

Julie Lara: Okay, good morning when on the asset fellows welcome to the final live meeting of the 2021 school year. The weather here in Round Rock is absolutely gorgeous I hope that it stays gorgeous wherever you're at throughout the state that you can enjoy the blessed Mother's day weekend, should you have any festivities planned so good morning we'll go ahead and switch the slide to show you are great team great but mighty team, all of us here today, this morning lead for logistics, it is a webinar format so ESC Please go ahead and if you're on the go so just like please he sees if you have your mics on Please go ahead and mute them liaise go ahead and submit your questions to your ESC contact if you scroll up in the chat Carle's done a great job and gave everybody the ESC contact email in case you, you may not have it, but feel free to chat us and we can get you the right person. Julie Lara: Follow along on the agenda there's a link provided here that will likely be dropping the chat in a second if it hasn't already to access the agenda and know that this PowerPoint will also be posted at that same link the middle of next week or so. Thank you, moving on under the leadership of our executive director of special populations me like in the potty. The email support division, together with the highly mobile and that risk division and gifted and talented we make up the special populations division of the ta. And our mission is to equip school systems to increase awareness and promote equitable access and improve outcomes for all special populations. The email divisions goal and likely have seen this slide multiple times. One more slide over is to increase academic achievement for English honors throughout the state and we invite each of you to continue along this journey with us, we know that together we can make an impact that reaches across the state and we definitely need your support in doing so. Next slide please. So i've been in the role, a year Julie lot i've been here a year it was really my thing that's when I started, but now i'm back to my maiden name they've done a lot of reflection in the course of a year. We've done a lot of the yield division, as I mentioned earlier, strong but mighty has accomplished quite a bit of things and I don't know that the ellie's always get the always get to know exactly what it is that we're doing so I figured I would spend a few minutes this morning kind of sharing with you some of the big ticket things that we've done over the course of the year and then give you a preview of our plans for the company here. The we'll start with supporting English learners with multiple needs, this is a Coca Cola effort but. Julie Lara: Our division region 10 and Region 20 and it started with a lit review on how to support English learners have multiple names and it will result in an interactive resource so be looking for that soon. We also were in the midst of a pandemic, and we did all hands on deck coburn response everybody in the division and throughout the Agency spent has spent and continue to spend. Many, many hours, ensuring that we are providing instructional best practices and specific to our team. Appropriate email summer school guidance reclassification guidance continue collaboration and integration with thl 3.0 if you're not familiar with that teacher has a website it's a online curriculum that the state has is working to provide for free to liaise who might need it. So lots of collaboration across the Agency and and work tireless work related to cope with 19 endemic in school closures of the the division has done. We're also very excited to kick off our dual language initiative that began with the dual language guidance committee which is comprised of practitioners, we have superintendents executive leadership at lea's campus leadership and classroom teachers is really important for us as we're thinking through what a dual language framework would look like that we capture the experiences and voices of all the different levels of dual language educators. This will language initiative will result in enhanced dual language implementation rubric. As well as a company resources, we are going to pilot some of this work in the fall, but very, very soon, we will have will be able to present this to a language framework for the state, I think it's one of the first in the country so we're super excited about that. We also continue with the program implementation tools that we have currently we're continuing to promote and support the

implementation of those as well. That has resulted in some ESC refresher treatment refresher trainings as well as we took some reflection from emc folks and around continuous improvement so of the of the process, as well as the rubrics himself so again always looking for continuous improvement but also always looking to support the program implementation so another super exciting thing that we've done is, we have a newly designed English learners support El i'm sorry. yeah web portal tx el.org is our web portal super sleek it was a Labor of love for ricky and region 20 bucks on it and it's great if you haven't met the textile.org please go visit that website everything that we do will be redirected to the website and posted at the website there's a subscribe button so i'm going to have a shameless plug to ask everybody to subscribe to the updates for the web portal, if you have not already. And finally, last but not least at all the esl certification online training course that was in collaboration with region 10 It also is going to happen associated preparation manual and we are excited to say that over 6000 educators have completed or have over 6000 courses have been completed, we have been really busy this year. And we are very blessed to be able to work together and and do and create work and policy that is needed in the field. Next slide please looking forward to the next school year i'm continuing to be inspired and motivated by the team that I work with and the incredibly passionate by the water heaters, and the self educators, that I work with and I engage with. And i'm just very excited for the coming year one and i've got some things here that that work and i'll share with you. The Title III Symposium i'm going to plug that a couple of times, we will plug that a couple of times this morning titled symposium will be free, this year. It is hybrid we have strands for administrators, teachers and families, we are working on securing some very exciting and dynamic speakers for the keynote super super excited about the possibilities there. are also, as I mentioned a minute ago we will be finalizing the dual dual language immersion framework, we are also working on an English on our family empowerment toolkit that is super exciting and and work that we know is incredibly important families English learners are often marginalized and for variety of reasons, and we want to help support. ellie's in in empowering that that particular population population we're also going to have some content based language instruction online courses and resources. stronger, more defined collaboration across other content and other programs, such as special education and early childhood so be looking for. Resources coming out of that. We also are going to update and revise all program implementation rubrics. and tools and resources, then they'll be training, along with that as well. We have continued support for teacher certification, similar to the esl online training course we will have a bilingual Certification online training course that we are working on a coordination with original 19 so again trying to recognize the needs in the field and provide adequate support for you all. And then, finally, we are going to increase in promote by literacy instruction and ways and develop ways and systems that you ladies can. promote and an advanced by literacy in your in your district so that's kind of a really brief overview of what's what's to come. they're all at different stages in their development, so if you have any questions about are interested in any more this topics, please go ahead and email us or email your ESC and we're happy to talk through some of that stuff with. them excited you okay Tyler Perry symposium not the second it's probably the fourth from my side of this morning i'm going to keep saying type of a symposium. Please, please, if you have not already registered register for it, it is free. It will be held on the 22nd and 23rd we are, we are getting some information from families we've sent some. Some surveys out to families around what the timeframes would be the most appropriate time frames for sessions for them again, as I mentioned super exciting possibilities and keynote speakers. Just super excited so please go ahead and help us promote this this, we really do want to make this the premier. Julie Lara: conference for English learners in the state we're very excited about it and then also I didn't want to not as you can switch to the next

slide. I didn't want to not mention teacher appreciation teacher appreciation week month teacher appreciation eternity right teachers are definitely this is definitely the year of the teacher and imitation is the best flattery and so thinking about we've done in our office a variety of activities around, how do we, you know what what does teacher appreciation mean to us, we thought about our own teachers as children thought about our own teaching experiences and things of that nature, I would really like to ask you all to think about how you can elevate the status of bilingual and ESL educators, in your region and in your LEA, and, as I mentioned before imitation is the best form of flattery and so encouraging them recognizing something that they do well, some strategy instructional strategy or process or that they do for English learners or their families and encourage them to apply or or maybe you submit important in collaboration with them a proposal. For at this healthy symposium if you know that someone is doing something really well and we need to share that and skin scale that so other people can imitate that, so I think that'd be a great way to elevate the status of the bilingual educators and the educators, that you that you lead and work with. Something very doing it would be very exciting we're very, very excited to to promote the. We really want to see what teachers are doing, we really want to share them share their stories and share their successes on a larger scale as possible, so please go ahead and encourage them to apply I'm sorry to submit a proposal or, even better, submit a proposal in collaboration with them proposals are doing the 21st However, we are happy to extend that that line we really, really want to use your voices, so please pass that on for us next slide. Okay I'm almost done talking our agenda is pretty packed this morning we'll have some guest speakers do some Title three and I'll pack updates program coordinators will go over some a couple of myth busters and instructional considerations as you continue to plan for the 2122 school year. Have a couple of announcements and then we'll end with a about a half an hour or more of Q amp a where we will do the roll call of your scenes, so please stay with us throughout. And so I will go ahead and introduce our panelists and you tell me if Dr porter is on the call and.

Amy Johnson: Julie, I think let's go ahead and get into a little oh yes perfect.

Julie Lara: Okay. go on. we're here, so I would like to introduce Dr Justin Porter, who is the state director of special education programs for a colleague of mine, and he and his team are going to share a little bit of information with you all.

Justin Porter: um we want us to yes very nice very happy to be here, everyone. Just like old home week for me, whenever I get to talk to to bilingual directors. Thanks Dr Lata and Amy and Caerleon Sochi for giving us this opportunity to be here today to talk real quickly about some an opportunity we have three special special education department that I think could be of interest to you all, we as y'all may have heard, we have launched an online dyslexia intervention platform. And it is we're pretty proud of it it's pretty nifty it's there's nothing like it in the in the country, right now, at all we've done in a partnership with amply oh speech and basically the platform contains all of the intervention curriculum within the platform 100% interactive in house digitally and so then interventionists can work. With children remotely or in person, if you're a blended if you're doing some of some of both all all that as possible, but others ricky to hey ricky but the most The thing that I'm most excited about, most recently, is that we have launched the Spanish version of that using the esperanza. curriculum that so many of you I'm sure are familiar with, either through your general ED reading programs or through your or three intervention processes as well because that's brown says y'all know it's it's kind of the only game in town when it comes to dyslexia intervention for. Justin Porter: for students we're learning to read in Spanish, and so we're super excited about that we have last week Thursday we had a webinar are sort of regular cadence le a webinar that we have usually with specification directors and. Justin Porter: Employed speech came

