



Office of English Language Acquisition

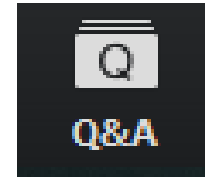


# *Engaging English Learner Communities and Families through Distance Learning*

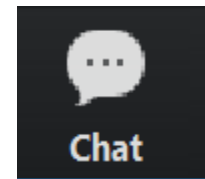
U.S. Department of Education | June 24, 2020

# How to Take Part in This Webinar

Click the “Q&A” button to ask **content questions** at any point.

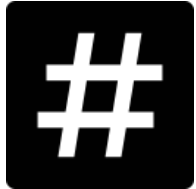


Click the “Chat” button to ask **technical questions** at any point.



A PDF of the presentation and the recording will be made available to you after the webinar!

# Like & Follow on Social Media



**#ELsDistanceLearning**



Follow OELA on Twitter  
**@ASKNCELA1**



Like OELA on Facebook  
**@ED.OELA**

# Poll #1

I am a...

- a. Teacher
- b. Administrator/Counselor
- c. Family Liaison/Engagement Specialist
- d. Parent/Guardian/Family Member
- e. Other (please type your response in chat)



# Webinar Facilitators



**Supreet Anand, Ph.D.**  
Deputy Director, OELA



**Maha Abdelkader**  
Education Program  
Specialist, OELA

# Welcome from OELA



**Lorena Orozco McElwain**  
Assistant Deputy Secretary  
& Director, OELA

# Office of English Language Acquisition (OELA)



OELA mission: To provide national leadership in English learner (EL) education by advancing opportunities for educational excellence and equity for ELs and their families.



# Experts from the Field



**Gabriela Uro**

Director, English Language  
Learner Policy and Research,  
Council of the Great City School



**Shelly Spiegel-Coleman**

Strategic Advisor,  
Californians Together



# Agenda

- Guidance on Engagement of EL Families
- Research on Benefits of Family Engagement
- Voices from the Field
- OELA Family Engagement Resources
- Q & A

## Every Student Succeeds Act (ESSA) of 2015

- Shifted focus from *Parental Involvement* to *Family Engagement*.
- Introduced new requirements in family engagement activities for schools receiving Title I and Title III funds.
- Introduced a requirement for meaningful communication between family members and school staff *in a language and format family members can understand*.

<https://www.ed.gov/essa>

# Family and Community Engagement



Outreach to parents as active participants in their child's education

- Language and format of communication
- Informed on EL status and continuation of services
- Student achievement
- School-wide programs

<https://www.ed.gov/essa>

# The Dual Capacity Building Framework



Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: [www.dualcapacity.org](http://www.dualcapacity.org)

# Disclaimer



This webinar contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.

How do you connect with EL families in the current remote environment? (select all that apply)

- a) Webinars/Virtual Events
- b) Text Messages/Communication Apps
- c) Phone Calls
- d) Mail
- e) Other (please type your response in chat)



# Voices from the Field



The screenshot shows the Council of the Great City Schools website. The header includes the organization's name, tagline "THE NATION'S VOICE FOR URBAN EDUCATION", and navigation icons for Twitter, Contact Us, Jobs Board, and Calendar. A secondary navigation bar lists categories like ABOUT CGCS, MEMBER SERVICES, NEWSROOM, PUBLICATIONS, RESEARCH, ACADEMICS, LEGISLATIVE, and CONFERENCES. The main content area features a large blue banner for a report titled "Council Releases New Report on English Language Learners". The banner includes a sub-header "English Language Learners in America's Great City Schools" and a list of topics: "Demographics, Achievement, and Staffing". A grid of images shows diverse students and staff. A call to action says "Click [here](#) to read the report".



**Gabriela Uro**

Director, English Language Learner Policy and Research,  
Council of the Great City School

