Dual Language Learners and Early Literacy
Part 3: Family and Community Engagement in Early Childhood Programs for Diverse Learners

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Three-Part Webinar
Dual Language Learners and Early Literacy

Webinar #1: How Does the Emergent Bilingual Brain Work?

Webinar #2: Examination of Exemplary Teaching Practices in Early Childhood Programs for DLLs and ELs

Webinar #3: Family and Community Engagement in Early Childhood Programs for Diverse Learners

You must attend all three webinars to be awarded ACT 48 credits. If you are participating as a group, please contact Tina Rife trife@pattan.net to let her know who is participating.

You must also complete a Google Survey at the end of each webinar. Directions to access the survey will be provided at the end of the presentation and must be completed prior to exiting the webinar.

Participant Outcomes

Identify culturally responsive practices in developing family and community engagement
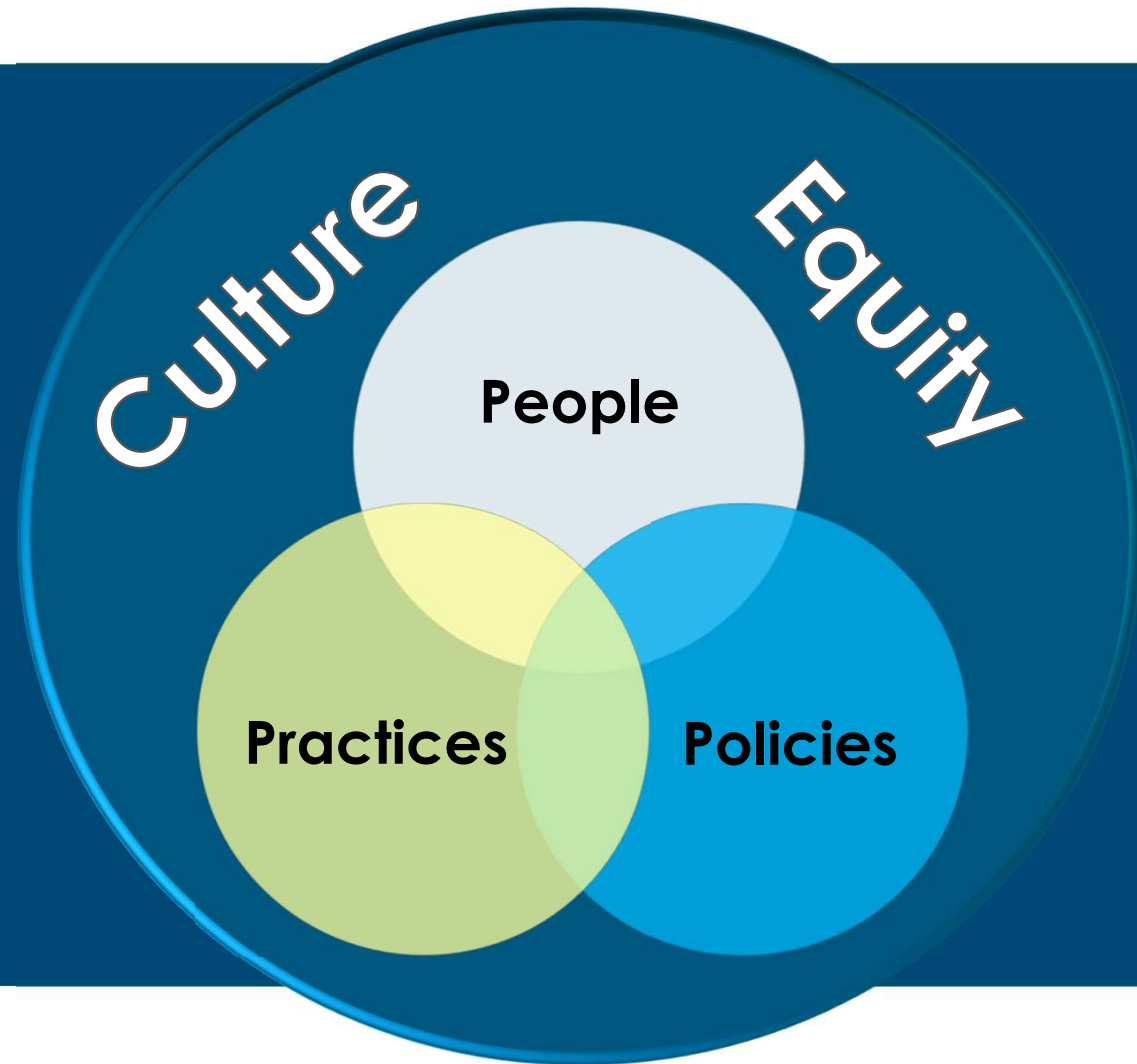
Explore resources to enhance family and community engagement of DLLs and ELs.