on board and gave us sort of a rundown of esperanza and how it works and what it looks like and how to sign up for it, and this is completely free of cost to liaise to us, which is probably what I should have lead with. Justin Porter: there's no cost involved there at all that we are also working on, if you have interventionists who need training and the curriculum, obviously. Justin Porter: They have to have very intensive training and either the English version which we're using mta curriculum multi multi sensory teaching approach or esperanza. Justin Porter: English or Spanish and for whichever one of those you're going to implement obviously you have to have the appropriate level of training for the intervention is to do that, but we also were working with. Justin Porter: original service Center to provide a sort of a centralized hub for that training and it will be offered at no cost as well. Justin Porter: And in offered virtually so there's not any strategy graphic barriers there for folks so we're trying to make it. Justin Porter: as easy as possible to get into again, this is not just an option for four times when you are in virtual instruction, this is time this is can be done. Justin Porter: face to face as well there's lots of implications here for teachers, for you currently have traveling from campus to campus because he's intervention staff, sometimes have to do that. Justin Porter: With a program like this, they might not have to do that as much. Justin Porter: Or if they still have to do that, they don't have to slap a giant cart full of all their junk with them every time they go somewhere because it's all housed within the platform online so it's pretty cool stuff. Justin Porter: we're super excited about it, I know I talked really fast that's just my mo and I would encourage you to click the link on the slide there, I can also drop it into chat for the webinar. Carlene Thomas: For you justin. Justin Porter: Oh, thank you, thank you for the webinar So you can see the webinar has has some several teacher testimonials from a little pilot that we did and. Justin Porter: And the teachers just seem to love it they absolutely love it for lots of reasons, not the least of which is they don't have to schlep all the materials around. Justin Porter: But the other part of it is it's got built in progress monitoring that sort of does a lot of that thing as kids are working independent practice it's tracking everything they do and providing reports to the interventionists. Justin Porter: That save time and make things more efficient. Justin Porter: it's also giving you a master check information whenever that comes up all this is aggregated for the students and pretty. Justin Porter: snazzy reports that you can use them to pull into our meetings or fiber for meetings or rti meetings, whatever you have what have you. Justin Porter: If you're tracking intervention for kids, so we are, this is a district level sort of thing, so if your district is interested in participating they make the contact with Leo. Justin Porter: And it talks about that how to do that in the webinar and it just goes directly from there it's not necessarily something that we're marketing directly to teachers, though. Justin Porter: Right now, because it really cuz districts, need to be aligned on usually on what they're doing and how they're doing it so that's why it's a requirement that it comes to the district, but. Justin Porter: we'd be super excited to have a whole bunch of kids in this esperanza program just because. Justin Porter: For lots of good reasons, but like one of the things and I know you all have heard me say this kind of stuff before and my time in a district I would. Justin Porter: Working with students with either were who are identified as but with a disability and receiving special education services or not. Justin Porter: But you would often hear well we don't have any intervention in Spanish so we're just going to give them as intervention in English and he'll be fine well no he's not if he needs to learn to read in Spanish. Justin Porter: giving him an English intervention is not going to be fine um it's it's going to be detrimental to that child, and so this is there's not a barrier there's not a barrier to this anymore, this is free you don't have to purchase it. Justin Porter: I mean you have to get your staff trained and you have to implement it, so you know, again I i'm not trying to oversimplify it it's hard to find the staff, I know that. Justin Porter: But it's worth the juice is worth the squeeze on that we know that for sure, so I can answer any

quick questions i'm happy to. Dawn Reeves: hey justin just for a second. Dawn Reeves: Can you hear me. Justin Porter: Well i'm sorry hey Michelle i'm sorry I should have introduced myself to get go I didn't know she actually got in and I just went and ran with it i'm Michele raises our state dyslexia coordinator so. Justin Porter: take it away show. Dawn Reeves: hey, I just wanted you to know that Steve is actually here and we'd like to show the DEMO and Elsa is on as well, for any kind of questions. Justin Porter: Well then, why'd you let me talk, along with show. Dawn Reeves: Well, I was. Julie Lara: Nobody. Justin Porter: it's hard to get a word in edgewise to stop me especially when i'm excited about something. Julie Lara: That sounds good, so you want to go ahead and. Dawn Reeves: let's see um I think Steve do you just need us to share the screen. Dawn Reeves: yeah. Steve Ruder: yeah if Thank you everybody, my name is Steve router i'm the director of strategic alliances with amp Leo i'm just going to share my screen. Steve Ruder: and Steve Ruder: Make sure the sound is on. Steve Ruder: We will get going. Steve Ruder: Can everybody see this. Steve Ruder: Okay fantastic well justin pitch quarters pitch was amazing I mean, so I i'm just going to just jump right into it. Steve Ruder: You really encapsulated everything that we've been able to do with this amazing partnership so that said i'm going to run through and there'll be time for Q amp a after. Steve Ruder: As well as an ability, the ability in that link for you to register your ISP or your ESC and get started on that process so that said let's go. Steve Ruder: So first, this is just a slide from a misnomer APP back in March, talking about. Steve Ruder: How devastating students with special learning needs are going to take four to five years to catch up and we're all very aware of that. Steve Ruder: And how do we address that is one of the things that that employee, I was able to partner with ta to ensure that we are going to take a three pronged approach and follow. Steve Ruder: Commissioner Miranda guidance on getting kids up to speed faster, so this platform, it has digitized of the esperanza curriculum and it's incredibly rigorous within intensity. Steve Ruder: We have the the data tracking features are remarkable that you're going to see shortly, but the output and the efficiency is something that you've never seen the likes of. Steve Ruder: Its using artificial intelligence and also automatic data collection, to create proud clinical progress and academic progress faster while making staff more efficient at their intervention. Steve Ruder: And this is where we come in, so we are doing high intensity individualized Andrew mentioned, while you're able to monitor student progress so i'm going to just kind of. Steve Ruder: Do a brief overview of of what Dr porter just talked about the ta is covering the cost of the Platform so there's unlimited seats as far as number of students, that you can enroll. Steve Ruder: The training on the platform which amp Leo is going to provide the training and then the training on the esperanza curriculum and right now we're running through this has been covered through September of 2023, but we are working with ta to extend extend that relationship. Steve Ruder: And we're just going to get right into it. Steve Ruder: Okay, please let me know if you cannot hear this, but here is a an overview DEMO of the Platform itself. And cleo is an outcome driven digital environment that enables high intensity individualized intervention, while monitoring student progress. The platform incorporates evidence based dyslexic curricula, the Spanish has finance curriculum. And the Multi sensory teaching approach curriculum for English, the entire mta and it's been on the curricula are fully digitized and everything is just a click away. The teacher has planned her lesson ahead of time on the platform and when she starts the lesson all of the activities are already loaded into her activity list. will show you how easy, this is to do in a few minutes, but now we're going to follow, along with what the students are seeing on their tablets, this is where the magic happens on the student side. Steve Ruder: The video folks. Elsa Cardenas Hagan: Yes, we see it. Steve Ruder: Okay, I got I got the note that said the video is supposed to be running so I apologize, let me, let me jump back in. Action Plans her lesson ahead of time on the platform and when she starts the lesson all of the activities are already loaded into her activity

this. will show you how easy, this is to do in a few minutes, but now we're going to follow, along with what the students are seeing on their tablets, this is where the magic happens on the student side. it's where the students practice the skills they're acquiring and are provided with reinforcements personalized stimuli and an adaptive curriculum in this alphabet activity there's a strip at the top of the students screen to help them learn the alphabet. All of the objects can be seen by the students and our interactive and multi sensory. The teacher moves the cover so they can see the order, but then, when the teacher assigns the students to begin individual practice the cover is replaced. Now each student is working in his or her personal work bored. The student bags and places and letters over the Rainbow in the correct order. If a letter is pleased incorrectly the teacher can remove it, and provide reinforcement, so that the student will understand the mistake and continue to practice. They move on to another activity they're reading deck which the teacher has customized prior to this session. As the teacher flips through the deck the student needs the items in the new information section, the teacher flips a card to introduce a new ladder. The students practice in a multi sensory matter by writing it in the air, with their fingers several times, and then they trace the letter on the whiteboard in the platform. Here again there are several practice opportunities, just like in this, but on says student workbook. Now, in this reading practice activity that teacher has assigned the activity for each student selecting which words or sentences to practice the student sees the words and begins reading out loud. tea and ED. See. As she is reading the teachers, marking the incorrect responses, though the student can see that. If the student has read certain words and correctly, the teacher may have them go back and practice again. behind the scenes, the ambient engine is acting as a smart Ai powered measurement and response system work in tandem with the intervention is to monitor performance and provide reinforcement to the student when necessary. Dawn Reeves: My student loves the platform she did not use the word interactive, but that is what she was trying to say noise of illegal it's not boring he made a high school, maybe it lets me right, when the session is over the teacher can assign a fun game or being forced meant. This further extends instructional time as home practice can sometimes a double net individual practice time and number of repetitions per week. During the game, the student has asked to read specific words or sentences and when he does so correctly, the student collected coin and advances to the next level. And you can see the game automatically pulls the same target words that the student was exposed to during the previous sessions. The game is powered by artificial intelligence and can automatically individualized so for the students according to his or her pace. For the students, this is an ultra engaging game. If the students read the word they'll get a little help from the. baby. Now let's jump back to the teachers point of view, we began by getting right into the session, but I want to show you how easy it is for the teacher to schedule sessions and plan and prepare for her lessons ahead of time. While creating an activity list the intervention is can see a preview of the activity before adding it to the session. Once she's in the session, she has the instructional script for every activity in the curriculum at the bottom of the screen it's only a click away. let's take a deeper look at the students profile. For every activity and interaction in the platform, whether the student is in class or working in a self practice mode at home and feel safe all the information in the students profile this not only saves the teacher valuable time. But creates a record of words read correctly and incorrectly over the course of the entire curriculum. Remember they're reading practice the teacher assigned while the student was reading out loud and the teacher was marking the responses. The system was automatically calculating the number of correct words accuracy words correct per minute repetition and total reading time. Likewise, for the intense self practice sessions, like the Ai game at home or in a learning lab the platform is measuring reading fluency and accuracy for each sound and it's all saved into the students profile. The student profile can also be accessed by dyslexia

