

FAMILY VOICE EMPOWERMENT GROUPS

Virginia Beach City Public Schools

Department of Communications & Community Engagement

Natalie Allen, Chief Communications and Community Engagement Officer



2023 NSPRA

GOLD MEDALLION AWARD ENTRY

Public Engagement/
Parental Involvement Campaign

Type of School/Organization:

PreK-12 School District: 63,675 students

Number of Communications Staff:

22 FTE and 8 PT Employees

SYNOPSIS

Prior to 2019, the VBCPS Office of Family and Community Engagement primarily focused on sustaining positive relationships with local business partners. With the creation of the [Compass to 2025 Strategic Framework](#), the division began to reimagine the role of family engagement and emphasizing the importance of strengthening connections and communication with families and students in most need of additional support.



VBCPS worked with [2Revolutions](#), an educational consultancy, on an initiative to foster innovation and strengthen community engagement. Staff conducted empathy interviews with selected populations within the school division. As a result of the feedback received, the task force focused on how to build relationships and better understand needs of the community.

This work was interrupted in March 2020 with the arrival of the Covid-19 pandemic. As the division shifted to virtual learning, information and resource access disparities became more apparent, exacerbating educational and communication gaps for our most vulnerable families. Understanding that families were facing unprecedented levels of anxiety and stress related to work interruptions, food shortages, and childcare, we also discovered that 17% of teachers reported that few or none of their students consistently participated in distance learning, and a majority of parents/guardians (59%) indicated their students were not motivated to complete schoolwork during the school closure. In addition, 14% of parents/guardians reported being dissatisfied with the school division’s communication during the closure.

In addition to other efforts, the VBCPS FACE Office created FamilyVoice Empowerment Groups, a division-wide initiative focused on creating a sense of belonging, having an asset-based perspective towards families, listening closely, and implementing targeted actions. The program's overall goal is to make a systematic change that establishes a supportive structure for families, creates authentic partnerships between schools and families, and creates VBCPS advocates.

The outcomes from the FamilyVoice Program (FVGs) were both immediate (opening remote childcare centers in conjunction with community partners) and long-term (ie: improving language access for multilingual families, trainings on welcoming families and restoring a sense of belonging, the FACE Model Program), and these FVGs continue to have an impact even as we adjust to the “new normal” of post-pandemic schooling.

RESEARCH

The Importance of Family Engagement

School divisions across the country have turned their attention to the importance of family engagement as an integral part of any student success plan, recognizing that building respectful trust between families and school staff is associated with gains in attendance, literacy, on-time graduation, and a reduction in behavioral issues. The following studies lay the groundwork for VBCPS's pivot toward family engagement as a priority in the [Compass to 2025 Strategic Framework](#).

- The [US Department of Education's Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#) explains in detail Dr. Karen Mapp's foundational work on the [Dual-Capacity Framework for Family-School Partnerships](#), which identifies challenges both families and schools face when building authentic partnerships; identifying both process and organizational conditions necessary to facilitate improved relationships; and expands on policy and program goals as well as capacity outcomes for both the family and the school.
- Panorama Education's white paper on [Reducing Barriers to Family Engagement](#) focuses on the importance of gathering both qualitative and quantitative data directly from students and families to inform the work of the division.

Covid-19's Impact on School-Family Communication and Relationships

- This [study from the Carnegie Corporation](#) sets out core understandings for working with families (specifically Latinx families) during and after the pandemic, beginning with rejecting deficit-based narratives about families, adopting a codesign model of engagement, and prioritizing engagement on a division level.
- In "[Rethinking Home-School Partnerships: Lessons Learned from Latinx Parents of Young Children During the COVID-19 Era](#)," researchers showed that "establishing authentic home-school partnerships necessitates a stance towards 'dialogic relationships' (Olivos et al. 2011; Poza et al. 2014) where teachers also learn about the parental academic socialization, cultural models and settings."
- The study "[COVID-19's impact on Latinx students: What education leaders need to know](#)" in Learning Forward outlines the pandemic's outsized impacts on Latinx families and suggests allocating COVID relief funds to hire bilingual staff and addressing inequitable resource access to ameliorate these impacts.
- This [Unidos US study](#) worked with focus groups of Latinx families to identify inequities exacerbated by the pandemic and identify opportunities for improved instruction and engagement of EL students, including engaging parents as strategic partners in their children's education.



Primary Research: Empathy Interviews and the Student Needs Survey

As the VBCPS FACE Office worked to identify specific communities that may feel disconnected or unsupported by the division, they conducted empathy interviews with various stakeholders (administrators, family members, students, etc.). In formulating these interviews, they relied on the following research and protocols:

- Professional development on best practices for empathy interviews informed by the [CASEL Empathy Interview Protocol](#)
- [Empathy Interviews](#) conducted with administrators and family members from two feeder patterns (including elementary, middle, and high school levels) within the division to gain understanding of strengths and assets, engagement, and barriers families face.
- FORs utilized data from the annual [Student Needs Survey](#) to determine which populations were most in need of additional supports.

PLANNING

GOAL

Promote active engagement of families by strengthening relationships, unpacking significant barriers, and increasing access to information and resources while leveraging community partnerships.

OBJECTIVES

OBJECTIVE #1 (Output)

VBCPS Office of Family and Community Engagement will hire [Family Outreach Representatives](#) to serve as a bridge between schools and families to identify their needs and empower them to utilize resources in order to ensure future-ready graduates.