<https://www.cgcs.org/>

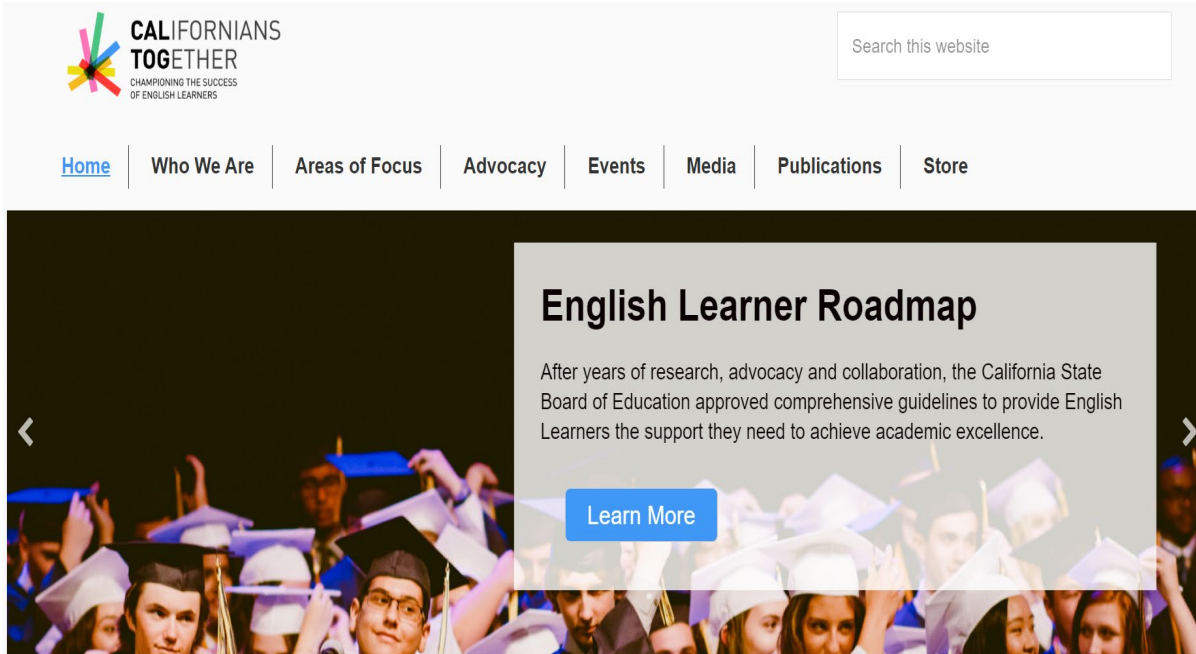


# Voices from the Field (cont.)



- EL Family and Community Diversity
- Strategic Communication
- Funds of Knowledge

# Voices from the Field (cont.)



<https://www.californianstogether.org/>



**Shelly Spiegel-Coleman**  
Strategic Advisor,  
Californians Together

# Voices from the Field (cont.)

- Resources to build confidence
- Consistency and alignment
- Social emotional support

# Voices from the Field (cont.)



What advice do you have for educators, leaders, and directors as they prepare for the reopening of schools?

# Resources: New NCELA Webpage

## NEW: Ensuring Continuity Of Learning And Operations

View

Edit

Manage display

Revision operations

Convert



The Office of English Language Acquisition (OELA), knows how important it is that districts and schools have access to resources that recognize the unique learning profiles and needs of English learners in order to facilitate their education during unplanned school closures.

These resources are intended for school personnel and institutions of higher education to improve distance learning and the support of English learners and their families during school closures. All resources are free. Additional resources will be added, please check back periodically. To submit resources for consideration, please complete the Remote Learning Resources Submission Form

<https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations>

# New NCELA Webpage Resources to Share



## Reading Tip Sheets for Parents

### Example of a Family Resource: Reading Tip Sheets for Parents



Learn how families can support literacy at home, whether their children are babies, toddlers, preschoolers, or in elementary school. These tips are available in 13 languages.

Reading, and a love for reading, begins at home. Our one-page Reading Tip Sheets are available in [thirteen languages](#) and offer ideas for parents to help kids become successful readers.

Although we've divided these tips by age, many of them can be used with children at various ages and stages — we encourage you to choose the ones that work best for your child.

These tips were created with the generous support of the American Federation of Teachers.

#### Tips for parents of:

- [Babies](#)
- [Toddlers](#)
- [Preschoolers](#)
- [Kindergartners](#)
- [First Graders](#)
- [Second Graders](#)
- [Third Graders](#)

<https://www.colorincolorado.org/reading-tip-sheets-parents>



# Additional OELA Family Engagement Resources



- English Learner Family Toolkit
  - Download from <https://ncela.ed.gov/family-toolkit>
- Family Engagement Webinar
  - Download from <https://ncela.ed.gov/Webinars>
- OELA Fact Sheet: Family-School Engagement of Families Who Are Speakers of Other Languages
  - Download from <https://ncela.ed.gov/fact-sheets>
- English Learner Toolkit
  - Download from <https://ncela.ed.gov/english-learner-toolkit>
- Newcomer Toolkit
  - Download from <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>



# Q & A



# OELA Contact Information



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# Webinar Feedback

- Email with a brief survey.
- Please complete it and submit.
- We appreciate your feedback!



Thank You!

