

# Engaging Families Across Language and Culture

Many early childhood professionals work with children and families with first languages that are different from their own. In these cases, early childhood professionals may find it difficult to create effective partnerships with the parents of the children they teach. This training topic provides an opportunity for professionals in early childhood education to share their experiences and develop meaningful strategies for building relationships with families who come from different linguistic and cultural backgrounds.

**Goal** To enhance the strategies used by Head Start staff to engage families from a variety of linguistic and cultural backgrounds in a respectful and supportive manner.

**Objectives** Participants will:

- Have a greater understanding of the importance of engaging families of all language backgrounds in Head Start
- Learn practical strategies to employ when trying to engage families whose language backgrounds are different from their own
- Gain confidence in reaching out to the parents with whom they work who speak another language

## Method and Content

This workshop has three distinct sections, each designed to build on the others.

- Exercise One: Reflecting on Our Linguistic and Cultural Backgrounds
- Exercise Two: Linguistic and Cultural Background Vignette
- Exercise Three: Sharing Strategies

Exercise One provides the opportunity for staff to reflect on their own linguistic and cultural backgrounds, including times when they have not spoken the dominant language. In Exercise Two, staff read and discuss a vignette in which a teacher encounters problems engaging parents with different backgrounds from her own. In Exercise Three, the group will discuss strategies for engaging families from a variety of backgrounds.

## Getting Started

### What You Need:

- Time – this training should take a minimum of 1.5 hours, not including Workshop Leader preparation. For more information on **Workshop Time Management**, see the ***Introduction to the Tell Me A Story Workshops***.
- A training space large enough to accommodate the members of the training to participate in large (e.g., 20 people or more) and small (e.g., 3-6 people) group discussions. For large groups (e.g. more than 20 participants), you may want to consider including 2 workshop leaders to help manage and respond to participant needs. For more information on considerations with **Group Size**, see the ***Introduction to the Tell Me A Story Workshops***.
- Seating for your training group

- ▶ Prepare a training packet for each participant with the following materials:
  - Handout 1: Vignettes (A & B: choose 1)
  - Handout 2: Strategies for Engaging Families
  - A blank piece of paper
  - A Workshop Evaluation Form
  - Pen or pencil for each participant
  - Markers for Workshop Leader
  - Five large pieces of paper

## Workshop Leader Preparation

Read through all the workshop materials first. Take the time to reflect on your own responses to the exercise questions. It is important to acknowledge your own comfort level and biases with the subject matter before leading the workshop.

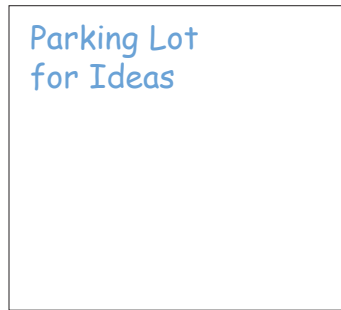
Consider whether this type of training, in which staff is asked to discuss their feelings about their work and the families served, is common or rare in this program. Take into account how much practice your training group has had with discussion of this kind and review the Workshop Leader strategies provided for you to support your role in facilitating a positive training environment.

The vignette or story provided in Handout 1 describes a situation involving teachers, families, children, and language. Consider whether staff is currently discussing their personal backgrounds, including their language backgrounds.

The key to this training is the use of a vignette or story to which Head Start staff can relate. Review the vignette examples provided (Handout 1) and choose one. The first version focuses on a bilingual Head Start teacher who is now teaching children whose languages she does not speak. The second version highlights a monolingual English teacher teaching dual language learners for the first time. You should choose the one best suited to your participants, and change it to suit the needs of the training group. You can change the story, for example, to discuss an area of tension between staff and parents that reflects elements of real events in your program. Or the parents' and teacher's reaction in the story can be altered to reflect those of a culture represented in your program. Be careful to maintain confidentiality and change situations enough so that they do not disclose personal information about staff or families.