coordinators and approved school administrators in the future, we plan to add additional monitoring tools and deeper dashboards for administrators. These are just a few of the features in the platform and le a's then enroll in the program will be fully trained. To sum up, the core ampere engine utilizes Ai and other technologies to give students more opportunities to practice more repetitions. Continual measurement feedback and reinforcement more intensity more rigor more time and instruction, all of which is needed to pave the way for faster progress. Steve Ruder: going to jump back and continue sharing the PowerPoint. Steve Ruder: We have some testimonials from actual intervention that's. Steve Ruder: The training and professional development, also at no cost yes ta is covering the cost through the end of 2023 of September, excuse me 2020. Julie Lara: The main thing, and you are able to hear not everyone's able to hear that video. Julie Lara: The testimonials. Steve Ruder: Oh i'm sorry, thank you. Steve Ruder: For learning I love it I love it can you not hear that folks. Julie Lara: Now it's much slower lived. Julie Lara: That sound for some of us looks like some people can. Steve Ruder: REACH up my video down. The program that we have with us, but on set where we used to reading cards and the kids enjoyed something a challenge something new, you know. And so they're having fun and it's allowing me to pace my instruction according to the students needs that's huge because, with students with dyslexia. Sometimes we have to teach them the reading portion all together and then do the spelling portion together because I look back to that they're dyslexic so we've we can't make some. Some of the data that has helped me with the flow is for sure the fluency we've been. Taking in how fast with the words per minute we're able to find those struggles pots and support them most at where they're most needed. And it's working you're listening you're listening to what our kids need you're listening to what the teachers need and it's working it's very easy to use and. it collects that data and graphs it over time, which is really useful to really helpful we present the data at our fiber for meetings you know to parents to show how they're progressing. But on just you know, a like a week to week basis, I think it's good to see if they are you know if their words correct per minute are progressing and if they're not I can go back and see you know. What did what did they have trouble with what do we need to go back over what do we need to work on, so this is a program that has been proven over and over again. The kids in progress, just amazed the amp your platform is very similar to the Multi sensory that we have in the classroom and the students have been reacting very positive because I have more than one campus. So instead of carrying all those heavy books are they good individual individual lesson plan and it's like stack them up for the next day, and now it's like click click click click OK let's go. So timetabling is big big it's working for in person, because I take my laptop and I turn around. Here that kids with their shields and the mask and their own laptop so it's working and we I can totally see Abdul even being an extension. To their centers where we did this lesson and I want you to go do independent practice on amp do with those activities that are related to the actual lesson I taught I can totally see that happen. So it's like a reinforcement of self confidence they go back into the classroom and they feel better about themselves they're ready to tackle you know they're stronger for it. Julie Lara: yeah i'm just enjoying this is a great resource Thank you guys for sharing Dr then as hicken did you have some brief remarks you wanted to to share, about the. Elsa Cardenas Hagan: Thank you so much, and thank you, Dr porter and thank you for having us here today we're very excited to bring this award winning platform to you and. Elsa Cardenas Hagan: As I just want to thank you know Texas education agency, Dr porter image show reeves we are number one in dyslexia in this nation. Elsa Cardenas Hagan: And we are the first to have the dyslexia laws were the first to really make sure we have you know qualified specialists. Elsa Cardenas Hagan: And now we're the first in the world to have something like this for students with dyslexia, but for Spanish speaking students with dyslexia and students who struggle with learning to read and, as you can see the. Elsa Cardenas

Hagan: Teachers are able to have that at their fingertips, and are able to share the data with their schools with the parents and. Elsa Cardenas Hagan: we're extremely excited and have been having great results with our pilot project, and we look forward, I see a lot of you out there, thank you for all your kind words, I see them and. Elsa Cardenas Hagan: i'm very excited it's a dream come true, so thank you and we'll be ready to serve you and thank you ta you all are leaders. Julie Lara: Thank you so much. Dawn Reeves: Thank you, thank you all for having us and Dr porter had to hop off, and I know we were kind of past our time I just I appreciate. Dawn Reeves: Having the time to be able to present this to you all, I know there were a lot of questions and if you guys could somehow get those to me i'd be happy to answer those but I know that we're kind of over our time. Julie Lara: gather the questions and we'll be sure to leave your your contact details in the chat and make sure that everybody has the information that they need a couple times over all right. Julie Lara: Great. Thank you so much. Julie Lara: hi thanks. Rickey Santellana: All right, Jay well good morning i'm going to share a little bit some top three updates and so one of the first thing I want to always enjoy hearing this part really as often as I can. Rickey Santellana: Is kind of looking into the future is orders are funding, and so you can see here on our map for tall three Part A funds. Rickey Santellana: Across the nation as far as the amount that. Rickey Santellana: We were received that we received from usc going into this next academic year, and that is also with an increase. Rickey Santellana: In total, three part of April, and for the nation we did see an increase there, you can see, at 1.27%, which is always great to be able to see that our funds are growing. Rickey Santellana: And it's always better to grow into actually decrease now going into thinking about Texas um you know we we receive 17% of that. Rickey Santellana: And 95% of what's been allocated to Texas goes directly directly to liaise okay so it's based off of the formula off of your accounts and now 5% of. Rickey Santellana: Those funds do stay at the state level which that also is what we use for managing the program but then also providing resources and tools and it's also What helps. Rickey Santellana: fund all the resources we have, including our web portal and so like I said this is always just great information for you all to kind of just see as far as where we are as state with top three part a federal funds. Rickey Santellana: Now the next slide I always like to kind of talk about the alignment is for is the funding in relation to the application, that is the application and then on the back end. Rickey Santellana: What the compliance report is, and so you can see here for telephony funded liaise with eli funds and. Rickey Santellana: You would have the application schedule and therefore the PS 3106 okay so that's what you would fill out and then on the back end, you would complete the compliance report of the PR 3002 so. Rickey Santellana: I always talk about the alignment as far as this application, the schedule and into the report now for le a's I show it's an efficient increase. Rickey Santellana: Okay, of immigrant students y'all would be eligible based off of a couple of different methods of additional Title three funds, and that would be our top three Part A immigrant funds. Rickey Santellana: So you can see there if you are one it's been that is eligible you would complete the program schedule to 311 for. Rickey Santellana: It was also very exciting, we were able to develop the compliance report that we were able to keep the same number so. Rickey Santellana: So it's always going to be easy to remember 311 for for the schedule and and also the compliance report okay so So those are we, the ones that you would complete for Title three. Rickey Santellana: Now here on this slide I know I always talk when I present or when I have conversations with le a's I usually always try to give the analogy of imagine the the application. Rickey Santellana: You know your program schedules and then the compliance report as like bookends Okay, and the idea is to really kind of support what you're doing in between during that time period and so. Rickey Santellana: The funds come available July 1 and you have the opportunity to expand those funds into the next September so. Rickey Santellana: Now, your supplemental activities that it's in between, for

Title three Part A, could vary based off of your needs assessment for your La you could be funding supplemental staffing or Tutoring and it can also be used for instructional materials. Rickey Santellana: Technology software whatever those needs are for your for English learners in in your MBA but then also be able to support the family needs Okay, so this graphic here is to really kind of show you how they are related the book ends, but then also really support and provide. Rickey Santellana: You know that foundation, as far as anything that you are doing in between with supplemental activities which is you know, above and beyond. Rickey Santellana: Okay, so this is kind of a glance there, and hopefully i've been a little kind of shows that relationship between the program schedule in that compliance report. Rickey Santellana: Now I do want to provide an update, we are on the last little bit of the 2021 Title three validation update you know procedure that we've been doing this year Okay, this was a pilot. Rickey Santellana: year because there was some some shifting as Board and the procedure and how we're doing it, and so I kind of just wanted to show here in a in a in a chart that we did select this year there were 42 la selected okay now out of those you can see that. Rickey Santellana: We had three le a's that were not yet. Rickey Santellana: not yet technically satisfied compliance and not yet is really a key thing because it was not a pass or fail, this was an opportunity for ta along with. Rickey Santellana: The regional ESC to be able to support the led to ensure that before the grant period ends that supports are provided to be able to ensure that daily was able to be in compliant. Rickey Santellana: now know there were there was another engagement piece that family engagement, but the state, we did not select that as one of our programmatic questions for this validation. Rickey Santellana: And so we focused on parent engagement engagement and then also for districts huge generate the immigrant funds, this question was selected from there as well. Rickey Santellana: Now, in the findings for the conversations around the three there were not yet compliant really spoke to activities there were more general and open to all families across the La which we know that majority of those those are going to usually meet other federal requirements. Rickey Santellana: Or the opportunities that they discussed really kind of fell more into parent engagement or family engagement and. Rickey Santellana: really need to be able to figure out how to transition those into what I consider to like the third column for Community engagement now what next steps were. Rickey Santellana: Are that there is some communication coming from from me to some of the La so some communication has already been sent out and you should have received it. Rickey Santellana: If you are still waiting on your closure compliance letter, do you know that that is coming, and so, those who are not yet compliance did meet with me. Rickey Santellana: And with their ESC for a second time to kind of just do a follow up and just kind of see if there was any additional support we can provide and then documentation has been requested to be submitted by June 1. Rickey Santellana: Alright, so kind of this is just some general guidance and things to consider that's going to benefit everyone. Rickey Santellana: who's offering Title three engagement and one of the first things to consider is an needs assessment, you know, to really ensure that you have a strong foundation and what you are offering so that you have a. Rickey Santellana: Clear focus is for us, we are doing this we're offering this for our families, because we have identified it neat okay so just. Rickey Santellana: Make sure that there is lisa's needs assessment established and then also we have really great. Rickey Santellana: Engagement resources, that is linked there, and you know we have a planning tool we have some also some one pagers. Rickey Santellana: For virtual if you are offering virtual We also still have examples for face to face and we're looking to continue to provide more resources and examples there on that link. Rickey Santellana: Third. Rickey Santellana: Are your engagement activities offered across all great bands and not just isolated at certain campuses that's really great to kind of think about. Rickey Santellana: To ensure that no matter where a family lands as far as their child identified and maybe

during the elementary maybe during eighth grade. Rickey Santellana: Do they have access to all three of those engagement opportunities, because if you're doing something really strong and really well at a particular campus explore ways as far as, how can you. Rickey Santellana: Technically, maybe extend that to be offered at other campuses and or how can you attempt to technically replicate that for other campuses and use them as a model. Rickey Santellana: And then, lastly, the last thing to consider here is the reach out to your seeds, you know they are there to support you, but they also do fall under a Community engagement. Rickey Santellana: organization to be able to maybe provide some resources and supports to your to your families as far as what is out there, regionally. Rickey Santellana: Because, maybe there is something that isn't available locally in your community, but maybe there was something just down the road, a little bit that ESC may be able to help connect your families to. Rickey Santellana: So we are coming right off of ace it Jason on our screen aces and conference just happened and I know, there was a lot of great information and a lot of great guidance, I was shared. Rickey Santellana: And there was some things that I did take notes and just know that there's there's a lot more information out there, that I encourage you to. Rickey Santellana: To reach out to also the federal programs team and for Greens, they also have a lot more guidance and information still come. Rickey Santellana: Okay, and so there was a look at a letter that was disseminated out on April 20 seconds changes to federal grant regulations. Rickey Santellana: That is a really important ta letter that you're going to want to share with your business office, if they are not wanting to that. Rickey Santellana: That received that you might want to just send it just in case because there were some changes that were made and some remembering of. Rickey Santellana: Some of the policies that's going to be required, and that is starting in July 1 so you definitely want to make sure that the people who need to have that information and have access to it. Rickey Santellana: Also eat grants, they did share that he grants is going it's moving to chrome alright, so if you are one that had been using. Rickey Santellana: The other you know explorer just know that they're saying go ahead and transition and use chrome so that it actually is so you don't have any technical issues okay. Rickey Santellana: Ada and application releases in May, so that is still on schedule and I believe that's may 26 and and just know that that is, I know it's the kickoff. Rickey Santellana: everybody's looking for today, and especially entitlement those planning amounts. Rickey Santellana: Those still have not been posted I checked that daily, sometimes even three times a day but know that once those get posted to the entitlement page. Rickey Santellana: will definitely make sure that that is disseminated out to you so that you can go ahead and start looking at what Title three funds work technically have been planned for you. Rickey Santellana: The additional information here you'll click again. Rickey Santellana: is talking about aster funds Okay, so we have so one, two and three now so three is one that. Rickey Santellana: That was recently released Okay, there is some really strong language in there, that is to help support English learners you can see there that 20% minimum. Rickey Santellana: Okay, is supposed to be designated to support that learning loss, especially student groups which English learners falls under one of those groups okay so and get with. Rickey Santellana: Whoever you need to at your local level to kind of see what what is the plan, and you know, especially when you have this additional funds. Rickey Santellana: Just know that there's there's a lot of great ways that you can expand those funds is for English learners ta is working on on the federal program side. Rickey Santellana: A side by side of the Esther one, two and three, as far as that alignment and then there was a another ta letter that just came out yesterday. Rickey Santellana: As far as an update in the fun coats okay so that's going to be a very important for you to also share with your business Office now Nova has provided a rate as your guidance resource okay. Rickey Santellana: And that is really targeting in focus for English learners so there's a lot of great information, a lot of great guidance as far as how ideas as far as

