, use the web page as well as the portal. That has a lot of our general questions that were some of those clarifications needed today, they are in that.

So dive into that thing. It's a little bit large. And also, on the LPAC training modules, when you go to those training resources, that FAQ is actually broken down by the sections of the LPAC that you can really target that information. So those are a few ways to find all of those good FAQs.

Next slide. We actually are not going to take questions. I really wanted to. Oh, did we edit?

In a perfect world, I would have talked with the participants about in this time of self care to be self compassionate, so that you can then take care of yourself. But it's been a long morning for all of us. And I thank you for those of you who stayed 13 minutes over.

We'll see you on January 15, likely in this webinar method, not the live method, or not the live version of Zoom. We will communicate that through your ESEs. If you have any questions, always go to your ESE. But you also feel free to email the English learner support inbox. And if you have specific LPAC questions, go ahead and email the LPAC inbox.

Also, I guess just a reminder for those people that joined a little late during our webinar, this presentation will be available to them when again? And will it be on our portal one more time, so we can remind our participants?

Yes. Go ahead, Rickie. Yes, it'll be on the portal.

Yeah. I was going to say, I would say, check on Monday. Give us today to can get everything 508 compliant and ready to post. And so then by Monday, you would be able to find the presentation and the recording.

T-X-E-L.org, T-X-E-L.org, add it to your favorites and subscribe.

Yeah. That's the portal. T-X-E-L.org is the site to the portal. So we are done with our presentation. It's 11:14. I'll keep this webinar open till about 11:17.

So if you have any last minute questions that you want to put in the Q&A feature, please do so now.

Thank you all and have-- thank you for all that you do for English learners in Texas. And have a wonderful day.