



ARIZONA

# State Parent Leadership Council Meeting

REPRESENTATIVES NEEDED



**Next Meeting:  
March 3, 2020**

**12:00 - 2:00 pm**

Be an active parent leader in helping Arizona improve family engagement focused on literacy by joining as a member of the AZ Parent Leadership Advisory Council

Help Arizona partners develop family literacy that is:

- \* Parent Designed
- \* Parent Informed
- \* Parent Led

**LOCATION:**

**Make Way for Books  
700 N. Stone Ave.  
Tucson, AZ 85705**

*Click here for directions*

**Make Way for Books**

\*Child care provided\*

\*Spanish & English available\*





## **AZ Parent Leadership Council Meeting**

Date: March 3, 2020

Location: Tucson Make Way for Books

Consensus Workshop Review: Prior PLC Meeting from November 13, 2019

Step 1 - Context

Step 2 - Brainstorm (Group Discussion)

Step 3 - Cluster (Sticky Wall)

Step 4 - Name

Two workshop questions:

- What do you want or envision for your child(ren) relative to language and literacy?
- How do you see yourself supporting or being included in this vision?

"Practitioners" include early childhood:

- Principals
- Superintendents
- Teachers
- Paraprofessionals
- Advocates of early childhood education
- 0-5 Caregivers

Step 5 NEXT STEPS: "Confirm the Resolve"

Step 1: Look through idea under the group cluster

Step 2: If the idea does not align with family engagement & early language and literacy, then it will be removed from the list

Step 3: You will want to keep 6-8 ideas remaining (and you may add additional ideas that may be missing)

Step 4: Create a 3-7 word title

Group Discussions

- Break out into 3 groups (1 for each cluster)

3 Main clusters from consensus workshop:

1. School Readiness / Environment / Instructional Strategies
2. Language / Communication
3. Resources / Advocacy / Leadership

## **Group 1: School Readiness, Environment, and Instructional Strategies**

Concepts/ ideas from questions posed in previous PLC about School Readiness:

1. Success in life, work and family is important, but too broad for this discussion – need to get much more specific about how to create that success, as it relates to literacy and family engagement.
2. Learning self-control/ behavioral health: this was discarded, as it did not tie in specifically enough to literacy and family engagement.
3. Children develop or find passions; providing diverse reading materials, identities, cultures, etc: the part that resonated with the group here was honoring culture and diversity
4. Passion/ love for learning: this was discarded, as the group felt it was stated in the previous idea (#3).
5. For my children to enjoy writing; Supporting by encouraging them to write out stories: this was discarded, as the group felt it was too specific to writing; they all agreed that for early learners, writing is still a developing skill and shouldn't be expected of younger children.
6. Speed reading: this was discarded
7. I would support this vision by being my child's first teacher: One of the group members stated that it should say "first best teacher", and the rest of the group agreed.

For the remaining ideas (and there were a LOT in the School readiness column), discussion centered around how components of all of these ideas could be condensed, as the group felt that there was a lot of overlap in the ideas: supporting and growing children's vocabulary, generating excitement about literacy, developing their children's confidence and comfort-level with their emerging literacy skills, providing and encouraging creative learning environments, and one of the most important ideas: supporting multilingualism in their children from birth. This was of great importance to the group!

All the discussion resulted in creating this final goal statement for the Theory of Action which the group felt encompassed all of their ideas and vision for their children in the most succinct way:

**“IF we support opportunities for language- and literacy-rich family engagement...”**

Discussion also happened around the 3-7 word work title. They all ultimately agreed that School Readiness should be included, but the group didn't have enough time to determine a final title.

## **Group 2: Language & Communication**

Revised Ideas

- Encourage families to maintain their first language with their young child(ren) and validate the importance of every family's first language.
- Encourage families and children to research their native language and culture and share with other families and peers.
- Provide opportunities to expose multiple language to children and families.
- Encourage more engaging, back and forth (open-ended) communication with children.

