



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

TITLE: Long Term English Learner (LTEL) Designees' Roles and Responsibilities

NUMBER: BUL-6266.0

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DATE: March 18, 2014

ROUTING
ESC Superintendents
ESC Lead Directors
ESC Secondary Directors
ESC EL Staff
ESC ELA Staff
Secondary Principals
ESC and Site EL
Coordinators
UTLA Chapter Chairs
Special Education Teachers

PURPOSE: The purpose of this Bulletin is to delineate the roles and responsibilities of the Long Term English Learner (LTEL) designee in grades 6-12, and the procedures/protocols to support the work of monitoring LTEL progress as prescribed in the Master Plan for English Learners. The Language Appraisal Team Handbook has more detailed guidelines for the progress monitoring of all English Learners. Elementary K-5 schools are required to follow procedures/protocols for progress monitoring of English Learners as outlined in the English Learner Master Plan; however, it remains within the discretion of each Local Education Service Center to determine whether these guidelines shall be applied in the elementary setting.

MAJOR CHANGES: This is a new Bulletin.

INSTRUCTIONS: I. BACKGROUND

Federal and state laws require districts to establish procedures for monitoring and evaluating the academic progress of English Learners (ELs) [Title III of the No Child Left Behind Act (NCLB) of 2001 and Education Code Sections 305, 306, 310, 313, 51101, 60810-60811, and 62002]. The 2012 LAUSD English Learner Master Plan calls for schools to designate the individual(s) who will specifically monitor the progress, placement, and communication with Long Term English Learners (pp. 63 and 66).

II. DEFINITIONS

Long Term English Learners (LTEL) are defined in LAUSD as “those EL students who have completed five full years in U.S. schools (i.e. beginning their sixth year and beyond) without meeting the criteria for reclassification” (English Learner Master Plan, p. 65).



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Reclassification Criteria:

- Overall CELDT level of Early Advanced (4) or Advanced (5) with each domain score at the Intermediate (3) level or higher.
- Score of Basic or above on the basic skills test or passing on the CAHSEE
- Teacher evaluation based on student grades/progress report marks of C or better in English Language Arts or an LTEL course.
- Parent consultation and approval.

III. ROLES AND RESPONSIBILITIES

The LTEL Designee shall:

- Meet with all LTEL students and their parents at least twice per year
- Be a standing member of the Language Appraisal Team
- Monitor the progress of all LTELs in achieving Reclassification Criteria
- Maintain documentation of the above

All middle and senior high school LTELs are designated a specific counselor, teacher specialist or faculty member to monitor their language status, academic performance, goals for meeting grade level standards and reclassification. Possible personnel may include:

- EL Coordinator
- Title III Coach
- Counselor
- Administrator
- Teacher (Particularly LTEL Course Teacher)
- Other Faculty member

Depending on the number of LTELs at a given school site, site leadership may choose to adopt a collaborative approach and have more than one LTEL Designee. This group will identify a lead to facilitate, monitor and document the team's efforts.

A. The LTEL Student and Parent Meeting

All LTELs and their parents meet at least twice yearly with the designated faculty member(s) to review current language status, program placement, test results, and goals for attaining reclassification criteria and accelerated academic progress targets (Master Plan for English Learners, p. 63, 66). In the event that a parent does not attend a meeting, schools should document a minimum of 3 attempts using at least two different methods (i.e.



telephone, paper invitation, email) to make contact with parents.

When numbers permit, it is suggested that individual LTEL student and parent meetings be conducted. Where it is not feasible, meetings should be held in the smallest group setting possible. This will maximize the level of personalization as staff, students, and parents engage in analyzing individual student data, and setting personal goals for academic improvement. These meetings should be viewed as an opportunity to engage students in identifying strengths and to motivate students to work towards identifiable measures of academic success. The *LTEL Parent-Student Conference Log* is to be used to document these meetings (Attachment A.)