expanding those funds so just know that. Rickey Santellana: When when we take this any of these top of guidance that's shared across the nation, you still keep in mind that Texas still has other funds source for example you're bilingual education allotment so, even though there may be some. Rickey Santellana: Examples there always keep that in mind, as far as like maybe that is something that is already being funded with another fund source, but it is a great resource to kind of look at some different ideas as to how you may be able to expand on those us or three funds. Rickey Santellana: So there were some reminders that was also shared with. Rickey Santellana: corey did on April 30 at eight okay that was Friday, there is a recording it hasn't been provided via i'm still looking to see when that gets posted. Rickey Santellana: But there is some reminders that he wanted us to to just know all right, there is something that you have to follow your local policy, but there is a. Rickey Santellana: That assurance as far as your public notification, how do you let the public know as far as application alright so that's just something that you always need to make sure that. Rickey Santellana: That is still being followed the next one is talking about grant writing for exhibited under ugg so Cory definitely stressed that we cannot fund. Rickey Santellana: Your time and effort and completing the application as the application or submitting with federal funds Okay, so you can't technically use the funds to. Rickey Santellana: Get the federal funds okay so so just keep that in mind, as far as if whoever is completing that you need to be funding that with another fund source okay. Rickey Santellana: Then here, I know there's been some questions that's been coming up before, is how to read carry over. Rickey Santellana: Right now there's not any guidance has been documented that says this kind of guidance, I am looking to add this to our Title three faq. Rickey Santellana: But guidance that you do find and see is really talking about around other federal programs that does have something stated in statute so you're going to find more guidance around. Rickey Santellana: Something that says that you cannot so here for all three we don't have a limitation. Rickey Santellana: And there's not a limitation, as far as the amount that can be carried over but it's always strongly encouraged that you exhaust your Funds during the grand periods been awarded because those are the students should be benefit. Rickey Santellana: Right now, we do know that there's been carried over and you had old money now new money with Esther and it's getting harder to expand your. Rickey Santellana: Title three funds and so just know that for our federal program here for Title three, that there is not a limitation on the amount that can be carried over and there is carryover that will be applied for your 2122 no good. Rickey Santellana: So there are some trainings coming alright, so one of the ones is the statewide training series and there, there is a calendar of multiple opportunities, and so I encourage you to. Rickey Santellana: You know check our gx co.org and calendar we're going to be updating that with dates around the training that really focuses on Title three, now there is a like I said individualized training opportunities with other federal programs, but just know that there are some. Rickey Santellana: trainings that time three will be addressed. Rickey Santellana: In addition, with other federal programs all right, and then also federal programs is encouraging, if you do not subscribe to the list goes. Rickey Santellana: And when it gets you to go back one more carly i'm subscribed to the list go to receive information because the. Rickey Santellana: The trainings that are on the right side with Esther training schedule and the live Q amp a sessions and that's going to be very important to. Rickey Santellana: To get information to get updates on that when you receive this deck all the those 1234 have been hyperlinks. Rickey Santellana: All right, and then, lastly, the last slide sorry guy that used to going back to the last slide here, you can click one more time it's just a some places that you can be able to get some. Rickey Santellana: federal resources, the are on our tx to websites under accountability and compliance there's great resources under that. Rickey Santellana: box for seo report and guidance and then also always go to our federal programs district waiting for some finance for faqs especially around

here's an extra guidance and in our Title three faq please continue to reference that as new guidance will be added to it, thank you. Roberto Manzo: Good morning, so. Roberto Manzo: Good morning to all 532 people that are on this zoom call on a Friday morning so we're just going to give you a quick. Roberto Manzo: run through of the 2021 English runner summer school requirements, many of you have read to them illustrator address letters that have been posted so we're not really going to go. Roberto Manzo: Too much into it, but I do want to provide you just the requirements really quick and. Roberto Manzo: Some rapid fire takeaways regarding the eels summer school program remember, we do not, we cannot change the 120 hours. Roberto Manzo: of instruction what we do have this school districts, have the flexibility to extend the 120 hours. Roberto Manzo: During the duration of the following school year, so you don't you can start it into summary your district wants to and continue offering the summer school program during the 2120 2022 school year. Roberto Manzo: Also, another rapid fire takeaway regarding the 2021 yield summer school program is. Roberto Manzo: For districts that are offering that are new round school districts, they don't have to start in the summer remember. Roberto Manzo: As long as you have a plan approved by the Board of Trustees you can operate, however, you want to, because you are a year around school so as long as you have a plan, let me say this again. Roberto Manzo: approved by the board, you can offer that program as long as you do meet the 120 hours of instruction so wanted to let you. Roberto Manzo: All know those quick little rapid fires and again you've seen the to the administrator address letters, but uh I think you know before we we move on Those are some of the requirements that consideration methods that think amy will. Roberto Manzo: will talk briefly about as to how you can implement the 420 hours of instruction. Amy Johnson: Thank you, Roberta so we just want to remind you all of this document that carly has linked in the chat that came out in early April. Amy Johnson: Our goal was to have everything about summer school in one place, so we have considerations for the various delivery methods that you might be employing, whether it be remote. Amy Johnson: or paper delivery or whatever is going to work best for you this year in terms of additional resources we have some other outside sources that you can use. Amy Johnson: If you're looking for additional pieces to use. Amy Johnson: We also have some voices from the field which is some great feedback we got from some of you all, thank you for taking the time to give us that information about what worked for you all. Amy Johnson: Last year last year was very last summer was very different from the way this summer is going to be, but there may be some tips there as you read through. Amy Johnson: That affirm what you're doing or give you some different ideas, there are also some faqs then at the end that may have to do with all kinds of things, but our goal was to have everything in one place for you. Roberto Manzo: Another resource that we have for you is regarding the pins indicator when it comes to reimbursements remember, we are a year behind when it comes to reimbursement so. Roberto Manzo: We will be reimbursing school districts for the 2020 summer school program this coming September. Roberto Manzo: I received many emails as to why have I not received my reimbursement, so this is where I asked you all, please, to. Roberto Manzo: Do the three c's come into play, the communication, the coordination and collaboration with Europeans coordinator when you're bilingual esl director, so how am I going to implement the Program. Roberto Manzo: How am I going to coat the students, it takes a whole village, as we know that we have a lot of flexibilities we did the flexibilities last year, we have flexibilities again this year and remember that that for up between 20 to summer school program for affiliates completing that. Roberto Manzo: I believe. Roberto Manzo: The pins extended your is August of 26th of this year, remember those are for those that's. Roberto Manzo: Continued offering the program during the duration of the school year there was another piece code and if you already submitted that, then you don't have to worry about that if you started your program in the

summer and finish it in the pro finishes summer, however, if you. Roberto Manzo: took. Roberto Manzo: advantage of the flexibilities to offer the summer school program during the duration of this school year than your peace submission date is on August 26 2021. Roberto Manzo: And then, this coming September, we will start reimbursing school districts or last year now it's important to look at this very carefully, these things school indicators now. Roberto Manzo: Where the 2021 you know, do not report summer school indicator code on August, the 26 you do not do this, I think. Roberto Manzo: This is pretty self explanatory and they'll tell you, when you should report pins data for the 2021 required English summer school program which is not going to happen until August 25 of 2022 please share this. Roberto Manzo: brief resource document with Europeans coordinators, please i've been getting a lot of calls as to how they should go ahead and coat the students this year. Roberto Manzo: And this, hopefully, will explain that as well and provide some clarification again that communication coordination and collaboration is important as we roll out the summer school program for this coming school year for square 2021. Carlene Thomas: All right, so just want to highlight a few of the resources that have been updated or released, since our last to begin with you at early March. Carlene Thomas: 1 of all and i'm actually dropping all of that, in the chat right now, first of all, we had. Carlene Thomas: The end of the year checklist item checklist again the goal here is for you to really have a simplistic ways really organize all of the duties of the LP for the end of the year. Carlene Thomas: And really targeted to what you're doing there as it relates to not only the spring, but then moving into the summer and then the fall to finish up all of those duties at the El Pack. Carlene Thomas: Also, of course, link to your the updated reclassification criteria, even after our teaching and March we really thought about a lot of the questions that you had and were able to make a few more adjustments to the reclassification criteria chart. Carlene Thomas: Really, adding just some additional specificity, particularly the grade level etc on the allowances. Carlene Thomas: And, and also wanted to really highlight that we updated after our last TT and with you, we updated our English our guidance, I think you. Carlene Thomas: So make sure you take a look at all those questions that said that they were revised or you know new to the faq. Carlene Thomas: And finally, you know I can talk pretty fast on this piece when I have to open it really go through it, because we've also released a brand new. Carlene Thomas: English Center reclassification video for the school year it has been posted this week to the. Carlene Thomas: ta battle esl web page and it'll be posted on the web portal what's new if it's not already there because regionally so fast that adding those things there to the portal so. Carlene Thomas: When I highlight that and that YouTube video has been dropped in the chat a couple really quick reminders is to note. Carlene Thomas: That it's really important that as I packs we we try our best to get those decisions made here in the spring and not really waiting until the fall. Carlene Thomas: We wanted the allowances and the extended timeline is to give breath to, especially when students do need to utilize the allowance of testing last links that they did not complete. Carlene Thomas: All four domains of tell past the school year and to give extended time for those decisions, but we really want to do our best to. Carlene Thomas: Complete those in the spring, if at all possible, and when not then we move forward with that extent timeline. Carlene Thomas: Another key reminder is that it's important that we don't make any blanket decisions not to reclassify any students that's actually noted in that English or guidance faq there's a specific question about that we want to. Carlene Thomas: Always needing to err on the side of service right and we went we always want to be cautious and anytime reclassified students to make sure that they are ready. Carlene Thomas: But at the same time, we also want to make sure that for those who have demonstrated that potential for reclassification that we're giving that then that opportunity to demonstrate that proficiency and be reclassified. Carlene Thomas: Also, another really key rider here is only administer last links to those who