OBJECTIVE #2 (Output)

Family Outreach Representatives will create, grow, and maintain FamilyVoice Empowerment Groups consisting of parents, grandparents, and other guardians of VBCPS students belonging to vulnerable or uncommunicative populations as indicated by empathy interviews and the annual [Student Needs Survey](#) in order to increase families' perception and knowledge of student support services, access to information, and utilization of academic resources.

OBJECTIVE #3 (Outcome)

Family Outreach Representatives will identify successes and positive experiences as well as identify communication gaps, and student and family needs, including resources, academic supports, language supports, and requests from the community.

OBJECTIVE #4 (Outcome)

Families within these FamilyVoice Empowerment Groups will benefit from improved access to the information and resources necessary to ensure their academic and social well-being, resulting in increased student attendance, behavior, and overall attitude toward school.

ROLES AND RESPONSIBILITIES

- The Family Outreach Position is responsible for creating a partnership between the home, parent, community and school that results in all stakeholders being better prepared and more confident in their ability to help students succeed in school. The position is responsible for helping parents be more confident and informed in their ability to make decisions on educational opportunities for their child(ren). This is a collaborative position that works closely with school staff, community members, partners and families to develop programs and activities geared to reach families who are underrepresented because of social, economic, racial, and/or language barriers. ([Full description](#))
- FORs will oversee Family Voice Groups that meet regularly as well as ensure resources are aligned across the division and accessible to those families who need them most. These groups allow them to work cooperatively with parents reluctant to intervene with school personnel to help them navigate discussions regarding their child's needs.
- FORs collaborate with social workers and school counselors to identify community agencies that can contribute resources to assist families; with colleagues, school administrators, school staff, and other departments and offices to maximize efforts in equality and the use of instructional and community resources as well as work with community partners and families to identify resources for families in the community.

IMPLEMENTATION

STRATEGIES & TACTICS

Strategy #1: FOR Alignment with VBCPS Strategic Framework Compass to 2025

Tactics:

- Create authentic communication outlets to engage the community. (FVG and [Family Connections](#)).
- Design and provide targeted training for FORs on how to communicate effectively with all stakeholders
- Partner with and categorize local agencies according to [wellness factor](#) to provide access to information and services such as healthcare, nutrition, academic and social-emotional supports.

Strategy #2: Resource Sharing Strategy

Tactics:

- Create a [FACE Resource Page](#) to share with families and students
- [Collaborate with community partners](#) to consolidate information pathways for families

Strategy #3: Strengthen Connections with Limited English Proficiency Communities

Tactics:

- Engage key stakeholders and community organizers from within racialized communities to provide context and information about current efforts within the community as well as to establish partnerships of trust between the division and targeted stakeholders.
- Establish regular on-site community events and programming to increase visibility and build trust in Spanish-speaking communities
- Create FVGs conducted in languages other than English, namely Spanish and Mandarin Chinese, in order to avoid language barriers and facilitate communication.
- Leverage multilingual staff to ensure communication is provided in families' home languages, including marketing, graphic design, and support materials.
- Translate the weekly Superintendent's letter into Spanish
- Initiate collaboration with community partners with bilingual programming and staff

Strategy #4: Maximize participation by eliminating potential barriers for families and caregivers

Tactics:

- Conduct all meetings virtually so that families would not need to access childcare or shared public spaces during a public health emergency
- Highlight multiple modes of communication within the meeting space to allow for camera on/camera off, chat-only, or hybrid participation
- Communicate FVG schedules and topics via a variety of communication channels, including but not limited to social media, emails, direct messaging from teachers, counselors, and other school personnel, WhatsApp and TalkingPoints messages, multilingual flyers at public events, etc.

Strategy #5: Develop a process for response from the division in a timely manner

Tactics:

- FORs report monthly on positives, negatives, and needs to their direct supervisor in FACE
- Identify trends across demographics as well as situations unique to a specific community
- Elevate time-sensitive concerns to senior staff so that targeted action can be taken
- Report back to FVGs on a quarterly basis so that participants understand the impact of their contributions

EVALUATION

Output Objectives (Objectives #1 and #2)

- The Office of Family and Community Engagement hires 6 new staff members for the [FOR position](#).
- Creation of the [FACE Resources Site](#)
- Six school-based FamilyVoice Empowerment Groups ([Media Coverage](#))
- Seven affinity groups (chosen based on feedback on the Student Needs Survey and Empathy Interviews) including:
 - “Voz Hispana” (conducted in Spanish for Latinx families)
 - DLI Voice (Bilingual Spanish/English group for families participating in dual language immersions programs)
 - African American Family Voice
 - AsianVoice (bilingual English/Mandarin)
 - “Extraordinary Students with Disabilities” for families of students with special needs
 - Military FamilyVoice
 - Student Voice Groups (SVGs)
 - LGBTQ Student Voice
 - African-American Girls Student Voice

Outcome/Impact Objectives (Objectives #3 and #4)

- Food banks and deliveries in partnership with multiple schools and the [Interfaith Alliance at the Beach \(social media link\)](#)
- Virtual Family Game Nights at four VB schools at elementary, middle, and high school levels
- Community Walks in partnership with the Twin Canal community and VBPD ([Twitter](#) and [Facebook](#))
- Safe Learning Centers for virtual learning and after-school enrichment
- News Coverage from [13NewsNow](#), [WAVY TV10](#), [Twitter](#)
- CHKD x FACE [Wellness Seminar](#) with experts on mental health and loss during the pandemic
- Restock ‘n’ Roll, a drive-through event for families needing school supplies and/or food ([Media](#))
- Creation of a FACE Model designation consisting of best practices in family engagement
- Creation of, hiring for, and opening a new International Welcome Center housed in the Family and Community Engagement Building, including a bilingual registrar, bilingual counselor, bilingual Family Outreach Representatives (3), and support staff for ESL testing.

