

Draft ELL Task Force Parent Engagement Subcommittee Priorities 2016-2017

Challenges

1. Uneven understanding of what parent engagement entails
2. Uneven understanding by principals of their role in improving parent engagement
3. Lack of parental understanding of ELL programs and choices
4. Lack of clear cultural and linguistic competency standards and accountability for all schools
5. Coordination of communication among different offices to assure broad linguistic coverage
6. Translation and interpretation at the school level remains very uneven

Commitments.

1. Work with OE and OELL to develop common understanding of ELL parent engagement and parent engagement rubric/standards (especially for ELL and ELL Sped) that can be implemented
Actions:
 - Follow up on OE evaluation/impact of parent engagement and any definition
 - Follow up on application to Nellie Mae to increase community engagement and which would create an advisory committee to codevelop a community development model. Where is this?
 - Understand how parent engagement is defined in the literature, how the district understands it, and how it is put into practice across the district. This will help to understand the gaps that exist, and what that means for ELL parents.
2. Examine bright spots in site visits to identify successful elements and compare with standard 3
Actions:
 - Identify elements of parent engagement that works e.g principal commitment, dedicated staff responsible for parent engagement, Are there spaces for parents to connect? ESOL classes, etc.
3. Do more site visits to schools we have not visited and to schools that we already visited to see what has been put in place.

Recommendations

1. ***District wide commitment to better train, support, resource and hold school leaders and educators accountable for parent engagement for all students, including ELLs***
Actions:
 - **Request and monitor the development for a process to evaluate the quality of family engagement.** Family engagement is required and evaluated but quality of engagement is questionable. How is the district holding principals accountable on parent engagement e.g through the school improvement plan. Do schools/district have a plan

to reach out to ELL parents to help them understand ELL programs. Do schools familiarize parents with school and community resources?

- **Monitor that family engagement is given equal weight to instruction in principal evaluation** Principal leaders hold principals accountable for family engagement but this does not really happen once quality school were implemented since schools were now being evaluated and not individual principals. Principal leaders are mostly holding principals accountable on instruction but there is give around family engagement. Educator Evaluation Rubric and Administrator Evaluation Rubric – if educator or administrator fail to meet proficiency on standard 3 than they should not be evaluated as proficient. Standard 3 must had the same weight with the other standards. Families should be asked for input on how good educator or administrator is meeting standard 3. Right now, this standard is only evaluated by principal leaders. **PE should take a look at standard 3.** Come up with our own successful elements from site visits, compare with standard 3 and get OE and OELL input.
- **Monitor that schools understand what effective family engagement looks like and that there is an effective metric to measure quality family engagement in schools and on the district level.** Quality of family engagement is the issue. 100% report they have it.
- **Monitor steps taken to increase ELL parent participation and voices on the school and district level.** Many school SSC, SPCs are dominated by minority white parents and even when ELL parents serve on these bodies, there participation is not equal and their voices are not heard. Monitor that ELL parent participation is supported at SSC, SPCs, CPCs, Task Forces, community meetings with superintendent and other meeting seeking community input.
- **Advocate for an Increase in the number of bilingual and culturally competent liaisons to schools who can support schools to develop effective strategies to reach out to parents and monitor progress of family engagement in schools.** Currently, there are 7 liaisons and a director supporting 126 schools. That is an average of about 30+ schools per liaison. Liaisons need to think of which schools are ready and willing to receive support
- **Monitor the expansion of APTT programs in the district.** APTT seems to be a model that has increased ELL parent participation and involvement in student learning. Right now APTT is at the Otis, Blackstone and PJ Kennedy
- **What PD's are in place?** Conference on best practices?

2. *Build culturally and linguistically welcoming school environments and culturally relevant curriculum that affirms our diverse student body and families. Commitment to better train, resource and hold school leaders and educators accountable to this recommendation.*

Action

- **Meet with Colin Rose to inquire about/monitor the district's plan for cultural competency.** Cultural competency required by DESE but how is the district and schools monitored and evaluated on cultural competency by the state? How are schools being trained and resourced and held accountable to build culturally and linguistically welcoming school environments? What are the bench marks and how is progress being

measured/evaluated? How is this job being shared with various departments and how are departments being held accountable to this standard?