No fewer than three attempts shall be made to hold LTEL student and parent meetings. These attempts must be scheduled with substantial notice, and on various dates and during different time periods, so as to maximize opportunities for parent attendance and involvement. After three attempts have been made, it is still required that the LTEL Designee meets with all LTEL students at a school site. These meetings will be documented on the *LTEL Student Goal Sheet* (Attachment B).

The following are the focus elements of the LTEL student and parent meeting, as documented on the LTEL Student Goal Sheet:

- Program Placement
- Language Classification
- Reclassification Criteria and Performance (this information can also be found in the *ELD Progress Profile*, found on the *Comprehensive Student Data Report*, in *MyData* - see Attachment C.)
- Student Commitments

B. Language Appraisal Team Member

The LTEL Designee/Leader will be a core member of the Language Appraisal Team (LAT). The LTEL Designee/Leader will provide information to the LAT team as needed to ensure that school-wide monitoring is coordinated and to assist in monitoring the progress of individual LTELs.

C. Monitoring Progress of LTELs

In order to prevent EL students from becoming LTELs, the Designee should review the *EL Early Warning Report* found on *MyData* to find students who are “at risk” of not reclassifying.



Reviewing the “EL years” column in the *MyData EL Monitoring Report* (Attachment D) can identify LTELs. These are students who have been in US schools for 5 or more years, and have not reclassified. In Secondary SIS, formatting an ID27 or ID99 extract will also identify the LTELs present at the school site. For assistance with SIS, please contact Student Information Systems at 213-241-4850. For key dates, timelines, and procedures in the reclassification of English Learners, please see the *Language Appraisal Team Handbook, Procedures To Reclassify And Monitor EL Students-Secondary*, p. 24 (Attachment E). For key questions to consider during monitoring please refer to the LAT Handbook, page 20.

D. Documentation Collection, Archiving

- All LTEL student and parent meeting sign-ins, notices, and agendas must be archived for 5 years at the school site.
- For LTEL students whose parents were not able to attend the LTEL student-parent meeting, two copies of the LTEL Student Goal Sheet, with student and LTEL Designee signatures shall be sent home. The LTEL parent shall keep one copy, and the other shall be returned with parent signature.
- The Student Goal Sheet requires signatures from the LTEL student, his/her parents, and the LTEL Designee. Once the Student Goal Sheet has been completed with all three signatures, copies must be provided to the student, parents, and ELA/LTEL teacher. Original Student Goal Sheets must be placed in the LTEL students’ Master Plan folders in their cumulative record.
- Beginning with the 2014-15 School Year, the *Secondary LTEL Designee Form* (Attachment F) must be uploaded to the Online Accountability System for English Learner programs.

IV. LTEL STUDENTS WITH DISABILITIES RECEIVING SPECIAL EDUCATION SERVICES

This Bulletin also delineates the roles and responsibilities of the Individualized Education Program (IEP) team in monitoring Long Term English Learners with disabilities. The IEP team and not the school’s LTEL Designee/Language Appraisal Team will monitor LTEL students with disabilities and an IEP. However, the school’s LTEL Designee will monitor LTEL students with a Section 504 Plan.

LTEL students with disabilities who have an IEP and receive special education services need to have their progress monitored on a consistent and timely basis. The IEP team is responsible for monitoring the LTEL



student's progress per the guidelines outlined in REF-6124.1, "*IEP Guidelines for Documenting English Language Instruction (ELD) Instruction for Students with Disabilities*," issued October 25, 2013. The LTEL Student Goal Sheet will not be considered necessary documentation for any LTEL who currently has an IEP.

As part of IEP preparatory activities, the IEP case manager may consult with the student's ELD teacher, the school LTEL Designee or English Learner Program Coordinator, and/or the school's Language Appraisal Team. This guidance may be particularly helpful when the student is not making expected progress toward reclassification.

