

Community and Family Engagement

The CLDE: English Language Development program builds a collaborative relationship with parents, guardians and community members through the Language Development Council (LDC). The LDC is an open group of parents of multilingual students, community members, teachers, and district leadership. The LDC meets monthly to discuss important information regarding programs, policies, and issues that relate to multilingual learners and their families.

Best Practices for Community and Family Engagement

- Teachers
 - Understand and demonstrate effective and beneficial collaboration with EL parents and guardians.
 - Demonstrate cultural responsiveness when engaging in discussions with parents and guardians regarding highly effective ways to support their children at home.
 - Ensure that parents and guardians receive regular and comprehensive communication regarding school and district happenings.
 - Consistently invite EL parents into the classroom and school for a variety of purposes.
- Parents and Guardians
 - Understand programs and services offered by Englewood Schools.
 - Receive notification of identification, entry, redesignation, monitoring and exit of their child.
 - Understand the rights and protections of multilingual learners in public education.
 - Understand how to support both academic and linguistic needs of their children.
 - Be aware of who to contact at their child's school for support, guidance, assistance, in order to successfully advocate for and support their child.
- Advocacy and Engagement
 - Schools work to seek out parents of multilingual learners for volunteer and support opportunities.
 - Invite multilingual parents and guardians to serve on district advisory committees.
 - Schools offer parent education to multilingual parents and guardians.
 - District-wide culturally responsive professional development.
 - Provide multilingual parents and guardians with a "voice" in all district initiatives and policies.



The Dual Capacity-Building Framework

The U.S. Department of Education recently worked with researchers and practitioners to identify what is needed to move from “ineffective” to “effective” partnerships. After years of study, the Department developed the Dual Capacity-Building Framework. This framework outlines the opportunity conditions, as well as program and policy goals to help build the capacity of both school staff and families to have productive partnerships. A more detailed explanation of the framework and examples of how schools are putting it in practice can be found at <http://www.sedl.org/pubs/framework/email/Framework-Announcement.html> (English Learners Guidebook, CDE, 2019)