Maryland State and District Level Partnerships: Empowering International Parent Leaders

Barbara Scherr & Young-chan Han
Maryland State Department of Education

Jennifer Love & Daniela Perez-Bravo
Prince George’s County Public Schools
Session Objectives:

- Learn about Maryland’s structure for family engagement
- Understand Maryland’s partnership with local school systems & family engagement organizations
- Connect State work with local leadership opportunities for international families
Maryland’s Family Engagement History

- 1st State to join NNPS
- Family Involvement POC
- MPAC
  - Two staff members
  - Change of division name
  - Superintendent’s Family Engagement Council
- FI Coordinators (FIC)/ELL FIC
Maryland’s Structure

State MSDE

Local ELL FIC

Community Partnerships
MAEC
MELLFIN
MDPTA
Supporting LEAs

- Provide technical assistance and training – effective practices for working with ELL families.
- Initiate collaborative opportunities within districts to support ELL families.
- Facilitate State level support for district family outreach and events.
- Elevate work of individual districts.
  - State Committees
  - State/National Conferences
  - Coordination among LEAs
Stages of Immigrant Parent Involvement
Han, Y. (2012). “From Survivors to Leaders: Stages of Immigrant Parent Involvement in Schools”
Kugler, E. (2012). Innovative Voices in Education: Engaging Diverse Communities
Prince George’s County Public Schools

International Parent Leadership Consortium (IPLC)

Why leadership training for international parents in PGCPS?
What were the needs?

- 125,136 students in PGCPS
- 41,704 international students
- 19,652 students in ESOL
- 207 schools
- Prince George’s County PTA Council
- Lacking diversity of leadership
Planning Process for Program Implementation

**Program Goal:** The Prince George’s County Public Schools International Parent Leadership Consortium (IPLC) serves to engage international families through building parent leadership capacity. The mission of the program is to strengthen the diversity of parental leadership across the county to improve achievement for all students.

- Identify content & leadership development components
- Identify partners (internal & community)
- Logistics (session dates, meeting locations, etc.)
Promoting the Program & Recruiting Parent Participants

Where are your developing leaders?

- At the school level—Administrators, ESOL Department Chairs, Community Outreach Assistants, former IPLC graduates
- In the school district community—online newsletters, teacher & administrator trainings/PD
- In the greater community—community cultural organizations, religious organizations
- IPLC Graduate testimonies at Back to School Nights

*Information one-pager & application process*
Overcoming Challenges in Launching the Program

- Make it meaningful & manageable!
- Appropriately assess language access needs
- Scheduling considerations for partners
- Anticipating weather and other anomalies
Leadership Roles of IPLC Graduates: School, District, & Beyond

“We are building parents, so parents can build.”

- **School level**— Developing open communication with school principal in leadership project development; PTA leadership; outreach endeavors; parent workshops; playground enhancement

- **District level**— Textbook Review Committee; Superintendent’s Transition Committee; AMAO Planning Team; PGCPS Parent Advisory Committee; PTA Urban Engagement Network

- **State/National level**— NAEP Parent Summit Planning Committee; local television programming for parent engagement; State Superintendent’s Parent Advisory Council
Testimony of an IPLC Graduate
Take aways…

- Relationships between SEA and LEA
  - Regularly scheduled meetings
  - Invite SEA to LEA or Self-Invite 😊
- International parents are untapped resources
- “If you build it, they will come”! (Field of Dreams)
- Empowering leaders to become voices for voiceless populations
- Minimal costs yields high gains
- YOU MAKE A DIFFERENCE!
Contact Information

Barbara Scherr & Young-chan Han
Maryland State Department of Education
Barbara.scherr@maryland.gov  young-chan.han@maryland.gov

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jennifer.love@pgcps.org  daniela.perezbravo@pgcps.org