

Mapping and Addressing Barriers to Family and Community Engagement

Educators can use this tool as a guide to

- Gather information about the barriers to multilingual family and community engagement that exist in their context
 - Reflect on what they are learning along with families and communities
 - Use what they learn to address barriers in their context
1. Educators and their schools and districts can leverage existing family and community strengths to address barriers to multilingual family and community engagement. Read through the example barriers, corresponding multilingual family and community assets, and asset-based ideas for addressing barriers in [Asset-Based Ideas for Addressing Barriers to Family and Community Engagement](#).
 2. Interview or survey the multilingual families in your context to learn about their assets and the barriers they face to family and community engagement. Use the barriers and assets from [Asset-Based Ideas for Addressing Barriers to Family and Community Engagement](#) as a guide for the type of questions to ask. If you are just beginning to form a relationship with families, consider starting with these [Family Questions](#), available in multiple languages, to support you as you build trust and relationships.

Mapping and Addressing Barriers in Action

Yulia Akulshina-Prys is a multilingual educator and WIDA Fellow. She spoke with multilingual families in her school to learn about the barriers they face.

Barrier	Corresponding Multilingual Family and Community Asset	Steps Taken to Address the Barrier
Lack of communication and a need for more consistent connections with families	Families who demonstrate strong interest in engagement	We have sent documents, information, and requests to families in writing, but multilingual newcomer families shared that they need and want more verbal communication.

3. In the following table, record barriers to family and community engagement that families are experiencing in your context, identify a multilingual family and community asset that corresponds with each barrier, and document the steps that have been taken to address these barriers.

Barrier	Corresponding Multilingual Family and Community Asset	Steps Taken to Address the Barrier

4. Think about how you will utilize families' and communities' assets to address the identified barriers to family and community engagement, and create a plan of action.

Yulia's Plan

Action	Individual(s) Responsible	Timeline
Share feedback from families indicating a need for more verbal communication with our multilingual department director.	Yulia	By the end of the month
Advocate for hiring a multilingual paraprofessional who speaks Arabic to bridge communication gaps between teachers and multilingual families and strengthen family engagement.	Yulia, department director, and other district administrators	By the end of the school year
Make weekly phone calls to our multilingual newcomer families, as well as other multilingual families who need verbally-communicated updates and information about school procedures, rules, requirements, and reminders. This can be done by the multilingual paraprofessional, once hired, or by using a translation software.	Yulia, classroom teachers, and/or newly-hired multilingual paraprofessional	By the start of the next school year