### Preparing the Workshop Space:

- ▶ Prepare the training space by positioning chairs so that the participants can begin as a large group, and then move easily into smaller groups.
- ▶ Place a training packet on each chair in the room.
- ▶ Prepare one large piece of paper, entitled “Parking Lot for Ideas.”



- ▶ Prepare a large piece of paper with  
“It’s easy to work with parents of DLL children when...”
- ▶ Prepare a large piece of paper with  
“It’s hard to work with parents of DLL children when...”
- ▶ Prepare a large piece of paper with  
“Strategies for working with parents of DLL children...”

### Introduction to the Training

Workshop Leaders are encouraged to use their own words to introduce the training. Some key points to consider are:

- ▶ Welcome the group and review logistics – general agenda, time frame, when to expect breaks, materials, sign-in sheet, etc.

- ▶ The topic of the training is “Engaging Families Across Language and Culture.”

**“This training offers a chance to work on some of the issues the group discussed in the training, The Benefits and Challenges of Engaging Parents. In this training, we’re going to get the opportunity to think in more depth about how to engage parents who may not speak much English and who come from a different cultural background than their children’s teachers.”**

- ▶ The objectives of today’s workshop are:

- To have a greater understanding of the importance of engaging families of all backgrounds in Head Start,
- To learn practical strategies to employ when trying to engage families whose language and culture are different from your own,
- To gain confidence in reaching out to parents who speak other languages.

- ▶ Explain the “Parking Lot for Ideas” sheet as follows: during the training, if a question, suggestion, or concern unrelated to the training exercise, but related to the topic is offered, the Workshop Leader will record it on the “Parking Lot for Ideas” sheet. Refer back to these ideas at the end of the training for further discussion as time permits.
- ▶ Review the Training Ground Rules, which are a short list of statements intended to promote a safe, positive environment for all participants. The list can be printed on a piece of paper for all to see, but reviewing the rules and asking for group agreement is the most important step before beginning the exercise.

### Training Ground Rules

**There are no right or wrong answers in any of the activities we will be doing today.** Everyone’s opinions and feelings are respected here.

**One at a time.** We want to hear what everyone has to say so it is important to remember that group discussion requires strong listening skills.

**Learning takes time.** We will not rush one another when trying to understand and participate.

**Maintain Confidentiality.** While sharing our experiences we do not need to use names of children, parents or staff.

## Exercise One: Reflecting on Our Linguistic and Cultural Backgrounds

The intent of Exercise One is to help participants reflect on the challenging experience of entering a new situation. This challenge is especially difficult when you do not speak the language or share the culture of those in the new context. The goal of this exercise is that participants will deepen their understanding of the perspective of parents who are new to the center, and who speak a language other than English.

- ▶ Ask participants some of the following questions. Choose questions based on your knowledge of the population. You should choose questions that will encourage participants to reflect on situations in which they have been the outsider. If appropriate, ask them to raise their hands if their answer to the question is yes. Emphasize that they can choose not to answer any question if they do not feel comfortable, and that the purpose of the exercise is for everyone to understand how much diversity in background we have as a group, as well as to begin to think about our own individual linguistic and cultural background.

Is English is your first language?

Do you have a “heritage language” other than English that your parents, grandparents, or great grandparents spoke?

Do you know at least a few words in a language other than English?

Did you learn a second language in school?

Are you fluent in two languages?

Are you fluent in more than two languages?

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- ▶ The next set of questions is designed to encourage participants to reflect on the experience of being in a new situation, as an outsider. Choose questions that fit the demographics of your participant population.

Think of a time when you were around a group of people who spoke a language you did not understand. How did that feel? What did you do?

Think about a time you started at a new school or a new job. What was it like that very first day? How did you feel?

- ▶ Point out that the memory or thought of this experience can trigger positive feelings, negative feelings, or very little feelings. Drawing their attention to the blank piece of paper in their packet, ask the group to take a few moments to write some notes or draw a picture about these thoughts or feelings. It should be stressed that this reflection is only for the participant's eyes and will not be collected.
- ▶ Lead a discussion around the following questions, encouraging participants to consider the impact of differences of language and culture on children and families engagement in a new classroom environment.

