

Career & Technical Education: What Families Need to Know

Feedback from Language-Diverse Families

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BACKGROUND INFORMATION

Secondary Options Family Engagement: Work to Date

The Secondary Options Family Engagement Project was created through a grant from the Department of Elementary and Secondary Education (DESE). Housed within the Federation for Children with Special Needs (FCSN) and Massachusetts Statewide Family Engagement Center (MASFEC), our goal is to build awareness of career and technical education among families with preferred language other than English, guided by the insights of families themselves.

In October 2021, we launched a survey and organized a series of focus groups and interviews to hear from families from around the state and from diverse language groups.

- **Summary:** [Arabic](#) | [Chinese](#) | [English](#) | [Haitian Creole](#) | [Portuguese](#) | [Russian](#) | [Spanish](#) | [Vietnamese](#)
- **Full Report:** [Google Docs](#) | [PDF](#)

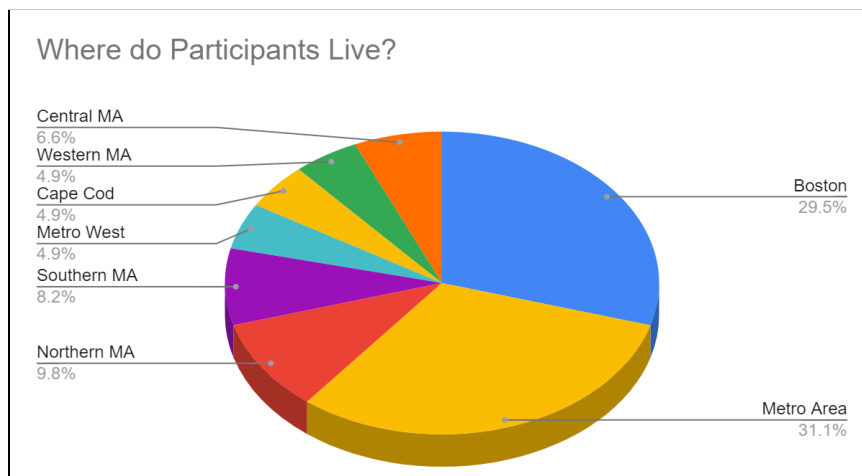
Based on these sessions, we worked with DESE on a number of enhancements and additions to the available online resources for families, including implementing a translation system that allows human-translated content to be seamlessly integrated into the website. This allows users to set their language preference once and then move between different sections of the site. DESE and FCSN/MASFEC also worked together to create a more welcoming and easy to understand “[What Families Need to Know](#)” section of the DESE Career and Technical Education website.

In February 2022, we hosted formal sessions in six languages, presenting key concepts, graphics, and terminology used in family-facing resource materials developed in part through this project. It also included a walk-through of two online tools: [DESE Family Portal](#) and the [Massachusetts School Finder](#). Finally, the presentation was followed by structured questions and unstructured opportunities for families to ask questions or make comments.

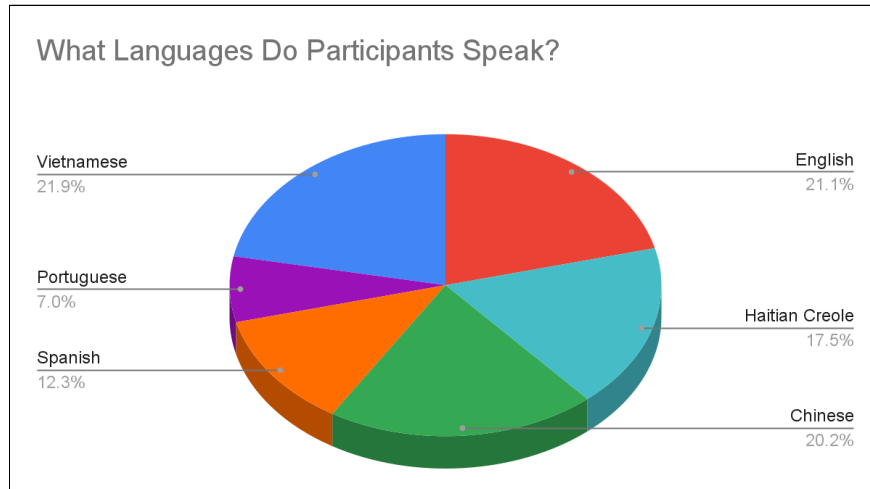
Who Participated in our February 2022 Information and Listening Sessions