#### New Statement

- IF we support early language and literacy through effective communication and cultural diversity...
- THEN all children, with family and community support, will develop into successful learners.

| <b>GROUP 1</b>   | <b>GROUP 2</b>   | <b>GROUP 3</b>  |
|--|--|---|
| <b>ORIGINAL CLUSTERS</b>   |  |   |
| School Readiness<br>Environment<br>Instructional Strategies  | Language<br>Communication  | Connecting Communities<br>to Resources via Advocacy<br>and Leadership                                 |
| <b>REVISED INITIATIVES</b>   |  |   |
| Success in life, work and<br>family (need to be more<br>specific).<br><br><i>Éxito: en la vida, el trabajo<br/>y la familia.</i>   | Encourage families to<br>maintain their first<br>language with their young<br>child(ren) and validate the<br>importance of every<br>family's first language. | Environments that have<br>early learning and literacy<br>materials / tools.                           |
| Children develop or find<br>passions by providing<br>diverse reading materials,<br>introducing a variety of<br>identities, cultures, life<br>experiences, and special<br>interests.<br><br><i>Los niños desarrollan o<br/>encuentran pasiones.<br/>Proporcionando diversos<br/>materiales de lectura,<br/>presentando una variedad<br/>de identidades, culturas,</i> | Encourage families and<br>children to research their<br>native language and<br>culture and share with<br>other families and peers.                           | Families and programs<br>serving as navigators<br>around local literacy<br>improvement opportunities. |

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|---|--|--|
| <p><i>experiencias de vida e intereses especiales.</i></p>  |  |  |
| <p>Parents will support this vision by being their child's first best teacher.</p>  | <p>Provide opportunities to expose multiple language to children and families.</p>       | <p>Programs and schools create an inviting atmosphere that encourages family involvement.</p>  |
| <p>I want to support families and teachers in growing children's vocabulary, language/communication skills, and early literacy skills.</p> <p><i>Quiero apoyar a las familias y los maestros en el crecimiento del vocabulario de los niños, las habilidades de lenguaje / comunicación y las habilidades de alfabetización temprana.</i></p> | <p>Encourage more engaging, back and forth (open-ended) communication with children.</p> | <p>Connecting families to resources at both a local and state level that are inclusive of ability levels.</p>  |
| <p>Provide and support a multilingual environment for children at home.</p>   |  | <p>Programs provide leadership opportunities for families.</p>   |
| <p>Provide a creative learning environment with rich vocabulary and literacy opportunities.</p>   |  | <p>Leadership – I want them to have the focus, drive and will to be able to lead in their respective careers.</p> <p><i>Liderazgo: quiero que tengan el enfoque, el impulso y la voluntad de poder liderar en sus respectivas carreras.</i></p>        |
| <p>Enrichment – to be able to learn anything they can, in anything that interests them.</p>   |  | <p>Self-advocacy – Providing reading materials on self-importance, community impact, etc. Kids learn self-respect and ways to communicate clearly.</p> <p><i>Autodefensa: proporcionar materiales de lectura sobre la importancia personal, el</i></p> |

|  |  |  |
|--|--|--|
|  |  | <p><i>impacto en la comunidad, etc. Los niños aprenden el autoestima y las formas de comunicarse con claridad.</i></p>   |
|  |  | <p>Advocacy – I want my children to have the confidence in their communication skills, so that they can be their own best advocates. Currently, that is (and always will be) my job, but I want to be able to hand that over to them when the time is right.</p> <p><i>Abogacía - Quiero que mis hijos tengan confianza en sus habilidades de comunicación, para que puedan ser sus mejores defensores. Actualmente, ese es (y siempre será) mi trabajo, pero quiero poder entregárselos cuando sea el momento adecuado.</i></p> |
|  |  | <p>Strong communication skills – I envision my child being able to get his point across without getting frustrated or raising his voice.</p> <p><i>Fuertes habilidades de comunicación: imagino que mi hijo podrá expresar su punto de vista sin frustrarse ni alzar la voz.</i></p>   |

