



# Guidance for English Learner Parent Advisory Councils

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# Introduction

Families and their communities foster a child’s academic and social and emotional development and growth. As such, collaborative partnerships among schools, families, and community organizations are crucial to student engagement and success. One way for schools to form partnerships with parents and guardians<sup>1</sup> of English Learners (ELs) is to establish English Learner Parent Advisory Councils (ELPACs) to promote and support the success of ELs.

A school district or charter school operating a language acquisition program for ELs serving 100 or more ELs or in which ELs comprise at least five percent of the district’s or charter school’s student population, whichever is less, are required to establish an ELPAC. Additionally, ELPACs are also required in each school designated as “underperforming” or “chronically underperforming” and operating a program for ELs.<sup>2</sup> ELPACs are intended by law to advise school districts and schools regarding matters that impact ELs, such as providing advice on English learner education programs, meeting regularly with school officials about educational opportunities for ELs, and providing input on school or district improvement plans as they relate to ELs.



This document guides districts and schools in establishing and supporting effective principles for promoting and strengthening school-family partnerships, and offers recommendations for developing and supporting successful ELPACs.



<sup>1</sup> Hereafter referred to as “parents,” Recognizing that there is a variety of family and guardian structures.

<sup>2</sup> M.G.L. c. 71A, §6A. ELPACs are also required in each school designated as “underperforming” or “chronically underperforming” and operating a program for ELs. M.G.L. c. 69, §1I.

# ELPAC Requirements

## ELPACs in School Districts and Schools

The "Act Relative to Language Opportunity for Our Kids," Chapter 138 of the Acts of 2017, commonly referred to as the "LOOK Act," was signed into law by Governor Baker on November 22, 2017. Related to ELPACs, the LOOK Act requires the following schools or districts to establish ELPACs:

- ✓ School districts or charter schools operating a language acquisition program for ELs serving 100 or more ELs or in which ELs comprise at least five percent of the school district's or charter school's student population, whichever is less;
- ✓ Schools designated as underperforming or chronically underperforming and operating a program for ELs

School district and schools required to establish an ELPAC must annually notify parents of ELs in writing of the opportunity to participate in the ELPAC. Districts should provide notification to parents in a language they can understand.<sup>3</sup>

Consistent with the availability of staff and resources, school districts and schools must assist ELPACs in their operations and activities, within a reasonable amount of time and without charge.<sup>4</sup>

### *In what other ways can districts help ELPACs?*

District and school staff can help the ELPAC schedule meetings, recruit parents to become involved, and facilitate information sessions for parents.

## ELPAC Membership and Duties

ELPAC membership is voluntary and is open to all parents of students identified or previously identified as ELs.<sup>5</sup> To the extent feasible, the ELPAC should include members who represent the native languages most commonly spoken by the students in the district or school.<sup>6</sup>

<sup>3</sup> 603 CMR 14.09(3).

<sup>4</sup> M.G.L. c. 71A, § 6A, 603 CMR 14.09(5).

<sup>5</sup> M.G.L. c. 71A, § 6A, 603 CMR 14.09(4).

<sup>6</sup> M.G.L. c. 71A, § 6A.

ELPACs advise school districts, school committees, and boards of trustees on matters related to English learners.<sup>7</sup> A school district or school may also ask the ELPAC to provide advice or recommendations on other matters. The ELPAC can also provide school officials with advice on topics that parents believe are important to ELs. For example, ELPACs may advise districts and schools on requests submitted by parents to establish new language acquisition programs.<sup>8</sup>

### ELPAC Duties

- Providing advice to the district or school regarding its English Learner Education programs;
- Meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for ELs;
- Participating in the review of school improvement plans and district improvement plans as the plans relate to ELs;<sup>9</sup> and
- Reviewing proposals by the school district to offer a new instructional program for ELs.<sup>10</sup>

When first established, the ELPAC must create bylaws regarding officers and operational procedures.<sup>11</sup> The bylaws can define, among other things, the leadership roles and responsibilities, the process for selection of officers, the frequency of meetings, and the process for amending the bylaws. Additionally, the ELPAC may establish guidelines for attendance and participation of non-members.