When the IEP team convenes at least once annually, the following information must be documented and discussed with the student and his/her parent/guardian regarding his/her progress toward meeting IEP goals and meeting the criteria for reclassification as Fluent English Proficient:

- Current ELD Level and recent changes to the ELD Level (Section C, IEP Page 2)
- ELD Goal Achievement from Current IEP (Section D, IEP Page 2)
- ELD Present Level of Performance (Section E, IEP Page 3):
 - Most recent overall CELDT or COM scores
 - Most recent CST, CMA, CAPA, or CAHSEE ELA scores
 - Elementary: Current course marks in reading, writing, and ELD
 - Secondary: Current course marks in English and/or ELD
 - Student's strengths and needs in ELD
 - Impact of disability on progress toward meeting grade-level ELD standards and reclassification
- Proposed Annual ELD Goal and Objectives (Section G, IEP Page 5)
 - Progress toward meeting ELD goals must be monitored three times per year (elementary) or quarterly (secondary) and reported to parents/guardians using the criteria outlined on IEP Page 5.
- Participation in CELDT or COM (Section K, IEP Page 7)
- FAPE Offer, including instructional setting, any recommended instructional accommodations and/or modifications related to ELD, participation in general education, and any services related to ELD instruction



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RELATED**RESOURCES:**

[LAUSD 2012 English Learner Master Plan](#)

Found on Multilingual & Multicultural Education Department website

[Improving Education for English Learners: Research-Based Approaches](#),
CA Department of Education, 2010

[2012 California English Language Development Standards](#)

REF-6124.1, "*IEP Guidelines for Documenting English Language Instruction (ELD) Instruction for Students with Disabilities*," issued October 25, 2013.

ASSISTANCE:

For assistance or further information, please contact your Educational Service Center EL Programs staff or Terri Bourg, Secondary Coordinator, Multilingual and Multicultural Education Department, at (213) 241-5582.



Los Angeles Unified School District

(School Name)



LTEL Designee Parent-Student Meeting Log

(Academic Year)

| Date | Student Name | Student Signature | Grade | Parent Name | Parent Signature | LTEL Designee Name & E-mail address | Individual (I) or Group (G) Meeting |
|------|--------------|-------------------|-------|-------------|------------------|-------------------------------------|-------------------------------------|
| | | | | | | | |
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ATTACHMENT B

Los Angeles Unified School District LTEL Student Goal Sheet

Student's Name: _____ Date: _____

Language Status: Limited English Proficient (LEP)/English Learner (EL) Number of Years: _____

Program Placement: _____ ELA/LTEL Teacher: _____

LTEL Designee: _____

Reclassification Criteria:

- Overall score of 4 or 5 on the CELDT (nothing less than a 3 on a domain)
- Basic or higher on the ELA CST/CMA OR Passing Score on CAHSEE-ELA
- Grade of "C" or better in grade-level English Language Arts

| Reclassification Criteria | My current score or grade | What I still need | I've met this goal ✓ |
|--|---------------------------|-------------------|----------------------|
| CELDT | | | |
| CST/CMA or ELA/CAHSEE (2012-13 PA#2: use for 2013-14 ONLY) | | | |
| ELA/LTEL Course Grade | | | |

I commit to the following actions to ensure that I reclassify:

The following people can support me to be successful with my commitments:

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

LTEL Designee Signature: _____

Date: _____

** This Student Goal Sheet is not to be used with LTELs who have an IEP**

Copy to:

- Parent
- Student
- Teacher (ELA/LTEL)
- Master Plan Folder

Meeting Attempts:

Date 1: _____

Date 2: _____

Date 3: _____



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ATTACHMENT C

ELD Progress Profile

LOS ANGELES UNIFIED SCHOOL DISTRICT English Language Development (ELD) Progress Profile

Student Name
ELA Teacher
LTEL Designee

Date 01-30-2014
Grade 07
Days Absent 2

The following is information regarding student academic progress in meeting the minimum expectations for English Learner progress as outlined in the English Learner Master Plan.

The Minimum Progress Expectation for English Learners set forth in the English Learner Master Plan (2012), states that we expect students to make one level of growth every year on each of the areas listed in the chart below.

