



# ***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: Los Angeles**

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

1. **Names of group members:**  
Araceli Simeon-Luna (MALDEF)  
Tammi Wong (OCR)  
Maria Quezada (CABE)

2. **Issue/Topic/Activity:**

Parent engagement

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

**Building trust between parents and schools is crucial. Schools need to create a foundation of support to parents by defining what parent engagement can be and bridging the gap between cultural understandings of parent involvement and western ideas of parent involvement.**

**Building the readiness of both schools and parents to engage each other. This requires professional development for all education staff (administrators, teachers, counselors, etc.) on parent engagement tools and approaches in a culturally and linguistically appropriate manner. Staff need to understand and communicate about how parents can be volunteers and participants in the classroom and during the school day. Parents need supports and knowledge about their capacity to support their students, communicate with schools, and be an equal partner in the education of their children. For instance, teaching the parents the vocabulary used in the English Learner program or in parent involvement programs, negotiating the education system and assessments, and participating in attaining literacy themselves.**

**Communication with parents needs to move away from literal translation. Translations are effective when they are used to explain the concepts and ideas being discussed.**

**One of the problems in parent engagement is keeping parents engaged as the children get older (middle and high school).**

**Title I and Title III should continue to have strong language and funding for parent support and engagement in a coordinated manner. The government should provide some ideas about positive parent engagement projects. For example, provide funding or grant programs for innovative parent engagement projects for English Learner families.**

**Parent engagement efforts must be focused on student success. The parent funds should be spent on helping support the children learning and not on workshops like cooking.**

Research why parent structures like in Head Start and Migrant Ed work better than Title I programs for parent committees. Title I should include language that allows parents to be decisions makers.

Parent outreach involves reaching beyond the boundaries of the schools. This includes going to the churches, community centers, and the media to engage parents and provide the supports and activities.

4. Available Resources

[www.bilingualeducation.org](http://www.bilingualeducation.org) (parent project INSPIRE)

[www.mateoycientina.org](http://www.mateoycientina.org) (math tools)

[www.maldef.org](http://www.maldef.org) (MALDEF – for resources for parent engagement)

Office for Civil Rights “reading room” (Title VI protections for parent communication)

5. Follow-up requests

Don't leave out the parent involvement language from the reauthorization of ESEA.  
Provide funding for long term investment in parent engagement. Don't take away the technical assistance centers supporting parent involvement resource centers.  
Re-think the model on PIRC but don't eliminate it.

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