ENGLISH LANGUAGE LEARNER (ELL)

Parent Engagement Manual

Written by Stand for Children | Arizona
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Who We Are

Stand for Children is a non-profit education advocacy organization focused on ensuring all students receive a high quality, relevant education, especially those whose boundless potential is often overlooked and under-tapped because of their skin color, zip code, first language, or disability.

Our “Why”

Our Family Engagement and Organizing Cohort is dedicated to supporting the inherent power of individuals to advocate for their children and to ensure all students receive a high quality, relevant education. We believe that all parents and guardians have the power to:

• Support students inside and outside of the classroom
• Strengthen relationships with teachers to build a safety net
• Use programs and accountability through the school system
• Collaborate for students

For several years in Arizona, we’ve supported parent/volunteer efforts to change the ELL landscape.

History

For nearly two decades, English Language Learners have been isolated from core classes. As a result, according to the state’s report card, ELL students scored below all other subgroups on the statewide assessment, in every grade level and subject area, including students with special needs. In 2016 a local school board member asked for help in making their ELL programs more effective. Our parent volunteers participated in focus groups where they shared how their kids were segregated from traditional (core) classrooms. They shared how their students were falling behind and not graduating. After several years of research, we discovered a lot of impediments, but the one that stood out was the fact that parents did not understand the programs their kids were in, much less how to help them achieve proficiency.

After several attempts, Stand for Children-sponsored legislation was finally passed and signed into law on February 14, 2019. The law changes and improves the landscape for English Language Learners in several ways. It gives local school districts greater flexibility to teach students with strategies, schedules, and tools to best meet the needs of English Language Learners. With this new ELL reform, Arizona moves away from a restrictive 4-hour block which removed EL students from mainstream classrooms to a more integrated approach. This new approach allows EL students to learn English while simultaneously being exposed to academic content. This is accomplished by designing English instruction which supports the academic content being presented to the entire class. This prevents EL students from falling academically behind their English-speaking peers. The new models also include requirements surrounding cultural relevance and family engagement. The Arizona Department of Education and the Arizona State Board of Education established a framework based on evidence and research to evaluate the various models for teaching ELL students.

New time requirements for dedicated English language learning:

• K-5 120 minutes per day, 600 minutes per week or 360 hours per school year
• 6-12 100 minutes per day, 500 minutes per week or 300 hours per school year

Parent engagement is vital to the success of every English Language Learner. This is where Stand’s expertise can help your district achieve intentional and innovative best practices for parent engagement in your schools. This handbook provides an overview of our recommendations for your use.
All ELL teaching models must provide coherent instruction aligned with the state's English Language Proficiency Standards including:

- Oral and written language instruction, structured opportunities to develop verbal and written skills and comprehension strategies
- Access to complex language content through grade-level textbooks with appropriate supports
- Parent engagement/participation opportunities

Objectives

Ensuring that English Language Learners have everything they need to be successful is a priority. In 2016, approximately 935,000 foreign born individuals resided in Arizona, accounting for 14 percent of the population. The Arizona Department of Education reported that ELL students represented around 6% percent of the state prek-12 population or 72,261 students (https://www.migrationpolicy.org/research/english-learners-demographics-outcomes-state-accountability-policies). The objective of this manual is to help districts improve parent engagement and to encourage student inclusivity through the establishment of an ELL District Parent Advisory Committee (ELL DPAC).

Research indicates that parents who are more involved in their child’s education are more likely to thrive academically. For English Language Learners, it is even more important to ensure equal success. However, English learner families, who are still learning themselves, are less likely to attend, volunteer, or serve in school related functions such as conferences, events, or academic progress communications (Mitchell, 2019). To meet the needs of English Language Learners we must understand who they are (Garcia, et al., 2009), and intentionally and authentically engage their families – in their own languages – in meaningful, welcoming ways.

This manual is a blueprint for doing just that and will guide you through the process of establishing an ELL District Parent Advisory Committee (ELL DPAC). By establishing your ELL DPAC, you will build strong, foundational support while also developing parent leaders, who can help engage ELL families in their schools in more intentional and meaningful ways. The ELL DPAC should consist of 2 parents and 1 parent liaison or family engagement specialist from every school in the district.