We spoke with more than 114 individuals, almost all of whom were parents or caregivers, including 91 who directly attended a formal session, 23 individuals who shared input following a brief presentation at an existing support group, and parents who shared their questions via the session registration form.

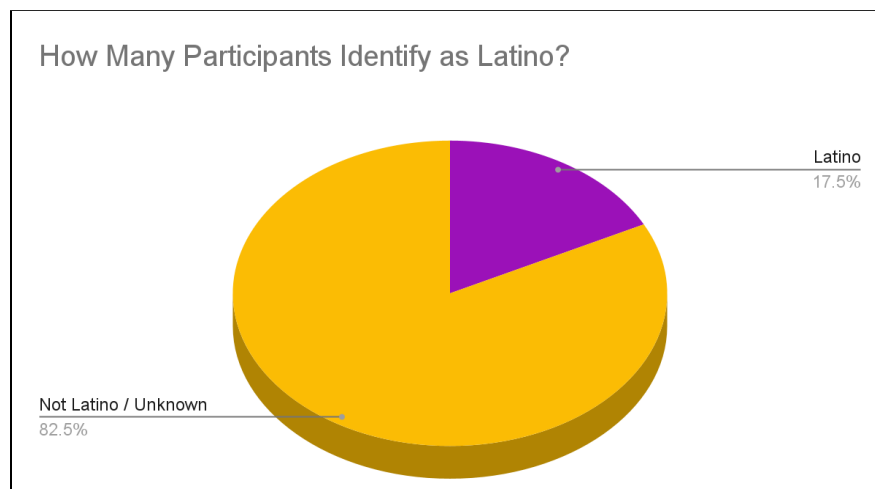
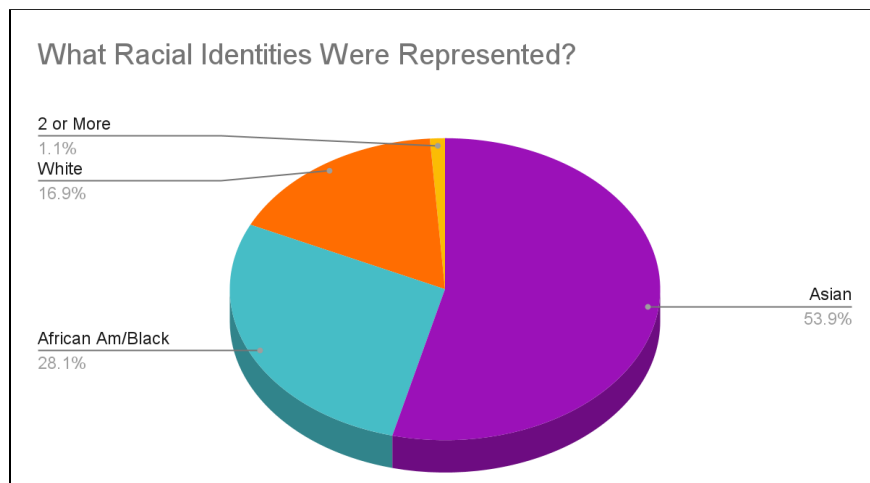
Of those who identified a community of residence, about 60% were from Greater Boston, which is roughly reflective of the population of the Commonwealth as a whole.



About 80% of the parents/caregivers we spoke to having a home language other than English. (Some bilingual parents/caregivers attended sessions held in English).



