



# Special Topics in English Learner Programming Monthly Webinar

English Learner Family Engagement  
Practices

---

July 11, 2019

Anika Harris



Welcome

**Welcome to OSSE's  
Special Topics in English Learner Programming  
Webinar for  
July 2019!  
English Learner Family Engagement Practices**

**Anika Harris**, professional development specialist



# Objectives

This monthly webinar series will cover a wide array of topics pertaining to English learners (ELs), English language acquisition, and EL program administrative and instructional activities.

Federal education policy provides that family engagement be an activity that is meaningful and culturally respectful and fosters students' learning and development<sup>1</sup>. LEAs with successful EL family engagement initiatives focus on building the capacity of families and staff to create home-to-school partnerships that support students in a systemic manner.



# Objectives

This month's webinar provides an opportunity to reflect upon past experiences engaging the families of ELs and plan for EL family engagement in the upcoming school year. During this webinar, participants will:

- Examine and identify weaknesses in their current EL family engagement practices;
- Learn family engagement practices designed for families of ELs; and
- Plan a continuous EL family engagement program that leads to improved EL academic achievement.



# Reflection on Current Practices



# Family Engagement Research

A well-founded relationship between a family and a school is:

- A key component of student success (Weiss, López, & Rosenberg, 2011).
- Based on understanding and respecting how families support their EL student's learning (Baquedano-López, Alexander, & Hernandez, 2013).
- Created when families have a voice in establishing the school's vision for family engagement (Caspe, Lopez, Chu, & Weiss, 2011).



# School Readiness Reflection Tool

Is your LEA's EL family engagement program aligned with the statements below?

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			



# Language Support

Communication is at the heart of family engagement.

Communication is made up of four domains:



Multiple domains are used for the purposes of engaging families.

In a linguistically diverse city like DC, communicating with all families at your LEA requires intentional proactive planning.





# Language Support

ELs in DC speak 89 different languages, with the most commonly spoken being:

Language	% of ELs who speak it
Spanish	79%
Amharic	5%
French	3%
Chinese	1%
Vietnamese	1%

Data Source: 2017-18 LEP Enrolled EdFacts report, based on 2017-18 Enrollment Audit



Choose the Scenario that Reflects a Welcoming Environment for Families of ELs

A.

**LEA XYZ has a process to identify limited English proficient (LEP) parents. The process revealed that families will need support in Spanish, Amharic, and French. The LEA has developed processes to provide language support in those three languages to ensure families have the same access to information as native English-speaking families.**

B.

**LEA XYZ has a process to identify LEP parents. The process revealed that families will need support in Spanish, Amharic, and French. The LEA has not developed processes to provide language support in Amharic or French, so it offers support to families who communicate in Spanish only.**



# Language Support

## School Readiness Reflection Tool Area 15.1

*The school provides information about programs, services, and/or activities in a language parents understand as much as possible.*

How does your LEA gather information about families' language support needs?

Who is that information shared with?

What does your LEA do with that information?



Chose the Correct Answer

Appropriate and competent translators or interpreters must/should have proficiency in target languages; ease of written and oral expression; knowledge of specialized terms or concepts; as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality.

Appropriate and competent translators or interpreters should have proficiency in target languages; ease of written and oral expression; knowledge of specialized terms or concepts; as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality.



# Language Support

## School Readiness Reflection Tool Area 15.2

*The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.*

What does language support look like at your LEA?

When is written support (translation) needed? Spoken support (interpretation)?

Who provides the support? What is their level of language proficiency in the communication domain being supported?

Does your LEA have the budget to sustain the requisite level of language support for the entire school year?



# Language Support

True or False?

**State Education Agencies (SEAs) and LEAs have an obligation to communicate meaningfully with LEP parents and to notify LEP parents adequately of information about any program, service, or activity called to the attention of non-LEP parents.**





# Parent Outreach

## School Readiness Reflection Tool Area 15.3

*The school conducts outreach to engage parents of ELs in regular school functions and meetings.*

How does your LEA ensure it reaches out to parents of ELs?

What school functions and meetings are parents of ELs invited to participate in?

How well are parents of ELs attending these school functions and meetings?



# Parent Training

School Readiness Reflection Tool Area 15.4

*The school provides training opportunities to parents to increase their participation in their children's education.*

What opportunities does your LEA offer?