Develop a plan to ensure that family and community stakeholders are included in academic program development

What Are Culturally Responsive Educational Systems?

Culture

Equity

People

Practices

Policies

The Every Student Succeeds Act (ESSA)

- Serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB).

- The intent of the law has been to raise achievement for low-income and otherwise disadvantaged children.

Gaps in educational opportunity and achievement will only be remedied . . .

...when those closest to the affected students –parents, families, and communities – **are driving decision-making.**

Parent and Family Engagement Policies

- In order to receive Title I funds, districts must conduct outreach to parents and family members and must implement programs, activities and procedures for the involvement of parents and families in Title I-funded activities.

Intent of the *Every Student Succeeds Act*

- Parents and communities have the right to engage and help drive, financial, programmatic and policy decisions.

- Although legally required engagement and consultation is enumerated in the law, parents and communities should seek to be involved far beyond those instances.

Parent and Family Engagement State Policies Basic Education Circular, *Educating English Learners,* Parent, Family and Community Engagement

- LEAs are required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand.
  - List of essential information that must be provided to parents
  - Annual notification requirements
  - Required outreach activities

Surface Culture

Greetings, Money, Clothing, Family, Social Activities

Power Distance

Degree of Individualism

Degree of Masculinity

Uncertainty Avoidance Index

Time Orientation

(Gert Hoffstede)

Communication Styles

Social Norms and Values

Expectations of school
ROLES: Teacher, Parent, Student

Writing Styles, School Interaction, Instructional Preferences, Historical references, School Systems

Deep Culture

Some Aspects of Deep Culture

- Eye contact
- Social distance
- Roles of males and females
- Expectations of school roles: teacher, principal, students
- Time orientation
- Discipline

Expectations of Service Providers

- Authority or expert decision maker

- Informer

- Partner or team member

Continuum of Individualistic and Collectivistic Societies

INDIVIDUALISTIC

- sharp boundaries between people, with each person being a complete unit

- people considered to be independent with rights and responsibilities that are more or less the same

- person's identity (i.e., the sense of self) based mainly on one's personal experiences- career, accomplishments, challenges, relationships with other people, etc.

COLLECTIVISTIC

- People are interdependent; part and parcel of a larger group (i.e., extended family, village, or tribe).

- Identity tends to be based on one's roles and experiences within the group context.

- Interests and claims of groups supersede those of individuals.

Seven Sources of Home-School Conflict

Individualistic

- Independence
- Personal property
- Cognitive skills
- Child as individual
- Parent's role to teach
- Praise -> positive self-esteem
- Oral expression

Collectivistic

- Helpfulness
- Sharing
- Social skills
- Child as part of a family
- Teacher's role to educate
- Criticize -> normative behavior
- Listening to authority

WestEd (2006) Bridging Cultures in Early Care and Education, p.14-19

Contrasting Cultural Views

Not all cultures nurture their children for the same amount of time (self-feeding, toileting, nap time, separation, learning and play, etc.).

Acculturation Process

- **Assimilation.** Assimilation is the process by which a person or group adopts a new culture that virtually replaces their original culture, leaving only trace elements behind, at most (a largely 1 way process). This type of acculturation is likely to occur in societies that are considered "melting pots" into which new members are absorbed.