### Establishing Bylaws

It can be helpful to consider the questions below when establishing bylaws:

- What is the purpose of the ELPAC?
- What is the process to elect officers?
- What are the responsibilities of an ELPAC officer?
- When, where, and how often will the ELPAC meet?
- How can non-ELPAC members participate in ELPAC meetings?
- What are some outreach plans to maximize the representation of ELs from different schools, grade levels, language, and cultural backgrounds?

<sup>7</sup> M.G.L. c. 71A, § 6A, 603 CMR 14.09(5); M.G.L. c. 71, § 59C

<sup>8</sup> If a school district or charter school receives requests from the parents or legal guardians of not less than 20 students to implement a specific program to provide language instruction in that school district or charter school, the school district or charter school shall, no later than 90 days after receiving the request, respond and provide: (i) a plan for implementation of the requested program; or (ii) a denial of the request, in writing, including an explanation of the denial. M.G.L. c. 71A, § 5(b).

<sup>9</sup> M.G.L. c. 71, § 59C (School Improvement Plans); M.G.L. c. 69, § 1I (District Improvement Plans).

<sup>10</sup> A school district that intends to offer a new English language education program in the next academic year must submit to the Department and the district's ELPAC certain information about its proposed program. M.G.L. c. 71A § 4; 603 CMR 14.04(4).

<sup>11</sup> M.G.L. c. 71A, § 6A, 603 CMR 14.09(5).

## Additional Requirements

The Department recommends that ELPACs operate in a manner consistent with the Open Meeting Law.<sup>12</sup>

## Best Practices: Developing and Supporting Effective ELPACs

Effective ELPACs build on school-family partnerships that regard student learning and school improvement as a shared responsibility between schools and families.<sup>13</sup> These partnerships, established through relationships based on mutual respect and trust, can build bridges and enable parents to engage in the education of their children.

ELs are one of the fastest growing groups of students in Massachusetts' schools and among the most diverse racially, socio-economically, culturally, and linguistically. ELs represent over 10% of the student population in Massachusetts public schools<sup>14</sup> and speak over 150 different languages at home.<sup>15</sup> The prior schooling and literacy learning experiences of many ELs and their families are quite distinct from that of their native English-speaking peers.<sup>16</sup> ELs and their families bring a depth of personal, social, cultural resources, as well as their academic, workplace, and world experiences to our communities. It is crucial that ELPAC members feel valued in the partnership efforts.



The overall goal is to develop effective, self-sustaining ELPACs that help the academic success of all ELs and former ELs. ELPACs benefit when multiple stakeholders – including district and school leaders, program administrators, program coordinators, teachers, and other school staff – collaborate to support and build positive relationships with parents and families. This section outlines practices that districts should consider to create successful ELPAC partnerships.

<sup>12</sup> For more information about the Open Meeting Law, please see <https://www.mass.gov/the-open-meeting-law>.

<sup>13</sup> American Institutes for Research (SEDL) and the U.S. Department of Education (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. <https://www2.ed.gov/documents/family-community/partners-education.pdf>

<sup>14</sup> Massachusetts Department of Elementary and Secondary Education, 2017-18 Selected Populations Report. [http://profiles.doe.mass.edu/state\\_report/selectedpopulations.aspx](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx)

<sup>15</sup> US Census, Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013 <https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html>

<sup>16</sup> Zacarian, D. (2013). *Mastering academic language: a framework for supporting student achievement*. Thousand Oaks: Corwin Press.

## Building Collaborative Partnerships

ELPAC members should establish reliable and effective communication systems at the beginning of ELPAC implementation. ELPAC members should regularly disseminate information about ELPAC activities to families within the school district or school, and to other stakeholders. District or school administrators can assist these efforts by including ELPAC updates in school notices or district calendars.

Districts and schools can assist ELPACs in scheduling meetings, securing meeting space, and language assistance. Districts and schools can also set up regular meetings and communication to ensure that district leaders promptly address parents' needs.