Outcomes Specific to the Latinx Community (Objective #3)

- Voiance Phone Interpretation Information campaign: Training and posters provided to all principals on translation of documents and phone interpretation services
- Language Ambassador Program: Over 120 multilingual volunteers in 61 Virginia Beach Schools; volunteers speak 29 languages.

Outcomes Specific to the Latinx Community, continued

- ESL Family Liaison Program: 12 Family Liaisons assigned to the highest EL-population schools to work directly with LEP families
- Pre-K Registration Process: Establish on-site registration events in high-Spanish-speaking communities; translation of application documents; training for staff on phone interpretation system
- On-site Kindergarten and Pre-K Registration events in high-Spanish-speaking communities ([Twitter](#))
- Bilingual VVA Rollout: Spanish language webinar, questions hotline, and 1-pager provided for families as VB Schools offered a virtual option through Virtual Virginia in the second year of the pandemic.
- Bilingual Partnership with the Children's Hospital of the King's Daughters (CHKD): Foro de Salud y Bienestar; Special Education parent support group in Spanish; Spanish-speaking ER doctors from CHKD visit Voz Hispana to hold an open question session on health concerns
- Welcoming EL Families Training: Training provided for division staff on welcoming multilingual families to VB Schools, including best practices and communication strategies for teachers and staff.

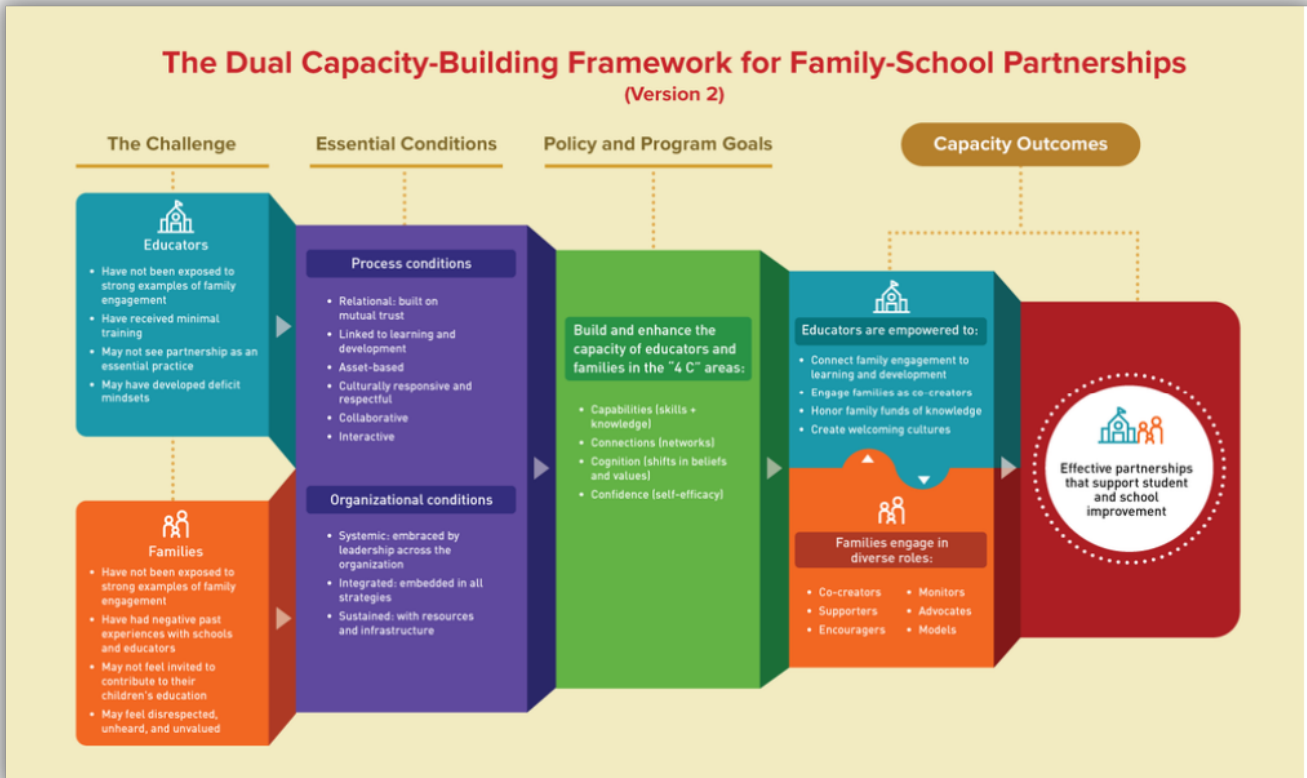
Next steps for future planning

Feedback from FamilyVoice Empowerment Groups continues to inform the work of the office as families' concerns evolve in the post-pandemic era. The protocols and systems put in place to elevate and take action on urgent matters allows the FORs and the FACE Office to continuously update various departments and senior staff on a variety of issues on a regular basis.