|  |  |   |
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|  |  | <p>Attending schools or places where they offer free classes for: reading, play and learn, etc.</p> <p><i>Asisten a escuelas o lugares donde ofrecen clases gratuitas para: leer, jugar y aprender, etc.</i></p>  |
|  |  | <p>Sharing ideas with other mothers.</p> <p><i>Compartir ideas con otras madres.</i></p>  |
|  |  | <p>Using community resources.</p> <p><i>Utilizando recursos de la comunidad.</i></p>  |
|  |  | <p>Critical Thinking – finding books and providing opportunities where diversity and multiple outcomes are available.</p> <p><i>Pensamiento crítico: encontrar libros y brindar oportunidades donde haya diversidad y múltiples resultados disponibles.</i></p> |
|  |  | <p>Technology – providing access in the home and access to other resources in the community.</p>  |
|  |  | <p>Have an online reading program to create reading groups, borrow books from group members, etc.</p>   |



## IF Statements...

|  |   |   |
|--|---|---|
| <p><b>If we support opportunities for multicultural, language and literacy rich family engagement...</b></p> | <p><b>If we support early language and literacy through effective communication and cultural diversity...</b></p> | <p><b>If we support families in overcoming barriers to accessing resources within their community to allow them to serve as advocates for children and programming...</b></p> |
|--|---|---|

## If...



## ...Then





# Parent Leadership Council

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March 3, 2020



### Step 1 – CONTEXT Paso 1 - CONTEXTO

Set the Stage  
*Preparar el escenario*



- State the purpose or aim of the workshop. *Establecer el propósito u objetivo del taller.*
- Clarify the workshop question. *Aclara la pregunta del taller.*
- Outline the process and timing. *Esquema del proceso y el momento.*
- Lead the group in talking about the topic using a short focused conversation. *Dirija al grupo para hablar sobre el tema utilizando una conversación breve y centrada*

### Step 2 – BRAINSTORM Paso 2 -LLUVIA DE IDEAS



- Individually list answers to the workshop question. *Enumere individualmente las respuestas a la pregunta del taller.*
- Select important ideas and write them on 1/2 sheets (individually or in teams). *Seleccione ideas importantes y escribalas en 1/2 hojas (individualmente o en equipo).*
- Pass up a first round of sheets (ask for the clearest one). *Pase una primera ronda de hojas (solicite la más clara).*
- Participants label remaining sheets with tag symbols and place on the wall. *Los participantes etiquetan las hojas restantes con símbolos de etiquetas y las colocan en la pared*

Generate  
New Ideas  
*Generar  
Nuevas Ideas*

### Step 3 – CLUSTER Paso 3 – FORMAR GRUPOS



Form 4-6 pairs that clearly go together. *Forma 4-6 pares que claramente van juntos.*

Ask for sheets with different ideas & develop clusters. *Solicite hojas con diferentes ideas y desarrolle grupos*

Form any new pairs; add to existing pairs; quickly give each cluster a 1-2 word tag. *Forme nuevos pares; agregue a pares existentes; asigne rápidamente a cada grupo una etiqueta de 1-2 palabras*

Participants label remaining sheets with tag symbols and place on the wall. *Los participantes etiquetan las hojas restantes con símbolos de etiquetas y las colocan en la pared.*

Form New Relationships  
*Formar nuevas relaciones*

### Step 4 – NAME Paso 4 - NOMBRAR



- Talk through the largest cluster first. *Hable primero a través del grupo más grande.*
- Give the cluster a 3-7 word name or the title that answers the workshop question. *Déle al grupo un nombre de 3-7 palabras o el título que responde a la pregunta del taller.*
- Repeat for the remaining clusters. *Repita para los grupos restantes.*

Discern a Consensus  
*Discernir un consenso*

# Consensus Workshop Review

## Step 4 –NAME



Talk through  
the largest  
cluster first.



Give the cluster a 3-  
7 word name or the  
title that answers  
the workshop  
question.



Repeat for the  
remaining  
clusters.