It is important for ELPACs to build partnerships with district and school staff and leaders, community organizations and other councils. [Appendix B](#) provides considerations for building strong partnerships between ELPACs and others. Districts and schools can contribute to these efforts by training teachers and staff on the role of ELPACs so that they can inform parents and support their participation. Implementing culturally proficient practices can also enhance the partnership between schools and families from diverse cultural backgrounds.<sup>17</sup> Also, districts and schools might consider recruiting parents from different language backgrounds to become Parent Liaisons to conduct parent outreach. Districts and schools can also request assistance from different local community and civic organizations to inform parents of the opportunities to participate in the ELPAC or contribute in other ways. Please see [Appendix C](#) for additional questions (suggestions/ideas) on building collaborative relationships between ELPACs and school districts.

### Building Collaborative Partnerships

The success of ELPACs depends on building supportive and trusting collaborative partnerships among and between parents, school staff and leaders, and community members. For this to occur, families and school district personnel need to understand and appreciate each other's roles and strengths in supporting EL education.

## Collaborating with Other Councils

Partnerships between ELPACs and other district and school parent advisory groups, such as School Councils and Special Education Parent Advisory Councils (SEPACS) can strengthen the representation of ELs throughout the district and the inclusion of EL parents who would like to participate in these groups. Partnerships can include sharing information and experiences, holding joint meetings, and other activities that promote

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<sup>17</sup> For more information about cultural proficiency, see *Cultural Proficiency: A Strategy to Address Equity Gaps in Students' Achievement and Learning Experiences*, located at <http://www.doe.mass.edu/educators/equitableaccess/culturalproficiency.pdf>

collaboration. For example, all districts are required to have a SEPAC for parents of students with disabilities.<sup>18</sup> The SEPAC has a similar advisory role as the ELPAC and focuses on supporting the education of students with disabilities. Additionally, the SEPACs support the needs of ELs with disabilities. Therefore, partnerships between ELPACs and SEPACs can strengthen supports for ELs with disabilities throughout a district and school. It may also be helpful for ELPACs to collaborate with other school-based groups that have high EL parent participation.

### **Collaborating with Community Partners**

Districts and schools can support the success of ELPACs by connecting with community partners such as local community organizations, businesses, non-profit organizations, youth organizations, universities, libraries, and family centers. Partnerships with cultural communities representing the various cultures of the families in the district and school can be especially helpful in supporting parents who are not familiar with the school system and the duties of the ELPAC. Moreover, community partners can help address language or cultural barriers that might prevent the type of partnerships that support successful ELPACs. Community partners may also provide additional resources to support the operation of ELPACs, such as coordinating transportation, securing meeting facilities, and conducting workshops. Please see [Appendix B](#) for additional questions regarding collaborative partnerships.

### **Supporting and Sustaining ELPACs**

Maintaining an active and engaged ELPAC is key for ongoing sustainability, especially when experienced members exit the school system and new families enter. Districts and schools can provide ELPAC members with support regarding the roles and activities associated with operating the ELPAC. Districts and schools can help ELPACs build the capacity of current and future ELPAC officers and members. For example, districts and schools might provide support for current ELPAC leaders on how to recruit new members and mentor future leaders.

It is also important to regularly recognize the involvement of parents and celebrate the achievements of the ELPAC. Districts and schools can share reports on ELPAC activities and successes in their newsletters, with recognition for the families involved and for the community organizations and other stakeholders that provided support to ELPACs.

#### **Fundraising**

An ELPAC may engage in fundraising activities, such as a bake sale or other activity, to raise money for the ELPAC, but is not required to do so. If an ELPAC does engage in fundraising activities, it must comply with the applicable legal requirements.<sup>19</sup>

<sup>18</sup> See *Guidance for Special Education Parent Advisory Councils*, located at <http://www.doe.mass.edu/sped/pac/>.

<sup>19</sup> Please, see <http://www.mass.gov/ago/doing-business-in-massachusetts/public-charities-or-not-for-profits/soliciting-funds/professional-fundraiser-guide.html>.

