

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?



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Parent, Family and Community Engagement

Partnering with Families of Children who are Dual Language Learners

March 7, 2019



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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.

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Our Presenters



Dr. Guylaine L. Richard
NCPFCE



Brandi Black Thacker
NCPFCE

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Welcome



ADMINISTRATION FOR
CHILDREN & FAMILIES

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

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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.



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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.).



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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.

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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!”

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How can we use the PFCE Framework?

Positive & Goal-Oriented Relationships			
Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community Partnerships Access and Continuity	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Families as Learners Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates and Leaders	Children are: Safe Healthy and well Learning and developing Engaged in positive relationships with family members, caregivers, and other children Ready for school Successful in school and life

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

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

Positive & Goal-Oriented Relationships			
Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
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Using the PFCE Framework to support DLL families and your wonderings from the DLLPA

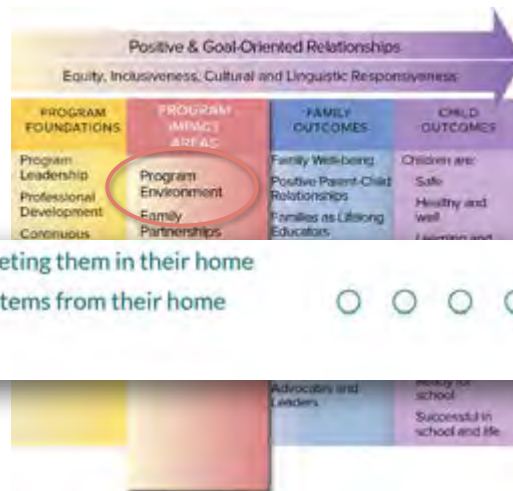
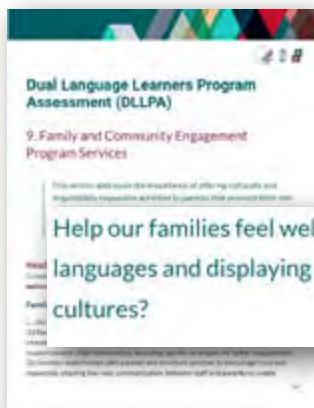
4. Creating and Sustaining **Community Partnerships** That Support Children Who Are Dual Language Learners and Their Families
5. Promoting Program **Access and Continuity** to Support Dual Language Learners and Their Families



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



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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."

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2. Ensuring That **Family Partnerships** Support Children Who Are Dual Language Learners

The screenshot shows a presentation slide with a table and a survey question. The table is titled 'Positive & Goal-Oriented Relationships' and 'Equity, Inclusiveness, Cultural and Linguistic Responsiveness'. It has four columns: PROGRAM FOUNDATIONS, PROGRAM IMPACT AREAS, FAMILY OUTCOMES, and CHILD OUTCOMES. 'Family Partnerships' is circled in red in the 'PROGRAM IMPACT AREAS' column. Below the table is a survey question: 'Integrate culturally and linguistically responsive strategies when partnering with our families?' with a rating scale from 1 to 5 and an 'N/A' option.

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Learning and Community Partnerships Access and Continuity	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators	Children are: Safe Healthy and Learning and

1 2 3 4 5 N/A

Integrate culturally and linguistically responsive strategies when partnering with our families?

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2. Ensuring That **Family Partnerships** Support Children Who Are Dual Language Learners

The screenshot shows a presentation slide with a table and a survey question. The table is titled 'Positive & Goal-Oriented Relationships' and 'Equity, Inclusiveness, Cultural and Linguistic Responsiveness'. It has four columns: PROGRAM FOUNDATIONS, PROGRAM IMPACT AREAS, FAMILY OUTCOMES, and CHILD OUTCOMES. 'Family Partnerships' is circled in red in the 'PROGRAM IMPACT AREAS' column. Below the table is a survey question: 'What can programs and families do to enhance language learning?'.

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Learning and Community Partnerships Access and Continuity	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates and Leaders	Children are: Safe Healthy and Learning and

What can programs and families do to enhance language learning?

What can **programs and families** do to enhance language learning?



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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!"

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

Positive & Goal-Oriented Relationships Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Families as Learners Family Engagement	Children are: Safe Healthy and Well Learning and Developing Engaged in positive

1 2 3 4 5 N/A

Work with our families to adopt a long-term commitment to supporting their child's home language development?

○ ○ ○ ○ ○ ○

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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?



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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.”

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

Positive & Goal-Oriented Relationships Equity, Inclusiveness, Cultural and Linguistic Responsiveness							
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES				
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		1	2	3	4	5	N/A

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?

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

Positive & Goal-Oriented Relationships Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community Partnerships Awareness and Continuity	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Families as Learners Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates or Leaders	Children are: Safe Healthy and well

How can programs and staff partner with community leaders, members and families to support the strengths and needs of families of dual language learners?



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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.”

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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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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?



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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.”

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How can programs support staff to partner effectively with families of children who are DLLs?



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Relationship-Based Competencies (RBCs)



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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.



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Building Capacity



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“KEY” Terminology



- **Knowledge** is what professionals need to know

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- **Skills** are what professionals need to be able to do

+

- **Practices** include key examples of what they actually do

=

Professional Practice is a combination of knowledge, skills, and individual practices that are measurable or observable, and describe what a person needs to know and how to do the work successfully.

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Taking a closer look at selected examples

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT		
COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
1. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	K Understands that each family has unique strengths and resilience
		S Reflects on one’s own beliefs, values, experiences, ethics, and biases to enhance self-awareness
		P Engages in relationships that are responsive to others’ cultures, languages, and values

- K = Knowledge S = Skills P = Practice

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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

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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?



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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)



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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

[Add to My Calendar](#) [Register Now](#)

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.

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Evaluation and Certificate of Attendance

[Survey Link](#)



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For more information, please contact us:
PCFE@ecetta.info | 1-866-763-6481