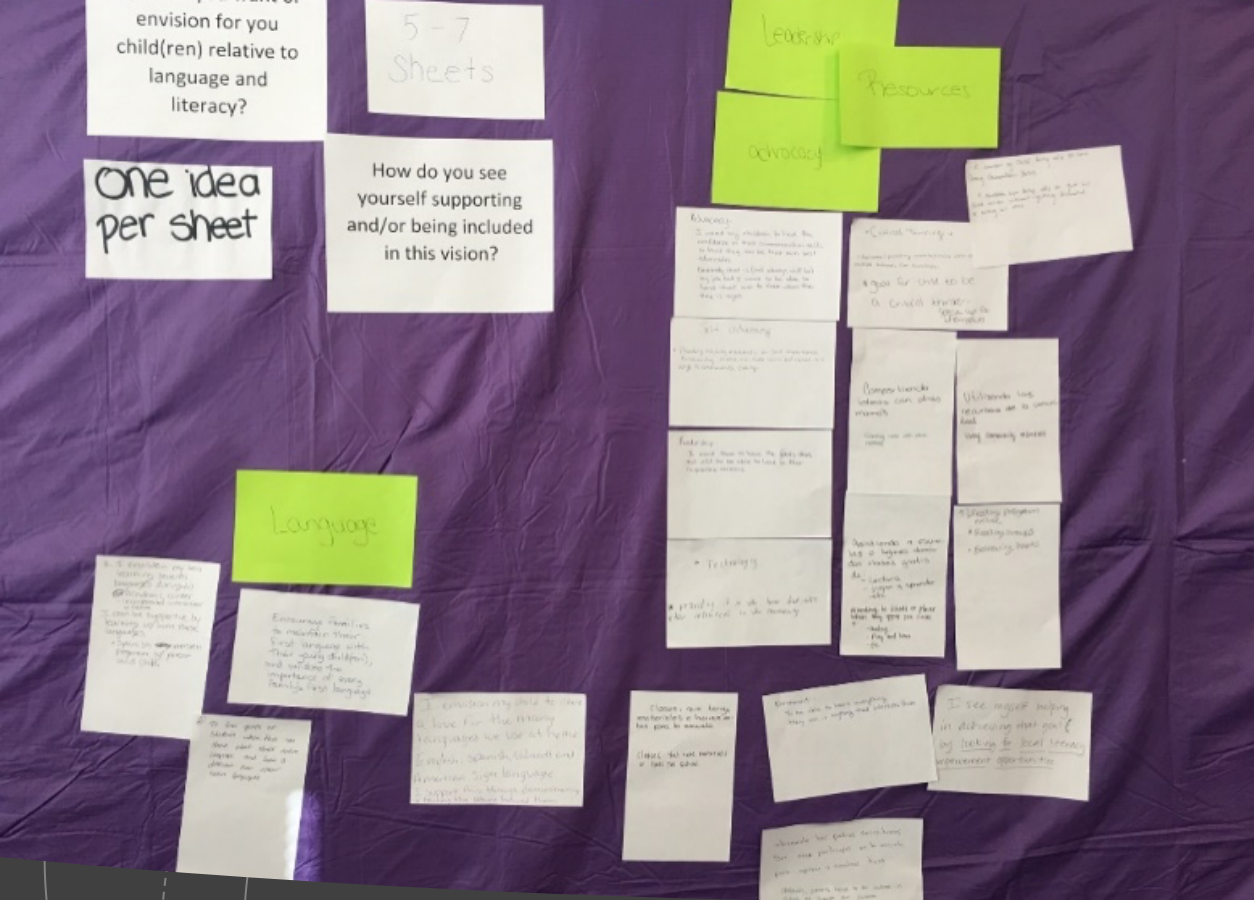


Discern a  
Consensus

1. What do you want or envision for your child(ren) relative to language and literacy?
2. How do you see yourself supporting and/or being included in this vision?

## Workshop Questions

Give the cluster a 3-7 word name or the title that answers the workshop question.



# Sticky Wall Activity

- Remember our famed sticky wall?
- We are now going to look at next steps

# Step 5 - RESOLVE



1

Focus the group on this consensus by reading all of the title sheets.

2

Discuss the significance of the consensus.

