



# ***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: New York City**

As a convener, we would like you to put together a short report from your group describing the following. When you're finished, please type in this report in one of the laptops and hand in this sheet. Thanks!

1. **Names of group members**

Chris Norwood  
Lucy Glasson  
Julie Hirschler  
Lisanne Kaplan  
Patrick Coonan  
Miriam Lopez  
Miguel Cordero  
Anna Moretlo Cramer  
Geraldo Perez  
Kerri Whipple

2. **Issue/Topic/Activity**

Consistent and proper identification of ELs – standardization of HLS and identification process for the next generation EAG for English Language Development assessments.

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

- Mandate a process – 1. HLS, 2. Language Interview, 3. Screener
  - Is the interview process realistic for all schools?
  - Are there better questions that can be asked? Fewer questions?
- Provide training in multimedia format that is required for the personnel that administers (does not get sent home for the family to complete) the HLS as well as the interviewer for the language interview (Standardized Language Interview - Scripted? Checklist?)
- There is a loss of instructional time for the ELL staff who administers the screener
- The HLS should be standardized and include: the name of the interviewer, the name of the person completing the survey, the parent notification for possible English language development (proficiency) testing.
- Take the word English out of the HLS so parents don't assume that English is the "right" answer
- Develop a process for students who may be misidentified so that they don't have to continue in the program until they become proficient
- In order for all states to apply this process consistently, it must become law (can't be left up to each state to develop their own laws – that is how inconsistency occurs)
- Materials used in the process should be translated and shared among states

- **Advocacy groups can be an ally in developing and implementing this process**
- **More education for parents so that they understand how the HLS and Language Interview info will be used by the school**

**4. Available Resources**

**NY has already implemented this 3 step system - they may have some resources that we can use**

**5. Follow-up requests**

**Clear opting out rules for parents who refuse EL services**

**Clear process for identification**

**Training for registrars and interviewers**

**More information made available to parents that explain the EL programs and parent rights**