have. Carlene Thomas: In without a completed score for each of the domains of tell paths it's not about Oh, we just want to give them another chance because they didn't perform well on tell us know. Carlene Thomas: We only are going to do it for those who didn't have an opportunity to complete all four domains of tell path and who have also already demonstrated. Carlene Thomas: A potential free classification another reminder is that that parent approval is needed for students to actually exit once they've been reclassified. Carlene Thomas: it's the lps decision to reclassify just like it's the lx decision to identify based on assessments. Carlene Thomas: But we need that parental permission for exit, just as we do for entry program placement Okay, lastly, we want to remember that there is. Carlene Thomas: for students who are English learners was significant cotton disabilities who are going through the individualized reclassification process notice on that reclassification criteria chart. Carlene Thomas: For those students and that there is an alternate English hunter reclassification rubric specific to those teachers who are conducting. Carlene Thomas: That subjective teacher evaluation for students going to that individualized process Okay, and so Those are a few reminders about reclassification, and finally also want to just mention. Carlene Thomas: The l pack suggested forums and their suggested, so you can always alter them improve them, or you don't have to use them at all, and these particular forms. Carlene Thomas: But we wanted to just note that and I dropped the link to that in the chat. Carlene Thomas: and keep in mind all of these resources can be found on our English partner portal, so if you're having struggles with any of the links that are not popping up for some reason. Carlene Thomas: Go to the English on our portal, especially the what's new page it has everything really linked right there, so if you're having any difficulty there, and of course the LP portion of the portal when I recognize the LP annual review form has been. Carlene Thomas: updated for the school year, so you haven't taken a look at that take a look at that revised. Carlene Thomas: annual review form that remember we're conducting enter a review of all of our English learners, including those with printers mile services. Carlene Thomas: Also notice here that there's parental notification for classification and approval of exit or continuation. Carlene Thomas: The l pack would only recommend continuation of course for our students participating in dual language, one way or to a programs to the nature of the goals of the Program. Carlene Thomas: But there's specific forms there that you can use that we're communicating that continuation to parents. Carlene Thomas: also notice that we have there the printer notifications student progress forums and that you'll be sending out at least by then the beginning of the in the fall between the school year. Carlene Thomas: just note there that for emails with a parental denial of services, their their parents are notified of reclassification. Carlene Thomas: In the student progress letter, there is a mark there that you can check that they have met every classification. Carlene Thomas: But there's no approval of exit form for those kiddos because they're not accepting anything because they weren't participating so just notice that when you send that students. Carlene Thomas: and notification on student progress for students up with the parental denial that's where you're indicating that they've reclassified are moving into their years of monitoring alright, so that was it for the l pack updates and we're going to move now into. Carlene Thomas: Our great. Roberto Manzo: instructional we move on, I want to address a few things before we go on to the next section. Roberto Manzo: Regarding the old pack updates, please do not wait until the following school year to do your end of the year reclassification, and you can go ahead and start this now, I know that you do we do have the flexibility to 60 days you know, but do not wait, let me tell you why. Roberto Manzo: More and more people are getting vaccinated the economy is gradually picking back up you might have students that are going to be very highly mobile, because now. Roberto Manzo: The parents are finding jobs so they're not going to be enrolled at your school district they might go to another city and following the job, so please, if you have that documentation just say pending

assessments or this child might be. Roberto Manzo: reclassified pending X assessment so do not wait until the following school year and complicated. Roberto Manzo: That for that child, it is not fair for that child, I think that child. Roberto Manzo: You know if you have enough documentation to prove that he or she might be reclassified at least have an old pack committee. Roberto Manzo: At the end of the school year and do not wait until the beginning of the next school year, please. Roberto Manzo: I do emphasize can emphasize that strongly enough as well, and remember you do need that parental form for exit so you do need that give them a call. Roberto Manzo: document that an email there's various ways to gather that parental approval, so that it's important that you go ahead and please try to reach that as well, I cannot stress this enough with all these flexibilities that we've been. Roberto Manzo: Offering to liaise during the pandemic communication coordination and collaboration is key to the success of our English learners So please, I just wanted to emphasize that before we we continue on. Carlene Thomas: i'm a symmetric. Carlene Thomas: All right, we want to spend a few minutes just talking a little bit about some myth busters so get ready to bust some myths with us we're going to address three myths. Carlene Thomas: Regarding instruction and implementation, and we hope that these are just some friendly reminders about some key pieces in supporting our English learners across all programs. Carlene Thomas: and specific here, so the first misconception that we're going to bust today has to do with supporting newcomer English learners. Carlene Thomas: Before I continue, I want to make sure that we recognize, of course, we know not all newcomers are a beginner intermediate levels of English proficiency. Carlene Thomas: We have newcomers coming with a wide variety of educational background and so just keep that in mind i'm speaking pretty generally about newcomers today. Carlene Thomas: And, but we know that this encompasses students coming with a wealth and strength of educational background and their primary language, as well as those with very limited educational backgrounds, even in their primary language. Carlene Thomas: Including refugees societies etc right, so this is a large group of students with interactive formal education, etc, but I just want to kind of give that process but talking in general. Carlene Thomas: here's the misconception, the best way to support newcomer English learners are with translation devices language learning software and peers, who can translate. Carlene Thomas: Now we may not be saying this out loud but that's our belief, but in our practices, this can be a misconception that's coming out in our practices. Carlene Thomas: So what's the current understanding why is this not the most effective. Carlene Thomas: We know that literacy in the primary language supports acquisition of another language, however methods that focus primarily on translation do not provide the meaningful authentic practice needed for effective language development. Carlene Thomas: So it's really important to recognize the difference between, for instance in a bilingual program that dual language instruction different than concurrent translation right we're in the esl program as well, having. Carlene Thomas: You know it's just someone who's going to set and translate for the child or even the teacher doing his or her own translation or. Carlene Thomas: You know utilizing some of the great. Carlene Thomas: Language Learning software not negating, but they can be beneficial, but replacing the students direct instruction. Carlene Thomas: You know where they're over you know, in a separate area while everyone else is instruction and they're doing that language learning software and its really supplanting that instruction you thought supplement auto plant was only about funding well. Carlene Thomas: And it's also about our instructional practices and we want to supplement and not supplant that instruction so you're gonna remember that narrative me see you think about it. Carlene Thomas: So practical application here, just like I said, these should be supplementary support so, for instance. Carlene Thomas: You know, software that helps to provide some of those bridges right and vocabulary development and. Carlene Thomas: You know, we want to be able to use whether it's bilingual dictionary

is or Google translate or some of those other elements as bridges, but not just straight translation of everything right because we don't want. Carlene Thomas: Our supplementary support to cause isolation again that student in the corner or another space and we don't want them to limit that meaningful practice with their peers and engagement directly with the instructor. Carlene Thomas: Also, think about strategic partnering. Carlene Thomas: Think about if you're administering an esl program once you really think about the beauty of a dual language program potentially to a dual language program, why is it so successful there's multiple facets, but one key area is that partnership between that native. Carlene Thomas: let's say Spanish peer and Spanish speaking pair for Spanish language program and an English speaking here. Carlene Thomas: And how are they going to coordinate by they're going to point and gesture and you simplified language and drop pictures and. Carlene Thomas: they're going to do everything within their own linguistic repertoires to support each other, we can do that same thing, even in that esl. Carlene Thomas: y'all esl classroom with that let's say a student beginning your enemy at levels, instead of just partnering with someone who can translate. Carlene Thomas: It absolutely can be beneficial to have someone who, when possible, if you have someone who speaks that primary language of the student. Carlene Thomas: To to offer support to have a comfortability and talking out ideas and thinking out and just like it says in the next bullet their thinking and sharing their ideas and their primary language that should be. Carlene Thomas: Constant allowable use of them utilizing that. Carlene Thomas: But that's different than just translating everything that teachers have set right and so utilizing those strategic partners. Carlene Thomas: Even training the buddies How does support how to ask their their partner, a question, what do you think the teacher just said, what do you think we're about to do and really supporting them in that way train those buddies as well. Carlene Thomas: And finally, really recognizing the visual anchors how the power of visual anchors i'm dropping the link to what's link to a video by Carol Salva and former teacher in spring branch is is Dean, this is powerful video to me because it's an English Turner himself telling us. Carlene Thomas: When you just tell me it in Spanish, I only know it in Spanish, when you show me a picture or use a visual. Carlene Thomas: Now I know it in English and so he's telling us, does it best when we actually asked our students, how to support them right and what works for them. Carlene Thomas: And so just wanted to draw attention to that as a resource of what many of you are doing to really support our English learners is those visual anchors and how they can better support than just straight translation. Carlene Thomas: And anything that would cause isolation, without that meaningful practice right and we will take a break. Amy Johnson: sure our second myth, has to do with bilingual students who are also served through special education. Amy Johnson: And the misconception, which I hate to even have it on here I hate it's hard for me to type this I wish it could be in like scary font or something. Amy Johnson: But this is the misconception that i'm sure you guys hear out in the field if a student special education services are delivered in English. Amy Johnson: Then he should be in the esl program instead of bilingual so he won't get confused I don't know if you all have been explained this by someone outside of the bilingual esl. Amy Johnson: division and this isn't misconception out here right it's sort of like that myth of more English faster leads to better English achievement which is false. Amy Johnson: So the current understanding and what is the students right is that, but in a bilingual student in any program model receives instruction. Amy Johnson: In both languages and currently this is that current understanding, if you could give me a click please. Amy Johnson: And the language is special education services right because we don't have that bilingual special ED teacher. Amy Johnson: The language that special education services are delivered in should not result in limiting access to the bilingual program so we know that there is a shortage of. Amy Johnson: bilingual teachers and definitely bilingual special ED teachers and in many I would say most