Is there an opportunity to increase parents' participation in their children's English language development?

How well attended are the opportunities?





# Record-keeping

School Readiness Reflection Tool Area 15.5

*The school keeps records of all parental involvement activities.*

When does your LEA evaluate these activities?

How does your LEA evaluate these activities?



# EL Family Engagement: Planning Ahead



# School Readiness Reflection Tool

Is your LEA's EL family engagement program aligned with the statements below?

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			



# Examples of School-related Information

What school-related information do parents need to participate in their child's education?

School choice

The EL program

Report cards

Student discipline policies

Special education services

Registration and enrollment

Gifted and talented/Advanced Placement/IB programs

Parent-teacher conferences

Notices of nondiscrimination

Grievance procedures

Permission slips

Extracurricular activities

Parent handbooks



# Language Support

The LEA may:

- Determine if staff are trained and qualified to provide effective language assistance
- Obtain qualified interpreters and translators if staff is unqualified
- Obtain qualified interpreters and translators to minimize the impact to bilingual staff regular duties
- Use a language phone line to provide real-time telephonic interpreting



# Language Support

The Language Access Act, as amended in 2014, identifies those entities that are covered by the act and their responsibilities to provide language access.

Please consult with your lead administrator to determine if your LEA is a covered entity.

The Language Access Program of the DC Office of Human Rights assists members of the public and DC government employees.

<https://ohr.dc.gov/service/language-access-program-information-portal>.





# Language Support

The LEA may not assign

students

siblings

friends

untrained staff

to be translators or interpreters, even if they are bilingual.

Qualified and trained staff are interpreters and translators, including staff acting in this capacity who:

- Are proficient in the target languages
- Have knowledge of specialized terms or concepts in both languages
- Are trained in the:

Role of an interpreter

Ethics of interpreting and translating

Need to maintain confidentiality



# School Readiness Reflection Tool

Is your LEA's EL family engagement program aligned with the statements below?

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			





## ESSA UPDATE

*Title I* of the ESEA, as amended by ESSA, now requires LEAs to conduct effective outreach to parents of ELs, including regular meetings [see Section 1112(e)(3)(c)].

This mandate can be achieved by creating a welcoming environment that welcomes families of different cultures.

What are some characteristics of this type of environment?

When ELs and families “see themselves.”

Flags

Photos

Books  
and  
Lessons

Staff  
“faces”

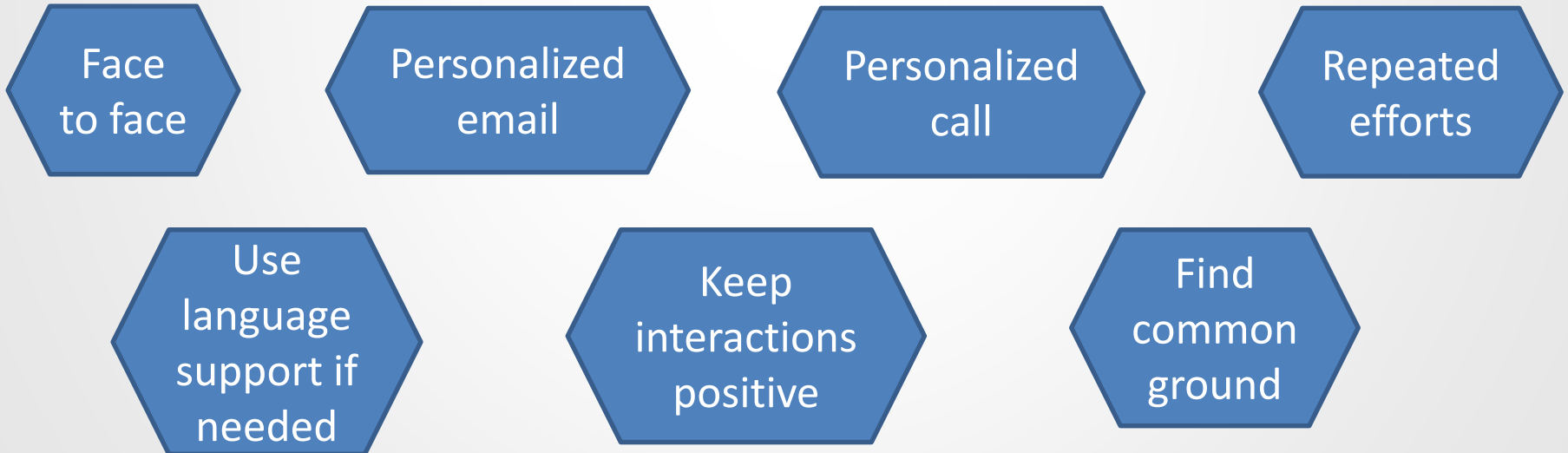
School  
Activities



# Parent Outreach

The Title I mandate can also be achieved by making a personal connection with families.

