

## **MCCPTA Committee Work Plan 2011/12**

### **English Speakers for Other Languages (ESOL)**

**Chair:** Antonio Hernandez-Cardoso  
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**Committee members:** To be confirmed  
**Interaction with:** MCCPTA Committees, MCPS ESOL/Bilingual Program (as the MCCPTA representative), MCPS ESOL Parent Outreach Committee, other related MCPS staff, local PTAs, PALA, NAACP, and other minorities groups, as appropriate

#### **Vision**

Focuses on developing strategies to increase the involvement of ESOL parents in scholar environment. Plan on activities for ESOL students in order to improve their academic performance. Continue to act as a resource for school staff, ESOL students and their parents to enhance relationship and communication by providing information and support. Coordinate with MCPS Committees and Programs toward common goals.

#### **Goals**

- Coordinate activities of the MCCPTA ESOL Committee with related MCPS Committees, Programs, and other staff toward common objectives
- Increase the involvement of ESOL parents with schools and local PTA's
- Creation of a listing of ESOL Parents Groups (or local ESOL Parent Contact) in schools with high-concentration of ESOL students (Pilot Schools)
- Presentation of the ESOL plan in 2 Pilot Schools monthly
- Reception of direct feedback from ESOL parents thru a survey after the general presentation of the MCCPTA ESOL Chair
- Creation of an ESOL Parent Academy addressing specific topics of concerns
- Increase access to Edline of ESOL students' parents
- Translation of key information within the MCCPTA website to additional languages (e.g. Spanish, French, Chinese, Vietnamese, and Korean) used in MCPS website

#### **Action Steps**

- Make a research of actions, plans and programs for ESOL parents and students in other counties, states, and at federal level (e.g. "Recommendations for Improving Latino Student Achievement prepared by the Montgomery County Latino Education Coalition", "Wichita, KA, Grow Your Own Teacher Program", "California training program for Latino parents", etc.)
- Gather updated information about demographics of ESOL students in MCPS schools

- Meet with related MCPS staff during Fall 2011 (e.g. ESOL/ Bilingual Program, ESOL Parent Outreach Committee, and/or others, as appropriate) to coordinate the activities and unify efforts to common goals
- Analyze the critical indicators of performance (graduation rate, ineligibility for extracurricular activities, completion rate of student enrolled in Algebra II by 11th grade with a Grade C at least, number of referrals, leaving the school before the legal age, etc.) in individual basis for Latino, African American, and Asian students
- Set rationale and feasible annual goals for critical indicators of performance in a long-term plan, in coordination with MCPS staff involved with these groups
- Identify those schools with high-concentration of ESOL students (Pilot Schools)
- Perform a general plan in Pilot Schools, with support and approval of MCPS:
  - Visiting school staff at Pilot Schools individually to be aware about the specific conditions and available resources (bilingual staff, bilingual teachers, volunteers)
  - Scheduling motivational presentations of the MCCPTA ESOL Chair to both ESOL students and parents about the indicators, the status and the need to work together (e.g. personal experiences from the Study Circles, understanding of the US Scholar System, etc.). Local school staff and/or support is needed for logistic requirements
  - If feasible, the MCCPTA presentation can coincide with a local ESOL celebration with food and music from diverse countries with the volunteer contribution of local parents and students
  - Apply a survey at the end of the event in order to be aware about their concerns, topics of interest, and willingness to participate in programs and Parent Academy (as instructors or attendees)
  - If feasible, creation of a local ESOL Parent Academy with volunteer parents sharing different skills (Edline, English, computing, music, dance, chess, cuisine, etc.) to other parents (“teaching parents by parents”). Local school staff and/or support is needed to schedule physical space properly
  - If feasible, identify and involve ESOL students with high performance to serve as a liaisons or mentors of other students in need of adaptation to the US Scholar system
- Identify ESOL parents (or group) in each Pilot School willing and able to participate and take leadership in their school (local ESOL Parent Contact)
- Based on the ESOL parents survey results, plan accordingly toward a local ESOL Parent Academy for hot topics in a case-by-case basis
- Once several presentations have been developed and performed, they can be replicated in more schools, building a ESOL network

**List of information to be collected/compiled for the MCCPTA website:**

- Listing of ESOL Parents Groups (or local ESOL Parent Contact) in Pilot Schools
- Translation of key information within the MCCPTA website to additional languages

**Expenses: \$200-\$250**

- Awards for ESOL students/parents (gift cards from Staples, Office Depot, etc.)
- Scholar packages (school supplies)
- Refreshments at meetings