Prince George’s County Public Schools:
Supporting Our International Students and Families

Blueprint for Maryland’s Future: EL Workgroup

September 14, 2021
Dr. Jennifer Love
131,657 students
59,972 International students
208 schools
28,224 ELs
153 languages
145 countries
Language Access & Equity

Language Access Laws
- ✔ Title VI
- ✔ Executive Order 13166
- ✔ 1970 Memo
- ✔ 2015 guidance

Title I

Title III

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child’s school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent’s request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child’s school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child’s English language proficiency level, programs and services available to meet your child’s educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit http://www2.ed.gov/About/offices/list/ocr/loci/fdr-factsheet-el-students-201501.pdf.
PGCPS Office of Interpreting & Translation
“Connecting Families & School Communities”

- Established in 1993; formalized in 2010
- Temporary on-call interpreters; representative of 21 languages
- Full-time translators & temporary on-call translators
- Interpreting Coordinator & Translation Coordinator

2020-21 Interpreting Data
19,285 requests
98% fill-rate

2020-21 Translation Data
4,201 projects
Target word count
8,510,523
Pre-arranged meetings & events
In-person & virtual remote interpreters

On the spot & “outbound”
Telephonic interpreting

Bilingual staff are valued and critical for
direct communication!
**Translation “On-Demand”**

Systemic projects & school-based communication

**Document Translation Library**
Professional Language Access Community

PLAC Framework

- Hiring/Assessment Practices
- Nurturing Growth
- Building Context
- Building Investment

Love (2018)
Hiring/Assessment Practices

Human Resources Position Control
Job descriptions, posting timeline, and iRecruitment management

Interview & Assessment Protocol
Interview process, interpreter assessment and translation assessment with rubric

Qualified & Capable Language Access Team
Language access team with a balance of skill and credentials to provide professional and efficient services across the district.
Building Investment

- Language Access Administrative Procedure
- Process-oriented workflow
- New interpreter training/translation staff on-boarding
- Interpreter Bank Handbook & Standards of Practice
- Internal terminology glossaries
- SY22 High school course: *Foundations of Interpreting & Translation*
Building Context

**Back-to-School PD**
August
- District updates
- OIT procedural updates
- Back to School information
- Specialized training

**Mid-Year PD**
December
- Scenarios & reflective practice
- Infants & Toddlers/Early Childhood Council updates
- Cultural Connections

**End of Year PD**
June
- Recognition & Celebration!
- Opportunities for professional growth
- Specialized training
Nurturing Growth

- Attending professional conferences & workshops
  - American Translators Association (ATA)
  - National Capital Area Translators Association (NCATA)
  - Maryland ELL Family Involvement Network (MELLFIN)
  - National Center for Interpretation, University of Arizona

- Leading professional development sessions for the Professional Language Access Community
Certificate Program for Professional School Counselors

(ESOL Office & International Student Admissions Enrollment Office)

Program developed in conjunction with the University of Maryland specifically aimed to build counselors’ capacity in working with and supporting multilingual learners.

Technical Support Sessions

Counselor technical support sessions with ESOL leadership to align scheduling for multilingual learners.

School-Based Professional Development

Counselors are trained on supporting their multilingual learners and the effective use of language access resources.
Supporting Paraprofessionals

Over past five years...

Targeted Professional Development for Paraprofessionals

New Program: Building context- “Who Are ELs” & providing strategies for support

SY2022