Lobby Ice Breaker

“I want my child to learn English and stop speaking our home language.”

How would you respond to a family member with a child who is a Dual Language Learner that makes this request?
Partnering with Families of Children who are Dual Language Learners

Our conversation today will focus on...

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.
Our Presenters

Dr. Guylaine L. Richard
NCPFCE

Brandi Black Thacker
NCPFCE

Welcome

Jennifer Amaya, M.S.W.
Program Specialist, Content Lead for Culture and Language for the Office of Head Start, Office of Early Childhood Development, Division of Comprehensive Services and Training and Technical Assistance
Dual Language Learners Program Assessment (DLLPA): A Closer Look Webinar Series January to April 2019

The Dual Language Learners Program Assessment (DLLPA) helps Head Start, child care, and pre-K programs assess systems and services for children who are DLLs and their families. It also integrates culture and language across programs for the benefit of all children and families.

What the research says…

• Children and families enrolled in Head Start and Early Head Start programs speak more than 140 languages.

• Children who are dual language learners make up at least one-third of all children in Early Head Start and are in more than 85 percent of programs. (Head Start, n.d.).
What the research says…

• Research shows that supporting bilingualism and multilingualism from the early years can result in wide-ranging benefits—from cognitive, academic, and social advantages in the preschool and school years, to health and economic ones later in life (Department of Health and Human Services, 2017).

• Learning home languages increases family unity, helps children to strongly identify with their families and cultures, and in many families is the only way that children will be able to communicate with some of their family members.

Voices from the field… listen up!

From Laurie Conrad (Region 1): “Thank you so much for sharing the research and how home languages increase family unity...so important!”
How can we use the PFCE Framework?

1. Creating **Program Environments** That Enhance Partnership with Families of Children Who Are Dual Language Learners
2. Ensuring That **Family Partnerships** Support Children Who Are Dual Language Learners
3. Partnering with Families to Promote **Teaching and Learning Practices** That Support Dual Language Learners

Using the PFCE Framework to support DLL families and your wonderings from the DLLPA
Partnering with Families of Children who are Dual Language Learners

Using the PFCE Framework to support DLL families and your wonderings from the DLLPA

4. Creating and Sustaining Community Partnerships That Support Children Who Are Dual Language Learners and Their Families

5. Promoting Program Access and Continuity to Support Dual Language Learners and Their Families

1. Creating Program Environments Partnering with Families of Children who are Dual Language Learners

Help our families feel welcome by greeting them in their home languages and displaying images and items from their home cultures?

Positive & Goal-Oriented Relationships
- Equity, Inclusiveness, Cultural and Linguistic Responsiveness

Help our families feel welcome by greeting them in their home languages and displaying images and items from their home cultures?
1. Creating **Program Environments** Partnering with Families of Children who are Dual Language Learners

What qualities help make **program environments** responsive to the unique strengths and needs of children who are dual language learners and their families?

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**Voices from the field… listen up!**

From Laurie Conrad (Region 1): “A teacher asked families what songs they sing with their children to get their children to sleep—many songs in many different languages.”
2. Ensuring That **Family Partnerships** Support Children Who Are Dual Language Learners

What can programs and families do to enhance language learning?
Voices from the field… listen up!

From: Danielle (Region 1): “We made a class book in my classroom every year where we asked families about why they chose their child’s name. We wrote those stories down for children to read and explore. Many cultural stories were represented and it also celebrated the important choice the family made when naming their child! Families loved sharing the stories, and they loved being asked!”

3. Partnering with Families to Promote Teaching and Learning Practices That Support Dual Language Learners

Work with our families to adopt a long-term commitment to supporting their child’s home language development?
3. Partnering with Families to Promote Teaching and Learning Practices That Support Dual Language Learners

What can program leaders do to ensure that the commitment to partnering with families in language teaching and learning is embedded in all aspects of a program?

Voices from the field… listen up!

From: Jenn Fink (Region 1): “We started recording parents reading a story in their home language to their child so it could be shared at school.”
4. Creating and Sustaining **Community Partnerships** That Support Children Who Are Dual Language Learners and Their Families

How can programs and staff partner with community leaders, members and families to support the strengths and needs of families of dual language learners?
Voices from the field… listen up!

From Theresa Lee (Region 1): “Our program organized a “community conversation” event which parents and other community providers attended.”

5. Promoting Program **Access and Continuity** to Support Dual Language Learners and Their Families

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

1 2 3 4 5 N/A
5. Promoting Program **Access and Continuity** to Support Dual Language Learners and Their Families

What steps can programs take to strengthen access and continuity efforts for families of dual language learners?

Voices from the field… listen up!

From Manchester Preschool Center (Region 1): “We have partnered with the Districts Bilingual Liaison to support transitions from Head Start to Kindergarten for parents and children.”
How can programs support staff to partner effectively with families of children who are DLLs?

Relationship-Based Competencies (RBCs)
Definition: Relationship-Based Competency

A set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one’s family engagement work.

Building Capacity

- Individual Practices
- Skills
- Knowledge
Taking a closer look at selected examples

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<tr>
<th>RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT</th>
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<tbody>
<tr>
<td>COMPETENCY</td>
<td>PROFESSIONAL PRACTICE</td>
<td>SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES</td>
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<tr>
<td>1. Self-Aware and Culturally Responsive Relationships</td>
<td>Respects and responds to the cultures, languages, values, and family structures of each family</td>
<td>K Understands that each family has unique strengths and resilience</td>
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<td>S Reflects on one’s own beliefs, values, experiences, ethics, and biases to enhance self-awareness</td>
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<td>P Engages in relationships that are responsive to others’ cultures, languages, and values</td>
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• K = Knowledge
• S = Skills
• P = Practice
Examples of Knowledge, Skills, and Practices for Family Services Professionals

Competency #2: Self-Aware and Culturally Responsive Relationships

- **Knowledge:** Understands how families’ cultures influence caregiving practices and shape family life and children’s early development
- **Skills:** Shows respect for the contributions of home languages and cultures to create shared understandings
- **Practices:** Provides recruitment, intake, orientation, and informational materials to families that are welcoming and responsive to different cultures and languages

Share your thoughts…

- Reflect on Competency #2: Self-Aware and Culturally Responsive Relationships
- Based on your role, discuss how you might use the knowledge, skills, or practices to support the information you discovered from the DLLPA?
Resources

- DLLPA Tool (Family Engagement Section)
- Family Engagement and Cultural Perspectives: Applying Strengths-based Attitudes
- Partnering with Families of Children Who Are Dual Language Learners
- Relationship-Based Competencies (RBCs)

Upcoming Event!

April 09, 2019 | 3:00 pm-4:30 pm ET
Hosted by: National Center on Early Childhood Health and Wellness
Location: Online

Implementing the Dual Language Learners Program Assessment: A Closer Look Webinar Series Addressing Health Equity through Culturally and Linguistically Responsive Health Services

The Dual Language Learners Program Assessment (DLLPA) helps Head Start, child care, and preschool programs ensure the full participation of children who are dual language learners (DLLs) and their families. It outlines strategies for a coordinated approach across management systems and program services. Explore the Health Program Services section of the DLLPA in this webinar, the last of the DLLPA series.
Evaluation and Certificate of Attendance

For more information, please contact us:
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