

Federal Program Directors' Meeting Title III

March 6th, 2012

Robert Crawford

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Agenda (Session 1)

- Introduction & Overview
- Introduction from Francisco Lopez from U.S. Department of Education
- Pre-submitted Questions and Answers by Francisco Lopez
- Debrief
- Instructions for the afternoon session

Pre-Submitted Questions

1. Many of the rural districts in the state have a limited number of LEP students. What are some of the best examples of county Professional Development and Parental Involvement Outreach that the Office of English Language Acquisition has observed in low-incidence areas?
2. As modern technology evolves, new tools have become available to assist English Language Learners. What are some of the best uses of technology to support ELL's in the classroom? What are some of the guidelines regarding to use of technology as a tool for providing accommodations during assessment?
3. The broad label of LEP can be interpreted a variety of ways. Specifically, the distinction between an LEP student who is receiving services, an LEP student whose parent has waived services, and an LEP student is not receiving services but is being monitored can be confusing. Could you provide some additional clarification to better define each of these types of students and the level of support that should be provided?
4. We have received notification that the Federal Government has been making across-the-board budgetary cuts. What is the anticipated impact on Title III funding for this current and upcoming year? Do you anticipate any consolidation of Title I and III funding?
5. The process of accurately identifying an LEP student is essential to the strength of a Title III program. This includes using an appropriate language screening test and completing an appropriate home language survey. What are some of the best practice procedures that The Office of English Language Acquisition has observed that personalizes this process?

Pre-Submitted Questions

6. Identifying a highly-qualified teacher to provide an appropriate level of instruction is essential to the success of a program. An ESL-endorsed teacher is the expectation for the state. For counties of low-incidence with limited staff and resources, what recommendations might you suggest for securing services?
7. The intent of Title III is to ensure that children who are Limited English Proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards. The goal is that students will transition from needing services and will exit the program. What is the best practice that has been established in other states and districts to achieve this goal?
8. While guidelines have been established regarding determining if a service is supplemental to what a county or state offers as a core to all students, the issue of supplant can be confusing and open for interpretation. One of the most inconsistent areas of application occurs with translations of documents and use of interpreters. Could you provide some clarification in this area?
9. Best practice for LEP students who have also been identified as special needs is still emerging. What are some of the developing procedures and protocols that other states and districts have implemented to meet the personalized needs of these students?
10. What are some best practices related to integrated and consolidated program approaches?

Agenda (Session 2)

- Table Discussion 1 (40 minutes)
 - County Title III Policy
- Table Discussion 2 (20 minutes)
 - Enrollment form/Home Language Survey
- Q & A session with Francisco Lopez
- WVDE Update

Table Discussion

- Protocol
 - Plan
 - Introduce document
 - Get acquainted
 - Select Focus
 - Examine
 - Share
 - Revisit

Table Discussion – Group

Table 1	Table 2	Table 3	Table 4	Table 5
Berkeley	Fayette	Greenbrier	Monongalia	Marion
Braxton	Boone	Clay	Grant	Kanawha
Gilmer	Raleigh	Jefferson	Webster	Randolph
Mercer	Taylor	Wood	Cabell	Barbour
Richie	Hancock	Hardy	Jackson	Hampshire
Nicholas	Roane	Morgan	Upshur	Logan
Putnam	Wetzel	Mingo	Lewis	Wayne
Marshall	Calhoun	Mineral	Harrison	Mason
Brooke	Doddridge	Lincoln	McDowell	Tyler
Institutional Ed	Ohio	Monroe	Pocahontas	Pendleton
Preston	Summers	Wirt	Tucker	Wyoming

Updates

- Letter for the Superintendent
 - <http://wvconnections.k12.wv.us/documents/MemoJM--LEPStudents1-10-12.pdf>
- WESTELL Test
 - **3/26-4/27**
- WV TESOL Conference
 - 4/27-4/28
 - http://tesolwv.org/2012_Conference/Conference%20Program.pdf
- Summer Institute for ESL teachers
 - 6/28-6/30
 - http://wvde.state.wv.us/register/20120628_esl/index.php
 - Application Deadline 3/16/2012
- 5 year plan/budget
- TransAct
- ESL teachers contact information

Thank you!

If you have any questions please contact:

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