- **Separation.** No importance is placed on embracing the new culture, and high importance is placed on maintaining the original culture. The outcome is that the original culture is maintained while the new culture is rejected. This type of acculturation is likely to occur in culturally or racially segregated societies.

- **Integration.** Is used when both maintaining the original culture and adapting to the new one are considered important. This is a common strategy of acculturation and can be observed among many immigrant communities and those with a high proportion of ethnic or racial minorities. Those who use this strategy might be thought of as bicultural and may be known to code-switch when moving between different cultural groups. This is the norm in what are considered multicultural societies.

- **Marginalization.** Is used by those who place no importance on either maintaining their original culture or adopting the new one. The result is that the person or group is marginalized   pushed aside, overlooked, and forgotten by the rest of society. This can occur in societies where cultural exclusion is practiced, thus making it difficult or unappealing for a culturally different person to integrate.

- **Transmutation.** This strategy is used by those who place importance on both maintaining their original culture and on adopting the new culture   but rather than integrating two different cultures into their daily lives, those who do this create a third culture (a blend of the old and the new).

Additive or Bicultural Acculturation

- "In order for them to develop appropriate psychological and social outcomes, they need to keep the bilingual and bicultural heritage." – Elena Makarova

- The practice of encouraging students to talk about and stay connected with their positive memories of their home country is an example of additive acculturation.

Culturally Responsive Family, School, and Community Engagement

- A family is a child's first teacher. When families partner with schools and community organizations, children thrive. To produce the best results for students, we must build the capacity of families, educators, schools, and community organizations to collaborate, exchange ideas, and develop and implement policies and action plans.

- We build on the collaborative strengths of families, educators, and community members, so they can each contribute to the development and success of diverse students.

- Mid Atlantic Equity Consortium MAEC 2019

- https://maec.org/our_work/english-learners/

Eight Competencies for Culturally Responsive Teaching

Culturallly Responsive Teaching
A 50-State Survey of Teaching Standards
Jenny Muniz (March 2019

https://files.eric.ed.gov/fulltext/ED594599.pdf

- Reflect on one's cultural lens

- Recognize and redress bias in the system

- Communicate in linguistically and culturally responsive ways

- Draw onstudents' culture to shape curriculum and instruction

- Collaborarte with families and the local community

- Bring real-world issues into the classroomPromote respect for student differences

- Model high expectations for all students

First Steps: Getting to Know Your Students and Families

Gather formal and informal information on students' backgrounds and early language learning experiences, as well as abilities.

- Administer a *Family Languages and Interests Interview* or PDE *Family Interview (Screening, Identification and Placement Criteria)*, in the family's home language with a qualified interpreter to initiate the discussion and partnership with parents.

  - Collect relevant information about a child's early language learning environment and better understand the child's development from the parents' perspective.

  - It will also help teachers form partnerships with families centered on common educational goals for their children. This survey tells us whether or not and to what extent the child is exposed to languages other than English in the home environment.

First Step in Family Engagement: Understanding families of DLLs

- Education level
- Level of language proficiency
- Support system/group
- Socioeconomic status
- Degree of integration into mainstream American life

Same, Different, and Diverse

Dual Language Learners are a highly diverse group with:

- a wide variety of experiences in English
- a broad range of experiences in their home language(s)
- many different learning experiences, interactions with books, exposure to written language, etc.
- their own individual characteristics, preferences, temperaments, skills, and abilities

Children with Disabilities

- School districts must provide children with disabilities with both the language assistance and special education and disability-related services to which they are entitled under Federal law, without regard to the child's immigration status or that of his or her parent(s) or guardian(s).

- School districts must ensure that all children, regardless of their or their parents' or guardian's immigration status, who may have a disability and who may require services under the IDEA or Section 504 of the Rehabilitation Act of 1973 are located, identified, and evaluated for special education and disability-related services in a timely manner.

Children with Disabilities

- Infants and toddlers who are eligible as a child with a disability (birth through age 2) under the IDEA and their families receive early intervention services under IDEA Part C. Children and youth with disabilities (ages 3-21) who are eligible receive special education and related services under IDEA Part B. These services must be made available to otherwise eligible children and, where applicable, their families without regard to the child's immigration status or that of his or her parent(s) or guardian(s).