The ELL DPAC Role:

- Provide parent input to district and school administrators ongoing/as needed
- Help identify and remove barriers impeding ELL families from becoming involved in the school community
- Host ELL family activities/events to help create a welcoming space for ELL families, and foster cultural awareness
- Meet once a month to learn, problem solve, identify ways to overcome challenges
- Discuss emerging opportunities
- Members of the committee will serve as liaisons to and from the ELL community. This will help bridge the gap between ELL families and the school community.
Note: District support for the following is essential:

- Prioritizing recruiting two ELL parents per school to serve on the committee for a (renewable) 1-year term
- Requiring one staff member per school to serve on the committee and be responsible for recruiting the two parent members
- Providing one district staff member to oversee the committee and to serve as the point of contact

The committee makeup is central to making connections between other ELL families, school administrators, staff, students, and the larger parent body, so that that the community is committed to the overall success of the ELL program.

Below are the key roles and responsibilities for the ELL DPAC:

<table>
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<tr>
<th>STAKEHOLDER</th>
<th>ROLE</th>
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| School District | Once the school district decides to adopt a model with this parent engagement recommendation, it will be necessary to prioritize recruitment to the committee as soon as possible. | • Broadcast clear messaging, communicating the importance of recruiting 2 ELL parents and 1 staff member  
• Make it a clear priority for every school  
• Provide a meeting space for the ELL DPAC 1x/month  
• Assign a dedicated district staff person to oversee monthly meeting agendas and planning  
• Allow the ELL DPAC to be a platform for parents to share ideas, discuss challenges and possible solutions, and provide feedback |
| School Staff | 1 school staffer (per school) will be responsible for the identification of 2 ELL parent members through 1:1 conversations, existing relationships and/or recruitment at planned school activities. | • Identifying potential parent members  
• Confirming 2 ELL parent members  
• Helping parent members plan and host at least 1 cultural/engagement activity per month  
• Coordinating logistics, materials, providing and/or arranging interpretive and translation services as needed, etc.  
• Ongoing recruitment  
• Attending 75% of the monthly meetings |
| Parent Committee Members | Provide feedback, insight and cultural expertise to the school and district; identify issues for discussion and problem solving; bring forward emerging opportunities. | • Attending and participating in 75% of the monthly district meetings  
• Planning and hosting at least 1 multi-cultural/engagement activity per semester at the school  
• Serving as liaisons to/from ELL community for ideas, inputs, and feedback  
• Understanding and communicating around the importance of the ELL program to other ELL families  
• Reaching out to other parents  
• Recruiting ELL families to participate/attend school events |
| Stand for Children AZ | Stand for Children will support your efforts to establish an effective ELL DPAC by sharing our expertise, materials and webinars, available free of charge to any district that requests it. | • Stand will update this manual bi-annually.  
• Stand will share best practices from districts and schools across the state.  
• Stand will support trainings available to district and school staff, as well as parent members.  
• Stand will create and share 4 training webinars over the course of the school year. You will be able to find these training on www.stand.org/az/ell, along with other ELL resources |
Each school’s appointed staff member that serves on the committee will play a pivotal role in the successful implementation of the new ELL model and parent engagement component.

The school staff role is crucial to the success of the ELL DPAC because they can best identify and recruit two ELL parents from their school to serve on the committee. They’ll also provide critical support for the parent members’ efforts including coordinating logistics, materials, providing and/or arranging interpretive and translation services as needed, etc.

To ensure that school staff members have everything they need to be successful in their role, Stand for Children will:

- Train them on how to use this manual
- Offer a free live/recorded Webinar on identifying, developing and supporting your parent committee members (http://stand.org/arizona/resource-hub)
- Offer information on the new ELL approved models (http://stand.org/arizona/resource-hub/Arizona-English-Language-Learners)
- Stand staff is also available for questions, individualized coaching, etc. Please contact us azinfo@stand.org.

SECTION 3. SUPPORT FOR ELL DPAC SCHOOL STAFF MEMBER

SECTION 4. RECRUITING ELL PARENTS TO SERVE ON THE COMMITTEE

This section walks through the three recruitment phases starting with identifying prospects – ELL parents who might be both willing, and a good fit, for serving on the committee.