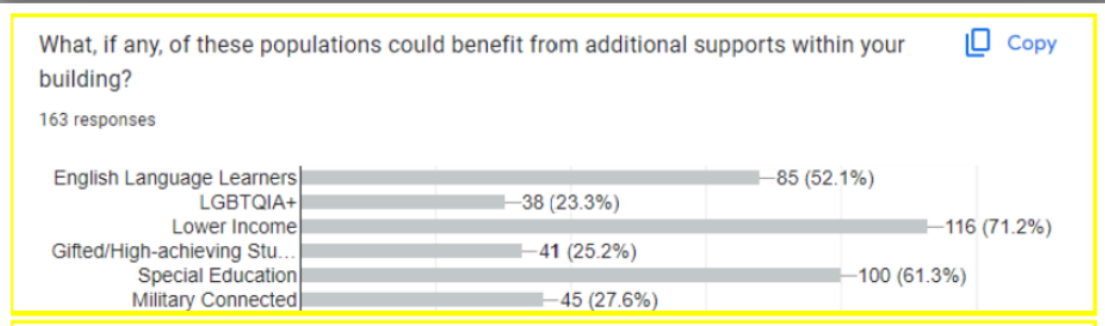
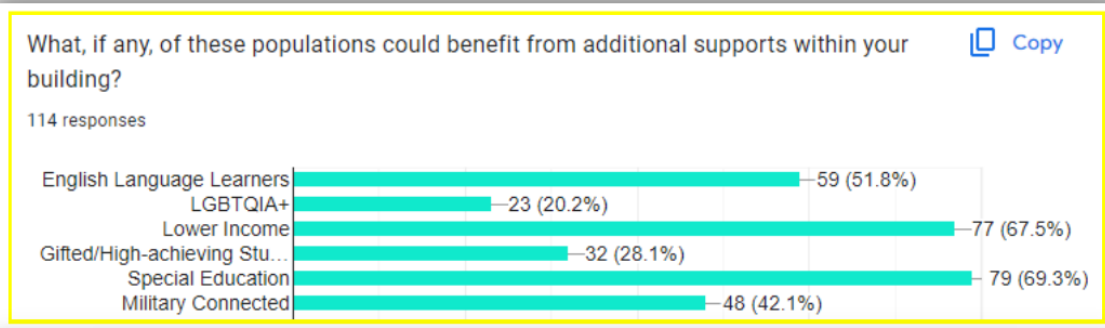
As we continue the work of advocating for parents as collaborators in a codesign model of engagement, we look forward to several concrete steps:

1. Collaborating with HR to advocate for diverse and multilingual/multicultural hires as well as identifying bilingual staff upon hiring;
2. Advocating for Language Access to be included in the citywide Diversity, Equity, and Inclusion Equity Plan (ratified by the school board), specifically addressing redundancies and gaps in service to multilingual students and families;
3. Coaching for school-level administrators and stakeholders in the creation of site-based FamilyVoice and StudentVoice Groups as well as best practices for welcoming all families, involvement, and engagement;
4. Creation of a FACE Model Designation for schools who show evidence of best practices across the three core principles of Family Engagement

RESEARCH

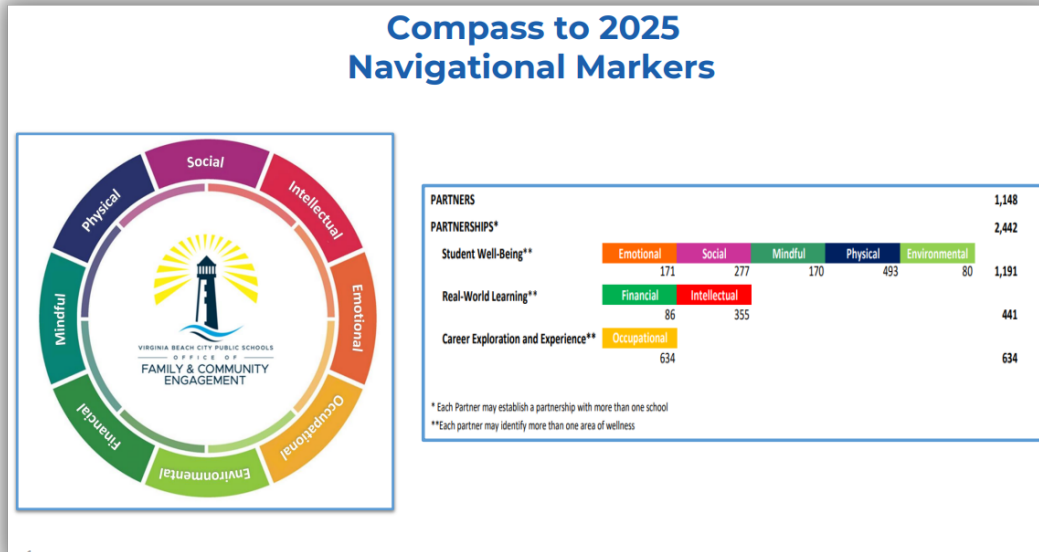


Dr. Karen Mapp's Dual Capacity-Building Framework



Data from the 2021 and 2022 Student Needs Survey on populations in need of additional supports