How can LEAs make this connection with families of ELs?

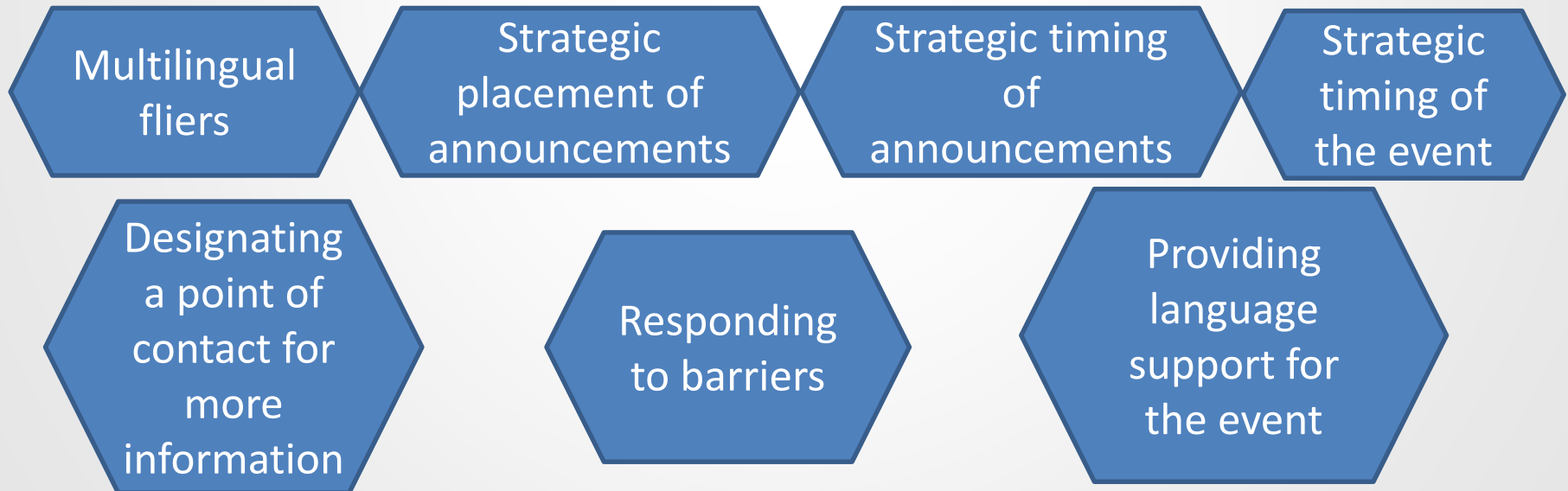




# Parent Outreach

A welcoming environment and a personal connection are two ingredients that make it easier to conduct outreach to engage parents of ELs in regular school functions and meetings.

Another ingredient is spreading the message about the function or meeting.





# School Readiness Reflection Tool

Is your LEA's EL family engagement program aligned with the statements below?

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			





# Parent Training

Two-way communication streams allow for effective, respectful, and responsive information-sharing.

One-way communication: Teacher holds parent-teacher meeting. Teacher explains the classroom rules and consequences. Teacher asks parent, “Any questions?”

Two-way communication: Teacher holds parent-teacher meeting. Teacher sets up conversation about classroom behavior expectations by asking parent what he/she thinks good behavior looks like in the classroom and what expectations parent has for their child. Then teacher offers rules and consequences. Finally, teacher and parent co-plan how child will mind the rules including what support and reinforcement the parent can offer at home.



# Parent Training

Consider the needs of families who may not understand the US education system.

Parent training can include workshops on:

- Using school websites to check their child's progress
- How to get the most out of parent-teacher conferences
- Standardized testing
- Special education services
- Scholarships and the college application process.

