

# Dual Language Learners Program Assessment (DLLPA)

## 9. Family and Community Engagement Program Services

This section addresses the importance of offering culturally and linguistically responsive activities to parents that promote their role as the child's first teacher and lifelong advocate. This section also addresses the importance of engaging community stakeholders to support the program's efforts to work with families.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our family engagement services...

#### Family engagement, 45 CFR §1302.50

[...] (b) Family engagement approach. A program must:

- (1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;
- (2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create

- welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
  - (4) Provide parents with opportunities to participate in the program as employees or volunteers;
  - (5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,[...]

## **Parent activities to promote child learning and development, 45 CFR §1302.51**

- (a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:
- (1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
  - (2) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,
  - (3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.
- (b) A program must, at minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

## Community partnerships and coordination with other early childhood and education programs, 45 CFR §1302.53

### a) Community partnerships.

(1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.

(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include: [...]

(iv) Educational and cultural institutions, such as libraries and museums, for both children and families;

## Management system, 45 CFR §1302.101

b) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure: [...]

(2) The full and effective participation of children who are dual language learners and their families, by:

(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a) [...]

## Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For **all program options**, do our family engagement services...

	1	2	3	4	5	N/A
Recognize the parents as their children’s primary teachers and nurturers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate culturally and linguistically responsive strategies when partnering with our families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in a family partnership agreement process and goal-setting that is aligned with the Parent, Family, and Community Engagement Framework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share strategies and activities with our families that promote the child’s use of the home language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with our families to adopt a long-term commitment to supporting their child’s home language development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe and ask about children’s learning experiences at home and in the community to identify strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that our families are fully informed of our program’s school readiness goals for children who are DLLs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a research-based parenting curriculum that is culturally and linguistically appropriate for our families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help our families feel welcome by greeting them in their home languages and displaying images and items from their home cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide our families with verbal and written information and explanations in their preferred language to enable their full participation in Individualized Family Service Program or Individualized Educational Plan meetings and service evaluations?

Apply a culturally and linguistically sensitive lens when discussing family or child needs and services?

Specifically reach out to families of DLLs to engage them in learning activities with their child at home, in the classroom, and during group socializations?

Help us identify, recruit, and enroll eligible children and pregnant women from among all cultural and language groups within our service area(s)?

Help us identify speakers of home languages of enrolled children who can work or volunteer in classrooms and support our program in other capacities?

Help us identify qualified interpreters and translators?

Support the recruitment and professional development of our staff who speak home languages of children and families?

Include collaboration with our local school district(s) to develop school readiness goals that address the needs of culturally and linguistically diverse children who are DLLs?

Section 9. Family and Community Engagement Program Services section score \_\_\_\_\_

## Resources Related to Family and Community Engagement

### Program Services

This section addresses the importance of offering culturally and linguistically responsive activities to parents that promote their role as the child's first teacher and lifelong advocate. Engaging community stakeholders supports program efforts to reach these goals.

### Family Engagement Services

- ▶ [Family Engagement and Cultural Perspectives: Applying Strengths-based Attitudes](#) [PDF, 632KB]
- ▶ [The Importance of Home Language Series](#)
- ▶ [Program Environments: Responsive Programming for Migrant Families](#)
- ▶ [Las Manos de Apá Resources](#)
- ▶ [Journeys of Hope and Courage: Using Storytelling Approaches to Partner with Families](#)
- ▶ [Healthy Brain Development Tip Sheet](#) [PDF, 1.3MB] Available in [Spanish \(español\)](#) [PDF, 823KB] and [Arabic \(ةيبرعلا\)](#) [PDF, 745KB]
- ▶ Family Well-Being Tip Sheets
  - » [Prenatal Care](#) [PDF, 595KB] Available in [Spanish \(español\)](#) [PDF, 761KB] and [Arabic \(ةيبرعلا\)](#) [PDF, 552KB]
  - » [Health](#) [PDF, 451KB] Available in [Spanish \(español\)](#) [PDF, 673KB] and [Arabic \(ةيبرعلا\)](#) [PDF, 550KB]
  - » [Hygiene](#) [PDF, 1.0MB] Available in [Spanish \(español\)](#) [PDF, 1.5MB] and [Arabic \(ةيبرعلا\)](#) [PDF, 593KB]

- » [Oral Health](#) [PDF, 1.1MB] Available in [Spanish \(español\)](#) [PDF, 678KB] and [Arabic \(تبرعلا\)](#) [PDF, 475KB]
- » [Nutrition](#) [PDF, 566KB] Available in [Spanish \(español\)](#) [PDF, 889KB] and [Arabic \(تبرعلا\)](#) [PDF, 565KB]
- » [Sleeping, Waking, and Bedtime](#) [PDF, 509KB] Available in [Spanish \(español\)](#) [PDF, 807KB] and [Arabic \(تبرعلا\)](#) [PDF, 576KB]

### Community Engagement Services

- ▶ [Talking Points: Head Start and Refugee Provider Communication Guide](#) [PDF, 189KB]
- ▶ [Eligibility, Recruitment, Selection, Enrollment, and Attendance \(ERSEA\) in Head Start and Early Head Start: Reaching Emerging Refugee and Immigrant Populations](#) [PDF, 3.0MB]