



Priority area 1 **Authentic and responsive community engagement and partnerships**

Multilingual families bring a wealth of knowledge, skills, life experiences, and high aspirations that can help support the success of multilingual learners and enrich the entire school community.¹ Schools are better places when students, families, and community members are authentic partners in decision-making about issues that directly impact them. Supporting the development, learning, and growth of multilingual learners results in stronger, more connected communities where all members are valued and have a sense of belonging. The community engagement and partnership goals and action steps aim to authentically engage multilingual students and families. There are multiple ways administrators and educators can advance this priority area.

Goal 1. Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities

Educators and administrators

- Advocate for the success of multilingual students and their families
- Support multilingual students' participation in school decision-making teams
- Communicate with multilingual students about their civil rights and ensure they are informed

Administrators

- Create opportunities for multilingual learner student representatives to collaborate on decision-making teams and invite their participation
- Communicate with multilingual students about their civil rights and ensure their rights are honored

Goal 2. Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners.

Educator and administrators

- Build authentic relationships with multilingual and multicultural families and community members
- Listen to family's perspectives and ask them how they would like to partner



- Learn about and celebrate students' and family members' cultural and linguistic assets
- Use family-friendly and culturally and linguistically responsive communication protocols

Administrators

- Include multilingual and multicultural representatives in advisory groups and decision-making teams
- Collect accurate home and community language data
- Provide culturally and linguistically responsive training on communication technology for parents and guardians
- Remove barriers to accessing information for parents and guardians
- Build relationships with diverse community organizations in support of multilingual learners

Goal 3. Students, families, and caregivers have consistent access to high-quality interpretation and translation services.

Educator and administrators

- Advocate for interpretation and translation services that provide parents and guardians with greater access to their students' academic progress and educational information in their home language

Administrators

- Plan for and provide interpretation and translation services that support family members' inclusion as partners and elevate their voices and perspectives

References

- ¹ Flores, T. T., & Springer, S. (2021) Our legends and journey stories: Exploring culturally sustaining family engagement in classrooms. *Theory Into Practice*, 60(3), 312-321, DOI: 10.1080/00405841.2021.1911484; He, B., & Thompson, C. (2022). Family involvement and English learners' outcomes: A synthetic analysis. *International Review of Education*, 68, 409-440. <https://doi.org/10.1007/s11159-022-09958-6>; Olivos, E. M., & Lucero, A. (2020). Latino parents in dual language immersion programs: Why are they so satisfied? *International Journal of Bilingual Education and Bilingualism*, 23(10), 1211-1224.; Page, S. E. (2007). *The difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton University Press.; Phillips, K. W. (2014). How diversity works. *Scientific American*, 311(4), 42-47. <https://www.scientificamerican.com/article/how-diversity-makes-ussmarter/>