situations we have a bilingual student who requires some kind of resource. Amy Johnson: instruction and we don't have a person certified in special education, who can also deliver those services and Spanish if we do it's great document the heck out of that person, because you know those kids are going to really, really just grow and flower. Amy Johnson: But sometimes then a well meaning, our committee might say, well, if i'm giving those reading services and. Amy Johnson: In English, then that kids going to get confused when they go back into the classroom and and we know that that is not the case, just because they also. Amy Johnson: receive special education services doesn't mean that linguistically they're also going to be confused, one thing that I think is really critical here is that a particular students I EP and scheduled services. Amy Johnson: If they are bilingual and special ED may not mirror the modeling will pierce a special education teacher, I know how easy it is to say, well, all of our third graders who need reading intervention. Amy Johnson: who qualify for reading services rushed up home all at the same time, because this is when they all have that and if we have some that need it in Spanish, and some in English that's inconvenient for us as adults, and that makes it hard on scheduling. Amy Johnson: However, we got to put the Ai and IP and make those services individualized to the student, so in this practical application, which I will not cover everything in the next tiny second. Amy Johnson: But the bilingual teacher bilingual classroom teacher and a special education teacher have to collaborate to support the whole child, we know that, but what does that actually mean right. Amy Johnson: We know that the full individual evaluation that was administered to the child for him to. Amy Johnson: Even qualify for special education services included assessments in both languages, so we do have a sense of what that child can do in English and in Spanish. Amy Johnson: And both of those teachers can be should be involved in developing IEP goals. Amy Johnson: And both teachers, need to be involved in that specialized instruction Now this is outside of the box But what if i'm a special education teacher who's not bilingual certified. Amy Johnson: We there's a couple of students we've put together in a bilingual classroom who need reading and intervention reading resource instruction in Spanish, maybe I come in the classroom and. Amy Johnson: Work with the class, while the bilingual teacher herself pulls those two special ED students and does the lesson that we have created together. Amy Johnson: that's going to require everyone putting their egos at the door and working together for the good of the child, so it's not as easy as what i've just said, but really consider. Amy Johnson: That outside the box collaboration, for the benefit of the child and and really I want to give you a language for when you hear a whole group of people you're the only one in the room, not saying. Amy Johnson: The kitchen just be an esl because we want to have the languages be the same so really want you all, when you're in that position of having to be that loan advocate to really have some language and some strategies for how to really serve that students. Xochitl Rocha: Thank you and myth number three the reclassification of English learners and the dual language immersion program one way. Xochitl Rocha: program side the misconception that we hear in our programs, as some of our emails participating in our deal is one way program have been reclassified. Xochitl Rocha: Therefore, we will have to change program time to do like two way to reflect both populations of students and, as we know, you know, this is very common. Xochitl Rocha: Out there and i'm sure you've heard it because the current understanding it's really following the exceptional of the inception track of the students academic. Xochitl Rocha: Participation in the programs So do I programs both one way into way both foster bilingualism by literacy by cultural awareness so that's important and imperative and what we really want to make sure that our students are actually actually. Xochitl Rocha: Achieving those three goals, whether they're participating in one way or two way. Xochitl Rocha: However, in a one way dual language program from inception, are those programs that are serving students that are. Xochitl Rocha: identified as English learners and only are the majority of them

are English honors and a to a dual language immersion Program. Xochitl Rocha: serve students that are identified as English learners and le a's that have the capacity have the opportunity to extend this opportunity for and they recruit English proficient students and both are participating as early as pre K and K. Xochitl Rocha: So that's based on Chapter united Stephen mission of what a one way dual language program and a two way dual language programs. Xochitl Rocha: And we do know that as soon as a child is reclassified right we change that code for the child, however. Xochitl Rocha: One of the greatest things to keep in mind is that in both programs, we want to make sure that we continue to focus on the effective implementation of the program type. Xochitl Rocha: This is really going to measure the outcomes and the efficacy of your dual language program that you chose to implement. Xochitl Rocha: And, in some cases, some led some have both programs running simultaneously, even within the same campus because of the amount of participating students of English learners and. Xochitl Rocha: English proficient However, we also want to make sure that you're tracking your student outcomes student achievement. Xochitl Rocha: How are they doing in that particular program that they started off with right. Xochitl Rocha: So, making sure that we're really validating their efforts were really validating the fact that they're achieving academic gains in both languages. Xochitl Rocha: And therefore, reflecting what is the program that really alluded to this success right so tracking this child some pre K, all the way to fifth and sixth grade. Xochitl Rocha: Therefore you're also measuring the by literacy trajectory where there was a sequential by literacy attainment whether the child was a. Xochitl Rocha: Simultaneous by literacy attainment depending on the program model. Xochitl Rocha: So that's super important to keep that code, so that we can not only track the short term achievement, but that we're also cognizant of making sure that we're tracking that long term goal for English learners and for students, that are participating in. Xochitl Rocha: into language basis so as we remember that the word from it went from exit to reclassification. Xochitl Rocha: For the mere fact that we wanted to extend or continue extending those opportunities of developing their first language and tooling which programs. Xochitl Rocha: So we want to make sure that we encourage the reclassification, to encourage that that continuity of program participants patient. Xochitl Rocha: So we all know here right and i'm preaching to the choir that the longer that students stay in learning in the first language. Xochitl Rocha: The more achievement, they will have in both languages and really tapping into that academic achievement and bilingualism and by literacy. Xochitl Rocha: But also, and having those in depth conversation does an Ita gives you the opportunity really to navigate the implementation of both programs and really see how this is going to. Xochitl Rocha: impact the future of dual language and what I mean by the future is the possibility of extending dual language to the secondary. Xochitl Rocha: Right, so the impact of the program is important and the efficacy of that implementation so if the students started in a one way you continue coding the child, all the way to fifth grade in sixth grade. Xochitl Rocha: And of course in to weigh the same thing so that's myth number three. Amy Johnson: Thank you, thank you all for your enthusiasm and the chat that gives us life we're so thankful, and there will be a survey at the end where you can then give us some some feedback. Amy Johnson: We know you were in the thick of consider at considerations for the 2021 2022 school year. Amy Johnson: and teacher placement teacher certification is always a big part of that, so we want to just remind you about some of our resources and when you get the PowerPoint next week you'll be able to just click right there on resources that's underlined, all of the. Amy Johnson: bullets here are located on that same page so speaking of outside the box thinking, the resources that we're linking here are about bilingual exception and esl waiver. Amy Johnson: But we want you to realize that all of those and they are the exception waiver scenario chains, but they really outline the bowls of bilingual esl programs when they're required. Amy Johnson: And the appropriate

certifications for each so, no matter how experienced, you are there's probably going to be a situation, every year, where you get a teacher who has a certain characteristics of his or her. Amy Johnson: You know what they're qualified to do and then that they're teaching assignment is something that's a little bit different and you don't have that answer right away. Amy Johnson: The scenario change or the way to go, because they really outline all of the possibilities and they will give you in writing what's okay what's not okay and what's required. Amy Johnson: Yes, they're designed to help you know when you need to file an exception or waiver, but they also show when you don't so we encourage you to really look at this as you are matching up your as you're hiring and as you're matching teachers with. Amy Johnson: Their assignments so just a few key reminders here in a transitional program if you have a transitional Program. Amy Johnson: All the teachers in that transitional program must be bilingual certified it doesn't matter how much how many English instructional minutes versus Spanish. Amy Johnson: Those cross language connections, need to be able to be made at every grade level and your transitional program should continue from pre K through fifth grade or sixth if it's house with your elementary program so all bilingual certification in all grades. Amy Johnson: And then eventually going to talk about dual language. Xochitl Rocha: Yes, absolutely so as we know that a dual language classroom does the same thing you know we are serving English learners and this bilingual program all teachers, need to be bilingual the certified. Xochitl Rocha: However, if you have an opportunity to have a 50 50% of the day, provided in English and provided in Spanish, when you have those programs typically in third grade enough. Xochitl Rocha: Then you can then bring in an esl teacher to them support you and providing that instruction so it's imperative right that both teachers are certified according to the language of instruction for that 50% of the day. Xochitl Rocha: We also want to make sure that we encourage you write that, as we know that eat. Xochitl Rocha: That certification needs to be there, especially like when you're departmental eyes again making sure that we are very cognizant that the esl teacher is in partner are paired teaching scenarios, so that we can give that equitable amount of time for both educators. Xochitl Rocha: Also very important right that is this basically for the hiring I know that a lot of Le a's are in the midst of an. Xochitl Rocha: locations and ensuring that they have all those classrooms filled for next year, and especially those that are rolling dual language up into. Xochitl Rocha: The next year or next maybe secondary making sure that you have those by being willing certified teachers in those spaces. Xochitl Rocha: So as you're you know recruiting as you're hiring you know tap into your HR to ensure that you're really providing that sound guidance to equip your district right for the future as well, so that's always very important. Carlene Thomas: it's a quick note about esl one important piece to keep in mind that's commonly misunderstood is about our esl pull out program because it really can be administered in three ways. Carlene Thomas: One it's really all comes down to who's providing the English language arts and reading instruction right whether that's the classroom teacher who's really are an esl certified. Carlene Thomas: Or to whether you've got an esl certified teacher who's pushing into co teach with that really are instructor or three and additional. Carlene Thomas: Whether it's a time period or class or course and yearly our time period with a teacher who is both E ll er and esl certified to provide that additional connected to the er takes right Scott it can't just can be like an intervention course, this is not intervention. Carlene Thomas: That has to actually be grounded in those really are takes and supportive and connected to that Uli our instruction and so it's important to keep that in mind. Carlene Thomas: And also just want to highlight and remind us that, as we, this is, these are great resources, like a need frame, these are. Carlene Thomas: Really, about what is required in the program also in our program implementation rubrics for esl and transitional bilingual and dual language. Carlene Thomas: We have the proper mobile design and staffing and professional development sections that go into detail about