English Language Development

Language Classification LIMITED ENGLISH PROFICIENCY
Number of years as an English Learner 7

ELD Level
Master Plan Program

LONG-TERM ENGLISH LEARNER
LONG-TERM ENGLISH LEARNER

Reclassification Criteria

Students who are classified as English Learners are expected to meet the following 3 criteria to reclassify as "Fluent English Proficient" within 5 years:

| Measures | Criteria | Student Score | Met Criteria | Key |
|---|---|--|---|--|
| California English Language Development Test (CELDT) | Overall CELDT Score Of 4 or 5 | CELDT date 11-OCT-12 Overall CELDT Score of 3 out of 5 Last year overall CELDT Score was 2 out of 5 | <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met | 5=Advanced 4=Early Advanced 3=Intermediate 2=Early Intermediate 1=Beginning |
| | CELDT domain scores of 3 or greater on all subtests | CELDT domain scores Listening 3 out of 5 Speaking 4 out of 5 Reading 3 out of 5 Writing 3 out of 5 | <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met | |
| CST/CMA or CAHSEE ELA (California Standards Test) | CST or CMA ELA performance level of "Basic" or greater (English Language Arts) | CST date 2013 ELA CST or CMA level BELOW BASIC ELA CST or CMA scaled score 275 | <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met | A=Advanced P=Proficient B=Basic (B) BB=Below Basic FBB=Far Below Basic |
| | CAHSEE- Passing Score | CAHSEE date CAHSEE Score Test Valid Desc | <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met | |
| Teacher Evaluation Report Cards | ELA grade of "C" or greater (English Language Arts) | Marks date AF-2014 Report Card ELA Marks A | <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met | A=Superior B=Advanced C=Satisfactory D=Less than Satisfactory F=Unsatisfactory |

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ATTACHMENT D

| Reclass Alert | Student ID | Student Name | Ethnicity | Gender | Grade | Poverty Ind | Student Program Info | | | | | | Most Recent CELDT | | | | | | Most Recent ELA | | Most Recent Marks | | | | |
|---|------------|--------------|-----------|--------|-------|-------------|----------------------|---------------|--------------|----------|----------------------------------|----------------|-------------------|---------------------|--------------|-------------|------------|-------------|-----------------|----------|-------------------|-----------------------|-----------------------------|---------|--------|
| | | | | | | | Lang Class | Home Language | Maste r Plan | EL Years | CELDT Years Below Entry Advanced | ELD /ESL Level | CELDT Date | CELDT Overall Level | CELDT Listen | CELDT Speak | CELDT Read | CELDT Write | Test | Perf Lvl | | Reporting Time Period | Course Name / Elem Subjects | | |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | F | 1 | Y | | LEP | SPANISH | EI | 1 | | 1 | 2 | 10/12/12 | 4 | 5 | 4 | | | | | EP9-2013 | L-S-R-W | 44-53 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 0 | Y | | LEP | SPANISH | EI | 0 | | 1 | 1 | 9/12/12 | 1 | 1 | 1 | | | | | EP9-2013 | L-S-R-W | 2-2-22 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 0 | N | | LEP | SPANISH | EI | 0 | | 1 | 2 | | | | | | | | | EP9-2013 | L-S-R-W | 2-2-22 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 4 | Y | | LEP | SPANISH | EI | 4 | 5 | | 4 | 10/12/12 | 3 | 4 | 4 | 3 | 3 | CST | 2-BB | EP9-2013 | L-S-R-W | 3-5-53 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 2 | Y | | LEP | SPANISH | EI | 2 | 3 | | 3 | 10/12/12 | 3 | 2 | 3 | 2 | 3 | LPA | 8 | EP9-2013 | L-S-R-W | 2-2-22 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | F | 0 | Y | | LEP | SPANISH | EI | 0 | 1 | | 2 | 9/11/12 | 2 | 1 | 2 | | | | | EP9-2013 | L-S-R-W | 3-5-53 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 1 | Y | | LEP | SPANISH | EI | 2 | 1 | | 3 | 10/12/12 | 4 | 4 | 4 | | | | | EP9-2013 | L-S-R-W | 3-5-53 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 0 | Y | | LEP | SPANISH | EI | 1 | 2 | | 1 | 9/12/12 | 2 | 2 | 3 | | | | | EP9-2013 | L-S-R-W | 4-4-44 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 0 | Y | | LEP | SPANISH | EI | 0 | 1 | | 2 | 9/4/12 | 3 | 3 | 3 | | | | | EP9-2013 | L-S-R-W | 3-4-44 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 2 | Y | | LEP | SPANISH | EI | 2 | 3 | | 3 | 10/12/12 | 3 | 5 | 4 | 2 | 2 | LPA | 8 | EP9-2013 | L-S-R-W | 3-2-22 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 2 | Y | | LEP | SPANISH | EI | 2 | 3 | | 3 | 9/13/12 | 2 | 2 | 3 | 2 | 2 | LPA | BB | EP9-2013 | L-S-R-W | 3-5-52 |
| ENGLISH LEARNERS MISSING MORE THAN 1 CRITERIA TO RECLASSIFY | | | HISPANIC | M | 1 | Y | | LEP | SPANISH | EI | 1 | 2 | | 2 | 10/12/12 | 3 | 3 | 4 | | | | | EP9-2013 | L-S-R-W | 3-5-53 |