What other workshop ideas do you have?



# Parent Training

Consider workshops to help parents support their child's academic and English language development.

Parent training can include workshops on:

- Computer literacy to help parents help their child with assignments that require the use of computers
- Supporting reading even if the family is not literate or has low literacy skills
- Helping their child prepare for a presentation, i.e., science fair project
- Using the home language to support English language development
- Building numeracy skills outside the classroom.

What other workshop ideas do you have?



# School Readiness Reflection Tool

Is your LEA's EL family engagement program aligned with the statements below?

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			





# Record-keeping

A sustainable and continuous EL family engagement program requires thoughtful planning. One aspect to be planned is record-keeping.

Create a plan for tracking the following for each engagement opportunity:

- Who conducted outreach?
- When outreach was conducted?
- Which outreach methods were used?
- What language support was offered?
- What time/day the opportunity took place?
- How many EL parents were in attendance?



# Record-keeping

Record-keeping allows your LEA to conduct meaningful reflection around your EL family engagement practices.

Reflection may reveal

Which outreach methods work

Scheduling the families favor

Locations the families prefer

Gaps in language support

Which engagement methods work

Which activities/ideas families are applying



# The Next Step

Use the School Readiness Reflection Tool as a planning document.

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			



# **DIVISION OF TEACHING & LEARNING**

Professional Development  
Training Opportunities



# TAL Professional Development Team

The Division of Teaching and Learning's (TAL) Professional Development Team works to deliver responsive systems of professional learning and high-quality technical support to District LEAs and schools. The team supports a wide range of topics and interventions through professional development, direct LEA/school-based support, the facilitation of communities of practice, and through city-wide convenings.



# TAL Professional Development Team

<b>I have a question about...</b>	<b>Point of Contact</b>
Training and Technical Assistance Manager	<a href="mailto:Jenye.Fletcher@dc.gov">Jenye.Fletcher@dc.gov</a>
English Language Acquisition Standards and Instruction	<a href="mailto:Jennifer.Norton@dc.gov">Jennifer.Norton@dc.gov</a> <a href="mailto:Anika.Harris@dc.gov">Anika.Harris@dc.gov</a>
Multilingual Education	<a href="mailto:Santiago.Sanchez@dc.gov">Santiago.Sanchez@dc.gov</a>
Literacy and English Language Arts Standards and Instruction	<a href="mailto:Ashleigh.Tillman@dc.gov">Ashleigh.Tillman@dc.gov</a>
STEM Integration and Early STEM Education	<a href="mailto:Lauren.Allen@dc.gov">Lauren.Allen@dc.gov</a>
Specialized Education (Secondary Transition, Inclusion, IEP Quality)	<a href="mailto:Jennifer.Carpenter@dc.gov">Jennifer.Carpenter@dc.gov</a>
Section 504, Response to Intervention, Child Find, Student Support Teams	<a href="mailto:Angela.Awonaiké@dc.gov">Angela.Awonaiké@dc.gov</a>
Positive Behavioral Intervention and Support, School Climate, Restorative Justice	<a href="mailto:Jessica.Dulay@dc.gov">Jessica.Dulay@dc.gov</a> <a href="mailto:Nakanya.Magby@dc.gov">Nakanya.Magby@dc.gov</a> <a href="mailto:Kristian.Lenderman@dc.gov">Kristian.Lenderman@dc.gov</a>
School Turnaround and School Improvement	<a href="mailto:Tiphannie.Scroggins@dc.gov">Tiphannie.Scroggins@dc.gov</a>



# Upcoming Training Opportunities

All professional development training opportunities, including registration links, are announced one to two months ahead of time in OSSE's weekly newsletter, the [LEA Look Forward](#) and on the [OSSE Events Calendar](#).

