

FOCUS: FAMILY-SCHOOL PARTNERSHIPS

CEEL is pleased to publish the fifth CEEL Communication focused on ***Education and Research Supports for ELs during COVID-19*** featuring two components:

- * **Voices from the Field** - highlighting educator and parent leaders' commendable and courageous efforts to serve English Learners in virtual and real-time spaces during these challenging times;
- * **Resources and Research** - addressing a variety of topics, including resources for ELs/DLLs such as social and emotional learning, highlights of best practices for distance learning, instructional materials, professional learning in virtual spaces, and family-school partnerships.

Luz León—A Voice from the Field



Luz León is an outstanding Parent Leader at the Central Language Academy in the Ontario Montclair School District in Ontario, California. She is an active member of the school community with two boys; one is eight years old and her 14 year old is in high school. Both of her children have participated in the school's Dual Immersion Program because Luz and her husband firmly believe that being bilingual is important in the lives of their children because it keeps them

connected to their roots and extended family. Luz has participated in her children's schools since her first child was four years old in preschool.

Luz is engaged in a partnership with her children's teachers to provide learning activities conducted at home in new ways. She understands that this assistance now has different formats, different modalities and must be directed to families with differing linguistic and educational backgrounds. Luz enjoys sharing her expertise and knowledge gained while participating in Project 2INSPIRE, the California Association for Bilingual Education Family Leadership Development Program as well as Parent Institute for Quality Education (PIQE) and Parent Expectations Support Achievement (PESA). Providing families the "tools" they need to participate fully in their children's' education, she believes, ensures their success in assisting in the learning tasks planned by the teacher. Luz works with the school to create opportunities for parents to learn about their school and their role in the schooling process. Her leadership at the school gives families the needed confidence to participate alongside the teacher and enrich learning for students.



Family-School Partnerships Resources and Research

The teacher's role in today's reality is essential to engage families in a much deeper, more creative way. Teachers are working hard to find ways to engage families while using virtual learning experiences with their students. They are faced with providing learning experiences originally planned for classrooms, but now these experiences must happen outside of the classroom. With this new challenge it is essential to support and encourage families to assist them in working through classroom assignments. They also have to provide culturally responsive-sustaining practices and support structures for families as they partner with teachers in today's virtual reality.

In each of our communications we will continue to highlight voices from the field, education resources, and research as we walk this journey in partnership with our colleagues, fellow educators, advocates, and friends.

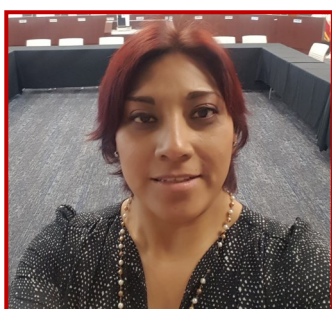
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VOICES FROM THE FIELD - INSIGHTS ON ESSENTIAL PRACTICES FOR SUPPORTING FAMILY-SCHOOL PARTNERSHIPS IN VIRTUAL LEARNING CONTEXTS

Family engagement in schools involves a dual-capacity process for building authentic partnerships between home and school and connecting families to student learning. With the COVID 19 pandemic underway, establishing this process becomes critically important. In these challenging times we see, first hand, how children's homes became their classrooms. It is, therefore, even more essential to validate the family's role as primary teachers. Building authentic partnerships together allows us to learn from each other as we plan and execute a new form or way of educating our children.

Family-School partnerships rely on building relationships with families. Using a co-powering type of communication increases the power of these relationships by raising self-confidence, nurturing connections, and energizing while inspiring each other. This crisis is giving us the opportunity to build those important bridges between the home and the school that research tells us has a powerful impact on student learning. In her work as a family leader at her school Luz León has learned and is using these partnership-building tools with teachers, with her children and with other families by being virtually connected and available.



Luz León is an actively engaged parent leader who enjoys working with other families at the Central Language Academy K-8 school in the Ontario Montclair School District to inform them of the value they bring to their children's education. Along with working with other families she likes working with teachers because she knows this can contribute to her children's learning, and furthermore she states, "my children really like to see their mother at the school." Luz assists teachers in all types of activities at the school, but now realizes that her role in the education of her children is even more important because she is an important link to their learning.

Communicating with her children's teachers, according to Luz, is an important component in maintaining her children's motivation to keep learning in this "new reality," and she takes her role seriously because she knows that she is a central figure in this process. She describes her use of ClassDojo, an application that allows her to communicate with the teachers while keeping apprised of the behavior, assignments and tasks her children need to complete each week. The teachers send students the weekly assignments and projects in all subject areas and also highlight the work to be turned in using their virtual portfolio, as well advising parents to visit Class Dojo everyday. Luz shares, "I have a large chalkboard at my house and create color-coded charts to keep my children on task and to ensure assignments are completed and turned in as requested by the teacher." She works with her son to upload pictures, videos and other items to his portfolio.

Working with her high school son at Chaffey High School in the Chaffey Union High School District entails communicating with him about his daily lessons or the weekly schedules. Luz ensures that he goes on the Zoom meetings with all his teachers at the high school and to talk to counselors about SEL to ensure he is feeling strong through this crisis. At the high school level he uses School-App, an application used for the upper grades. When asked what recommendations she would share with teachers Luz said,



"on the whole teachers are doing well." She emphasizes that it would be very helpful to receive additional information and to learn of the technology teachers are using now to teach their children.