It’s important to identify parents who are a good fit – not just folks who are willing to serve on the committee to check a box – but folks who:

- Are part of the ELL community >> English Language Learner(s) in the school
- Are friendly, outgoing and good with other people
- Are active listeners and willing communicators
- Follow through on commitments
- Bonus attributes:
  - Already have a network of parents they are friendly with
  - Respected within the school community
  - Knowledgeable/passionate about improving ELL programing and family engagement

PHASE 1. IDENTIFYING PROSPECTS

1. IDENTIFY PROSPECTS

- Tap your network
- Get referrals
- Look at school events
- Host an ELL informational meeting

- Tap into your network:
  - List and reflect on any/all relationships you have with ELL parents in your school and highlight the ones you think might be interested and a good fit for the committee.
  - Work from your list. Talk to the parents during pick-up or drop-off, call, text, or email to set-up a time to meet.
  - Have intentional one-to-one (1:1) conversations with the parents you identified to share about the ELL DPAC, to gauge their interest, and to make an ask about participating on the committee for the school year.
  - Be sure to highlight benefits, including the opportunity to find out more about the ELL program and support learning, as well as the chance to enhance the school environment and build community connections.
SECTION 4. RECRUITING ELL PARENTS TO SERVE ON THE COMMITTEE (continued)

PHASE 2. MAKING THE ASK AND CONFIRMING

2. ASK
   ✓ Have a face-to-face meeting.
   ✓ Explain role and responsibilities.
   ✓ Share why they are just right for it.
   ✓ Make the ask.
   ✓ Confirm!

Once you’ve identified your parents, it’s time to move to phase two. It’s important to meet with your parents to formally ask them to serve on the ELL DPAC, and to secure their commitment.

- Set up a meeting with the parents to review the goals, roles and responsibilities for serving on the committee (see 1-pager here)
- Make a formal ask of them to serve on the committee (see tips for how-to make a compelling ask on page 12).
- Get confirmation from each parent. We recommend written confirmation of their acceptance/commitment (see sample acceptance letter here)
- Communicate with your district staff point of contact to let them know you’ve confirmed the parents who will be serving on the committee with you, and that they can attend the first orientation meeting.
- Announce the ELL DPAC members to formally acknowledge, thank and introduce them to the broader school community (see sample announcement here)
PHASE 3. DEVELOPING/SUPPORTING PARENT COMMITTEE MEMBER

3. SUPPORT

- Be grateful.
- Show appreciation.
- Provide live translation.
- Get all materials translated.
- Team building.
- Orientation.
- ELL and family engagement trainings from Stand.

- It's important to always remember that parent volunteers are putting in precious personal time. Make time to be grateful – saying and showing your appreciation often.

- It’s also critical to remember that they are likely learning the English language too, so having translation services is a must for making them comfortable, welcome and able to fully contribute to the committee – don’t make this an afterthought or leave it to the last minute.

- Make sure your parents know you’re serving on the committee with them and are here to support them.

- Onboarding Plan (see sample plan here)
  - Team building: following the announcement, organize an informal get to know each other meeting.
    - Do some icebreakers
    - Discuss the monthly district meetings and logistics such as carpooling, parking, etc.

- Share with each other – e.g., what do you each want to accomplish on the committee?

- ELL DPAC Orientation
  - Welcome and introductions
  - Ice breaker
  - Overview of roles, responsibilities and goals
  - Set group/community norms
  - Agree and schedule recurring monthly meetings

- Overview of system and ELL Training
  - ELL families may not know or understand much about how the school system works, so building in time for education/awareness should be part of one of the first trainings

- Note: All committee members are welcomed and encouraged to participate in any of Stand for Children’s Webinars and Trainings (located here)

SECTION 5. SAMPLE COMMITTEE CALENDAR

The ELL DPAC will meet monthly to learn, problem solve, bring solutions and best practices back to their individual schools, and plan at least two events per year. During these meetings, school staff and parents will discuss what’s happening with ELL implementation and programming at their schools, share challenges or barriers they’ve identified for ELL families, brainstorm solutions, etc.

Below, is a sample calendar for the ELL DPAC monthly meetings. You can find sample agendas for every month in the appendix below.

