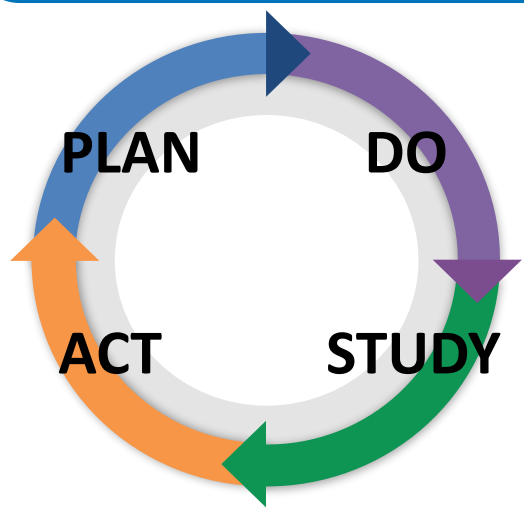


# Disruptive Idea: Aprendamos juntos!–Learning together Parent Academy

Nancy Ashley, ELD Teacher Colin Powell Academy



## Problem Statement

Colin Powell Academy has experienced limited engagement from multilingual families. Many families face language barriers and may be unfamiliar with the U.S. school system, making it challenging for them to fully participate in school events and support their children's academic success.

### PLAN

The hypothesis was that if Colin Powell Academy provides multilingual families with clear communication in their home language, culturally responsive outreach, and welcoming family engagement opportunities, then families will feel more informed, connected, and confident participating in school events and supporting their children's academic success.

### ACT

Based on the findings, I will continue using home-language communication, multiple outreach methods, and staff collaboration.

I will also improve data collection by assigning one team member to manage attendance, polls, surveys, and parent feedback.

I can continue testing this idea through future Parent Academy sessions and by conducting short empathy interviews with 2–3 multilingual families to better understand their needs.

I will adapt the disruptive idea. The idea was successful, but it needs small improvements in survey collection, parent feedback, and follow-up communication.

### DO

I noticed that multilingual families were more willing to participate when communication was in their home language and when outreach was personal and repeated. Attendance grew steadily and reached 45 participants, which showed that families are interested when information is accessible and welcoming.

#### Challenges and successes:

I used multiple outreach methods, including emails, flyers, ClassDojo, schoolwide reminders, and targeted phone calls. Moving forward, I will continue using home-language communication, interactive activities, and a layered outreach plan to increase family engagement.

### STUDY

- I collected quantitative data such as Zoom attendance, phone call outreach, and survey responses. The session had 67 participants, compared to the goal of 10–25 families. I also collected qualitative data through parent participation, questions, and feedback during the session.
- I learned that multilingual families are willing to participate when communication is clear, welcoming, and provided in their home language. The results aligned with my expectations, but participation was much higher than expected, showing that intentional outreach can significantly increase family engagement.
- The results aligned with my expectations that families would participate if communication was clear and provided in their home language. However, the results were higher than expected because attendance exceeded the original goal. I learned that multilingual families are willing to engage when schools reduce language barriers and use intentional, culturally responsive outreach.

## Key Results

The innovation increased multilingual family engagement in a meaningful way. The virtual Parent Academy exceeded expectations, with **45 participants** compared to the original goal of **10–25 families**. Families were more engaged when communication was provided in Spanish and shared through multiple methods, including phone calls, ClassDojo, WhatsApp, flyers, and school announcements.

## Lessons Learned

I learned that multilingual families want to participate when they feel welcomed, informed, and respected. Home-language communication, personal phone calls, and culturally responsive outreach worked well. One area to improve is data collection. Next time, I would assign one person to manage attendance, polls, surveys, and parent feedback so we can better measure the impact of the session.



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