# Appendices

## Appendix A. Links and Resources

### Massachusetts Department of Elementary and Secondary Education Webpages

English Language Learners <http://www.doe.mass.edu/ell/>

Family and Community

Engagement [http://www.doe.mass.edu/FamComm/f\\_involvement.html](http://www.doe.mass.edu/FamComm/f_involvement.html)

### Guidance and Resources

Cultural Proficiency: A Strategy to Address Equity Gaps in Students' Achievement and Learning Experiences. <http://www.doe.mass.edu/educators/equitableaccess/culturalproficiency.pdf>

Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners. (November, 2017) <http://www.doe.mass.edu/ell/guidance/Guidance.pdf>

Massachusetts Family, School, and Community Partnership Fundamentals. (March 2015) [www.doe.mass.edu/bese/councils/parent/FSCPfundamentals.pdf](http://www.doe.mass.edu/bese/councils/parent/FSCPfundamentals.pdf)

### General Websites and Other Resources

Bridging Refugee Youth & Children's Services (BRYCS) <http://www.brycs.org> (Search on "Family Engagement")

Center for Applied Linguistics: Resources for Promoting Parental Involvement in TWI Programs [http://www.cal.org/twi/toolkit/PI/res\\_e.htm](http://www.cal.org/twi/toolkit/PI/res_e.htm)

Colorín Colorado: ELL Family Outreach <http://www.colorincolorado.org/ell-family-outreach>

Larry Ferlazzo's Websites of the Day: A Collection Of "The Best..." Lists On Parent Engagement. <http://engagingparentsinschool.edublogs.org/2011/12/03/a-collection-of-the-best-lists-on-parent-engagement-2011/>

Larry Ferlazzo's Websites of the Day: Useful Parent Engagement Resources (May 2018) <http://engagingparentsinschool.edublogs.org/2018/05/06/mays-2018-useful-parent-engagement-resources-part-one/>



New America. Early Learning in the Digital Age: An Interactive Toolkit for Family Engagement. <https://www.newamerica.org/in-depth/family-engagement-digital-age/>

Migration Policy Institute. Addressing Barriers to Successful Engagement of Immigrant and Refugee Parents of Young Children (2014). <https://www.migrationpolicy.org/multimedia/addressing-barriers-successful-engagement-immigrant-and-refugee-parents-young-children> (webinar)

Parent Institute for Quality Education (PIQE). [www.piqe.org](http://www.piqe.org)

TESOL International Association Community and Family Toolkit. <http://www.tesol.org/docs/default-source/advocacy/tesol-community-and-family-toolkit.pdf?sfvrsn=0>

U.S. Department of Education, Family and Community Engagement. <https://www.ed.gov/parent-and-family-engagement>

Velazquez Press. Family Engagement Program. <https://velazquezpress.com/content/velazquez-press-family-engagement-program#tab-2>

### **Books, Reports, and Articles**

Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. (2013). American Institutes for Research (SEDL) and the U.S. Department of Education. <https://www2.ed.gov/documents/family-community/partners-education.pdf>

Constantino, S. M. (2016). Engage Every Family: Five Simple Principles. Thousand Oaks, CA: Corwin Press.

Gross, J. & Ntagengwa, C. (2016). Challenges in Accessing Early Childhood Education and Care for Children in Refugee Families in Massachusetts (Migration Policy Institute). <https://www.migrationpolicy.org/research/challenges-accessing-early-childhood-education-and-care-children-refugee-families>

Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York, NY: The New Press.

Sheldon, S.B. & Jung, S.B. (2005). The Family Engagement Partnership: Student Outcomes Evaluation (John Hopkins University, School of Education). [http://flamboyanfoundation.org/wp/wp-content/uploads/2015/09/JHU-STUDY\\_FINAL-REPORT.pdf](http://flamboyanfoundation.org/wp/wp-content/uploads/2015/09/JHU-STUDY_FINAL-REPORT.pdf)

Focus on Family Engagement. (2015) WIDA. *Also in Spanish*.  
<https://www.wida.us/professionaldev/educatorresources/focus.aspx>

Zacarian, D. and Silverstone, M.A. (2015). In It Together: How Students, Families and Community Partnerships Advance Engagement and Academic Achievement in Diverse Classrooms. Thousand Oaks, CA: Corwin Press.