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<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
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<tbody>
<tr>
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<td>ELL DPAC Training; brainstorm ideas for first semester event</td>
<td>Turnout ELL families to Teacher conferences; begin formal planning for first semester event</td>
<td>Turnout and execute your first semester event for your school.</td>
<td>Challenges/ barriers to ELL family engagement</td>
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<td>Orientation for parents</td>
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<tr>
<td>JANUARY</td>
<td>FEBRUARY</td>
<td>MARCH</td>
<td>APRIL</td>
<td>MAY</td>
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<tr>
<td>AZELLA and AZ Merit training; brainstorm ideas for second semester event</td>
<td>ELL family turnout for parent-teacher conferences; begin formal planning for second semester event</td>
<td>Turnout and execute your second semester event for your school.</td>
<td>Year-end step back meeting and looking at the next year committee.</td>
<td>Host a district wide celebration for the ‘20/’21 ELL DPAC members.</td>
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Ell Info

- ELL changes  
  (Available in Spanish)
- Revised SEI Models 2019-2020
- AZ Language Development Approach
- Research Based SEI Model Proposal Guide

Ell Engagement

- ELL DPAC opportunity  
  (Available in Spanish)

Sign-Ups

Make sure everyone signs-in to every event and meeting. This will make follow-up calls, relationship building and reporting easier! Available for download.

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**EVENT SIGN UP SHEET**

<table>
<thead>
<tr>
<th>NAME (PLEASE PRINT)</th>
<th>ZIP CODE</th>
<th>EMAIL</th>
<th>PHONE</th>
<th>LANGUAGE</th>
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EVENT: ________________________________  DATE: ________________________________
STAFF: ________________________________
## How to Host a Successful Event

Hosting a successful event is easy; it just takes planning and organization. Follow these steps to a successful event.

### 1. Type of Event
- Purpose / objectives
- Desired outcome

### 2. Size and Scope
- Size of the room
- Date and time
- Parking
- Food/beverages

### 3. Turnout Goal
- How many people do you want to attend?
- Set RSVP goal *(remember not everyone who says ‘yes’ will come)*

#### Turnout Formula:
If your goal is for 10 families to attend, you need 15 families to RSVP yes.

### 4. Turnout Activities
- Make calls!
- Send Texts!
- Send Emails!

#### Formula:
To get 15 RSVP yes’s, you must ask at least 45 people to attend.

### 5. Event Promotion
- Post flyers
- Post on the website and on social media
- Distribute flyers
- Robo calls
PARENTS, JOIN OUR ENGLISH LANGUAGE LEARNER (ELL) PARENT ADVISORY COMMITTEE!

We know that parent involvement is critical to student success, so the ABCD school district is looking for parents to join the ELL advisory committee. You are encouraged to make a difference in the governance of our district by participating in this year’s ELL committee. An orientation has been scheduled to provide you with an understanding of the purpose of this working group.

- Provide parent input to district and school administrators ongoing/as needed.
- Help identify and remove barriers impeding ELL families from becoming involved in the school community
- Host ELL family activities/events to help create a welcoming space for ELL families and foster cultural awareness
- Meet once a month to learn, problem-solve, and identify ways to overcome challenges
- Discuss emerging opportunities.
- Members of the committee will serve as liaisons to and from the ELL community. This will be extremely important, as it will help bridge the gap between ELL families and the school community.

Join us for coffee [insert DATE] for an informational meeting to talk more about the components and details of the committee.

[insert LOCATION]
[insert ADDRESS]

For more information, call [insert PARENT LIAISON PHONE and/or EMAIL].
Making Calls

Phone calls, emails, text messaging, Facebook – there are many ways to communicate with people. You should use a variety of methods to invite people to your school event, but whatever you do, make sure you include phone calls!

On the phone you can make sure the person receives the invitation. Emails can get overlooked or accidentally end up in a spam folder. You also have your script in front of you so you can make sure you don’t leave anything out. When you’re voice to voice, you can answer any questions someone might have right then. Note: your parent committee members should help make these calls to other ELL families who speak their shared language.

Sample scripts: You can find Spanish scripts [here].

---

**SAMPLE CALL SCRIPT**

**ELL EVENT INVITE**

Hello!

My name is [your name] and I’m calling from the [school name].

How are you?

I’m calling to invite you to the:

[event name]

on [day]

at [time]

so you can [share goal: to learn about the committee, come to the Cafecito, etc.]

This event is important because the principal will be sharing important news about the ELL program and how it will affect our students. I’m inviting you because I know your student is in ELL and I know you care about this deeply. Can I count on you to come?

Great! The event is on [day] at [time] at [location].

There will be coffee and donuts! See you then!

---

**Best practices**

- Smile – people can hear a smile or a frown!
- Make sure people know what the event is about, why it’s important to come, understand why you are hosting this event, and why they will enjoy coming.
- Be sure to make a direct ask!
- Remember to ask if they have questions and respond to any hesitation.
- Make final confirmation before the event.
Interpretation and Translation Resources

Take care to make sure all messaging and materials are translated into the languages of your ELL families.