In terms of racial and ethnic diversity, over 80% of the families we spoke to were people of color. This number is estimated based on a combination of self-reported race/ethnicity as provided in registration forms and the correlation of language groups with particular racial or ethnic groups.¹



¹ For the race/ethnicity chat, we did not count participants with unknown race/ethnicity in the calculation of these percentages.

FINDINGS AND OTHER FEEDBACK

What is the best way to communicate with families?

In most cases, this report lists comments and concepts without noting any possible differences between language groups. However, there were differences in how participants in different language groups responded to questions related to communication preferences. Specifically, families were asked what technology they prefer to use when looking for information online. The following table displays the consensus of different language groups

Technology	Language Group	Reasons
Phone Browser	English, Vietnamese, Spanish, Chinese	Don't want to download an app to my phone
		Concerns about data privacy with apps
App	Spanish, Portuguese, Haitian Creole	Easier to use - especially if it has short videos and brief chunks of information
Computer	Mentioned infrequently across groups	Computer users cited that they like having access to the full navigation and content of websites

It is important to note that families in multiple groups expressed that individual conversations (in person or by phone) and using physical paper hand-outs would be even more helpful than any online resource - before we asked them about this option. Upon being asked:

- **Families strongly and nearly unanimously agreed that it would be helpful if there was a phone number they could call to ask questions about Career and Technical Education - in their own language.**

How helpful and understandable are the resources we shared?

In general, families shared positive reactions to the online resources that we shared with them. These reactions can be summarized by the following points:

- Families expressed that the School Finder is a useful tool that they can use to learn about their options
- Families who spoke languages other than English appreciated that the information is translated into their language
- The addition of a map to the School Finder was welcomed as a helpful enhancement
- Families had questions about, and appreciated learning about, the range of career paths and opportunities available through Career and Technical Education programs and appreciated learning about these options during the session
- While the session did not spend a lot of time on the DESE Family Portal, several participants expressed that it is helpful to have a centralized, easy to find, parent-friendly source of information about education topics

In contrast to the terminology definitions presented to families in our October session, families stated that our definitions and explanations were easy to understand in most instances. Some who participated in both sessions commented that our newer materials were much easier to understand. There were a few exceptions.

- **"Local" Program:** In our session, we spent time explaining the difference between two major categories of Career and Technical Education programs - and we experimented with new terminology, "State-Approved (Chapter 74)" and "Local (Non Chapter 74)." While the concept of State-Approved was understood, a handful of individuals found the term "Local" confusing because it might seem to imply that the program you would find in your own local area would be a "Local Program" and that State-Approved programs would be available elsewhere.

- **"Nonresident"** (as in, nonresident tuition application process): This term evokes meanings of residency related to immigration status for some families.
- **Difference between Non-Resident vs. School Choice vs. Out-of-District Placement:** families may be familiar with one of these concepts and find it confusing to understand the differences between them. For instance, a district might not participate in School Choice but might accept Non-Resident applications to its Career and Technical Education Program.
- **Discussions of Tuition:** In our sessions, we mentioned tuition in the context of programs available after high school (through trade schools, community colleges, etc.) and in the context of the Non-Resident Student Tuition process. Haitian families in particular found these discussions confusing, perhaps in part because in Haiti, 80% of schools charge tuition for students to be able to attend. This was confusing in other groups as well, underscoring that for details such as this it is better to counsel a parent/caregiver on the specific information that applies to their child and family.
- **Specific Translation Problems:**
 - **"Technical"** - In Vietnamese, the term we used implies "technology" as opposed to practical training that may or may not be in a technology field.
 - **"Portal"** - On the Family Portal, the Chinese translation implies a more literal concept of entrance or doorway. This points to both the importance of human translation and finding consistent translations for technical terms; as well as the challenge when using metaphors (Portal, Pathway) to describe concepts.
 - **Acronyms** - Acronyms should be used sparingly because they do not correspond to a term once it is translated into other languages; and many languages do not use the Latin alphabet.

How can we improve Massachusetts School Finder?

