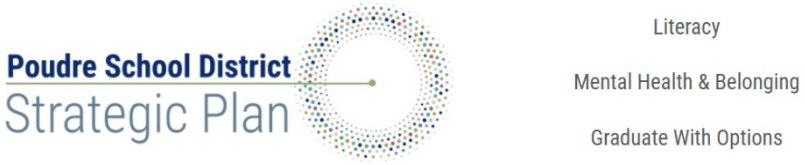
English Language Development for Parents

Poudre School District

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Poudre School District's (PSD) strategic plan emphasized Literacy for All and Family Partnership. The English Language Development (ELD) for Parents program addressed a core challenge to these goals: the language gap. The intention of the daily ELD for Parents classes was to build the linguistic capacity of parents to navigate the school system independently and advocate for their children's academic and social-emotional needs. PSD recognized that when a parent's English proficiency increased, their student's attendance and academic engagement typically followed.

The Family Liaison collaborated with school administrators and volunteers from a local church to transition off-site ELD classes into the school building. The district provided logistical and fiscal support, while seasoned volunteers delivered instruction.



The practice consisted of daily ELD for Parents sessions. By partnering with a local community organization of retired and "seasoned" educators, the school provided professional-level instruction within a welcoming, familiar environment. The program was hosted directly on school grounds during morning hours, supplemented by a hospitality component (coffee and tea) to foster social-emotional connections among participants.

As parents' English proficiency improved, they became better equipped to support literacy at home, growing more confident in reading with their children and monitoring homework assignments. Their improved language skills allowed parents to participate more meaningfully in parent-teacher conferences and IEP meetings. Students seeing their parents attend "school" daily reinforced the value of education and persistence.

The presence of parents in the building every morning transformed the school into a more inclusive and "open-door" environment. By occupying school spaces daily, parents moved from being "outsiders" to being a core part of the school community. This daily practice created a sustainable pipeline of informed parents who were ready to volunteer, join school accountability committees, and advocate for school-wide improvements.

The initial phase of the ELD for Parents program used an "open-door" model to maximize accessibility and reduce entry barriers. While not formally evaluated, the practice was monitored through participation data, totaling an estimated 700 instructional hours. The primary challenge was a seasonal decline in attendance. It was difficult to determine if dwindling attendance was due to curriculum satisfaction or external factors, such as seasonal employment cycles. Moving forward, PSD plans to implement a quarterly registration system to foster a sense of commitment and allow for consistent data collection.

To replicate this partnership, it is necessary to prioritize a "soft entry" by creating a sense of belonging. A Family Liaison was utilized to bridge the school and community partners. Local volunteer talent was leveraged while classes were hosted on-site during school hours. This aligned the parents' schedules with their children's and built long-term institutional familiarity.