- Your school district should have language resources available. Per the US Department of Education and Justice, schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity. (Information here)
- Other groups who might help with interpretation or translation
  - Arizona Immigrant and Refugee Services
  - International Rescue Committee – Phoenix (602) 433-2440
  - Arizona Refugee Resettlement Program
- US Department of Education resources
  - Programs and materials for families with Limited English proficiency
    - https://www2.ed.gov/about/offices/list/ocr/ellresources.html
  - These language assistance services are available free of charge by the department of education.
    - https://www.ed.gov/notices/english-la

1:1 Meeting

1:1 meetings are the primary methods for identifying leaders who will serve in the committee and will also help the school community. There is no better way to learn what they care about, establish a relationship, and inspire them to get involved than sitting down face-to-face and having a conversation.

Sample script to script a meeting

Hi, [name]. This is [your name] from [school name]. How are you?

Am I catching you at an okay moment? I’m the parent coordinator at your school. I’m helping our district build a parent committee and since I’ve seen you at a couple of different events at the school, I thought you might be interested in getting involved. I’m calling to schedule a meeting to discuss the committee and to know more about you. Can you meet for about 1-hour next Tuesday or Thursday?

Sample 1:1 agenda

- Intros and thank them for meeting
  - Talk about why you are meeting
- Develop a relationship
  - Ask open ended questions
  - Tell them your story and Listen to theirs
  - Make a connection
  - Ask (join the committee?)
- Next Steps

Best practices

- During these meetings a good rule of thumb is 60/40 - you should be doing no more than 40% of the talking
- Ask open ended questions
- Make connections
- Actively listen and dig deeper
- Don’t forget to share your story too
- Give an opportunity for the other person to ask you questions
People are busy these days – work, time with family – everyone has a lot on their plates. In order to make sure people come to your event you’ll need to create a compelling invitation/ask. People are more likely to come to your event if they know what the event is about, understand why it’s important to come/attend now (not later), and recognize how they will benefit from coming/ find it useful to them.

CONGRATULATIONS / ACCEPTANCE LETTER

Dear [name of nominee],

Congratulations on your nomination to serve on the ELL District Parent Advisory Committee for school year [2020/2021]! We understand how important it is to have parents on this journey with us, and we are grateful for your support and interest.

As you may already know, Committee Members have unique opportunities to learn more about our new ELL model and the implementation process, provide invaluable insights, help to identify and solve common challenges around family engagement, help build community connections, and develop leadership skills by planning, recruiting and hosting two yearly events.

If you would like to accept your nomination – and we hope you will – please read and sign the following commitment letter, which outlines the responsibilities and opportunities.

Congratulations again on your nomination!

Sincerely,

__________________________________ _________________________________
Parent Coordinator          Principal
ELL District Parent Advisory Letter Committee Commitment Letter

I, [name of nominee], understand my role as an ELL District Parent Advisory Committee Member includes the following opportunities and responsibilities:

- Attending the Orientation and ELL program training
- Attending and participating in 75% of the monthly district meetings during the school year
- Planning and hosting at least 1 family engagement activity per semester
- Serving as liaisons to/from ELL community for ideas, inputs, and feedback
- Understanding and communicating around the importance of the ELL program to other ELL families
- Recruiting and supporting ELL families participation in school events

This commitment may be ended at any point if either [name of nominee] or [name of school] determines the role is no longer a good fit or [name of nominee] is unable to fulfill the commitments.

____________________________________________  ______________________
Parent member signature     Date

____________________________________________
Print Name
ELL DPAC Announcement
Make sure to share the announcement using all available forms of communication, including:

- Marquee
- School and district newsletters
- School and district websites
- School and district social media accounts

Note: Don’t forget to share some photos and highlights from orientation, ELL training, and the monthly meetings!

[Ell DPAC Announcement]

[Ell DPAC Announcement]

[school district] is proud to announce the members of the [school term years (e.g. 2020-2021)] English Language Learner Parent Advisory Committee.

[name 1 and photo]  [name 2 and photo]  [name 3 and photo]  [name 4 and photo]

The ELL DPAC will be charged in supporting English language learner families in the district. They will help provide parent input to the district, help identify barriers, and host a variety of events to create a welcoming space for ELL families and to foster cultural awareness. I want to take the time to thank these parents for their willingness to support our families and our district!

