Action Activities for Family, School, and Community Partnerships

These Action Activities are designed to help build effective partnerships among families, schools, and communities. Encourage the school or district leadership team to reflect on current efforts to partner with families of English Learners and the community. For each Action Activity, indicate the current situation and discuss how practices could be improved. Each Action Activity consists of a series of indicators or examples. Assess status on each indicator/example.

The Action Activities include:

1. Creating/Sustaining a Welcoming School Environment
2. Facilitating Interactive Information Sharing and Communication
3. Developing Parent Leadership, Representation, and Relationships
4. Engaging Families in Student Learning
5. Establishing School or District and Community Partnerships
6. Creating a Community Map

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Action Activity: Creating/Sustaining a Welcoming School Environment

Indicator/Example	Not engaging in practices consistent with this indicator.	Aware of the importance of this, but it is not a focus.	Working on this, but there is still a lot to do.	This is a strength.	Not sure and need to learn more about this.
A welcoming reception area that contains information about the school or district and directions in all families' languages so family members can find their way around.					
The front office has access to staff that speak all families' languages or can access phone interpretation services and uses these resources to create a welcoming climate.					

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A centrally located Family Bulletin Board where information about schools and district, community events, and opportunities for support and engagement are posted in all families' languages.					
Welcome signs and other key signage appear throughout the campus in all families' languages.					

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Action Activity: Facilitating Interactive Information Sharing and Communication

Indicator/Example	Not engaging in practices consistent with this indicator.	Aware of the importance of this, but it is not a focus.	Working on this, but there is still a lot to do.	This is a strength.	Not sure and need to learn more about this.
The Language Usage survey, or other means, is used to gather information about the languages spoken by parents and guardians of English Learners and schools and districts have a written Language Access plan that is included in the Parent Notification of English Learner Identification letter.					

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Information about the goals and outcomes of the specific English Learner program models in schools and districts and the research behind those models is provided to parents and guardians upon enrollment.					
Active outreach to families of English Learners informs them of the availability of staff who speak their languages, translation supports, and methods of communication.					

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The school and district are staffed with or supported by individuals who speak families' languages and provides a space and support for parent and guardian interaction.					
Multiple methods for input and ongoing, meaningful, two-way communication exist as a means for parents and guardians to inform planning and improvement efforts.					
Parents and guardians are provided all information in a language they understand.					

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Transportation is provided or school and district meetings are held in community spaces to make meetings more accessible to all parents and guardians.					

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Action Activity: Developing Parent Leadership, Representation, and Relationships

Indicator/Example	Not engaging in practices consistent with this indicator.	Aware of the importance of this, but it is not a focus.	Working on this, but there is still a lot to do.	This is a strength.	Not sure and need to learn more about this.
Active outreach to parents and guardians of English Learners invites their participation in a variety of ways and makes clear that they are welcome.					
Schools and districts have regular forums in which parents and guardians meet and interact across language groups with translation support.					

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Parents and guardians are actively engaged and their involvement in district and school committees is supported.					
English Learners' families and community members are represented on the leadership bodies and school and district committees. The families' representation reflects the demographics of the school and district community.					

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Family needs are accommodated to support engagement with school and district events and activities (e.g., transportation, childcare, scheduling, interpreters).					

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□ Action Activity: Engaging Families in Student Learning

Indicator/Example	Not engaging in practices consistent with this indicator.	Aware of the importance of this, but it is not a focus.	Working on this, but there is still a lot to do.	This is a strength.	Not sure and need to learn more about this.
Teachers and staff have received training in communications with families and strategies for strengthening partnerships between home and school.					
Teachers are encouraged to design/assign projects that strengthen home-school connections, engaging families in what their students are learning and utilizing family's strengths to enrich education for all.					

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Indicator/Example	Not engaging in practices consistent with this indicator.	Aware of the importance of this, but it is not a focus.	Working on this, but there is still a lot to do.	This is a strength.	Not sure and need to learn more about this.
Families and students are provided the supplies, equipment, instruction, and support needed for learning through distance education at home.					
Training and support for families are provided on uses of technology and applications required for student learning.					
Families are provided with information and professional learning so they can support their student's learning.					

Indicator/Example	Not engaging in practices consistent with this indicator.	Aware of the importance of this, but it is not a focus.	Working on this, but there is still a lot to do.	This is a strength.	Not sure and need to learn more about this.
School or district sends clear messages and provides strategies for families to support their students in maintaining their home language and learning about and feeling connected to their home.					
Routines and regularly scheduled events invite families to visit the school to see their students' work.					
Family and community members are engaged as experts and resources for student learning.					

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Action Activity: Establishing School or District and Community Partnerships

Indicator/Example	Not engaging in practices consistent with this indicator.	Aware of the importance of this, but it is not a focus.	Working on this, but there is still a lot to do.	This is a strength.	Not sure and need to learn more about this.
School and district leadership is intentionally building partnerships with a variety of community groups (e.g., by engaging in home visits or community walks designed to build personal or community relationships).					
School and district leaders participate in community dialogues and are engaged in community efforts to address local needs, challenges, or issues.					

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If feasible, community health, mental health, and other services have space to provide support to families at the school or within the district.					

Action Activity: Creating a Community Map

A. Engage in Community Mapping to offer valuable assistance, including linguistic support for English Learners and families.

B. Establish a relationship with community organizations once you've identified them.

C. Conduct research and have conversations with families and established community organizations. You may discover more connections than initially anticipated, expanding the list of support organizations available to the school and district. You may even choose to create and disseminate a formal community map or resource directory.

Incorporate these tasks that provide a foundation for creating a community map/resource directory.

1. List the languages, countries, and background groups represented in the school

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and district.

2. Identify community-based organizations and community leaders for each unique background.
3. Place an asterisk (*) by the names of those organizations or individuals with whom you have a strong existing relationship. If the map will be disseminated, make clear the meaning of the asterisk, and translate it into the other languages spoken by the families of English Learners.
4. Create a plan for others to learn more about each organization and the kind of support they provide. Proactively set up meetings to build relationships with leaders of those organizations.
5. Make this a topic for conversations with families to learn about the resources that may exist for those unique groups for which there is limited information.

Background groups represented in the school and district	**Do you have a strong existing relationship with this organization or individual?**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

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Background groups represented in the school and district	Do you have a strong existing relationship with this organization or individual?
14.	
15.	
16.	
17.	
18.	

This guidance is an adaptation of the California English Learner Implementation Guide and Toolkit for Administrators, Volumes 1-5, developed by Californians Together and written by Laurie Olsen. It is used under a CC BY-NC-SA 4.0 license. Changes include rewriting to reflect the Ohio context and adding original material.

These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district personnel, and teachers.