Finding It

The URL for School Finder is difficult to remember (https://profiles.doe.mass.edu/search/get_closest_orgs.aspx) and there is no obvious pathway for families to follow to access parent-facing resources from the home page of the DESE website. For example, some websites have an eye-catching "For Families" button, section or tab.

Number of Clicks

Families emphasized that the information they need the most is information on what their child is eligible for and how to apply. After users fill out the form, they must take the following steps for every school that is listed and looks like it could be a match for their child:

1. Click on the school name to be taken to the School and District Profile Page
2. Locate the website link for the school
 - a. In some instances, this link will take you to a school district page rather than to the page for the school you are looking for. In this case, you need to find a link for the school's website or use Google to find the correct website.
3. Once you are on the correct website, which will be in English, click the translation button to view a machine-translated version of the page.
 - a. If it is a Vocational/Technical school, look for an About or Admission page to view the criteria for admission or application process, and locate who you can contact with questions. For Regional schools, you may need to look in more than one place to find out which towns are members / sending communities.
 - b. If it is a program within a comprehensive high school, look for a list of departments in order to locate the correct department.
4. Fill out the form Currently It takes many steps / too many clicks to access the key information the parent needs - specifically admissions info and application deadlines Vietnamese, Pilot, Cultural Ambassadors

Make Address Optional

Some families, particularly families from immigrant backgrounds, may have reservations about typing their address into this form. Allowing people to search by town instead of a specific street address would address this concern.

Include Students Ages 18-21

Although “Post-Secondary Chapter 74 Program” is an option in the Programs/Pathways drop-down, there is no checkbox for the eligible age range under “Grade.” Stopping at Grade 12 also invisibilizes students who remain in high school until age 22 due to a disability.

Exclude Results Where Students Are Not Actually Eligible

Some families noticed that schools appeared in search results even though their child would not be eligible according to the relevant school assignment policy. For example, when we did a search for the closest elementary school to a particular address, every school in the town was listed even though the district would assign the student based on their home address; and schools in other districts appeared even though the outside district does not participate in School Choice. A user would need to dig through many different information sources in order to manually filter the results and identify their actual options.

The only reference made to how search results are filtered is the statement, “This tool will display all schools for which the entered address and grade selection may provide a student with potential enrollment preference, even if the school is located farther than the selected distance.” It is unclear what type of enrollment preference this refers to. We found examples where a Regional School appeared in search results for an address that is not part of the “sending” communities. While the student could apply as a non-resident, they obviously do not have an enrollment preference at the school.

Map Labels and other English-only Content

In the search results, there is an icon that opens a pop-up with a definition of different types of schools (Recovery School, Virtual School, etc.) However, the map is placed above these definitions - which are scattered across a long scroll of search results. Therefore, users may not be aware that these definitions are there.

In addition, most of the parent-facing information now uses the phrase “Career and Technical Education” but the label on the map says “Vocation Technical Schools.”

The map labels are also not translated. In addition, the sentence “Please note: We are in an ongoing process of updating multilingual content on this webpage. Please check back as we continue to expand language access. Thank you” should be translated.

The label and Structure of the “Pathways/Programs” Drop-Down is Confusing

In preparing for these sessions, many cultural ambassadors and FCSN staff members who tested out the School Finder commented that they didn’t know what “Pathways/Programs” means in the context of the School Finder. These words are common enough that users might assume every type of school or program would be listed there. However, many types of schools and programs *are not* listed here, including charter schools, Approved Special Education schools, Virtual Schools, Recovery Schools, private and religious schools, dual enrollment programs, Innovation Schools, etc.

Once a user clicks on this drop-down, new sources of confusion arise.

5. At the point when a user clicks on the drop-down, the **program names are not defined** anywhere. Users must have prior knowledge of these terms to know which one to select.
6. **It is not possible to search by career area** -the search is pre-filtered by category: *Chapter 74 Program, Non-Chapter 74 Program, After Dark Program, Post-Secondary Chapter 74*. This means that a user who is interested in carpentry, for example, would have to conduct three separate searches to find out if the program is available in any form in their community. Most newcomers to the topic would not know to check all three categories of programs.