Superintendent  Date
Onboarding Plan

Sample onboarding plan for parent members to use during first meeting

ONBOARDING PLAN

START DATE: ______________________
SCHOOL: ________________________________________

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>TRAINING</th>
<th>OWNER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Meeting</td>
<td>Welcome!</td>
<td>School Staff</td>
<td></td>
</tr>
<tr>
<td>First Day</td>
<td>System Overview: How it all works (district, school, parent)</td>
<td>Edit as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to host successful events and get people to come</td>
<td></td>
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<tr>
<td></td>
<td>School calendar review</td>
<td></td>
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<td></td>
<td>AZELLA and AZ Merit Training</td>
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</tbody>
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ELL PARENT ADVISORY COMMITTEE
SAMPLE ORIENTATION MEETING AGENDA

ELL DPAC Orientation Agenda

• Welcome and introductions
• Ice breaker
• Overview of roles, responsibilities and goals
• Set group/community norms
• Schedule/agree on recurring monthly meetings
• Training PowerPoint (customizable presentation can be found here)

SAMPLE STEP BACK AGENDA

Goals
- Understand our successes and challenges to date
- Identify the key drivers of those successes and challenges
- Use our successes, challenges, and drivers to plan the upcoming semester

Agenda

SESSION

Welcome and agenda
- Review goals and agenda
- Review norms for the group

Review
- Share data, including observations, feedback, and attendance
- What are you seeing? What are you hearing

Successes and challenges
- Discuss the questions below:
  - Based on the data shared and your experiences, what strategies have been most successful to date?
  - Based on the data shared and your experiences, what have been the biggest challenges to date?

Identify drivers of successes and challenges
- Discuss the questions below:
  - What are the main drivers of our successes (practices, resources, process, etc.)?
  - What are the key drivers of our challenges (practices, resources, process, etc.)?

Planning for next semester
- What challenge(s) do you want to focus on?
- What success(es) do you want to build on?
- Discuss next steps as a group

Closing and reviewing next steps
ELL DPAC TRAINING

- Welcome and intro
- Objectives
- Overview of how the school system works
- Understanding the new ELL program model and parent engagement component.
- Discuss how to overcome barriers/challenges to increase ELL participation in the Fall parent teacher

- Breakouts by school to identify tactics/next steps to try at your school to increase ELL family participation in parent-teacher conferences
- Sample training can be found here.

SAMPLE MONTHLY MEETING AGENDAS (other samples can be found here)

AUGUST - MONTHLY ELL PARENT ADVISORY COMMITTEE MEETING

- ELL parent advisory orientation
- Welcome and introductions
  - Ice breaker: Two Truths and a Lie -
    - Take turns sharing 2 truths and 1 lie and everyone else has to guess which one is the lie. Everyone learns something interesting about each other.
  - Overview of roles, responsibilities, and goals
    - Set group norms
      - How many meetings do we need to attend?
      - This is a safe space
  - Overview of the next couple of months
    - Talk about monthly meetings and agree on the next date
LIST OF SAMPLE EVENTS

✓ Learn about Mexican Independence Day
  • This day marks the anniversary of when Mexico gained independence from Spanish rule. Teachers can prepare a lesson about the event and the importance of the day for Mexico.
    • Examples of activities
      ‣ Create the Mexican flag
      ‣ Printable color pages
      ‣ Mexican piñata
      ‣ Story time

✓ Learn about the Day of the Dead
  • This holiday is about a day of thanks for the harvest and a time to remember ancestors and people who passed away. Relatives will set up alters that include photos, favorite loved objects and favorite foods from the people that have passed away, provide simple overview of what this could look like and a few
    • Examples of activities
      ‣ Screen a day of the dead movie (Coco, The Book of Life)
      ‣ Ask students to bring a picture of a loved one that passed away and display in a poster in class
      ‣ Create a writing assignment for students to write about a loved one that has passed away
      ‣ Make traditional Mexican decorative papers and streamers (As known in Spanish as “papel picado”)
      ‣ Day of the Dead printable coloring pages from online
      ‣ Show age appropriate videos about the holiday

✓ Learn about Kwanzaa
  • Kwanzaa is an annual celebration that celebrates African heritage and identity.
    • Examples of activities
      ‣ Unit lesson on the meaning of the holiday
      ‣ Make a Kwanzaa necklace
      ‣ Make a kinara (a candelabra for 7 candles)
      ‣ Make a unity cup craft