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ATTACHMENT E

Multilingual and Multicultural Education Department PROCEDURES TO RECLASSIFY AND MONITOR EL STUDENTS- SECONDARY



| | AUGUST | AUGUST- NOVEMBER | OCTOBER | JANUARY - FEBRUARY | MARCH | MARCH-JUNE | JUNE |
|--|--|--|--|--|--|--|--|
| DATA received: | CST/CMA results received | ELD Monitoring conferences with LTEL designee, ELA and ELD teachers to target EL/LTEL instructional needs to reclassify. Data/Reports to be used: • 15 week progress report • ELD Progress Profile • MR27 & MR29 report • SIS EL Monitoring Roster (ID27) • SIS ID99 Roster • MyData EL Monitoring Roster | Fall Midterm grades | Fall Semester Report Card CELDT scores | Spring Midterm grades Periodic Assessment results | ELD Monitoring conferences with LTEL designee, ELA and ELD teachers to target EL/LTEL instructional needs to reclassify. Data/Reports to be used: • 15 week progress report • ELD Progress Profile • MR27 & MR29 report • SIS EL Monitoring Roster (ID27) • SIS ID99 Roster • MyData EL Monitoring Roster | Periodic Assessment results Spring Semester Report Card |
| DATA/ SIS Report needed: | Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria) | Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria) | Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria) | Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria) | Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria) | Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria) | Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria) |
| Potential Reclassification Students: | Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) OR not-passing score on CAHSEE • ELA grades of D or F from previous spring semester | Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) OR not-passing score on CAHSEE • ELA grades of D or F from previous spring semester | Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) OR not-passing score on CAHSEE • ELA grades of D or F from previous spring semester | Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) OR not-passing score on CAHSEE • ELA grades of D or F from previous spring semester | Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) OR not-passing score on CAHSEE • ELA grades of D or F from previous spring semester | Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) OR not-passing score on CAHSEE • ELA grades of D or F from previous spring semester | Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) OR not-passing score on CAHSEE • ELA grades of D or F from previous spring semester |
| Refer students to LAT at any time throughout the year when not making adequate ELD or grade level progress- see LAT Handbook | | | | | | | |

Language Appraisal Team Handbook, p. 24

*LTELs with an IEP should be referred to the IEP team/case teacher and not the LAT



LOS ANGELES UNIFIED SCHOOL DISTRICT

**Secondary Long-Term English Learner (LTEL)
Designee Form**

The following individual will serve as the Long-Term English Learner Designee Team Leader for our school:

| LTEL Designee |
|---------------------------|
| School: |
| Name: |
| Position: |
| Email: |
| Contact Number: |
| New or Continuing: |

Number of LTELs (ELs who have completed 5 full years in U.S. schools and have not reclassified): _____ As of (date): _____

Please upload to the Online Accountability System by December 20, 2014