How can we improve the Family Portal?

Make it easier to find

Similar to suggestions for the School Finder, the Family Portal should be easier to find within the DESE website. It does have the advantage of having a simple and memorable URL: <https://www.doe.mass.edu/families/>

It could be even more family-friendly

The main text of the Family Portal speaks about family engagement, which is not necessarily of practical interest to families. Families would like to see more images, fewer words, and greater focus on the practical questions that parents have.

Use human translation rather than machine translation for family-facing information

It is noticeable that the Family Portal and most of the DESE website seems to be machine translated.

Link to family-friendly versions of the information

While the topics are of interest to families, many of the links go to pages that are designed for educators and administrators, and therefore use statutory language and education jargon. Ideally, family-friendly versions should be developed for as many departments as possible. One small but specific fix is that the link for Career and Technical education should go to the What Families Need to Know page.

Group family-friendly information together in one section of the website

The pages that are linked from the Family Portal are nested under a wide array of departments, meaning that once the user navigates to that page, all of the navigation links relate to that administrative department and may be completely irrelevant or even confusing for families. For example, the very useful guide: [Choosing a School, A Guide for Families](#) is located within the School Finance and District Support department. Side links include topics that are unlikely to be of interest to the average parent or caregiver, such as “Accounting and Auditing,” “Chapter 70 Program” and “Charter School Finance and Enrollment.”

Areas Where Clarification or More Information is Needed

Whether through the development of additional online resources or creation of a resource line that parents could call, the following questions may need to be addressed in order to improve parent understanding.

Not everyone who wishes to attend a career/technical education program will be able to

Some of the information we presented provided the impression that anyone can attend a CTE school or program. While these schools and programs may not discriminate, they can set admissions criteria and they are not accessible in all geographic areas of the state (Shrewsbury, for example). When promoting these opportunities statewide, it will be important not to over-promise in terms of the availability of these programs for all students. Please see the next section for further discussion of this topic.

Families questioned whether an 8th Grader knows what they want to be when they grow up

One significant omission as we have developed informational resources for this project is an explanation of how Exploratory courses work. This should be explained in the next round of resource development.

Families want to know who they can contact if they have a question or concern

Even before we asked them if it would be helpful to have a phone line they could call, many families asked who they can call with questions. In addition, when issues of equity and potential discrimination were raised, families wanted to know who to appeal to if they believed their child was discriminated against, particularly on the basis of language or disability. Echoing comments described in our October 2021 report, families also expressed that they would like their child’s current school to communicate with them about these opportunities - ideally in their home language.

Families want to understand what opportunities are available for students in Grade 10 and Beyond

Some students will be rejected from the school they apply to. For others, post-secondary technical and trade schools will be a better fit than trying to accomplish this training during high school. Families expressed a need for information about the range of opportunities available during high school and following graduation. This includes opportunities that are specifically designed for students with disabilities, who may benefit from elongated educational timelines and programs such as the pre-employment training services offered by the Massachusetts Rehabilitation Commission.

Families want specific evidence that a Career or Technical program will meet their student’s needs

This concern was reflected in questions about how to match a student’s skills and interests to their choice of high school as well as questions about whether a diploma from a technical school is the same as a diploma from any other high school. Families also asked how they can tell if a particular school will help their student find a job or enter a certain type of college upon graduation.

The best way to address this is to start with questions about a student's goals for the future and then match those goals to a set of recommended options. The most straightforward way to do this is through a 1-1 conversation with someone who is knowledgeable about the system. One goal of this project is to develop tools that guidance counselors can use for these conversations with students. Families also endorsed the concept of having a central, multi-language phone number they can call.

Concerns about Equity and Access to Career and Technical Education

The primary focus of the Secondary Options Family Engagement Project is to ensure *equitable access to information* about Career and Technical Education among families with a *first language other than English*. Due to our longstanding connections with families of students with disabilities, it is important to note that many bilingual families who attended our sessions have a child with a disability.