✓ Bilingual family nights for ELL families
  • Bilingual family nights are a good way to create a welcoming environment for families to feel safe. By creating an event specifically targeted for them, it will show the parents how much the school cares about having them involved in the school community.
    • Examples of activities
      ‣ Have volunteers read books about other countries and special cultures
      ‣ Craft activities involving the family and student
      ‣ Around the world show and tell
        ‣ Families and students bring something that reminds them of their culture or country

✓ Cafecito's
  • School Cafecito's are a great way to build a trusting bond between school and parents. Cafecito's usually will take place in the school in the morning. This is a meeting where the principal will come and share important updates or talk about arising issues in the school. Cafecito's should take place once a month.
    • A shareable feast: Learn and share the foods that represent our diverse cultures
      ‣ Break bread together (as a school community)
      ‣ Host a school culture day where students and families have a chance to showcase their diversity through different activities.
        ‣ A school culture night where families set up stations with different food stations representing various cultures with parent volunteers
      • Ask everyone to bring something to share? Get sponsors?
SAMPLE DOCUMENTS IN SPANISH

You will be able to find all the sample documents found in this playbook translated to Spanish here:

• 2020 ELL Acceptance Letter

• 2020 ELL Call Script 1-to-1 Meeting

• 2020 ELL Call Script

• 2020 ELL Commitment Letter

• 2020 ELL DPAC Announcement

• 2020 ELL Highlights

• 2020 ELL Onboarding Plan

• 2020 ELL Sample Agenda

• 2020 ELL Stepback Agenda

• 2020 ELL Parent Advisory Committee
CONSIDER INTRODUCING THE FREE TEACH KINDNESS PROGRAM TO YOUR SCHOOL

What is Teach Kindness?

Teach Kindness: Flex Path is an easy and no-cost way to foster kindness and improve school climate in grades K-8. The Flex Path offers exceptional lessons from leading national providers, with no requirements, and there are easy-to-use lessons for any setting, whether in-person, virtual, or asynchronous.

All Teach Kindness lessons are easily delivered through an online platform, which you can access by following three simple steps:

1. Sign up for Teach Kindness: Flex Path on our website.

2. Select the lessons that best suit your unique needs and calendar. Choose between in-person, virtual, or asynchronous settings, and be sure to choose the appropriate grade level (K-3 or 4-8).

3. Once you have finished a lesson, use the five-star scale to give the lesson a rating (and let us know it’s complete) before moving on to the next lesson.

The Benefits

Schools where teachers and school staff intentionally teach social-emotional skills are more effective at helping students succeed, both in school and life. Teach Kindness: Flex Path offers a fun and adaptable opportunity for educators to access best-in-class resources that:

- Improve School Climate
- Flexibly Support Learning
- Foster Social & Emotional Development

“Schools in our district have had success using Teach Kindness for a few years now, largely thanks to the powerful, easy-to-use lessons. The lessons cover a wide range of critically important skills and take anywhere between 10 minutes to an hour to teach, so it’s easy for teachers to find lessons that fit their schedule. Flex Path has made Teach Kindness even easier and, since it’s completely free and high-quality, there’s really no reason not to make it part of your school climate efforts.”

Cami Hallgarth
Social-Emotional Learning Specialist in Indianapolis Public Schools

“Last year our school was recognized as the National Champion school for Teach Kindness, which was an incredible recognition of how our school community was transformed by participating in this program. Now that many schools are navigating a challenging school year and may not all be together in person, Teach Kindness has made it even simpler for schools to take advantage of this free resource. I cannot recommend this program enough – your colleagues and students will love it.”

Dr. Sharon Nepote
Principal of Wagoner Elementary in Illinois
LIST OF YEAR-ROUND STAND ACTIVITIES/EVENTS

- Reading challenge (http://stand.org/arizona/resource-hub)
- Inquire about Stand Parent workshops (http://stand.org/arizona/resource-hub)
- Virtual Home Visits Guide | As we build new systems to safely educate students and support families, the foundation for success remains the same — relationships. Virtual Home Visit is a proactive, intentional re-engagement of families.