Zacarian, D., Alvarez-Ortiz, L., Haynes, J. (2017). Teaching to Strengths: supporting students living with trauma, violence and chronic stress. Alexandria, VA, ASCD.

*\*\*The links and resources referenced in this document to assist school districts and schools do not constitute an endorsement of any product or service.*

## Appendix B. Building Collaborative Partnerships

The success of ELPACs depends on building supportive and trusting collaborative partnerships among and between parents, school staff and leaders, and community members. For this to occur, families and school district personnel need to understand and appreciate each other's roles and strengths in supporting EL education.

The table below provides questions to consider to build a collaborative partnership between ELPAC members and others.

### Encouraging Collaboration

Families from other countries and cultures may have very different experiences with and expectations about parental involvement in the schools.

#### Questions to Build Partnerships

- What are the opportunities for parents and family members to support and be involved in their children's education in this district and school?
- How do other individuals and groups within the school support the success of ELs? What programs and services are available in the district or school for ELs? For example:
  - English language programs, such as Sheltered English Immersion, dual language education or two-way immersion, and transitional bilingual education
  - Academic programs and support for ELs
  - Student services, such as special education and guidance
  - Heritage, world language, and Seal of Biliteracy programs
  - Other supports for ELs and their families
- What knowledge and skills can parents and families share with the school community?
- What additional support do families need to enable their participation in the ELPAC?
- How can the ELPAC provide regular input to the school district, the school committee or board of trustees?

The following are additional questions to help build a collaborative relationship between the ELPAC and other councils.

#### Questions to Build Partnerships with other Councils

- What are the roles and purposes of our councils in advising the school district or school?
- How is our work similar? How is it different? How can we align our efforts?
- What are some recent achievements of the council? What can we learn from these successes?
- What issues or concerns can we address together?

The following are additional questions to help build collaborative relationships between ELPACs and community organizations.

#### Questions to Build Partnerships with Community Organizations

- How can the organization support our council?
- How are parents in our school community involved in the organization? Do any parents have active or leadership roles in the organization?
- What is the best way for us to communicate and work together?

## Appendix C. Strengthening School-Family Partnerships

Strong school-family partnerships are key for successful ELPACs. Partnerships built on mutual respect and trust and based on a foundational belief that student success and district improvement are a joint responsibility. Districts and schools can greatly assist educators and families in successfully creating and sustaining school-family partnerships by providing support and activities that help develop the skills, knowledge, confidence, and attitudes for successful and productive partnerships. Districts and schools can support this capacity-building by providing professional development for educators, seminars or workshops for families, and joint parent-teacher partnership activities.<sup>20</sup>

Districts can use the following Family Engagement Principles to help build or strengthen school-family partnership and develop practices that are inclusive and welcoming to all families.

Family Engagement Principles	
<b>1 Engage Every Family</b>	Schools foster a welcoming culture for all parents and invest in professional development to increase cultural and linguistic competencies among district leaders, school principals, teachers, and staff.
<b>2 Build Effective Communication</b>	Schools develop communication systems that consistently account for cultural and language differences, diminish barriers, and provide access to information to parents.
<b>3 Empower Families as Partners</b>	Schools help families gain knowledge about the school system, affirming the role of families as genuine partners in support of student learning and achievement.
<b>4 Involve Families in Decision-Making</b>	Schools develop structures for parent forums and focus groups, anchored by cultural and language supports, which provide parents with the opportunity to have a voice and participate in decision-making.
<b>5 Leverage Community Partnerships</b>	Schools involve community partners that can serve as important bridges to develop strong, trust-based relationships with parents.

The specific practices to foster family engagement may differ from district to district and should respond to the needs of local schools, families, and communities. The following pages describe each Family Engagement Principle with indicators of successful family engagement and examples of how schools can implement the principles.

<sup>20</sup>American Institutes for Research (SEDL) and the U.S. Department of Education (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. <https://www2.ed.gov/documents/family-community/partners-education.pdf>.

## Family Engagement Principles

### 1 Engage Every Family

Schools foster a welcoming culture for all parents and invest in professional development to increase cultural and linguistic competencies among district leaders, school principals, teachers, and staff.