Multiple concerns were raised by many parents/caregivers about whether their children would be able to equitably access career and technical education due to language access, disability access, or both. Obstacles that were named include:

- Families being able to navigate the application process, given language, technology, and literacy-related barriers
- Lower student grades and higher rates of disciplinary involvement resulting from implicit bias and/or student needs not being met in their regular school environment - making their applications less competitive
- Challenges for bilingual students and students with language-based or executive functioning deficits to be able to “shine” in an admissions interview, where required
- Parent concerns about whether their child would be adequately supported and accommodated if they were admitted to a program
- Fears that students coded in a student database as “EL” or as having an IEP would be directly discriminated against in the admissions process

This report aims to highlight issues of parent access to information; however, we have a responsibility to also elevate concerns raised about systemic barriers to access, opportunity, and full inclusion.

NEXT STEPS

The Secondary Options Family Engagement Project is designed to follow the dual capacity-building model, as outlined in the [Massachusetts Statewide Family Engagement Frameworks](#). In essence, we seek to both share resources and information developed by state and local agencies with historically under-represented communities; and to amplify the insights and concerns raised by families to support improved practices by state and local agencies.

Over the next few months, we will integrate the insights of families into the following dual capacity-building activities:

- Supporting further enhancements to information available for families on the DESE website - as a resource to both families and school personnel
- Developing easy-to-understand “sound bites” that use graphics and video to raise awareness of opportunities among families and sharing this information via our parent-to-parent networks
- Sharing translated, user-friendly information with schools and encouraging them to use this information to communicate with language diverse families

APPENDIX 1: Summary of Recommendations

Communication Preferences

1. Technology: Mobile-friendly website and app (both)
2. Phone line / 1-1 Conversations is needed
3. Paper hand-outs still helpful for some
4. Use human translation rather than machine translation
5. Provide information in both English and home language

School Finder Enhancements

6. Shorter URL so it's easier to find
7. Translate un-translated phrases
8. Reduce clicks to access eligibility/admission information
9. Make Street Address Optional
10. Include Students Ages 18-21 under "Grade"
11. Exclude results where student is ineligible
12. Change the label "Pathways/Programs" or make the list of programs more comprehensive
13. Define terms used in the drop-down
14. Do not nest career path (eg carpentry) under a Pathway type
15. Define school types used in the drop-down from the start
16. Translate map labels
17. Define terms used in map labels higher up on the page (so users do not need to scroll down)
18. Correct label, "Vocation Technical Schools"

Family Portal Enhancements

19. Make it easier for families to find (from DESE main page?)
20. More images, less text
21. Reduce discussion of Family Engagement (this is more for practitioners than parents)
22. Link to family-friendly versions of the information
23. Keep family-facing information together, not scattered

Terminology - Find Alternatives or Clarify

24. "Local" Program
25. Non-Resident
26. Tuition
27. "Portal"
28. "Technical"
29. "Programs/Pathways"
30. Acronyms
31. School Choice vs. Non-Resident Application vs. Out-of-District Placement
32. School Finder: "This tool will display all schools for which the entered address and grade selection may provide a student with potential enrollment preference, even if the school is located farther than the selected distance."

Messaging and Content

33. Families are most motivated by how programs produce the outcome desired for their child. This is individual and may include understanding the range of career options and/or whether the program produces college readiness
34. Families want practical information: admission criteria, application instructions, who to contact for help
35. Address omission of explanations for After Dark, Innovation Pathways, Exploratory, Post-Secondary Chapter 74
36. Do not over-promise - not all students will be able to access
37. Be more inclusive of students with disabilities in what information is presented (too siloed)
38. Offer avenues to explore post-high school
39. Provide information about what to do if you have experienced discrimination

APPENDIX 2: Information and Listening Session Materials

Presentation Slides

- Chinese: [职业及技术教育: 家庭需要知道什么](#)
- English: [Career & Technical Education: What Families Need to Know](#)
- Haitian Creole: [Karyè ak Edikasyon Teknik: Sa Fanmi Dwe Konnen](#)
- Portuguese: [Educação Profissional e Técnica: O Que as Famílias Precisam Saber](#)
- Spanish: [Educación Profesional y Técnica: Lo que las familias necesitan saber](#)
- Vietnamese: [Giáo dục Kỹ thuật & Nghề nghiệp: Gia Đình cần biết những gì](#)