What do you think it is like for a parent who does not understand or speak English well to come to this center for the first time?

What if their first language is Spanish (or a common native language in your community)?

What if their first language is Swahili (or a language not commonly spoken in your community)?

What is it like for a child, to come to this center who does not understand or speak English well?

### Transition to Exercise Two

Provide participants with the bridge that will shift their focus from memories that are individually meaningful to a shared story the group can work through together. Encourage participants to remain in contact with the feelings and thoughts they recorded in this initial exercise in order to reflect on what can make relationships with children and parents feel especially important or meaningful.

"Each of us has considered a memory from his/her own experience individually. In the next activity, the group will hear a common story to discuss together, but I want you to keep that memory in mind. The story we'll share concerns a teacher's struggle to work with parents. As in real life, the story contains many points of view and many points of conflict; there is no one right answer to any of the questions in this exercise."

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## Exercise Two: Parental Engagement Vignette

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In Exercise Two, participants read or listen to a vignette, highlighting the experiences of a teacher and her work with parents. It begins with a large group reading of the vignette, followed by a small group discussion, and a large group discussion. You should choose the vignette appropriate for your participant population. The first vignette (A) addresses the situation in which an experienced bilingual teacher has new students that speak a language other than the two in which she is fluent. The second vignette (B) addresses the situation of a monolingual teacher who is teaching dual language learners for the first time.

- ▶ While a lively group discussion is the goal, participants can be encouraged to express their feelings in a way that permits turn-taking and productive discussion. Maintaining this environment of trust and respect is your responsibility as the Workshop Leader.
  - Ask participants to locate Handout 1 in their training packets.
  - Ask the group to follow along as you read the story about Anna aloud. Or have members of the group read the story aloud.
  - To work on the questions presented at the end of the story, the group is divided into four smaller groups and asked to move their chairs to aid in small-group discussions.

### **Workshop Leader Strategy: Creating Smaller Groups**

You have some options in breaking into the four smaller groups. For example, you can:

- Count off 1 through 4 and assign the groups by each individual's number. This works well if you feel the participants work fairly well together overall and will engage in the activity easily.
- Assign participants to groups ahead of time. This strategy is especially useful in groups that could benefit from interacting with other specific participants. This may be used to avoid unproductive conversations or training activities, or to enhance the conversation through new combinations across professional roles.

# Handout 1

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## Vignette A

Anna, an experienced teacher, is fluent in English and Spanish. She learned both Spanish and English as she grew up and lives in a community where she uses both languages every day. The students at her center are mostly dominant in English, but she uses Spanish in the classroom and with parents. She has English and Spanish books in her classroom, and parents borrow these books regularly. She prides herself on being a bilingual, bicultural teacher and a resource for Latino families at the center.

This year, however, Anna has several students whose families speak Tenme or Russian and she is having difficulties communicating with families whose primary language she does not speak. For example, Alex, a four-year-old, speaks Russian at home, his father speaks a little English and his mother speaks no English. Alex is not speaking any words at all in the classroom, though he does participate in activities and sometimes she thinks he understands what she is saying. Anna is worried about his progress. Anna tries to communicate with Alex's mother, but Alex's mother is very rushed at drop off and pick up and seems upset that she cannot understand what Anna is saying. When Anna speaks with the father, he says he wants Alex to learn English. Anna is having similar problems with several other children and families in her class. When Anna speaks to a parent who came to the U.S. as a refugee, for example, she finds that the parent will not make eye contact with her, and does not seem to want to talk, even if Anna speaks very slowly.

While Anna has always prided herself on her strong relationships with parents, she is struggling to communicate with many of her students' parents who speak other languages. Anna does not know how to create the relationship with these parents that is necessary for evaluating and meeting her students' needs. There is a translation service that will help with Russian occasionally, but this does not help Anna with the day to day classroom experiences or with daily communication with parents. Anna is frustrated and worried that her lack of communication with parents will affect her ability to teach her students.