3

Create a chart or image to hold the consensus (optional).

4

Discuss next steps and implications.

Confirm the  
Resolve

| <p style="text-align: center;"><b>School Readiness<br/>Environment<br/>Instructional Strategies</b></p>   | <p style="text-align: center;"><b>Language<br/>Communication</b></p>  | <p style="text-align: center;"><b>Resources<br/>Advocacy<br/>Leadership</b></p>         |
|---|---|---|
| <p><b>Success: In life, work and <u>family</u>./</b></p>  | <p><b>Encourage families to maintain their first language with their young child(ren), <u>and</u> validate the importance of every family's first language.</b></p> | <p><b>Classes that have materials or tools for school.</b></p>                          |
| <p><b>Yearning self-control/behavioral health. As a reader, children can find peace and calmness while finding quiet moments to read and engage in imagination.</b></p> | <p><b>To form groups of students where they can share about their native language and how it is different from other native languages.</b></p>                      | <p><b>Obviously, parents need to be involved in school to support our children.</b></p> |

Ideas Written by participants



# Theory of Action



It is a set of underlying assumptions about how we will move our organization from its current state to its desired future.



It connects strategy to action



Grounded in research or evidence based practice.



It starts with a statement of I DO/WE DO



Powerful enough to transform programs and practices



Proposed Strategy if we do this...Describe in detail



Then X will happen (explain n research base or theory base why this will work)



And we will see the result

Goals:  
To Achieve  
High-Quality  
Inclusive  
settings



If we have a partnership between the family and the community that advocates for the child to be included...



If we support programs to braid and blend funding to facilitate inclusion...



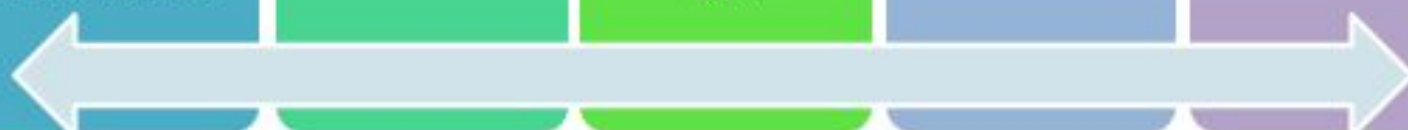
If we increase awareness and continued education of high quality inclusive practices for all...



If we support programs to deliver high quality specially designed instruction for young children in inclusive settings