PLANNING



Categorization of community partners according to wellness factor

FAMILY OUTREACH REPRESENTATIVE

GENERAL RESPONSIBILITIES

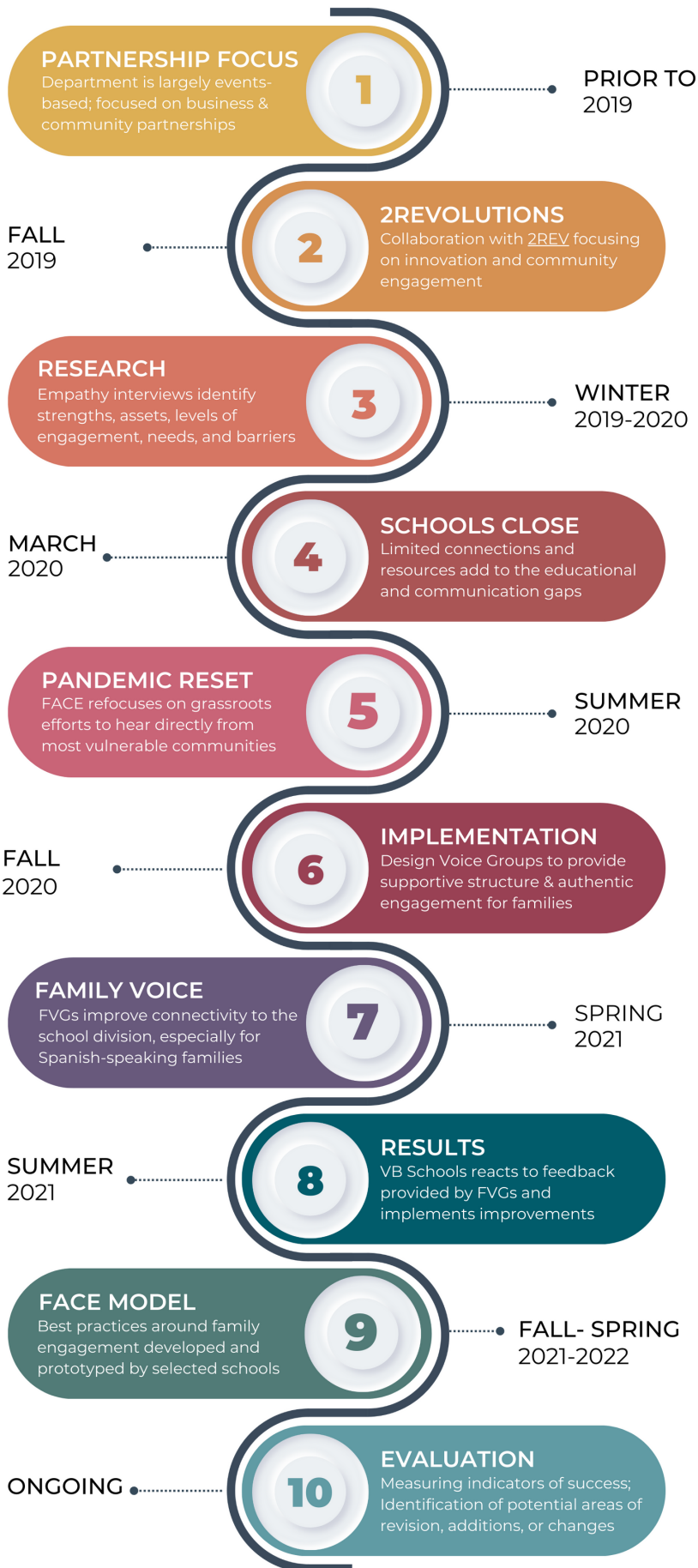
Under the leadership of the Director of Family and Community Engagement, the position is responsible for creating a partnership between the home, parent, community and school that results in all stakeholders being better prepared and more confident in their ability to help students succeed in school. The position is responsible for helping parents be more confident and informed in their ability to make decisions on educational opportunities for their child(ren). This is a collaborative position that works closely with school staff, community members, partners and families to develop programs and activities geared to reach families who are underrepresented because of social, economic, racial, and/or language barriers.

ESSENTIAL FUNCTIONS
(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

Development and hiring of Family Outreach Representative Position

PROJECT TIMELINE

IMPLEMENTATION



IMPLEMENTATION

Flyers for Family Voice Empowerment Groups

FAMILY VOICE GROUPS 22 23

1ST WEDS **ELEMENTARY**
10AM @ 6PM

MIDDLE SCHOOL **2ND WEDS**
10AM @ 6PM

3RD WEDS **HIGH SCHOOL**
10AM @ 6PM

AFFINITY FVGS **WEEK FOUR**

Scan here for more information

FAMILY VOICE EMPOWERMENT

FACE hosts Family Voice groups that meet virtually once a month to hear from our families about their experiences with VB Schools.

CLICK ON THE NAME OF THE GROUP TO REGISTER

VOZ HISPANA
El martes final del mes a las 19:30 horas

ASIAN VOICE
Last Thursday of the month at 6:30pm

MILITARY VOICE
Last Wednesday of the month at 6:30pm

EXTRAORDINARY STUDENTS WITH DISABILITIES
Last Wednesday of the month at 6:30pm

WHAT IS A FAMILY VOICE GROUP?
• A SAFE SPACE TO SHARE AND HAVE YOUR VOICE HEARD
• CREATED TO LEARN DIRECTLY FROM FAMILY MEMBERS AND STUDENTS FROM VB SCHOOLS

For more information, contact the FACE Office at VBCPSFACE@vbschools.com or 757-265-1821

MAKE YOUR VOICE HEARD

AFRICAN-AMERICAN GIRLS STUDENT VOICE EMPOWERMENT GROUP
Share your experiences & advocate for change

THIRD WEDNESDAYS AT 2:15 - CLICK HERE TO JOIN NOW - BE THE CHANGE

THE OFFICE OF FAMILY AND COMMUNITY ENGAGEMENT INVITES YOU TO JOIN US

FOR A

MILITARY FAMILY VOICE GROUP
(FAMILIES WITH STUDENTS CURRENTLY IN A VB SCHOOL)

For Military Families to come and share your experiences in VB Schools, be an advocate for change, and have your voice heard.