In addition, her classroom includes a lot of English and Spanish oral language, as well as materials and songs. She is worried about whether continuing to use Spanish in her classroom might be disadvantaging these new arrivals, but she does not have any materials in their home languages and she is reluctant to stop supporting the Spanish skills of the Latino children in the class.

# Handout 1 continued

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Questions:

What are Anna's goals?

What strategies has she already tried?

What challenges is she encountering?

What can she do to engage these families?



# Handout 1 continued

## Vignette B

Alicia is an experienced preschool teacher and a former Head Start parent. She is of Irish and Italian background and is a monolingual English speaker. Alicia loves her job, and especially enjoys reading books to the children and helping them learn to write. She believes that her background as a Head Start parent has allowed her to form deep connections with parents.

This year, Alicia's student population has changed. While her town was traditionally Irish Catholic, this year several Latino students have enrolled in her classroom. The children, and their parents, have varying levels of English proficiency. For example, one family does not seem to know English at all. The mother in the family, Clara, has two brothers whose families also live nearby. The brothers speak some English, their wives speak a little English, and the children know a little English. Another Latina child in the class, Maria, who was in Alicia's class last year as well, speaks English very well, as do her parents.

Alicia has had difficulty communicating with the families of some of her new students. She does not speak Spanish, though she has learned how to say "Hola!" and "Gracias." One of the teaching assistants in a neighboring class is bilingual, but she works only part-time. No one else at the center knows Spanish. Alicia has noticed that some of these families are going to her church, and she thinks that there is a Latino community organization that is based there, but she is not sure.

Some of the new students do not follow classroom directions well and do not know how to do the center activities, or how to use the classroom materials. Alicia has noticed that Maria seems to be speaking in Spanish with the new children. Alicia wonders if this is a good idea or not, though it's helpful sometimes. Not even Maria, though, seems to be talking much with Miguel, who does not speak any English. Miguel mostly sits by himself, staring and quiet. Alicia has tried reading to him and holding him on her lap, but he still has not spoken.

Alicia wants to speak with Clara, Miguel's mother, about her concerns about Miguel, and to find out if he acts the same way at home. However, while the aide helped when Miguel first started in the class, her schedule now conflicts with Clara's schedule. In the morning, Miguel's aunt drops him off. In the afternoon, the bilingual aide leaves at 1PM, and Clara comes to pick up Miguel at 3PM.

Alicia used to feel like a good teacher, but she is starting to doubt herself. Her read alouds are not as popular this year, now that several children do not seem to understand what she is saying. Center time is not running as smoothly, since some of the children do not understand what to do. She worries that her English-speaking students are suffering from the classroom not functioning as well, also. Alicia is feeling overwhelmed and frustrated. She knows that other teachers are feeling the same way, but she's afraid to admit her difficulties to her supervisor, since she is afraid she will look like a bad teacher.

# Handout 1 continued

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Questions:

What are Alicia's goals?

What strategies has she already tried?

What challenges is she encountering?

What can she do to engage these families?

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- ▶ Read the four questions on Handout 1 Aloud (using either Vignette A or Vignette B):
  - ▶ Ask the small groups to discuss the questions, approximately 20 minutes. Toward the end of the 20 minutes, each group is instructed to select a member to report back to the larger group.

### Large Group Discussion

- ▶ Fill in the chart paper with the groups. Sample responses are below.

For Vignette A:

#### What are Anna's goals?

- For students to learn English
- To feel like she's doing a good job
- For students to be bilingual and be proud of all their languages
- To connect with parents
- To help with developmental learning at home
- To include families

#### What challenges is she encountering?

- She is having trouble communicating with some of the parents of her students
- She is having trouble communicating with some of her students
- She doesn't feel like she's doing a good job

#### What strategies has she used?

- Talking with mother
- Finding a translator

#### What can she do to engage these families?

- Get help to create Russian and Vietnamese charts and labels, as well as Spanish and English ones
- Invite parents (through a translator?) to read a story, sing a song, or volunteer in the classroom

- ▶ Once the chart is completed, ask for reactions from the group, using prompting questions:

#### How have Anna's goals changed? How have they stayed the same?

- ▶ This provides an opportunity for the participants to reflect on how their role may shift depending on the needs of their students. In this case, Anna is still committed to supporting her students, but now she has a multi-lingual classroom and more languages and cultures to learn and include.