Focus Group Questions

1. How clear was the information that we shared with you today?
2. Today we showed you a resource called [Massachusetts School Finder](#). How helpful is this resource?
3. What can we do to improve Massachusetts School Finder?
4. We also shared a resource called [DESE Family Portal](#). How likely are you to look for information on the DESE Family Portal in the future?
5. What suggestions do you have for the DESE Family Portal?
6. When you are looking for information online, what technology do you most like to use?
 - An app downloaded onto my phone
 - My phone's internet browser (Chrome, Safari, etc.)
 - My computer
 - A browser on my tablet
 - An app downloaded onto my tablet
7. Would it be helpful to you if there was a phone number you could call to ask questions about Career and Technical Education?

APPENDIX 3: Qualitative Data Tables

When you are looking for information online, what technology do you most like to use?	
Phone Browser	Preferred in English, Vietnamese, Spanish and Chinese-speaking groups
App	Preferred in Spanish, Portuguese, and Haitian Creole-speaking group
Computer	Mentioned infrequently but across groups
1-1 Advice by Phone, In Your Language	~100%

Terminology	What's Still Confusing	Where this Came Up
"Local" Program	Sounds like your local school would only offer "Local" programs - not Chapter 74 programs.	Cultural Ambassadors, Pilot
"Non-Resident"	Sounds like immigration status/residency	Pilot, Portuguese, Haitian Creole
Non-Resident vs. School Choice	A district might not participate in School Choice but might accept Non-Resident applications.	Pilot
"Technical"	In Vietnamese, sounds similar to "technology"	Vietnamese
"Portal"	Chinese translation is like "family entrance"	Chinese

Communication Recommendations	Where this came up
Translation is essential	Chinese, Spanish, Portuguese
Provide access to both English and the translated language	Haitian Creole, Vietnamese
Verbal and 1-1 is essential	Portuguese (Brazil), Haitian Creole
Fewer words, more images and videos	Vietnamese, Portuguese
Using plain language	Spanish, English
Provide hard copies and printed information	Haitian Creole

School Finder and Family Portal - General Comments	Where this came up
There isn't an obvious pathway to review CTE information from School Finder - to move between the school finder, What Families Need to Know, Family Portal and DESE main page.	Cultural Ambassadors
The Localize translation button does not always appear in Google Chrome. May have to do with individual settings on Chrome accounts	Cultural Ambassadors

School Finder Comments/Suggestions	Where this came up
Make easier to find (url is long, Fam. Portal isn't easy to find)	Pilot, English, Portuguese
It takes many steps / too many clicks to access the key information the parent needs - specifically admissions info and application deadlines	Vietnamese, Pilot, Cultural Ambassadors
Allow people to search by town instead of address (some are not comfortable entering their address)	Pilot
Include age 18-22 in the grade level drop down menu (transition age students with disabilities and Post-Secondary options)	Pilot, Portuguese
Families can see schools that they may not actually be eligible to attend due to their address according to their district's school assignment policy, not being a choice district, not being a sending district for a CTE school. Parents need outside knowledge or to dig deep to interpret the results. Consider adding more drop-downs and filters.	Pilot, Chinese, Cultural Ambassadors
When you click through to the School and District Profiles page to access the website address, it is not always the correct one. Sometimes, it is a sub-page of the district website -- but the school has a true website separate from that so you need to go to Google.	Haitian Creole, Cultural Ambassadors
The labels on the map are not translated and use the term "Vocation Technical School"	Cultural Ambassadors
The (i) buttons that define different types of schools come below the map key - so if you don't know the term, you won't realize there is a definition available - you have to scroll way down.	Pilot, Cultural Ambassadors
Not all families will be able to navigate this resource.	Chinese, Haitian Creole, Portuguese, Pilot, Cultural Ambassadors
We told families to choose "All Programs/Pathways" however in preparing for the focus groups, people found it confusing how to use the Pathways/Programs menu. Re-labeling it or dividing it into different drop-downs would reduce confusion.	Cultural Ambassadors

