



# ***What Makes for Quality Education for English Learners in the 21<sup>st</sup> 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:**

Led by Veronica Gallardo and staff with members from districts from around the state.

2. **Issue/Topic/Activity**

The group discussed how to identify Native American students eligible for Title III funds and how to best use funding. The group discussed providing professional development in language acquisition, cultural competence for district staff, providing heritage language support for eligible Native students. Members also discussed using the funds to support parent engagement and student engagement activities involving Native elders.

The group identified a couple of issues:

- Accurate race/ethnicity data is important for streamlining identification.
- Districts need guidance from the state on successful and allowable practices to be funded.
- Districts need assistance in communicating student eligibility to families in a way that will increase support from families and tribes for the program.

Developing positive relationships with local tribes is important to overcome the mistrust that the Native American community feels towards the public education system.

Districts asked how providing support to Native American students through Title III will affect AYP for already struggling schools.

3. **Highlights of Discussion/Recommendations/Next Action Steps**

Districts would benefit from additional guidance on using Title III to support eligible Native American students, preferably through webinars.

4. **Available Resources**

5. **Follow-up requests**

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