How could Anna implement some of the strategies she uses to support Spanish speaking children and families to support Russian children and families with other linguistic and cultural backgrounds?

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- ▶ This question prompts participants to consider how they can use their strengths to reach out to families and children with a different language background. Anna can use a few key phrases in each language, invite parents to share their language and culture with the class, and have environmental print in the families' languages. She is already doing this with Spanish.

### Does Anna need to worry about having too many languages in the classroom?

- ▶ This question addresses a concern that some teachers have about including children's languages in the classroom. However, Anna can rely on English as a common (if emerging) language while still providing support for other languages.

#### For Vignette B:

##### What are Alicia's goals?

- To feel like she's doing a good job
- To connect with parents
- To help Miguel with speaking
- To help children learn English
- To help children learn to read and write
- To have a well functioning classroom

##### What challenges is she encountering?

- She is having trouble communicating with some of the parents of her students
- She is having trouble communicating with some of her students
- She doesn't feel like she's doing a good job

##### What strategies has she used?

- Using some Spanish
- Getting help from the aide
- Giving Miguel extra attention

##### What can she do to engage these families?

- Connect with the Latino community organization to get help with translation
- Connect with other teachers, ask the center for more support
- Invite parents (through a translator?) to read a story, sing a song, or volunteer in the classroom

- ▶ Once the chart is completed, ask for reactions from the group, using prompting questions:

##### How have Alicia's goals changed? How have they stayed the same?

- ▶ This provides an opportunity for the participants to reflect on how their role may shift depending on the needs of their students. In this case, Alicia is still committed to supporting her students, but now she has a multi-lingual classroom and more languages and cultures to learn and include.

##### How could Alicia make stronger connections with her Latino parents?

- ▶ This question prompts participants to consider how they can use their strengths to reach out to families and children with a different language background. Alicia can learn a few key phrases in Spanish, invite parents to share their language and culture with the class, and have environmental print in Spanish. She can still have a classroom with lots of reading and writing.

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## Does Alicia need to worry about the children speaking Spanish with each other?

- ▶ This question addresses a concern that some teachers have about including children's languages in the classroom. However, Alicia can rely on English as a common (if emerging) language while still providing support for other languages.

### Transition to Exercise Three

Provide participants with the bridge that will shift their focus from the vignette to strategies they might use in their own practice. Encourage participants to remain in contact with the feelings and thoughts in the vignette in order to reflect on what can make relationships with children and parents feel especially important or meaningful in their own practice.

**"We have considered relationships between teachers and parents using a vignette. In the next activity, we will talk about strategies that we might use in our own practice, but I want you to keep the vignette in mind."**

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## Exercise Three: Engaging Families Across Language Backgrounds

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Exercise Three provides an opportunity to reflect on how to engage all families and support multiple languages in the classroom across language and culture.

- ▶ Post two sheets of white paper. One is labeled "It's easy to work with parents of DLL children when..." and another labeled "It's hard to work with parents of DLL children when..." You can ask teachers to write directly on the sheets, or use a large group discussion to generate ideas. They should feel free to draw from personal experience as teachers and parents and from the vignette.
- ▶ Once you have several ideas for each topic, distribute Handout 2. Read it aloud with the participants. Ask them to star on their handout the strategies that seem particularly helpful to them. Ask participants, in small groups of 3 or 4, to identify particular strategies that could help with challenging situations they just identified. In addition, ask them to comment on strategies on the handout that they have tried or thought of trying.
- ▶ Finally, encourage teachers to share other strategies that have worked for them, as well.
- ▶ At the end of the small group discussion, ask one person from each group to summarize the strategies they discussed. Ask participants to share their ideas as whole group, and record new strategies on a piece of white paper labeled "Strategies for working with parents of DLL children."