5:30-7:30
OCTOBER 24
NOVEMBER 16
JANUARY 25
FEBRUARY 22
MARCH 22
APRIL 26

REGISTER HERE

VOZ HISPANA

Regístrate ahora

El martes final de cada mes a las 19:30 horas

25 de octubre 28 de febrero
22 de noviembre 28 de marzo
24 de enero 25 de abril

Asian Voice
FAMILY EMPOWERMENT GROUP

亞洲發言

Welcome to Asian Voice, a community group for Virginia Beach families where you can share your experiences and learn more about the school division.

MARCH 24TH - 4:30PM

CLICK HERE TO REGISTER OR CALL SEN WEN @ (757) 580-6070

SECOND TUESDAYS AT 3PM

01.11
02.08
03.08
04.05
05.10

THE OFFICE OF FAMILY & COMMUNITY ENGAGEMENT

LGBTQIA+ STUDENT VOICE GROUP

MEET MONTHLY TO SHARE YOUR EXPERIENCES AND LEARN ABOUT WELLNESS AND COMMUNITY RESOURCES

CLICK HERE TO REGISTER OR EMAIL RKTHOMP@VBSCHOOLS.COM

Extraordinary Students with Disabilities
Family Voice Empowerment Group

Wednesday, April 20th
6:30pm

Click [HERE](#) to register now

Meet monthly via Zoom to:

- Be heard
- Share your experiences
- Encourage others to use their voice
- Make a difference

Questions?
Call 757-585-3125 or email Rowena.Cesick@vbschools.com

Virginia Beach school district creates focus groups of parents and students to find out what they need

By Peter Coulu
The Virginian-Pilot - Mar 19, 2021 at 7:33 am



Expand



Geneva Wolfarth helps Virginia Beach bus driver Marge Moore load a bus with food to deliver to the community on Monday, Dec. 21, 2020, outside of Renaissance Academy in Virginia Beach. Moore, who has been a bus driver for 49 years, was one of two Virginia public school employees to be nominated for the U.S. Department of Education's "Recognizing Inspirational School Employees Award." (Kaitlin McKeown/Virginia Media)

News Coverage of FVGs

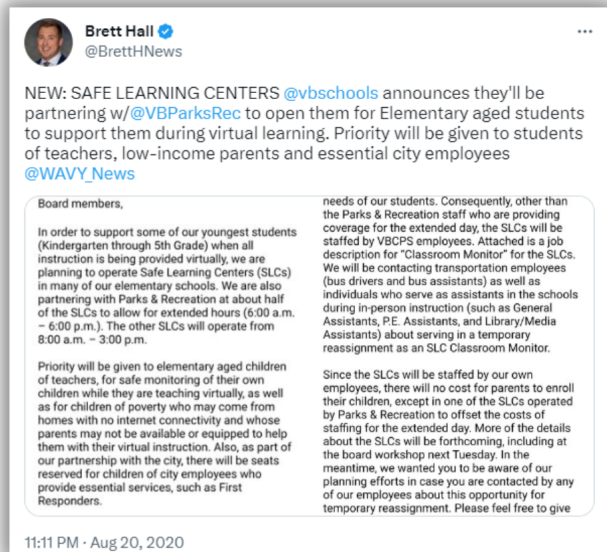
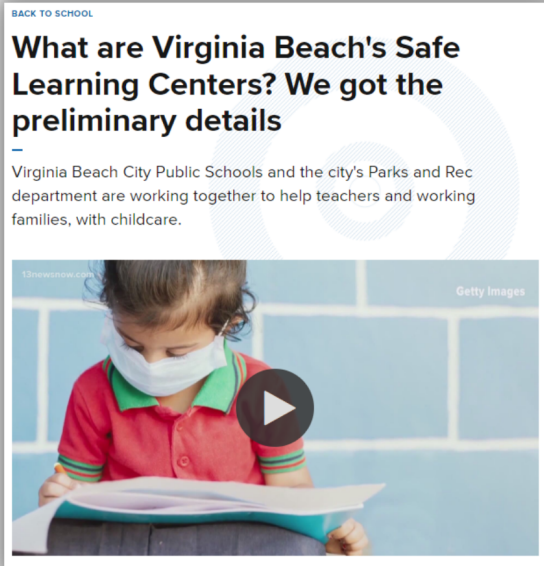
SAVE THE DATE
for our first-ever
Citywide FamilyVoice
virtual meeting

REGISTER NOW

Meet other Family Voice members from across the division and share your experiences with Dr. Spence

IMPLEMENTATION

Media Coverage of Safe Learning Centers



On-site Community Events



IMPLEMENTATION



VIRGINIA BEACH CITY PUBLIC SCHOOLS
OFFICE OF
FAMILY & COMMUNITY
ENGAGEMENT

WELLNESS SEMINAR



PRESENTED BY VB SCHOOLS
OFFICE OF FAMILY & COMMUNITY ENGAGEMENT

Join us for a special seminar event featuring a panel of professional mental health experts from CHKD.

MAY 25, 2021
6:30 - 7:30PM



PRE-REGISTER BY COMPLETING THIS GOOGLE FORM: [HTTPS://FORMS.GLE/GJRUWHNZKQF73UMF7](https://forms.gle/GJRUWHNZKQF73UMF7)



VB Schools Families!
YOU'RE INVITED TO THE 2021



Restock-n-Roll

Drive Through Supply Giveaway

16 NOVEMBER 2021
FROM 3-6 PM

Free!

