Family & Community Engagement System – Engaging Families of English Learners

GaDOE EL Language Programs
ESOL Directors’ Munch & Learn
March 17, 2021
ESOL Directors’ Munch & Learn Series 2020-2021
Family & Community Engagement –

*Welcoming* all families and the community,

*Communicating* effectively with EL families, and

*Empowering* families with resources
This is the tenth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice’s (DOJ) Dear Colleague Letter on “English Learner Students and Limited English Proficient Parents,” published in January 2013, which outlines SEAs’ and LEAs’ legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at http://www2.ed.gov/about/offices/list/ocr/ellresources.html.
GaDOE Resources

ESOL Language Program website
English Learner Toolkit, Chapter 10
ESOL Form Bank
Home Language Survey
Federal Programs Handbook,
EL Learner webpage
Communication with Parents Flow Chart
Parents of English learners’ Accountability Resource Archive - Parents’ Guide to CCRPI – in Spanish
Alternative FAQs for Families – in Spanish
A Family Guide to Understanding MTSS – in Spanish
Lexile Parent Resources including Spanish
Lunch Menu Today

Appetizer –
• GSCI Framework
• OCR Foundation

Main Course
• Cobb County Schools’ F.A.M.E.
• Henry County Schools
• Atlanta Public Schools

Dessert
• GaDOE Family School Partnership
Family Achievement Makes Excellence (F.A.M.E.) at ...
What is F.A.M.E.?

Eight-week program
• Offered fall and spring
• Math/ELA

Engages ESOL families at different levels of language acquisition
• Adults
• Infants and toddlers
• Preschool children
• Elementary students
Program Goals and Benefits

Family Benefits
• Increased comfort and involvement in school and community
• Ability to help their children with their learning
• Ability to advocate for their children
• Increased parent awareness of academic vocabulary and school expectations
• Increased parent literacy

Student Benefits
• Increased motivation to learn
• Greater comfort with academic language and faster literacy development
• Builds confidence and leadership skills
• Increased involvement in the local community

Community Benefits
• Increased global awareness and appreciate for other cultures.
• Increased participation and leadership from diverse community members.
F.A.M.E. changes the futures of entire families.
Key Principle 1: Build Relationships
F.A.M.E. (Por sus siglas en inglés)  
(Family Achievement Makes Excellence)  
LA EXCELENCIA SE ALCEZA A TRAVÉS DE LOS LOGROS DE LAS FAMILIAS

Estimados Padres / Tutores,

Estaremos ofreciendo el programa F.A.M.E. otra vez en febrero. Esta sesión durará 8 semanas. El propósito de este programa es ayudar a las familias que están comenzando a aprender el inglés para que puedan alcanzar su excelencia académica. La clase se ha planificado tanto para usted como para su hijo y usted podrá traer a su niño que aún no esté en edad escolar.

Las clases serán los miércoles comenzando el día 10 de febrero de 4:00 p.m. - 6:00 p.m. a la locación de Clarkdale/Compton. Si usted decide participar en este programa, se sobreentiende que participará en todas las clases. Por favor déjenos saber si usted está interesado devolviendo la parte inferior de esta carta antes del viernes, 29 de enero.

Atentamente,

Kathy Rosa
Maestra de ESOL

----------Por favor recortar y devolver a la maestra----------

_____ Sí estoy interesado en participar en el programa F.A.M.E.

_____ No estoy interesado en participar en el programa F.A.M.E.

Nombre de las personas adultas que participarán en el programa:
Family Time Learning Activities

- Head Band Activity
- Local Newspaper and Ads
- Ipad and apps
- Sound Suitcase/Learning Luggage
- Musical Chairs
- Cooking for Math and Literacy
- Dice and Card Games
- Shower Curtain Activities
- Ice Cube Tray Math
- Tin Can Math
- Skill Vocabulary Ball
Learning Luggage

You've Got Mail
Key Principle 2: Learn in the Community

- Learning Trips are aligned to GA Standards of Excellence
- Entire families participate
Key Principle 3: Celebrate Success

- Parents and students receive certificates at our last session.
- Families bring food, often a dish from their country, to share.
Student Success Stories
Creating Leaders for Georgia

Youth Service Awards
Key Principle 4: Listen to Parent and Student Voices
Key Principle 4: Adapt as Needed Based on Feedback and Circumstances
WORLD LANGUAGES
LANGUAGE. CULTURE. GLOBAL COMPETENCY.

Resources

Programa de Educación Migrante
Ejercicios para niños de 3 a 5 años

¡Colorín colorado!
A bilingual site for educators and families of English language learners

USA Learns

Unite for Literacy

Cursos y Materiales del MEVyT

BIENVENIDOS A RED BILINGÜE MEX-US

THE FABLE COTTAGE

HEAD START ECLKC

Center on Teaching & Learning
Thank you!