#### Indicators

- The norms, values, and actions of the school include families as integral partners to support student learning.
- Welcoming practices are in place to engage every new family that joins the school.

#### Examples

- ✓ Signs posted in the schools use friendly language, translated into languages spoken by the student body.
- ✓ Schools have family appreciation events for current families at the school.
- ✓ School staff expresses appreciation to parents for coming to the school and for the time they invest in school-based meetings.
- ✓ Schools work with nearby community partners to support families in accessing community-based resources and engaging in school-family partnerships.

### 2 Build Effective Communication

Schools develop communication systems that consistently account for cultural and language differences, diminish barriers, and provide access to information to parents.

#### Indicators

- Language assistance resources are available for families who are limited English proficient.
- There are explicit practices in place for communicating school policies and procedures to parents.
- Schools encourage opportunities for meaningful feedback and interactive dialog with families.

#### Examples

- ✓ Schools welcome new families by providing helpful and relevant information on how parents can access school information and personnel.
- ✓ Schools provide interpretation and translation services for limited English proficient parents regarding school activities, such as parent-teacher meetings and curriculum nights.
- ✓ Interpreters and translators support communication between schools and families to promote student learning.
- ✓ Teachers make regular home visits to build relationships with parents.
- ✓ Schools partner with community organizations serving parents and families to provide orientation sessions, workshops, and parent forums.
- ✓ Districts and schools develop brochures describing the role of the ELPAC, its purpose and objectives, the benefits of participation, and its impact.
- ✓ Districts and schools provide information during welcome events and new student orientation sessions and encourage teachers and staff to invite parents personally to attend ELPAC meetings when they see them at school.

## Family Engagement Principles, cont.

<b>③ Empower Families as Partners</b>	
Schools help families gain knowledge about the school system, affirming the role of families as genuine partners in support of student learning and achievement.	
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Schools regularly provide tools and resources to families to support learning at home.</li> <li>• Tools and supports are available in a language that parents can understand.</li> <li>• Learning tools and resources in multiple formats provide access for families.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>✓ Schools provide regular informational workshops for parents about how to partner with school and how to support student learning at home.</li> <li>✓ Schools design events in which parents can share learning experiences.</li> <li>✓ Schools provide workshops for parents on ways to support child development and social-emotional growth.</li> <li>✓ Schools create opportunities for students to have a voice in their education.</li> <li>✓ Teachers and parents partner to support students, based upon their educational needs.</li> </ul>
<b>④ Include Families in Decision-Making</b>	
Schools develop structures for parent forums and focus groups, anchored by cultural and language supports, which provide parents with the opportunity to have a voice and participate in decision-making.	
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Schools communicate current policies and procedures to families in meaningful and accessible ways, with connections made about how the policies have an impact on their children’s education.</li> <li>• Schools share relevant documents with parents and give them opportunities to provide feedback.</li> <li>• Schools employ inclusive decision-making models that include active participation by families.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>✓ Schools encourage parents to attend and engage in meetings related to school improvement plans.</li> <li>✓ Schools create regular family forums where parents provide input regarding school initiatives.</li> <li>✓ Schools provide structures and support to promote parent engagement with each other, such as creating a family welcome center or running skill building parent programs.</li> <li>✓ Schools involve parents in the implementation of welcome activities and orientation meetings for new families.</li> <li>✓ Districts empower parents by offering engaging seminars on curricular and non-curricular programs and services.</li> </ul>

## Family Engagement Principles, cont.

### 5 Leverage Community Partnerships

Schools involve community partners that can serve as important bridges to develop strong, trust-based relationships with parents.

Indicators

- Schools value the participation of community partners, such as civic organizations, universities, and businesses.
- Schools intentionally create community partnerships to support the needs of ELs and families of ELs.

Examples

- ✓ Schools engage community partners to support programs outside of school hours.
- ✓ Schools leverage community partners to bring family support services to the school.
- ✓ Schools support community partners that provide programs for parents and families by sharing school space for the programs.
- ✓ Schools develop and disseminate information about support networks offered by the school and nearby community partners, with a current list of resources available for parents.
- ✓ Schools partner with community organizations to run workshops, information sessions, and programs that improve student engagement and learning.