## Workshop Leader Strategy: Using the Handout Material

Handout 2 offers strategies to use when working with parents across language and culture. You should integrate this content throughout the training and also go through the strategies point by point at the end of the training.

It is important that participants also have the opportunity to ask questions about these strategies. You may choose to:

- Ask participants if they have any questions throughout the training and offer answers immediately
- Ask participants to hold their questions until the end of the training and then respond to them during a “Question & Answer Period”

In any case, participants should leave the training feeling as if their questions have been answered.

Participants may feel the need to discuss specific parents. While this kind of experiential learning should be encouraged, you should remind participants that names and details identifying a specific family should be regarded as confidential material, and the sharing of this kind of specific information must be in keeping with the program’s confidentiality policy.

# Handout 2

## Strategies for Engaging Families Across Language Backgrounds

- ▶ Find out about the language and cultural backgrounds of the families in your classroom, including the parents' expectations of their children's language use.
- ▶ Invite parents to watch their children in your classroom.
- ▶ Use verbal and nonverbal communication with parents who do not share much language with you.
- ▶ Learn a few words or phrases of languages spoken by your children's families.
- ▶ Develop relationships with bilingual community members, as well as with children and their families.
- ▶ Invite families and community members to share activities, foods, and vocabulary from the child's home culture.
- ▶ Encourage children to speak their home languages with classmates who share that language.
- ▶ Ask families and community members how words are said and written in the home languages of the families in your classroom.
- ▶ Label classroom objects, spaces and routines orally and in print with English vocabulary and with the vocabulary of the other languages of the children and families in your class.
- ▶ Write each child's name, the basic colors, and the numbers one through ten in the writing systems of the languages spoken by the families in your classroom, if possible.
- ▶ Discuss bilingualism and the importance of intentionally developing all of a student's languages with families.
- ▶ Make books, songs and other resources available in the classroom for children and families to use and borrow in the languages spoken by the families, when possible.
- ▶ Involve parents in their children's learning in the classroom by sharing with them your learning topics, and inviting them to share vocabulary in their languages on those topics. Also, encourage them to support this learning by leading a classroom activity, or continuing the learning and talking about the topic at home.

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## Wrapping Up

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Pulling things together at the end of the training is an important step for everyone. As a workshop gets close to the end and people are feeling tired, it can be tempting to skip this part. Let people know that you will get them out of the workshop on time, but want to take a few more minutes to wrap up the time you've spent together.

### 1. Review Key Concepts

- ▶ Our classrooms now include children whose parents speak multiple languages and come from a variety of cultural backgrounds.
- ▶ While we cannot be fluent in all languages, we can use strategies to reach out to parents with whose languages and cultures we are unfamiliar.
- ▶ We can invite parents to read stories, sing songs, and volunteer in the classroom even if we do not share a language.
- ▶ We can engage parents in school activities that do not require a high level of English in order to participate.
- ▶ We can ensure parents see their language used in the classroom, by recruiting them to provide labels for classroom objects, to write in their language the names of numbers 1-10, the days of the week, the months, and the seasons, or perhaps to teach the class to produce greetings in their language.
- ▶ We can learn information about children's parents that will allow us to engage them in a relationship that facilitates their child's learning.
- ▶ We may need to use many community services to communicate with parents, including translators, written material in multiple languages, community groups, and bilingual or multi-lingual colleagues.

Wrapping up – be sure to brainstorm at that point with the teachers about what else have we left out, what have we missed, include it in the summary. They talk to each other and learn from each other.

**2. It is important that participants end the training with an understanding of what knowledge and skills they might take from this experience.** After sharing the messages in Handout 2, the Workshop Leader can ask the group how they think they might engage parents and families across languages.

**3. End on a positive note.** Remind the group that this workshop is a first step in trying to engage families whose language and culture may be different from your own. Encourage participants to use the exercises and strategies as a way to rethink their classroom practices and encourage supervisors to continue to check in with teaching teams about the strategies proposed in the training.

**4. Express your appreciation.** Let the group know how much you appreciate their time and hard work. Thank them for sharing their ideas with you and being willing to think about change together.