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Henry County Schools

- Rocio Morrison, Coordinator: World Languages, ESOL & Title III, Part A
- Dr. Letitia Walker, District ESOL Lead Teacher
Family & Community Engagement

- HCS celebrates students and families beautiful cultures and languages: District World Language Fair; GaDOE Seal of Biliteracy & International Skills Diploma Seal; School based International Festivals and monthly celebrations
- Title III- English for Adults Courses: Adult ESOL and Civics & Literacy
- Title III- Summer Family Literacy Programs
- Title III Bilingual Family Involvement Liaison and District Bilingual Family Liaison collaboration and support
Family & Community Engagement

- Collaboration with District Family Services Department on development of video tutorials; presentations to engage parents in student learning and academic achievement; classrooms located at HCS Family Learning & Support Center
- Title I and Title III Collaboration on Family Resources Fair in the Fall
- New Immigrant Program to support student and families with Career Goals and Literacy virtually
Vision
A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system.

Mission
Through a caring culture of trust and collaboration, every student will graduate ready for college, career, and life.
Parent / School Engagement Strategies

Building Community

Communication

Empowerment

Collaboration

Direct Support

Mentorship

Through culturally responsive methodologies, create various systems of communication in which parents can communicate with the district office while also creating space for the building of networks between their individual schools and clusters.

Serve as base of communication support between families and local schools. Creating, collaborating between district departments and local schools to create, translate, interpret, and disseminate information. Thus, allowing for fluidity of information between both parties in order to enable trust and collaboration within all parties.

Empower parents to have a direct voice in their children's education. Highly encouraging and facilitating direct communication with their local schools and central office.

Direct collaboration with schools in community assessment plan and implementation of outreach and support to families.

Serve as cultural brokers for local school administration/staff/teachers. Highly encouraging school teams to make direct connection and responses to families regardless of language or culture.

Directly inform, mentor, and create opportunities for parents' involvement in their local schools such as: PTA, GoTeam, Foundations, etc.

Office of ESOL & World Languages

A high performing school district in which all English Learners are successful, limited English families engage, and the community values linguistic and cultural diversity.
The Transnational Experience

FAMILIES
Participate in a culturally relevant way

SCHOOLS
Support families in school initiatives

DISTRICT
Family Engagement Week
http://tinyaps.com/?ESOLparentsupport

Desde Mi Rancho a su Casa…
From my Hometown to Yours
Strategic Collaboration

Center for Equity and Social Justice

Office of ESOL & World Languages
Translation, Interpretation, and engagement through a social justice lens

ACCESS - Creates access to information and resources for families/schools/district to communicate and interact

AGENCY - Creates space where both caregivers and schools can voice their concerns and hold each other accountable

SOLIDARITY ACTION - Nurtures and promotes transformative work while mediating and resolving issues on behalf of all sectors

Multiple steams of information
District + Schools + Community Actions
Weekly Parent Meetings

Versatile staff: formally trained and vetted for language proficiency
Systemized requests and scheduling
Accountability: Weekly check-ins as well as service quality survey
Dessert
Family-School Partnership Program

ESSA Title I, Part A, 1116 and 1112(e)(3)

Transitioned from Parent Involvement (NCLB) to Family Engagement (ESSA)

Mandi Griffin,
Family Engagement Specialist
Parents of English Learners

Federal Programs

Input
ESSA State Plan
Annual Evaluation
State Superintendent’s Parent Advisory Council (PAC)

Policies

Compacts

Building Capacity
Academic Parent-Teacher Teams (APTT)
Parent Capacity
School Staff Capacity
FEP Network

Determining Support for English Learners

- All potential English learners are assessed and identified for English Language Development
- English Learners are provided with additional instructional support
- Annual Evaluation
- Parents of English Learners
- Georgia Department of Education
- Educating Georgia’s Future
8. TITLE I, PART A - NOTICE TO PARENTS

Notice to parents of participating English Learners (ELs) not later than 30 days after the beginning of the school year. For those children who have not been identified as ELs during such school year, the LEA shall notify the children’s parents during the first 2 weeks of the EL being placed in a supplemental language program funded by Title I or Title III with the required content outlined in the ESEA.

ESEA: Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4); FSP Parents of English Learners Webpage; FSP Monitoring Webpage

1. Written policies and procedures

2. Notification made within 30 days from the beginning of the school year or 2 weeks for newly identified

3. Specific mandates that must be included

Confusion about the difference between this notification and ESOL eligibility notice.
Click each graphic to access the online learning guide.

