

## Parent Engagement Subcommittee Meeting

March 1, 2019

In Attendance: Katrina Brink, Angelina Camacho, Julia Mejia, Cheng Imm Tan, Ahmed Noor, Allen Dowling

1. The Dec. 7 minutes were approved.
2. School Visits: Debrief of Mildred School Visit from Rev Tan. All the parents the subcommittee spoke to were pleased at the level of communication they received from classroom teachers. Parents felt informed about how their kids are doing regularly and felt they had access too the teachers. The Principal has made teacher-parent communication a priority and has asked teachers to greet parents during drop-off and pick-up to facilitate communication. It seems that teachers mostly communicate with parents through text and calls. Not sure how they handle it if the teacher does not speak the language of the parent. Need to follow up and find out. Confirm other school visits: Ahmed reported that he is having trouble getting a response from the Hurley and the Mattahunt. He suggested that the School Committee Office initiates the request and there might be a response. Rev Tan also suggested contacting the Superintendents in charge of both schools. She will contact Priya to help reach out to both.

For several years the subcommittee has been trying to figure out what constitutes effective ELL parent engagement. Regularly getting information of what their children are learning dn how their children are doing in class and in school seems to be a key criteria. There was consensus that ELL parents want to be engaged at this level the most. 1) Parents want information on how their whole child is doing – in class and at school in general ie. How they are doing academically and social emotionally, how they are behaving, feel about themselves and relating to adults and peers in school. This is especially important for parents of teens and older kids who often act out act home but might be doing well in school and parents need to know how their kids are behaving and acting inside and outside of school. 2) Parent participation at the school and district level ie. ELL parent participation and voice at whole school and district events.

Would OE be able to research some best practices in both these areas and promote the successful models to other schools?

Parents can get access to some student information on ASPEN. However, most parents, especially ELL parents don't know how to use ASPEN, and some/many schools don't have many meaningful information in there besides student grades and attendance.

Allen is working with OIT to make progress report and report cards available in the 9 major languages. ??????

Someone mentioned a training happening on March 19 that Mweusi Willingham is leading. Subcommittee members were interested in getting invited to it. Someone was going to send the subcommittee information on this.

3. Discussion of data /data tracker:

Lisa Harvey was not present so subcommittee requested that she send information of data requested in the tracker before next meeting as we would not have much time for discussion at the next meeting. Ahmed shared that trying to track ELL parent engagement on the district and school wide basis has not been successful. The only thing OELL can track are the events that they organize themselves.

There was a suggestion to have a sign-in that back into ASPEN to identify ELL parent participation. But not sure if this is possible.

It has been frustrating trying to try to track any meaningful data on ELL parent engagement. Katrina suggested that maybe we should consider doing random sampling since it has been so hard to get data.

Another suggestion is to target school with high ELL population and see what they are doing. Isn't OELL doing this? OELL parent engagement does it's own outreach to ELL parents, offer Tech goes home class and ESOL class, and do not monitor or track what/how schools with high ELL population is doing with regards to parent outreach. DELLAC is training parents to get a survey out to parents to identify parent needs. There should be something in the survey that asks ELL parents if getting information on how their children are doing in class and in school ie. Academic and social emotional is a priority. Subcommittee asked to see the draft of the survey and to provide input on the survey as well. Ahmed said he will send the survey.

#### 4. Report from Allen Dowling – Office of Translation and Interpretation

Allen gave an update on the number of requests received from schools and central office. 89-90% of requests are still IEP related which is required by law. The subcommittee would like to see the number of non-IEP requests increase which would indicate that school are outreaching out more to ELL parents on other matters.

presented a wonderful table that shows the 20 schools that have the most ELL students and their translation/interpretation requests. It was a very useful table. Adding bilingual staff capacity at the schools would provide a better picture of whether the schools are requesting translation and interpretation as they need to. Adding a column that shows the school's general education translation and interpretation requests would also help to give a better picture of the school's efforts to reach ELL parents.

Looking at the chart of schools that have not filed any requests, the Channing which has a number of ELL students and parents raises some issues. Allen will follow up with the Channing to see what is happening there.

Allen is also developing an IEP check list for ELL parents and has completed a training with interpreters on the IEP process.

#### 5. Discussion on Cultural Competency and Data to be Collected

There was some discussion on the linguistic and cultural competence. One way to differentiate this is to collect data not only on the number of staff/teachers who are bilingual but if they are native speakers. If they are native speakers, they tend to be more familiar with the culture versus someone who simply speaks the language.

Some data that could be collected include:

- Number of trainings done for schools and principals, but more importantly how does Colin's office measure impact and success. What indicators of progress and success does he use? How does he measure progress and fidelity?
- What are the best practices that he has identified?
- Was there a baseline established? How is change in attitude and behavior measured?
- Is there a change in curriculum?
- Is there a change in ELL parent participation?
- What are the highlights and challenges of his work?