

# EDUCATION THAT WORKS

## Preparing to Facilitate

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Introduction

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Ice-Breaker—Goal Setting

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Transition

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### Video Segment One

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View Video Segment One—Early Childhood Learning: Parental Involvement

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Discussion

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### Video Segment Two

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View Segment Two—Communication with School and School Personnel: Parent-School Partnership

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Discussion

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### Video Segment Three

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View Segment Three—From Enrollment to Continuing Education: Encourage Long-Term Success for You and Your Child

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Discussion

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Conclusion and Follow-up

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**Video Running Time = 19:57**

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**Total Session Time = approximately 1 hour 30 minutes**

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### Materials and Equipment

- Name tags
- Flip chart paper
- Markers in different colors
- Masking tape
- DVD Player
- Video
- Discussion Questions
- Community Voices materials for long version
- Participant Handouts

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### Participant Handouts

- Bilingual list of “Educational Terms”
  - List of local school contacts/key personnel
  - Local school calendar (provided by facilitator)
  - Educational related resources
  - (Optional) Educational Goal sheet
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## Introduction

### 4 Minutes

Begin the session by introducing yourself and your position. Explain that you will be facilitating today's session, and give participants an idea of expected session length.

We suggest that you may want to begin with a quick introduction that highlights discussion goals/objectives and what may be learned from the video and discussion.

Some potential benefits of watching this video and participating in this discussion with other parents include helping participants to:

- Understand the U.S. public school system, their rights and responsibilities as the parent of a school-age child(ren).
- Communicate better with their child(ren)'s teachers and other important school staff that contribute to the child(ren)'s education and success.
- Overcome possible barriers that could keep children from receiving the best education, because of language, immigration status, different expectations, etc.
- Learn about continuing and higher education for themselves and children, such as G.E.D., vocational, technical or trade schools, colleges and universities, as well as financial assistance to help you and your family achieve their dreams.

## Ice-breaker—goal setting

### 10 Minutes

Ask participants to think for a few minutes about the reason they moved themselves and their families to the United States. Challenge each participant to identify the top two or three goals for a better life in the U.S. If participants feel comfortable sharing goals, the facilitator may note some of the responses on chalk board or flip chart. Then, ask parents to identify two or three long-term goals for their child(ren) as well. Try to elicit as specific and varied responses as possible.

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#### *Facilitator's Note:*

If the facilitator is not bilingual, then each section will take longer, so leave ample time for translation (or add up to a half hour to projected length of session).

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#### *Facilitator's Tips:*

- The optional Educational Goals sheet may be handed out now and revisited at the conclusion. See worksheet 1A and 1B.
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## Transition

### 5 Minutes

After each group has come up with a "list," either verbal or written, of goals for participants and their younger family members, have group relate one or two of these goals to concrete educational goals. For instance, if an adult wants a better job and income for him or herself, then getting a G.E.D., trade school or higher education diploma, and learning English, would help accomplish this.

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## Video

**Beginning of video to 5:08 Minutes** (stop video where Educator Mary Jardon says, “...without necessarily being able to read the words in the book.” at the end of her interview)

### Segment One

Early childhood learning and how parents can help young children prepare for school

## Discussion—suggested questions to ask participants

12 Minutes

1. What positive benefits do you see from your children knowing both English and Spanish? What concerns, if any, do you have about the use of both languages? Do you feel that your community is open and friendly to the use of both languages?
2. What do you think are the most important things you can do to help your child(ren) learn, and to prepare them for school? What are some ways that you can help children learn to read, even if you do not read or speak English? What if you do not read Spanish very well or at all?
3. Besides reading, what other ways can you encourage and help your children be ready for school?

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### Facilitator’s Tips:

- Keeping a log, on a board or flip chart may help visually reinforce connection between personal and educational goals.
  - Participants might be encouraged to keep their goals in mind as they watch each section of the video, and to look for ideas and resources in LA EDUCACION that may help achieve them.
  - After viewing segment one, allow participants a moment to reflect and collect their thoughts. It might be helpful to ask an open-ended question, to see if participants have any thoughts or reactions to what they have viewed. This may help naturally open the discussion on participants’ feelings about nurturing the use of Spanish, or how to be involved in their child’s education in general.
  - Links to *Handouts On Early Childhood Learning* can be found in Section 1 of the “Education Discussion Guide Resources” pdf file.
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### Facilitator’s Note:

It is important to note that the discussion questions are provided as a guide to engage participants. It is the responsibility of the facilitator to select questions that are most relevant to the group and those that generate the most interests. There is not sufficient time allocated to this module to have a full discussion on every question in any segment. Open-ended questions are always best and can be followed with probes when necessary.