how to grow those programs, even beyond basic compliance. Carlene Thomas: Also, if you have questions does my certificate work for this certification, you want to check out the 31 i've also dropped that right now in the chat and that's where you can know which certificates that you have whether it qualifies as a bilingual or esl certification okay. Carlene Thomas: All right, anything else there, ladies. Roberto Manzo: I do want to add something to to this really quick. Roberto Manzo: Quality is the fact that there's a lot of districts out there that or we get a lot of calls from teachers saying well my district is asking me. Roberto Manzo: that the only way that I can be higher, is the bomb esl certified and I do not serve English learners. Roberto Manzo: What you see right here are the minimum requirements in order for you to implement the program models a district can always go above and beyond State requirements so they're asking all teachers to be certified, then that is OK, that is up to a district local policy. Carlene Thomas: Create playing Roberto, thank you for adding that super important another just brief. Carlene Thomas: comment about propels you prepare for next year, and you really think about that strategic scheduling for particularly your esl. Carlene Thomas: At the secondary level middle and high school want to just bring some distinction between some of the new courses that have been rolling out in the last couple years. Carlene Thomas: First of all, the ELA English learning English learning and language arts course for both grades, seven and eight it's important to recognize this is a optional substitute course. Carlene Thomas: For the 11th grade, seven and eight it's a substitute, this is actually the same that's why they're both in blue as an esl one or two English to speakers of other languages. Carlene Thomas: Which is also a substitute for English one, or English to effectively right so it's important to recognize that those. Carlene Thomas: Courses they actually are not and they don't have requirements on the proficiency level of the English owner who's participating, so you would determine. Carlene Thomas: what's most appropriate but recognize, you do not have to offer these programs these courses, excuse me, but they are and they are substitute courses, so they would not take. Carlene Thomas: You know grade seven er and ella know the one or the other same as they would not take as well, one and English one. Carlene Thomas: it's one or the other, we don't want to add more courses to where, then our English learners are really. Carlene Thomas: not getting opportunities to be an additional you know, an advanced courses etc so it's really important to recognize these are substitutes. Carlene Thomas: elder of the English language development and acquisition course for high school is a Co requisite. Carlene Thomas: It must be partnered with either English one, or English to or as well, one or as well too. Carlene Thomas: So that's, one that would be an additional which really is more intended for our most recent immigrant students who might be at a beginner intermediate. Carlene Thomas: level of proficiency that's really the target audience for that course to have that additional supplemental support to the English one, two or as well went into keeping in mind, though again they are that they can take that only up to two credits Okay, so I also going to just. Carlene Thomas: drop here in the chat where you can find all of the information for those courses, but I want you to recognize again, these are optional. Carlene Thomas: And also esl program requirements are based on are not based on these courses. Carlene Thomas: So it's not about which course they're titled in what it comes down to is, what are the standards outlined in Chapter eight 912 10 D. Carlene Thomas: For those certification requirements and just like those resources we just went over the scenario chains that tells you what those requirements are whether they're one of these specialized courses. Carlene Thomas: or or not so just kind of trying to bring some clarity about that okay couple more pieces. Carlene Thomas: we're going to just we want to just recognize some resources for supporting and a company of youth, and we have. Carlene Thomas: Some resources that i'm just going to jump here in the chat for you to take a look at another time, particularly, we do have our general faq. Carlene Thomas: And our English and our faq

that does have you can see, on the slide here particular questions that address newcomers students, that would potentially encompass our students who are unaccompanied you want to keep that in mind, and just bring these resources to your attention such oh. Xochitl Rocha: Yes, thank you so also just a quick instructional reminders in regards to how to support on a company youth. Xochitl Rocha: And our recent immigrants, the OSI leaves refugees inside students, you know, making sure that we're really tapping into that effectively. Xochitl Rocha: Support of our students so being mindful of teacher capacity to ensure they're really delivering the best practices for. Xochitl Rocha: The students emotional needs because, as we know, some of them have gone through a lot of traumatic experiences, just to get here and to get to the campus. Xochitl Rocha: You know that that they will be served so being very cognizant of that so when they're coming in the appropriate placement, where does the child, need to be placed in order for them to be successful and a lot of the times. Xochitl Rocha: You know, we want to be mindful again of that emotional and cultural dissonance of the child, so making sure that if we do those informal interviews and there's a history of educational. Xochitl Rocha: Experience and tapping into all of that to make that sound decision if we do have some type of educational experience what is what what is a. Xochitl Rocha: Last school year, what was the you know the worship child to place any when there is no schooling for those children, you know, think about the age and where is the appropriate grade level, based on the child's age. Xochitl Rocha: Right and not thinking only of the assessment piece right this child is going to count for us. Xochitl Rocha: So again, the grade and program are very important for the child's well being and six academic success so being mindful of those instructional practices that are going to be. Xochitl Rocha: done in the classroom and to monitor not only the language acquisition of the child, but also that content attainments so really making sure that tapping into those. Xochitl Rocha: strategies that are going to make content comprehensible that are really going to tap into the linguistic cognitive in the effective needs of every child. Xochitl Rocha: And as you're looking at formative assessments and right and summative assessments and then make that. Xochitl Rocha: You know and they'll pack making those sound decisions are informed decisions of how to best assess that child. Xochitl Rocha: We just want to give you a another reminder that we do have a wonderful tool of the five instructional methods for teachers, even though it says a remote these five instructional methods, as we know, are effective practices for English learners that are in a hybrid remote. Xochitl Rocha: or a face to face practices so just a friendly reminder. Carlene Thomas: Alright, one other just quick note is that we actually have a they're not me well it's for all of us, but it was published by the US D. Carlene Thomas: A new resource and there was just published in April of this year for reopening of schools and and just has a lot of really good information in it so drop that link in the chat. Carlene Thomas: and keep in mind may have to copy and paste those links, a little bit and remember all of these resources. Carlene Thomas: Will you will also have access to them when we post the PowerPoint about a click on pictures and and everything and open up everything but the majority of our resources are on our English partner portal just want to draw attention to this nice USC resources that was recently released. Roberto Manzo: Alright well as Dr Laura mentioned our Title three virtual symposium is this coming. Roberto Manzo: Thursday July 22 and Friday July 23 again there's 526 participants on this zoom call so. Roberto Manzo: I am going to give you all a challenge all 20 education service centers and you all can at least try to get three three proposals each that way you all, can have. Roberto Manzo: That by next week, hopefully go out there, find a dynamic high energy. Roberto Manzo: Teachers that are doing great work, how does the OPEC art collaboration look like, how are they implementing the dual language one way to way programs, we want to know showcase the work during teacher appreciation week. Roberto Manzo: Because we want to hear, and this is a perfect opportunity for us and for you. Roberto Manzo: To present and showcase

the hard work that your teachers are doing at your service Center and at your respective districts again.

Roberto Manzo: We need to sign up free 99 act now register, now we have over 500. Roberto Manzo: people that have already registered, but we really want that you submit a proposal so that is a challenge for each etc let's see how many of you are well represented at our Title three virtual symposium this.

Roberto Manzo: Third stage of this on July 22 and July 23 it's Thursday and Friday two days all right, so please save those dates register today register today do not wait until tomorrow. Julie Lara: So I love that challenge, I was just going to sort of. Julie Lara: piggyback on that challenge, please there's 529 folks on this call, if you have not already registered. Julie Lara: we're hoping that by this evening or Monday morning there'll be over 1000 participants that so that everybody in this call has already. Julie Lara: Registered again we registration some of the some ideas for proposals the chat was going off during the myth busters so maybe that's an opportunity for you all to go back into your le a's and think about how we can how your ellie's are addressing some of those myths. Julie Lara: And debunking those myths right that can be a topic other topics that were previously or sessions that were previously presented in years past or around academic vocabulary. Julie Lara: Culturally responsive culturally responsive classrooms or campuses. Julie Lara: inspiring English learners to be writers all all sorts of. Julie Lara: Of instructional strategies and systems or practices that are happening in Le a's and as Rebecca said, please partner with your teachers nothing, nothing is more. Julie Lara: For a few things likely are more flattering to a teacher when their campus administrator or district administrator says hey I recognize this great work. Julie Lara: let's let's do it together let's submit a proposal together again, please, please, please encourage your your teachers to to submit proposals and I love that everybody take three people that'd be great.

Roberto Manzo: Let the challenge began, I know you guys are very competitive out there. Julie Lara: Thank you all. Julie Lara: And there's still a call for student performances for the for the sake of time let's move on, we can get some questions answered, and we also have one leave some time for a couple of surveys, for you all so. Julie Lara: You want to go ahead and start the question and answer session. Amy Johnson: Okay well how about if we go down to where we have the order will do the surveys, the slide right before this poll questions or no. Julie Lara: yeah I think we can go ahead and set the roll call there's a there's a bitly there for our. Julie Lara: Live meeting survey there's also. Julie Lara: ricky if you'll drop in the chat the bitly for the summer school survey I know there's 504 or losing people as we speak, please, please, please stay on and answer these surveys their specific information that we're trying to gather related to summer school So if you can, please. Julie Lara: answer that if you have time now we're dropping it in the chat and also will send out a reminder to the ESC to encourage you all next week, once this is posted to go ahead and fill out those those surveys related to not only the meeting, but also the summer school. Okay. Amy Johnson: So we're getting down to we have about right about. Amy Johnson: 15 minutes so y'all can do the math there's. Amy Johnson: we're looking at questions from all the regions i'm going to say one question per region if you still have one that has not been answered. Amy Johnson: Our goal is to get ESC to filter the questions that they would like us to address here. Amy Johnson: And so that we can do that for all and, if you think that it's a question that you all can answer, or that we can email about privately then then that's fine too so keep the time in mind, but let's start with ESC one, how do you know I know you're here do you have a question for us. Karina Chapa (ESC 1): Yes, good morning we have several but I chose i've chosen one, so we know some districts are utilizing are implementing additional day school year. Karina Chapa (ESC 1): Right, so can they stack or not, that time and summer school time for incoming kindle income in First, it should be separate and apart right 120 hours from the ideas, why. Roberto Manzo: It should be separate and apart, I know that there is a an ad s wide manual that the Agency is developing and there is a point of contact i'll make sure that I share it to you in case