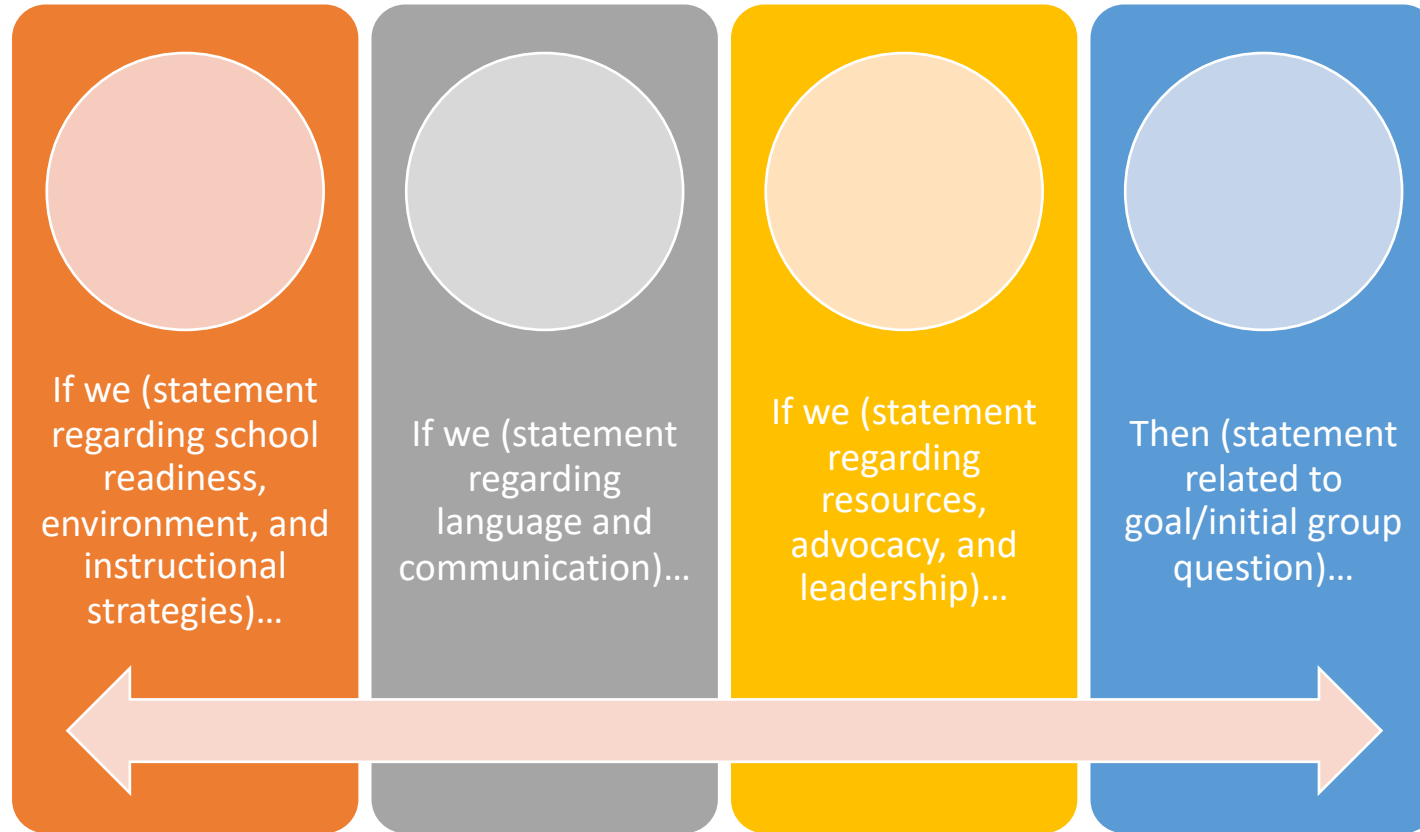


Then all children, with family and community support, will develop to their fullest potential.



# Goals: To Achieve....

If...



Then...



# Trusting Partners

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Supporting Families and Practitioners to be  
Trusting Partners

Partnerships can be thought of as an archway  
with trust as the keystone

# Theory of Change

| What is the problem you are trying to solve   | Who is your key audience  | What is your entry point to reaching your audience?  | What steps are needed to bring about change?  | What is the measurable effect of your work          | What are the wider benefits of your work?                 | <u>What is the long term change you see as your goal?</u>   |
|---|---|--|---|---|---|---|
| Parents that don't know their rights or the processes involved in LRE decisions can't advocate for their children | Parents of children with disabilities embarking on evaluations and IEP meetings | Raising Special Kids Parent Center<br>District Parent nights<br>Social Media<br>Print Media<br>Web based media | Public awareness campaigns<br>Specific resources available to families<br>Help to apply knowledge<br>Navigation tool<br>Self-Assessment<br>Facilitated IEP training | Increase in children in inclusive <u>settings..</u> | Fewer complaints; children accessing quality environments | Parents are engaged in the education process of their child; approaches special education process on an equal footing |
|   |   |  |   | Data by disability                                  | Parent engagement in the learning process                 |   |
|   |   |  |   | Parent involvement survey results improve           |   |   |
|   |   |  |   | Numbers of children getting service                 |   |   |

# Goals:

To promote educational choices for families through evidence-based family literacy strategies

If...



If we support opportunities for multicultural, language and literacy rich family engagement...



If we support early language and literacy through effective communication and cultural diversity...



If we support families in overcoming barriers to accessing resources within their community to allow them to serve as advocates for children and programming...



Then all children, with family and community support, will develop into successful learners Entonces todos los niños con apoyo familiar y comunicario se desarrollan en aprendices exitosos



Then...