The FACE Center
641 Carriage Hill Road, Suite 200
Virginia Beach, VA 23452

**FREE BACKPACKS,
SCHOOL SUPPLIES,
& WEEKEND FOOD BAGS!**

*while supplies last



Creation of FACE Resource Page



FACE Resources

Home Well-Being VB/CPS Support Military Support Special Needs Support ESL/Recursos en Español Gifted Learning Support LGBTQIA* Support Online Learning Support Summer School/Enrichment F.A.C.E. Time Newsletter Contact Information

Resources

Office of
Family & Community Engagement

Virginia Beach City Public Schools



Mission: Engage and empower family and community stakeholders through division collaboration of resources, services and information that leads to a well-balanced and successful student.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
OFFICE OF
FAMILY & COMMUNITY
ENGAGEMENT

IMPLEMENTATION


Need Help? VBCPS can help you in your own language!

¡Hola! ¿Necesita ayuda? VB Schools puede ayudarle en su propio idioma. Solo señale este letrero.

Kamusta! Naghahanap ng tulong? Matutulongan ka ng VB Schools sa iyong sariling wika. Ituro lamang ang sign na ito.

Xin chào quý vị! Quý vị cần trợ giúp? VB Schools có thể giúp bằng chính ngôn ngữ của quý vị. Quý vị chỉ cần chỉ vào biển báo này.

您好！需要幫助嗎？VB 學校可以使用您的語言協助您。只需點擊這個符號。



VIRGINIA BEACH CITY PUBLIC SCHOOLS
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LANGUAGE AMBASSADORS



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Una sesión especial de HispanicVoice con médicas del hospital infantil CHKD.



La Dra. Arzubi-Hughes y la Dra. Leader se unirán a nuestro grupo para responder a las preguntas que las familias hispanohablantes puedan tener sobre la atención médica en el área de Virginia Beach.

- ✓ Preguntas generales
- ✓ Programas para familias hispanas
- ✓ La vacuna contra Covid
- ✓ Información sobre el hospital infantil

14 de diciembre a las 7:30 p.m.


Haga clic para registrarse ahora

<https://vbschools.zoom.us/j/6744188153?pwd=VjhlZmFnZWV3RjR5ZlRwTHRlTHJlQ1o9>

ENLACES FAMILIARES DE ESCUELAS ESL

en las Escuelas Públicas de Virginia Beach

A partir de marzo de 2022
Personal bilingüe
Contáctenos hoy mismo!



Número telefónico
Correo electrónico



VIRGINIA BEACH CITY PUBLIC SCHOOLS
OFFICE OF
FAMILY & COMMUNITY
ENGAGEMENT

Welcoming EL Families

VB Schools Office of Family and Community Engagement



VIRGINIA BEACH CITY PUBLIC SCHOOLS
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ENGAGEMENT

IMPLEMENTATION



BECOME A FACE MODEL SCHOOL

"Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment." - Henderson & Mapp



WHAT IS A FACE MODEL SCHOOL?

