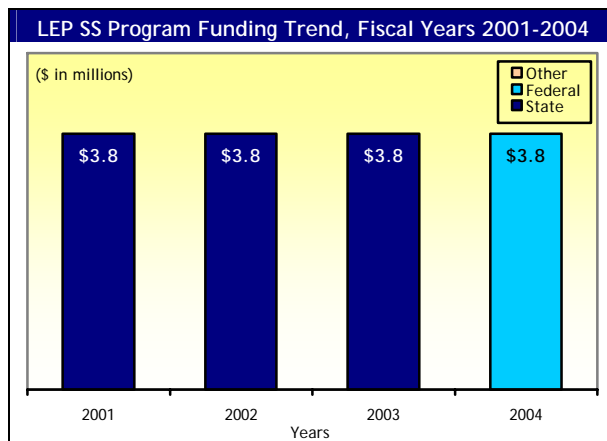


Summary by the Texas State Auditor's Office on:

Limited English Proficiency Summer School Program (LEP SS)

GAA, Page III-10, Rider 16 (78th Legislature) and TEC 2004, Section 29.060

Funding Sources, Fiscal Year 2004	
Federal	\$3,800,000
State Appropriations ^a	\$ 0
Other	\$ 0
Funding Method	Formula allotments
No. of Allotments	Pending
Range	\$1,420 per child (range \$1,420 - \$470,029, summer 2003)
Eligible Entities	LEAs with an enrollment of 20 or more students of limited English proficiency (LEP) are required to offer a bilingual education or special language program to those students



Flow of LEP SS Program Funds, Fiscal Years 2001-2004							LEAs, Other Entities, Students, and Parents Served	
Year	State/Federal Funding	Budgeted	Awarded	Expended	Deobligated	Lapsed	LEAs	Students
2001	\$ 3,800,000	\$ 3,800,000	\$ 3,800,000	\$ 3,800,000	NA	\$ 0	363	39,216
2002	\$ 3,800,000	\$ 3,800,000	\$ 3,799,999	\$ 3,799,999	NA	\$ 1	387	42,721
2003	\$ 3,800,000	\$ 3,800,000	\$ 3,800,000	\$ 3,798,521	NA	\$ 1,479	356	44,875
2004	\$ 3,800,000	\$ 3,800,000	NYA	NYA	NYA	NYA	NA	NA
Totals	\$ 15,200,000	\$ 15,200,000	NYA	NYA	NYA	NYA	NA	NA

UA - Unavailable NA - Category does not apply NYA - Not yet available (as of report date)

^a Until school year 2003-04, this program was funded by an SCE set-aside allocated on a formula basis through the Foundation School Program. Rider 16 of the 2003 GAA (78th Legislature) states that federal funds will be used for this program beginning with summer 2004. Historically, LEAs use local funds to pay for LEP SS, for which they are reimbursed by TEA the following December.

Targeted Students and Grade Levels

Students targeted for LEP Summer School are children of limited English proficiency who will be eligible for admission to kindergarten or the first grade at the beginning of the next school year. A student of limited English proficiency uses a primary language other than English and has difficulty performing ordinary classwork in English because of limited language skills.

Program Components

Program Component	Required/Recommended/Allowed
Counseling/Case Management	
Diagnostics-Based Intervention	
Academic Intervention	✓
Small Group Instruction/Limited Class Size	✓
School-Day or Out-of-School Activity	Out-of-School
Computer Assisted Instruction	
Literacy/ESL/Bilingual Instruction	✓
College Preparation	

Program Component	Required/Recommended/Allowed
Career Preparation	
Mentoring	
Professional Development	
Parental Involvement/Education	
Community Involvement/Services/Enrichment	
Pregnancy and Parenting Services	
Children's Day Care	
Safe Environment	

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

Comments

The LEP SS program provides special instruction designed to prepare children of limited English proficiency to be successful in kindergarten and first grade. Instruction focuses on language development and the Texas Essential Knowledge and Skills (TEKS) appropriate to the level of the student. The program must address the particular affective, linguistic, and cognitive needs of LEP SS students. It operates a minimum of 3 hours per day for 8 weeks, for a total of 120 instructional hours, with classes of no more than 18 students each. Teachers must possess state certification for bilingual education instruction or for teaching English as a second language. Parents have the option to enroll their children in the program, and student progress is reported to parents at the program's conclusion. LEAs are required to use state and local funds for the program, which they may supplement with federal funds. While funding for this program has remained constant at \$3.8 million per year, the number of LEP students served each year increased from 39,216 in 2000-01 to 44,875 in 2002-03.

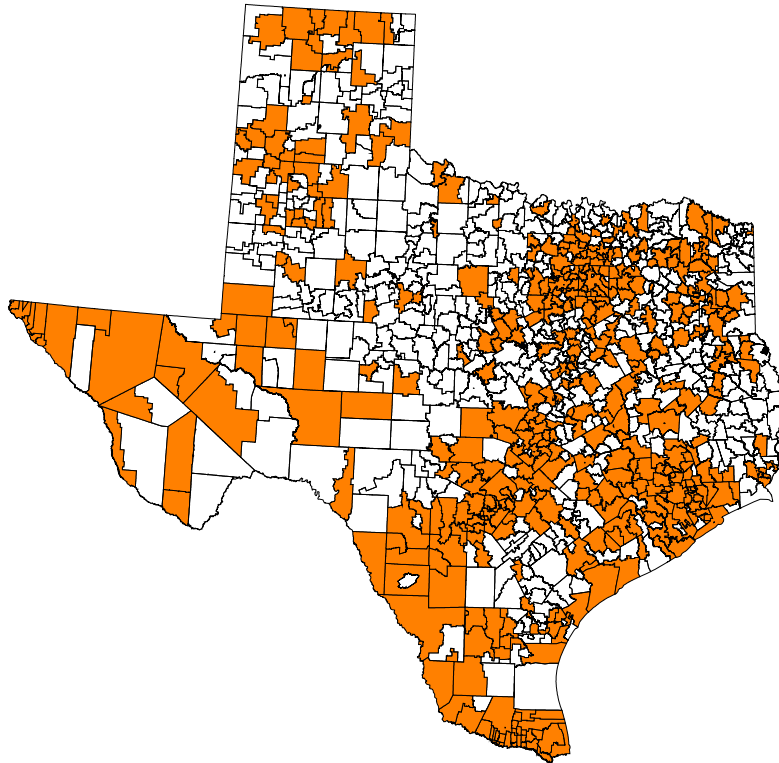
Evaluation*

TEA has not previously evaluated the LEP SS program as a separate program. In its *1995 Texas Evaluation Study of Pre-K Programs: Final Report Summary*, TEA reported that early childhood education programs were benefiting Texas children and their families. Findings from the longitudinal component of the evaluation reported positive trends in academic performance for children who participated in pre-kindergarten programs. To more efficiently track the performance of LEP SS students, TEA began requiring districts to report participants' individual student numbers through PEIMS in the fall of 2003.

* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

Limited English Proficiency Summer School Program (LEP SS)

Statewide Distribution, School Years 2000-01 through 2003-04
(Divided by LEA jurisdictions)



The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.