**5. Make yourself available.** After the training, be willing to answer questions and respond to concerns on an ongoing basis. If the Workshop Leader cannot be available, an on-site staff member should be designated in this role and announced at the end of the training.

**6. Collect Attendance and Evaluation Forms.** Pass out evaluation forms. Ask participants to sign an attendance sheet and complete an evaluation form. Remind participants that these forms are anonymous and collected for the purpose of improving future trainings. During this time, you might also want to title and date any large group work so you can save it for future reference.



## Extending Learning and Supporting New Skills

In order to extend the workshop's content to changes in professional skill and behavior, the Workshop Leader and administrators should consider these follow-up activities:

**Provide Supportive Supervision for Individuals and Teams.** Individual and team supervision is an ideal time to reflect on strategies to engage families whose language and culture are different from their own.

**Implement Classroom Observation and Social Service Support:** Regular observation and feedback can help supervisors and the Workshop Leader support staff members' efforts to employ the strategies introduced in this training. Change takes time so starting small and charting any changes or achievements can boost a staff member's confidence.

**Create Action Plans.** Challenges such as the one presented in this training require a good deal of reflection and planning to work through. Rather than make suggestions alone, supervisors or the Workshop Leader should work with individuals and teams to document their ideas along with the advice of supervisors and consultants. Such reflection can lead to a plan in which all can invest their efforts.

## Workshop Leader Reflection

The Workshop Leader should take some time to review the training experience once it is over, read through and tally the evaluation forms, and review the results. Some additional questions to consider are:

**Was I prepared?** Did I have all the materials I needed? Was the room adequate? Did I feel confident with the topic?

**Did the training go as I imagined it would?** Did the group respond the way I thought they would? Were there any surprises? Were there any elements of the training that went especially well?

**Were the participants engaged?** Did the group size seem appropriate? Who seemed comfortable enough to share their thoughts with the group? Who did not seem comfortable? Do I know why? Did I get the feeling that the participants understood the exercise and materials? Who was present and who was missing today? Is there anyone I need to follow-up with immediately?

**What were some of the themes that people talked about in this training?** Was there a group of issues that the responses and discussions had in common? Are any of these issues a surprise? How can I use these issues in future trainings to make the exercises more effective?

**What would have made this training better?** In hindsight, what could I have done differently? Why? How can I use that information to make the next training even more successful?

**Did I gain new knowledge from this training?** What did I learn? In addition to new information on the training topic, did I gain any new knowledge about the training group or individuals in the training group? Did I learn something new about myself as a Workshop Leader?

# Workshop Evaluation

Title of the Workshop: Engaging Families Across Language and Culture

Location \_\_\_\_\_ Date \_\_\_\_\_

Please rate how well the training met the objectives below:

	Excellent	Very Good	Good	Not Good
<b>Objective 1:</b> Have a greater understanding of the importance of engaging families of all backgrounds in Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Objective 2:</b> To learn practical strategies to employ when trying to engage families whose language and culture are different from your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Objective 3:</b> To gain confidence in reaching out to parents who speak other languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Excellent	Good	Fair	Poor
Overall rating of this workshop:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of information presented:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of workshop activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity of workshop activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's knowledge of subject:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's presentation style:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything you would like to learn that was not presented in this workshop?

Would you like more trainings that expand on this topic? Yes No (Please circle one)  
I would like more training on:

Additional Comments:

## Additional Resources

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Additional Resources all available online at:  
[www.childrenshospital.org/familyconnections](http://www.childrenshospital.org/familyconnections)

### Short Papers for Staff:

*Better Parent Communication: What Do I Say When a Parent Tells Me Something Difficult?*

*The Challenges and Benefits of Making Parent Connections*

*Better Communication With Children: Responding to Challenging Subjects*

*Parenting, Depression, and Hope: Reaching Out to Families Facing Adversity*

*Understanding Depression Across Cultures*

### Short Papers for Parents:

*Self-Reflection in Parenting: Help For Getting Through Stressful Times*



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