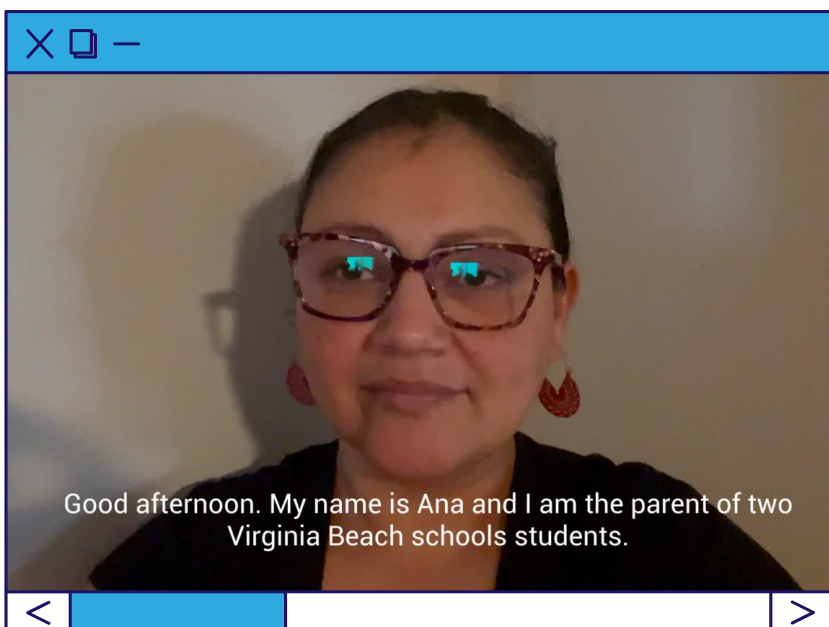
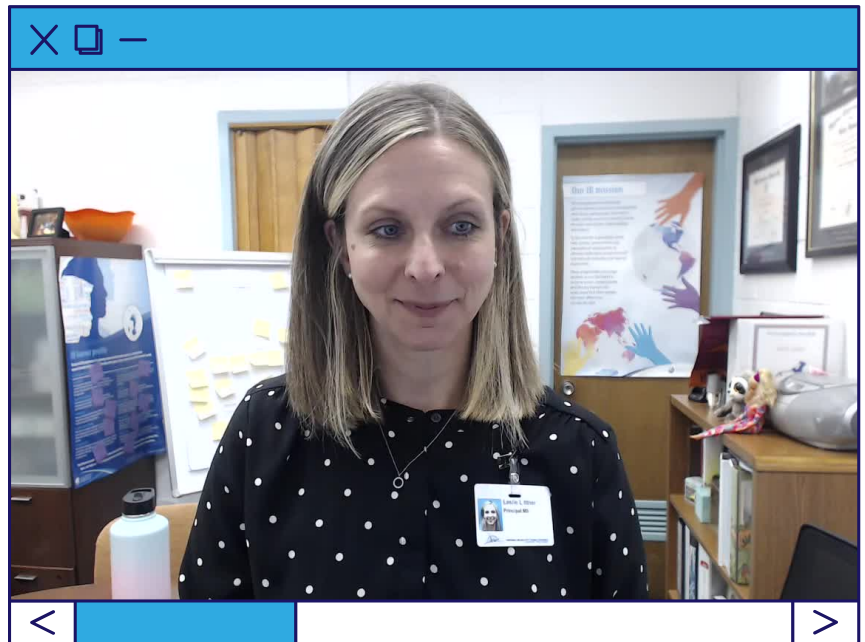
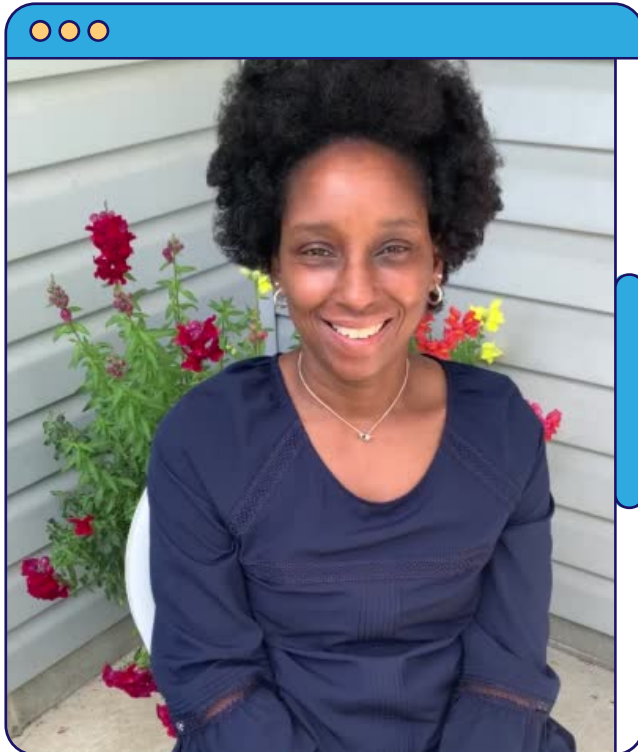
- A WELCOMING ENVIRONMENT FOR ALL FAMILIES
- HIGH LEVELS OF INVOLVEMENT FROM STUDENTS, STAFF, AND FAMILIES
- EXPANDED OPPORTUNITIES FOR FAMILY ENGAGEMENT
- DIVERSE AND HIGHLY-TRAINED STAFF THAT KNOWS HOW TO ENGAGE WITH AND SUPPORT FAMILIES

HOW DO WE BECOME A FACE MODEL SCHOOL?

- Form a team that represents all stakeholders in your school
- Commit to the process with all stakeholders
- Identify and maximize best practices that already exist in your school in each focus area
- Commit to family engagement as a priority in your school's PCI
- Communicate the process to school staff and community through a Town Hall or Community Conversation event
- Conduct surveys to better understand families' experiences
- Assess and re-assess to identify problem areas
- Complete mandatory and recommended trainings, as determined by your school's specific goals
- Increase partnerships with various stakeholders
- Strengthen relationships with your feeder pattern schools
- Establish family and student voice empowerment groups
- Create a FACE Model digital school portfolio to document your progress
- Establish a continuing practice of reassessment

EVALUATION

Video testimonials from members of three FamilyVoice Empowerment Groups and an administrator who worked with FACE throughout the process



EVALUATION

Email feedback from members of Family Voice Engagement Groups

Good evening Leslie,

Wanted to share another reason I've enjoyed these meetings. It's a safe place, I've always wanted to speak at the school boards over the years. But man some adults just act terrible in public. So being apart of these meetings. No matter what is talked about everyone is respectful. You make us feel heard. So thank you for being you. It was an honor to be heard by Dr. Spence, he truly is a world class guy. I'm do grateful to be a product if VBCPS, moved back to vb so my kids could get a better education. Now, well I have my dream job, I love what I do, I love that my admins, and my admins admins make us feel welcomed. I'm glad I can be a voice for those feeding our amazing students.

Nicole—thank you so much for the introductions to Leslie and Rachel.

Leslie—my heart feels a bit fuller after reading the description of the Family Voice Empowerment Group. I would be honored to participate and help in any way. It's a bit serendipitous that the first meeting is tonight, and I would love to attend. I'm so glad VBCPS have these groups and I'm very appreciative of your leadership to bring everyone together.

I have two kiddos at ODS (4th and 5th grade) and would be happy to be a thought partner on solving some of our communities challenges.

Many thanks,

Buenos días Rachel,

Quiero agradecerle por esta gran oportunidad para nuestras familias latinas , gracias por escuchar algunas de las necesidades que tenemos como latinos que como sabes el idioma siempre es una barrera muy fuerte para la comunicación.

Hay algunos padres de familia donde su educación escolar es muy baja, oh de plano no saben escribir o leer en español, ellos se frustran por no poder ayudar a sus hijos con las tareas que les mandan. Es la razón por la cual muchos estudiantes latinos no llegan a obtener calificación alta.

Tengo mucho que compartir, será en otro momento.

Te agradezco mucho a ti y al Dr Alexander por ayudarnos a que sucediera.

Excelente día.

Nothing is impossible