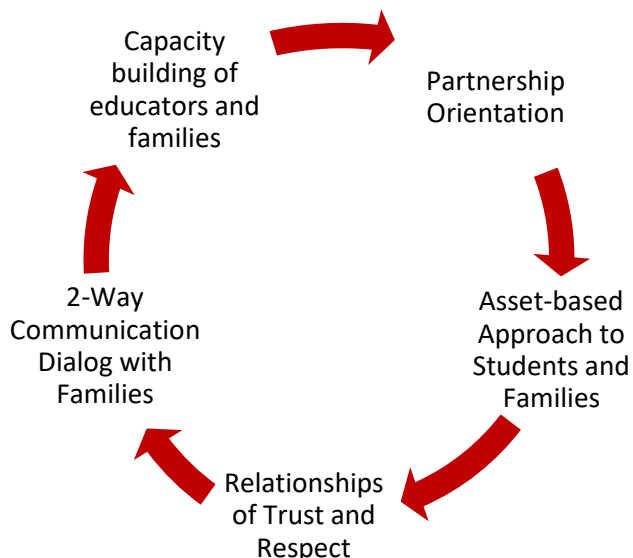## What Is Our Current Challenge?

Finding ways to reach and connect with historically underserved or marginalized populations, including Black, Latinx, and economically disadvantaged students and families, as well as those with language backgrounds other than English, is important for educators at any and all times. Disparities for these students have become even more apparent during the COVID-19 pandemic. https://www.wested.org/wested-insights/engaging-students-families-during-covid-19/

Capacity building of educators and families → Partnership Orientation → Asset-based Approach to Students and Families → Relationships of Trust and Respect → 2-Way Communication Dialog with Families → (Capacity building of educators and families)

How Do We Meet This Challenge?

Key Considerations	Establish Family Partnerships	Practical Resources/ Supports
Gather information about your families. **Gain an understanding** of the cultural wealth the families bring to their communities. **Consider** students' and families' basic needs. **Speak** the family's cultural language **Consider** how to partner with families in a virtual world **Find out** the families' levels of acculturation and digital literacy. **Focus on** communicating and building relationships with students and families. **Implement** practical strategies for distance learning. **Identify** ways to build relationships with families (Ask how families are doing, what their questions are, what their strengths, goals, and interests are, what their children's strengths, talents, and personalities are). **Ask** families what has worked and what hasn't worked. **Learn** from the past and plan for more effective distance learning ahead. **Identify** the information and updates that EL families will need in their native language.	**Ensure** that the families' contact information is current. **Ensure** that families know how to contact you or the school. **Find out** families' preferred language and mode of communication. **Find out** when families prefer to meet and in what mode: virtually or in person. **Share** information about families' rights to translated/interpreted information. **Identify** your interpretation/translation options (school/district interpreters, family liaisons, paraprofessionals). **Evaluate** efforts using the Dual-Capacity Building Framework for Family-School Partnerships **PaTTAN** Pennsylvania Training and Technical Assistance Network **PaTTAN ELD Nugget**	**Assign** ESL teachers to families, rather than individual students. **Establish** technology help-desk for families. **Offer** digital platforms and search engines in families' native languages. **Offer** ongoing parent guidance and supports to help their children in remote at-home learning. Talking Points is an app that translates messages between teachers and families in different languages. **Offer** user-friendly technology resources for parents in their native languages. **Develop** a Homework Hotline in different languages. **Develop** tutorials in different languages or use some already developed. **Send** screenshots with highlights or arrows (added through "markup" features on smart phones). **Offer training and tech support** for online platforms (*Google Classrooms, Clever, Zoom,* etc.). **Develop** public and community learning pods for English learners and their families. **Establish** relationships with community organizations.

Resources

WestEd (2020), *Engaging Students and Families During Covid-19* https://www.wested.org/wested-insights/engaging-students-families-during-covid-19/

Key Components of Culturally Responsive Family Engagement
https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_4-2-4-42_Participant_Slides_508.pdf

Breiseth, Lydia (2020) *Communicating with ELL Families During COVID-19: 10 Strategies for Schools*
https://www.colorincolorado.org/article/covid-ells-families

Breiseth, Lydia (2020) *Partnering with Immigrant Families During COVID-19: Lessons Learned from a Community School*
https://www.colorincolorado.org/article/partnering-immigrant-families-during-covid-19-lessons-learned-community-school

Belfiore, Grace (2020) **Designing for Equity -** *The Emergence of Public and Community Learning Pods*
https://www.nextgenlearning.org/articles/the-emergence-of-public-and-community-learning-pods

HUNE *Parent Resources for Youth and Teens with Special Needs*
English Resources: https://4df11a25-7cdf-4db5-8765-dba2609de7b1.filesusr.com/ugd/f2aac5_5cc9707d7449465382d4e2995a2c6343.pdf
Spanish Resources: https://4df11a25-7cdf-4db5-8765-dba2609de7b1.filesusr.com/ugd/f2aac5_0e3d9fe4ae884c72a9ea7c8794a16520.pdf