05/14/2019 - 8:30am

[Skills and Strategies to Adapt Math and Science for English Learners](#)

05/14/2019 - 9:00am

[2018-19 Restorative Justice Monthly Community of Practice](#)

05/14/2019

[2019 SFS](#)

Events Calendar:

[osse.dc.gov/events](https://osse.dc.gov/events)

05/15/2019 - 8:30am

[Trauma Informed Care - Introductory Training](#)

05/16/2019 - 8:30am

[Focus on K-2 Math Instruction: Number and Operations](#)

05/17/2019 - 8:30am

[Preparation and Customization of a K-5 Eureka Math Lesson](#)

-39

See next slide for instructions to subscribe to the LEA Look Forward



District of Columbia  
Office of the State Superintendent of Education

## LEA LOOK FORWARD

### Professional Development Opportunities

- [Social and Emotional Learning \(SEL\) CORE Competencies Training](#)
- [Classroom Engagement Series: Strategies and Skills to Improve Student Behavior and Classroom Communities](#) (reminder)
- [DC Teen Writers: Submit Your Writing and Meet with Author Nafissa Thompson-Spires](#) (reminder)
- [2019 iDC Institute: Call for Proposals and Registration](#) (reminder)
- [Culturally Responsive Literacy Instruction: A Framework to Increase Engagement and Student Achievement](#) (reminder)
- [Save the Date! The IEP Quality Capacity-Building Summer Series](#) (reminder)



# LEA Look Forward Newsletter

Weekly newsletter containing important information and announcements:

- Start of school updates
- Updates to relevant laws and policies
- Grant opportunities
- Reminders of key dates & deadlines
- Professional development opportunities

**Subscribe** to receive the weekly newsletter in your inbox each Wednesday by sending a request to [OSSE.Communications@dc.gov](mailto:OSSE.Communications@dc.gov).

View recent versions on OSSE home page under “Newsletters” [www.osse.dc.gov](http://www.osse.dc.gov) or [www.osse.dc.gov/newsroom/newsletters](http://www.osse.dc.gov/newsroom/newsletters)

Press Releases   **Newsletters**   Testimonies   Advisories   Statem

- 19 JUL** LEA Look Forward for July 19-25, 2017  
View the LEA Look Forward for July 19-25, 2017.
- 12 JUL** LEA Look Forward for July 12-18, 2017  
Reminder: Don't Forget to Register for the Start of School Summ
- 5 JUL** LEA Look Forward for July 5-11, 2017  
View the LEA Look Forward for July 5-11, 2017.
- 28 JUN** LEA Look Forward for June 28 - July 4, 2017  
View the LEA Look Forward for June 28 - July 4, 2017.
- 21 JUN** LEA Look Forward for June 21-27, 2017  
View the LEA Look Forward for June 21-27, 2017.



District of Columbia  
Office of the State Superintendent of Education

## LEA LOOK FORWARD





# Resources

The updated publication [\*Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia\*](#) is now available for download.

The School Readiness Reflection Tool is found in Appendix E of OSSE's publication [\*Delivering Education Services to English Learners\*](#).

OSSE's EL website is [www.osse.dc.org/page/english-learners-els](http://www.osse.dc.org/page/english-learners-els).

On-site technical assistance and EL program support is available! Contact [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov) or [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov).



# Upcoming Events

OSSE hosts a monthly Special Topics in English Learner Programming webinar broadcast on the second Thursday of every month. The next webinar will take place **Thursday, Aug. 8, 2019**. Register here:

<https://attendee.gotowebinar.com/register/3932149749356688651>.

Pearson will facilitate its Foundational SIOP Training on **Monday – Wednesday, Aug. 5-7, 2019**. K-12 teachers will gain practical skills to collaborate, share, and implement lesson plans that incorporate all eight components and 30 features of SIOP in order to teach content while developing students' academic and social language. Register here: <https://osse.dc.gov/event/foundational-siop-training-improve-academic-outcomes-english-learners>.

Save the Date! Authors Persida and William Himmele present The Language-Rich Classroom on **Friday, Sept. 13, 2019**. Based on their book of the same name, the workshop provides K-12 teachers their five-part research-based framework to help ELs attain greater language skills and deeper content comprehension.



# OSSE EL Contacts

## **Bilingual Program Support**

Santiago Sanchez

Multilingual Specialist

[Santiago.Sanchez@dc.gov](mailto:Santiago.Sanchez@dc.gov)

## **English Learner Program and Policy Support**

Dr. Jennifer Norton

English Learner Program Manager, Division of Teaching and Learning

[Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov)

## **Professional Development and On-Site EL Program Support**

Anika Harris

Professional Development Specialist, English Language Acquisition (K-12)

Division of Teaching and Learning [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov)



| Thank you!