If possible, this discussion may be greatly enhanced by the presence of an “expert” guest. For education, this could include: teacher, bilingual liaison from local school, principal, school superintendent, personnel from local community college, Department of Education or a legislator or advocate to discuss current legislation affecting education and access to education for immigrants.

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## Video

**5:09 to 11:12 Minutes** (stop video after narrator says, “*Many jobs require their employees to have a high school diploma.*”)

### Segment Two

Enhancing communication between parents, students, teachers and other school staff

## Discussion—suggested questions to ask participants

**12 Minutes**

1. What do you do if your child’s school district asks for a Social Security number or other information that is legally not required? Do you know your rights (Limited English Proficient (LEP) laws) about what is guaranteed to your child and to you as a parent whose first language is not English? What do you do if you feel these legal rights have been denied?

How easy/difficult is it for you to communicate with school teachers and other school staff? In what ways are you informed about your child’s education?

Do your schools offer a bilingual liaison to help parents communicate with schools? If so, what are their names and how can they be contacted?

2. What programs are offered in local schools for students whose first language is not English (such as ESL or ELL)? Are students enrolled in these programs taught in Spanish, English and Spanish, or English only?
3. How are you as a parent involved in your child’s education, and with your child’s school and activities? Are there ways that you as a parent can be more active in your child’s education? (*Probes: Do you visit your child’s school, attend sports, music or other activities, or visit your child’s classroom? Do you attend Parent/Teacher conferences? Why or why not?*)
4. What do you do if your child is not doing well or falling behind in his or her school work?

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### Facilitator’s Note:

Access to a quality education, which is not restricted due to country of origin, race or language, is guaranteed through Title VI legislation. Information about requirements, guidelines, and enforcement of these laws is available through the Office of Civil Rights, Department of Education, and “Limited English Proficient: A Federal Interagency Website” ([lep.gov](http://lep.gov)). Please refer to the “Education Resources” file accompanying this guide for Web links and further information.

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### Facilitator’s Tips:

- Invite open discussion using the questions above as a guide.
  - If there is time, participants could role-play one of the situations above. For instance, parents could role play what to do if they feel their child needs more help with schoolwork or how to file a complaint.
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## Video

**11:13 Minutes to end of video** (begin with narrator saying, “**Now let’s talk about getting your child enrolled in school.**”)

### Segment Three

Enrolling your child in school and ways to help your school-age children succeed. Achieving your dreams, for learners of all ages.

## Discussion—suggested questions to ask participants

**12 Minutes**

1. What is your experience locally as a parent enrolling your child(ren) in school? How is the information you need to enroll your child(ren) provided (is there an interpreter available)? Are there ways parents and school personnel can work together to make enrollment work better for everyone?
2. How can you help your child succeed? How do you learn about school events? What are some ways to get involved in school events? What barriers, if any, may keep you from knowing about or getting involved in a planned event? Besides attending school activities, what else can you do as a parent to help your child do well in school?
3. What types of higher education are available in the United States? What opportunities are available locally for an adult (or teen) to finish his or her high school education, or go on to complete higher education? (*Probes:* What programs are available in your area, and what experience do you have in gaining access to higher education in your area?)
4. How does immigration status affect the possibilities for continuing or higher education (what if you or your child is undocumented)? What funding is available locally, and what are immigration status requirements? What are other sources of funding (state, federal, scholarships, private loans etc.)? What current legislation, state or federal, affecting access to education or funds for education is available to you?

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### Facilitator’s Tips:

- Allow participants to share questions that the video raised in their minds that need further discussion.
  - Pass out sheets of information on locally available GED and ESL classes, and other continuing education programs. If other handouts have not already been distributed (list of school contacts and personnel, and school calendar if available), they should also be passed out now or during conclusion.
  - Information on scholarships for Hispanic students can be found in Section 3 of the “Education-Related Resources” pdf file.
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## **Conclusion & follow-up**

### **15 Minutes**

During the last 15 minutes, facilitators may wish to refer back to the opening exercise, where participants link their life/career goals to educational objectives. Participants may close the session by discussing:

1. Are there new goals that I might consider after today's discussion, for either myself or my child?
2. What have I learned today (resources or services available locally, or federally) that might help me achieve my goals?
3. How can we work together as a community to better prepare our children for success in school? How can we work with schools to open up better understanding and communication?

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**Facilitator's Tips:**

If participants are interested, this is a good time to form a group/committee to address possible concerns/issues identified during the discussion.

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