Parent and Family Digital Learning Guide

Guía de Aprendizaje Digital para Padres y Familias
What can this guide do for you?

✓ This guide aims to help all parents and caregivers, including those who have limited experience with digital tools, those who are expert with these tools, and anywhere in between. Each section starts with foundational pieces and builds from there.

Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.
Part 1: Benefits of Digital Learning

- Competency-Based
- Personalized
- Connected

Part 2: Enabling Digital Learning

- Internet Access
- Personal Learning Devices
- Safety, Privacy, and Responsibility Online
Tips & Tricks

Digital Tools

Instructional Activities
Part 1: Benefits of Digital Learning
Benefit 1: Personalized Learning

This section in 30 seconds

Technology and digital tools can help your child learn in ways that work for your child. These tools can help change the way content is presented and how learning is assessed. They can make instruction personalized based on what will help your child learn.
Benefit 2: Competency-Based Learning

This section in 30 seconds

Your child masters content and develops skills at their own pace. Many children learn effectively when the support they receive is customized for each new skill. In a competency-based system, your child can be empowered to learn skills in a personalized manner and to take responsibility for and make more decisions in their own learning. As a result, your child may be more engaged and successful in their learning.
Benefit 3: Developing Partnerships

This section in 30 seconds

Students are more engaged when parents and families are involved in education. Using digital learning resources provides new opportunities for your family to develop a strong partnership with your school or education provider. Technology can help you and your child stay connected to your local community, your child’s school and teachers, and other parents and children.
Part 2: Enabling Digital Learning
Ensuring Students’ Access: Personal Learning Devices
ENSURING YOUR CHILD’S ACCESS: PERSONAL LEARNING DEVICES

In order for your student to have access to a personal learning device, several options may be available.

Learn about device distribution opportunities. Reach out to your child’s teacher or counselor to ask about access to a digital device, such as a laptop or tablet. Even if you already have a computer at home, each child should have their own reliable device so they can fully participate in digital learning at the same time when needed.

Get technical support. Ask your school for support if you have trouble with the device or need help setting it up. Schools may be hosting virtual town halls or other events for parents and families.

Learning can take place offline, too. Ask your child’s teacher or local library for activities students can do without a screen, so that they can continue learning if a device is not available and maximize meaningful use of screen time when a device is available.
Ensuring Students’ Access: Internet Service
ENSURING YOUR CHILD’S ACCESS: INTERNET SERVICE

Streaming and downloading content and participating in video conferences requires a high-speed, reliable internet connection. Although many public spaces offer internet access, obtaining access at home is critical for supporting continuity of learning. If you do not have access to the internet to support your child’s learning, some options may be available to you.

Discover school- or community-provided internet access. Some schools provide internet hotspots for students to check out, and some communities have open access to a community-based network. Check with your school and public library to learn about options in your community. The resources section below provides additional sources for finding internet access options in your community.

Learn about your internet access. If you already have service, make sure it can support the increased online activity and that you understand any data limits (if applicable).
Ensuring Students’ Safety, Privacy, and Responsible Technology Use

- Security Settings
- Digital Citizenship
- Password Management
- Video Conferencing
- Privacy Policies
Security Settings

Turn on the security features on any device your child may use for learning activities. These can be found in the device’s general settings under the privacy menu. These features can:

- Restrict access to offensive or inappropriate content
- Require approval for downloads
- Limit time spent on certain apps

Digital Citizenship

Talk with your child about how to be a responsible digital citizen. Remind your child that virtual communities are an extension of their classrooms, and the same basic rules apply, such as treating others with respect. Let your child know that they should tell you, their teacher, or a family member if they or a classmate are being bullied or are worried about any troubling content, encounters, or activities online.

Password Management

Make sure you and your child have all the information to find their learning resources. Keep track of log-in and password information and URLs for each platform they use. Consider using a password manager in your internet browser or keep passwords written down in a safe place. Change passwords regularly.

Video Conferencing

Talk with your child’s teacher if you aren’t comfortable with your child using the video feature during virtual lessons. Many platforms allow you to use virtual backgrounds or images to protect the privacy of your home. If the school plans to record a lesson or take screenshots during a lesson and you are uncomfortable, ask if your child can be off-camera or watch the recorded lesson later.

Privacy Policies
Parent and Family Digital Learning Guide

Click each graphic to access the online learning guide.

Guía de Aprendizaje Digital para Padres y Familias
Questions?

• For questions about family engagement activities, contact your Family Engagement Specialist.

• For questions about using Title I funds for family engagement activities, coordinate with your Title I Director to contact your Title I Area Specialist.

http://www.gadoe.org/support