- **Monitor the development of an effective metric to measure cultural competency at the district and school level that is aligned with cultural competent curriculum.**
- **Monitor that Principal evaluation will include proficiency in developing culturally and linguistically welcoming school environments and culturally competent curriculum**
- **Monitor the expansion family friendly schools in the district.** There are only 4 certified Family friendly school. In 2016, only 2 schools participated. Gain a better understanding of what family friendly schools are and Monitor the development of Family Friendly Schools
- **Monitor the development of culturally competent curriculum.** Figure out who to talk with regards to developing a culturally competent curriculum. Gain more understanding of what a culturally competent curriculum for ELL and other students might look like. Who is responsible for developing and implementing this recommendation and how/who is accountable for training, resourcing and holding school leaders and educators accountable on this? Work with the Expand Program Quality committee on this.
- **Have a conversation/coordinate with the Achievement Gap Task Force whose recommendations include parent engagement.** The achievement gap task force is trying to sue the school climate survey to get information on individual educators on cultural competence. Revamp the questions of the school climate survey to reflect cultural competence of schools and educators.

3. Build language capacity at the district and school levels, both oral and written, to communicate with parents in schools

Action:

- **Monitor how the needs of ELL parents are being met through appropriate staffing in schools.** There is a lack of bilingual staff in schools to be able to respond to parents. There was also a lack of access to interpreters and translated documents in schools
- **Monitor that the needs of ELL parents for interpretation and translation of materials are being met.** Request that interpretation and translation office track number of requests for translation and interpretation and compare to the schools where there is a large number of ELL students and parents. **Monitor how Outreach and education is done to ensure that schools use the translation and interpretation services as they should be in order to adequately serve ELL families.**

Updates:

- Two Spanish, Haitian/French Creole, Cape Verdean Creole/Portuguese speaking and translation staff has been hired. **Need to advocate for the hiring of Chinese and Vietnamese speaking staff.**
- Protocol for requesting written translation and oral interpretation has been developed and distributed to central district and school staff. **Question – can parents request these services?**
- A pilot for virtual interpretation on ipads in collaboration with a reputable company has been developed that school can access.

- Beginning to translate IEPs, the goal is to translate all IEPs
- Have draft glossary together?

➤ **Monitor how the diverse communities are being informed of important information such as registration periods, forums, meetings, happenings or available resources.**

From talking to the Office of Communications, it does not seem that relationships to ethnic media have been built and therefore, ethnic media has not been adequately developed as partners to disseminate important information to the diverse communities.

➤ **Monitor that there will be regular conversations with parents and Dr. Chang** (June mtg notes). Suggestion from Monica R that there be a community engagement advisory committee that serves as a sounding board for Dr. Chang and give better transparency and dialogues around topics. Have to think about how to set this up. Will come to PEC for proposed structure and participation.

4. ***Ensure adequate information and outreach to familiarize new immigrant parents with the school registration process (including the registration timing and schedule) and to help parents understand how to pick schools that best meet their child's needs.*** Many parents we spoke with did not know how to pick schools. They were unfamiliar with programs offered and did not know how to evaluate schools. Many chose schools that were close to them as the main criteria or were recommended by friends or family. Monitor what is being done to better reach and educate parents with relevant information.

Updates:

- Importance of ESL for Spanish, Chinese, Vietnamese and multilingual
- Partner with COBs, Sociedad Latina, Haitian Parent's Academy, BCNC to host parents to support literacy development.
- Teaching DELLAC Roberts Rules. Spanish and Cape Verdean participation is thin on DELLAC. Going to have Technology Goes Home. Increase dual language partners in community organizations.
- There were no ELL parents on SPED election

Other Issues to keep an eye on that affects parent engagement.

1. How is parent engagement a part of the District's strategic planning plan?
2. Make sure budget is adequate
3. Every school is supposed to have a school wellness committee and a school climate committee. Wellness action plan is written by each school and is part of the school quality plan
4. ELL Master Plan to be written collaboratively by June 2017