Family Portal Comments/Suggestions	Where this came up
Link from DESE main page	English, Cultural Ambassadors
More images, fewer words, focus on the practical questions parents have	English, Vietnamese, Cultural Ambassadors
Review translation for accuracy	Chinese, Portuguese, Vietnamese
Link to Family-Friendly pages, not technical information. Specifically, the link for CVTE should go to the What Families Need to Know page.	Cultural Ambassadors
Create a demo / orientation video	Pilot, Haitian Creole
Use plain language	English
Focus on what families need to know instead of talking about family Englishagement as a topic	Portuguese, Cultural Ambassadors
Once you click on the informational link you end up in a whole other department. This will be confusing for families - it would be better for them to be able to navigate parent-facing pages only.	Cultural Ambassadors

Areas in need of further explanation or clarification	Where this Came Up
Clarify that admission can be competitive	Pilot, Chinese, English, Vietnamese
Concerns about disability inclusion	Portuguese, Chinese
Share information about post-secondary technical and trade schools	Pilot, English, Chinese
Who do I contact if I have a question?	Haitian Creole, Vietnamese
Discussion of tuition may be confusing	Pilot, Haitian Creole
Discussing technical training, degree from technical school makes it hard to understand that students earn a valid high school diploma.	Pilot, Haitian Creole, Chinese
Parents had questions about how students figure out what career field they would like to pursue. Not explaining Exploratory is an omission in this presentation and on the website.	Pilot, Spanish
Easy-to-share "sound bites" would help people who work with families share information via email, WhatsApp, social media, text	Pilot
Difference between School Choice programs and Non-Resident Applications to CTE programs is confusing	Pilot
Application deadlines are confusing. The Non-Resident Application Deadline is standardized, but individual schools may have all different deadlines.	Haitian Creole, Chinese
Omission of explanation for "After Dark," Innovation Pathways, Post-Secondary Chapter 74	Cult. Ambassadors
Explain how students who need more time to complete their graduation requirements due to a disability can access CTE between the ages of 18-22	Chinese, Spanish
How to evaluate whether a school is a good fit for your Chineseld. Examples: are there data sources where families can see how many graduates attend college? What about find employment?	English, Spanish
Can School Finder be used to find Private (Chapter 766) Special Education Schools or school types besides CTE	English
Is it worth applying if it is extremely competitive to get in?	Vietnamese, English
Multiple questions that would be specific to the school. For example, what opPortuguesetunities are provided after school or over the summer or which schools offer opPortuguesetunities to earn college credits	Chinese, Portuguese, Haitian Creole, Spanish, English

Equity and Access Concerns	Where this Came Up
English Learner students and Students with Disabilities are excluded due to schools being allowed to make admissions competitive including consideration of grades and behavior.	Pilot, Portuguese, English, Vietnamese
Once students are enrolled in these programs, are CTE schools appropriately staffed and trained in inclusive practices for English Language Learners and Students with Disabilities - so that students will be successful?	Pilot, Portuguese, Spanish, Chinese
From school finder, when you finally navigate to a school's website everything is in English. Even if you use Google Translate, many materials on the website are PDFs and are not translated - admissions policies, application documents, brochures, etc.	Pilot
Families have different levels of technology proficiency as well as literacy in their own language. This means that communication needs to be available through both high-tech (websites, apps) and high-touch (hand-outs, individual conversations, phone calls)	Pilot, English, Portuguese, Haitian Creole, Cultural Ambassadors
If a parent believes their Chineseld has been discriminated against in an admissions decision, explain who they can appeal to	Chinese, Spanish, Portuguese, English
A family in Shrewsbury reported that due to geographic location thay cannot access the resources.	English