you have any additional questions regarding at seed funding as well. Roberto Manzo: Thank you so much for waiting. Roberto Manzo: In statutorily require separate and apart. Karina Chapa (ESC 1): Thank you. Amy Johnson: Thank you ESC to Alexis y'all have any questions for us, or a question. Alexis Gutierrez (ESC 2): Any i'm here, no questions thanks. Amy Johnson: Okay, thank you ESC three Cynthia. Cindy Lasseter (ESC 3): Good morning we were wondering if the ESC will be able to register for the anthea webinar as well. Amy Johnson: That is a good question i'm going to assume, yes, you know how assumptions go so don't take that with anything will, and what I meant to say is, we will gather all of these questions that are in the chat and it made their way to our. Amy Johnson: ESC document related to dyslexia, and the employee of services will get those to Michelle so that she can answer them, but I would think that they want everybody to be to be knowledgeable about it so. Cindy Lasseter (ESC 3): Excellent Thank you. Amy Johnson: will pass that on thanks okay ESC for Nicole, can you choose one question. Nicole Da Sant-Ryan (ESC 4): Yes, we do have a bit, but most of them have been answered anything that hasn't been doesn't pertain to what we're doing today it's just for next year, thank you considerations. Amy Johnson: Okay, great ESC five Jennifer and I got a team there, yes we're so excited we have. Jennifer Smith (ESC 5): Our directors here today, and no it's our first face to face we're so happy and we will I will put the questions in the. Jennifer Smith (ESC 5): In the Google Doc so i've known right now. Jennifer Smith (ESC 5): Okay. Amy Johnson: Thank you, you. Amy Johnson: uh huh UFC six Christina. Cristina Woods (ESC 6): Good morning. Cristina Woods (ESC 6): I just had one question let's see is is there an updated availability date on the sheltered instruction courses and the gateway issue. Cristina Woods (ESC 6): That form, but everything else is in the Google Doc for you. Carlene Thomas: can get a little bit of an update on that and we are working internally with the ta and communications instructional design folks. Carlene Thomas: they're going to be releasing soon, we hope, before the summer they'll be releasing the else. Carlene Thomas: At implementation courses they're working really just a transport them from the old platform into ta learn and so those will be. Carlene Thomas: Available sooner and i'm actually in the process of redesigning all the sheltered instruction course material and and that's kind of what. Carlene Thomas: Julie was alluding to at the beginning and we're going to be working to make those more robust and and under the title of content based language instruction online course so you're looking for that. Carlene Thomas: We hope that to be released before the fall and is our goal, and so else will come a little sooner and then the others are getting an overhaul right. Cristina Woods (ESC 6): Thank you so much okay. Amy Johnson: Thank you region seven Carmen. Carmen Delgado (ESC 7): hey um I guess i'll ask a summer school question, and if they reported their students and that participated in volleyball summer school 2020 and pains and August, do they need to report them again. Roberto Manzo: No, remember, there was a to them illustrator address letter and there was two submission dates one submission date was for those districts that started the program in the summer and finish in the summer. Roberto Manzo: And then there was another submission date but those districts that started the program in the summer, but are extending the hundred and 20 hours. Roberto Manzo: During the duration of the school year and they already sent a that the piece data than they do not need to go ahead and enter it come August, the the the August deadline that is mentioned. Roberto Manzo: Thank you okay. Amy Johnson: region eight on. Ana Aguilar (ESC 8) aaguilar@reg8.net : hey yes, I do have one question, and this is regarding the home one word survey. Ana Aguilar (ESC 8) aaguilar@reg8.net : And the question is, with more districts requiring parents to complete their child's registration online can districts keep the original home language survey on file electronically for all students or does it have to be printed and kept in the students permanent record. Roberto Manzo: That is a very good question and I let me just tell you, we do have an answer to that on our frequently asked questions as well, it is the local district decision as

long as you do, are able to. Roberto Manzo: Access the hrs for that student in case that student happens to transfer out of your district on to another one, but it is up to you how you want to go ahead and file it whether it's electronic or or hardcopy paper base but that question is addressed in our frequently asked questions. Amy Johnson: Right, so you can send it in writing and i'm so glad we're not saying, do we keep the original or do a new one every year right five years ago that was our question we're not there anymore region 10. Emma. Emma Selig (ESC 10): hi good morning. Emma Selig (ESC 10): morning Okay, we have a couple of questions, one that I can ask now is how long will the parent representative option will be optional is this changing anytime soon. Roberto Manzo: Right now, good morning Mr right now we are just keeping that flexibility for the reclassification, the Agency. Roberto Manzo: still has to meet with leadership to see if there's going to be any. Roberto Manzo: flexibilities for the following school year, so we will keep you updated, we will let the ESC snow, so you can let your respective districts know as well, so right now there is not a definite decision as to what flexibilities are going to occur, for the following school year. Amy Johnson: Thank you you're welcome. Amy Johnson: region nine i'm so sorry Javier i'm things I can't count to 20 in order. Javier DeLeon (ESC 9): No worries no worries, thank you for. Javier DeLeon (ESC 9): Taking the time. Javier DeLeon (ESC 9): So yeah, so this is regards to tell us and i'll pack one will tell POs or if tell us will move to an on demand data file for early access to results such a star happen this year. Javier DeLeon (ESC 9): Because districts, would like to use the information for making those decisions at the end of the year, rather than waiting for the summer to do that. Carlene Thomas: have to submit that question happier to the ta assessment division so make sure that it's in that excel. Carlene Thomas: Or that workbook and we'll be sure to get that answered through the assessment division also if districts, do you have particular questions about the tell pastor star assessment for. Carlene Thomas: English learners they want to make sure to utilize the ta Student Assessment for special populations help desk which can be found on that, but i'll see if I can drop that link in the chat. Roberto Manzo: Thanks carly they do have a help desk tickets, so any questions regarding to tell us tell us alternate or star, please, if you go to the Student Assessment division website at the bottom right corner, you can click on the help desk ticket to to ask your question. Amy Johnson: Okay region 11 Melanie. Melanie Yocom (ESC 11): hey guys. Melanie Yocom (ESC 11): So our question is about special provisions, what if a pack did not. Melanie Yocom (ESC 11): Complete a special provision on a student during their enrollment and English one, or esl one, and now that student is a sophomore junior. Melanie Yocom (ESC 11): Even senior can we go back if a student is still eligible and complete that special provision. Roberto Manzo: I think Melanie for this one, we can just ask your question, so we can forward it to the Student Assessment division, since they oversee the special provisions for English one, in English, to. Amy Johnson: write region 12 amber Lee. Amberly Walker (ESC 12): hi everybody no questions today you'll absolutely played it Thank you. Amy Johnson: awesome 13 le set just something for us. Elizet Moret (ESC 13): No questions I think what he has sent an email earlier this week, so there were two questions she sent in. Amy Johnson: Great appreciate that you guys. Amy Johnson: region 14 Andrea. Andrea Smith (ESC 14): And morning no questions at this time, I think our common questions have already been asked. Amy Johnson: awesome awesome 15 Mary so glad that you're able to be here. Mary Castanuela (ESC 15): hey good morning everybody i'm here at the hospital with my dad still but I was able to connect as a right now there's no questions from region 15 kind of a scary thing right. Mary Castanuela (ESC 15): A question or two so. Mary Castanuela (ESC 15): No Questions No questions, but thank you for all the information and everything, and I was just going to let you know that there is a deadline to opt in for those on demand. Mary Castanuela (ESC 15): For those printed report cards for your help, so make sure y'all know that and that is on May the 28th so just to kind of give you a heads up on that. Amy Johnson:

Thank you so much okay region 16 christy. Christy Velasquez (ESC 16): morning, we did not have any questions at this time. Amy Johnson: All right, thank you regions. alta. Elda DeSantiago (ESC 17): morning no questions at this time. hey. Amy Johnson: Money yeah. Maria Mata (ESC 18): I get more nate no questions of the time, there is one that it's already on the Google Doc. Amy Johnson: Okay perfect Thank you and 19 Rita. Rita Monsivais: Hello everyone um I do have one question because of our dual language program and secondary can we offer distance learning for Spanish three and four credit, since we don't have enough Spanish teachers. Xochitl Rocha: This is a remote class. Rita Monsivais: Yes, Dr Rochelle I had virtually. Xochitl Rocha: Yes, as long as the students are in that classroom space with the bilingually certified teacher in this case, a Spanish teacher is providing the slower component of your dual language and if she is content certified and bilingual these certified absolutely. Xochitl Rocha: That is. Xochitl Rocha: permissible buddy or district yes. Rita Monsivais: Thank you. Amy Johnson: Great Carolina region 20 you didn't think we'd get to you, but here we are. Carolina Gonzales (ESC 20): hi everyone, thank you for all the great information, we do have questions I put them on the Google sheet believe that most of them are going to be. Carolina Gonzales (ESC 20): needing some collaboration from the assessment division, we have some tell past questions that I put on there, as well as the one that was already asked to feel better about the special provision, so we have no further questions and what's documented there Thank you okay. Amy Johnson: Great so. Roberto Manzo: I do want to let you all know, though, if you have any questions regarding to the end of the year, I know that many of you said that there was some. Roberto Manzo: links that were not working, let us know at El pack@t.texas.gov please or if you. Roberto Manzo: see that you all enjoyed the myth busters as well, any other topics regarding myth busters please let us know at the English runner support at ta Texas dot govt and remember the challenge us on go ahead and submit a proposal today for the Title three symposium yeah. Julie Lara: I think you should be just like a commercial. Julie Lara: With go ahead. Amy Johnson: Sorry, I was just going to say when you get access to the PowerPoint next week you'll see that there are lots of surveys, we have the survey for feedback on this particular meeting. Amy Johnson: We have feedback on summer school, we have feedback there's a poll, for what you know what do you what other things, would you be interested in seeing during this time, so please take a moment and we'd love your feedback and it just makes this time better for all of us. Julie Lara: Thank you amy that was almost exactly what I was going to say, please. Julie Lara: In thinking about how always thinking about continuous improvement and equity and achievement for English learners we want to be able to provide the best. Julie Lara: resources and information that is timely and relevant to you all I don't know if you've noticed but it's been a long time since all of us have been in the classroom. Julie Lara: And so we really, really need your feedback, not only on the meeting but definitely for summer school, we want a better understanding of a. Julie Lara: wider range of wider view of what is happening across the state and it's a massive beautiful state but. Julie Lara: We don't we want to really engage le a's in partnership with our ESC much more frequently and much more deliberately in the coming. Julie Lara: months, and so the this information, these surveys are super helpful we get reports on the surveys and there's 500 500 800 people sometimes on the call, but maybe only 100 or 150 actually. Julie Lara: complete the survey, so it really would like to ask you to please I know it's timely but they're quick fast surveys and it really is so that we can better serve you all. Julie Lara: Again, thank you for everything that you do for English learners I hope you have everybody has a wonderful mother's day weekend, if you are reading that support your teachers and thank you all for everything that you all do. Roberto Manzo: Every kid's first teachers are moms so happy mother's day to all of you, all you all are awesome.