What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take: Lessons Learned from the Past and New ideas for Today

Open Space Report: Seattle

As a convener, we would like you to put together a short report from your group describing the following:

1. Names of group members

*Carmen West (OSDE), Susan Read (WA OCR), Wei-Wei Lou (Beaverton, OR), Rosemary Cuczkowski (Centennial School District, Portland, OR), Leigh Anne Scherer (Milwaukie, OR), Megan Kimball (Portland, OR), Tracy Koncilja (Seattle, WA), Francie Christopher (University of Kansas)

* Convener

2. Issue/Topic/Activity

Home Language Survey (HLS)

3. Highlights of Discussion/Recommendations/Next Action Steps

- HLS does not capture all students
- Initial Assessment doesn't differentiate EL issues from LD issues
- Various forms of HLS exist
- 14 day requirement for placement causes time crunch
- Title III definition of LEP does not correlate with OCR regulations
- Suspending services is handled differently in districts
- Dialogue with parents should be as partners with district to decide what is best for child
- Prior schooling is not asked as part of HLS

3. Available Resources

Title II-ESEA

4. Follow-up requests

A Universal Home Language Survey Screening device is needed
What direction is ESEA going with regards to re-authorization of Title III.
More specificity is needed

5. Next steps/Action Items/Recommendations

6. Please type in this report in one of the laptops and hand in this sheet. Thanks!