Luz encourages her children to "learn more than what is taught, do more than is expected and look beyond what they are currently doing in school because that will be their future."

Luz expresses concern, "if families are not as engaged as me, I fear their children will be left behind and I am concerned about helping them." Luz suggests that a customized survey of families asking them about their comfort level for using virtual tools would be helpful so that teachers and school leaders can reach out to families and then provide differentiated assistance. Luz also has concerns with students who are having trouble—how can they be helped. She hopes teachers are, "reaching out to them with more face-to-face virtual meetings other than the twice a week Zoom meetings they are having at this time

and also being creative in the variety and types of lessons they can have with these children to keep them engaged and still learning." Through all of this Luz remains optimistic and sees an advantage to helping her children not only in the classroom but in her home. She states, "my children see me more as a teacher." Luz encourages her children to "learn more than what is taught, do more than is expected and look beyond what they are currently doing in school because that will be their future."

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RESOURCES AND RESEARCH

CEEL has curated several resources to support English Learner students participating in virtual learning experiences at home. Supporting research-based Family-School Partnerships during these challenging times is essential. These resources and tools will position educators and families to work collaboratively to maintain higher levels of learning for students and also support families whose role has changed in the education of their children during this crisis.

Website: Arbol ABC

Link: <https://arbolabc.com/>

Summary: Arbol ABC.Com provides free Spanish online activities for students to support learning at home in language arts and math as well as educational games parents can use with their children.

Website: Asia Society

Link: <https://asiasociety.org/china-learning-initiatives/resources-parents>

Summary: Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Discover dynamic educational content focused on Asian cultures and global learning.

Website: California Association for Bilingual Education (CABE)

Link: <https://www.gocabe.org/index.php/parents-3/>

Summary: CABE promotes biliteracy and family engagement through their programs for families, such as Project 2INSPIRE Family Leadership Development Program, and their Plaza Comunitaria program that encourages families to finish their own education. These programs have reached many districts and schools in California and are based on 10 years of research.

Website: California Department of Education (CDE)

Link: <https://www.cde.ca.gov/eo/in/lcffsys-pri3res.asp>

Summary: The Local Control Funding Formula (LCFF) resources for this priority requires Family Engagement in decision-making, promotion of family participation in the education process for all students, including students with disabilities.

Website: The Dual Capacity-Building Framework for Family-School Partnerships

Link: <https://www.dualcapacity.org/>
<https://www2.ed.gov/documents/family-community/partners-education.pdf>

Summary: The Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed by Mapp, K.L. & Bergman, E (2019) to support the development of family engagement strategies, policies and programs.

Website: English Learner Roadmap Resource Hub

Link: <https://www.elroadmap.org/?tag=families#resources>

Summary: The Resource Hub brings the California English Learner Roadmap to life and makes its vision a reality. Eight leading organizations gathered resources from across the field that support families as they work toward effective implementation of the EL Roadmap.

Website: Friends of the Library: Rosarito Lee

Link: <https://www.friendsofthelibrary.com.mx/>

Summary: Friends of the Library works with schools and libraries in Rosarito, Baja California, Mexico to demonstrate to children and families how

reading helps improve life in the community. They have created Spanish online reading activities and ideas parents and teachers can use to increase literacy through fun activities at home.

Website: Magic Blox

Link: <https://magicblox.com>

Summary: An online children's book library, where kids discover and read stories on desktop and laptop computers for free. It's also a self-publishing & marketing tool for authors & publishers.

Website: Ministerio de Educación Perú

Link: <https://minedu Peru.org/situacion-didactica-el-coronavirus/>
<https://minedu Peru.org/como-usar-google-meet-para-dar-clases-virtuales-a-los-alumnos/>

Summary: This website offers tutorials in Spanish that can be shared with parents so they can work with their children at home and support their participation in online classes.

Website: National Association for Family, School and Community Engagement (NAFSCCE)

Link: <https://nafscc.org/>

Summary: NAFSCCE advances high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

Website: PBS Kids

Link: <https://pbskids.org/games/spanish>

Summary: PBS Kids is an American digital broadcast and online television network operated by the Public Broadcasting Service featuring a broad mix of live action and animated children's programs which are designed for improving the early literacy, math, and social-emotional skills of young children.

Website: San Diego County Office of Education (SDCOE)

Link: <https://covid-19.sdcOE.net/Educators/Instructional-Resources-By-Content-Area>

Summary: San Diego COE has a variety of resources in several languages. Content coordinators have developed a list of resources specific to subject matter to support distance learning.

Website: Studies Weekly

Link: <https://www.studiesweekly.com/product/social-studies/>

Summary: Studies Weekly is a consumable curriculum for teaching K-8 Social Studies and Science. Available in printed periodicals and online so your students can learn anywhere, anytime.

Website: We are Teachers-Resources for Learning at home

Link: <https://www.weareteachers.com/free-online-learning-resources/>

Summary: Resources for learning at home for teachers and parents that features fun websites, games, apps, and hands-on activities to assist and extend the distance learning for students in K-12.