COMMUNITY RESOURCES

- Valley of the Sun United Way that can provide resources for the following:
  - https://vsuw.org/get-help/resources
  - Nutrition and Health/ Dental:
    - Find ways you and your family can learn more about healthy eating and start making every day nutritious. Below you will find a list of healthcare clinics that offer discounted, sliding scale or free services.
  - Adelante Healthcare: Federally Qualified Health Center, Patient Centered Medical home that provides free nutrition, chronic condition and behavioral health education. Also has WIC offices in some locations that provide services for women, infant and children such as formula and food.
    - Number: 623-583-3001
    - Website: https://adelantehealthcare.com/about-adelante-healthcare/
  - Mountain Park Community Health Center: Mountain Park patients have access to a Care Team made up of a primary care physician, physician assistant or nurse practitioner, clinical pharmacist, behavioral health consultant and registered dietitian all in one exam room. With on-site services like lab and pharmacy, you’ll get the care you need all under one roof.
    - Number: 602-243-7277
    - Website: www.mountainparkhealth.org
  - Native American Community Health Center: NATIVE HEALTH currently provides a wide range of programs, including primary medical, dental, behavioral health, WIC (available at four sites), and community health and wellness programs.
    - Number: 602-279-5262
    - Website: www.nativehealthphoenix.org
- St. Vincent de Paul-Virginia G. Piper Dental Clinic: Supported by hundreds of volunteers, this clinic has evolved into a comprehensive health center providing thousands of visits annually. We consider ourselves a “transition” clinic as our intention is to serve as a bridge for people without healthcare as they obtain a long-term medical home. Not only do we help get all of their acute and chronic health problems controlled we will make sure their preventative care is up to date and will actively assist patients in finding appropriate healthcare resources for their socio-economic situation.
  - Number: 602-261-6868
  - Website: www.stvincentdepaul.net/programs/dental-clinic
- Top 20 dental clinics in Maricopa County: Use this website, to select your state and zip code to find the most convenient location to you.
  - Website: https://www.freedentalcare.us/co/az-maricopa

Education

Learn more about quality care for children in our community and how to qualify for a childcare scholarship at the links below.

- Arizona Department of Education: If you would like to learn about Early Childhood special Education, pre-school, K-3, AZELLA or scholarship programs, click on the “Parent + Students” tab at the top of the website to learn more. Here you will find more information about the Empowerment Scholarship Account Program which is funded by state tax dollars to provide educational options for
COMMUNITY RESOURCES (continued)

Arizona Department of Education: (continued)

- qualified Arizona students. Here you can also find additional scholarship information for High School Seniors as well.
  - Number: 602-542-5393
  - Website: www.azed.gov

- Read on Arizona: Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona’s children from birth through age eight over the next ten years. Read On Arizona is committed to helping create an early literacy system that delivers the right program at the right time for every child.
  - Number: 480-948-5853
  - Website: www.readonarizona.org

- Libraries in Arizona
  - Website: www.publiclibraries.com/arizona.htm

- Museums in Arizona
  - Website: https://en.wikipedia.org/wiki/list_of_museums_in_arizona

Family assistance

These resources provide tips and articles to assist with a variety of financial topics like debt, renting or buying, emergency resources, car buying and more.

  - Number: 602-534-1250
  - Website: www.phoenix.gov/humanservices/programs/emergency

- John F. Long Family Services Center: The Human Services Department offers a variety of social services to low-income households, experiencing crisis. John F. Long Family Services provides a broad range of assistance with urgent needs including utility, eviction prevention and/or move-in cost assistance. Caseworkers also provide employment, budgeting, social and life-skills development counseling assistance through case management services at the family and senior services centers. Phone calls are accepted beginning at 8:00 a.m. on Mondays only.
  - Number: 602-465-5193
  - Website: https://www.rentassistance.us/li/az_John_F_Long_Family_Services

- National Association for Childcare Resource and Referral: Provides a wide range of resources such as childcare, health and social services, financial assistance, children with special needs, and additional resources in Arizona.
  - Number: 703-341-4100
  - Website: https://www.childcareaware.org/

- Sunnyslope Family Services Center: The Arizona Department of Housing handles their Eviction Prevention and Emergency Homeless Housing (EPEH) Program out of this office. Services may include when funds are available.
  - Rental eviction prevention
  - Mortgage foreclosure help
  - Rental security
  - Utility deposit help or utility assistance
  - Number: 602-495-5229
  - Website: www.phoenix.gov/humanservices/programs/emergency

- Coloring Colorado is a bilingual site for educators and families of English Language Learners
  - https://www.colorincolorado.org/