- All students with disabilities are protected from discrimination and, if eligible, are entitled to receive FAPE under Section 504. School districts must provide children with disabilities with both the language assistance and special education and disability-related services to which they are entitled under Federal law, without regard to the child's immigration status or that of his or her parent(s) or guardian(s).

Engaging families

CHILDREN

Better teaching in the classroom

The results are

Better support for learning beyond the classroom

TEACHING TEAM

When teachers and families share information about children
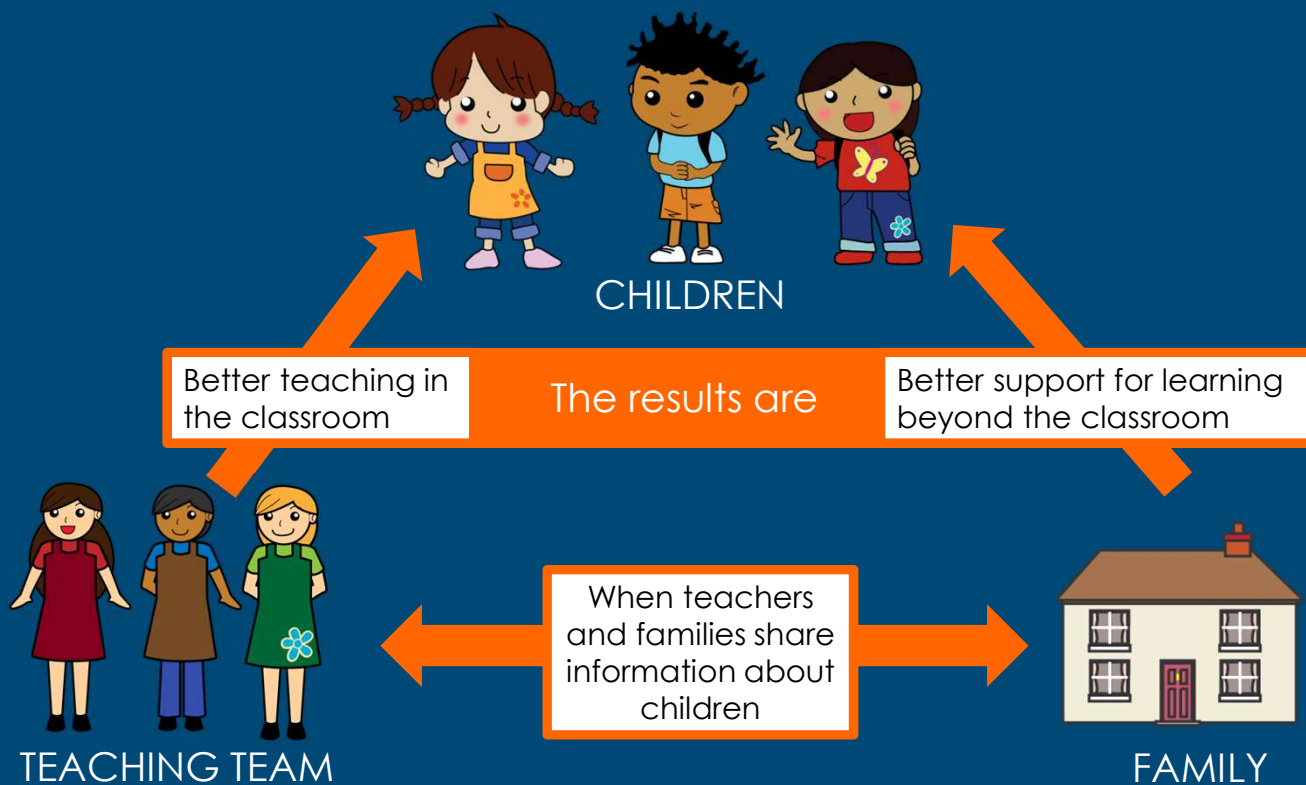
FAMILY

National Center for Quality Teaching and Learning. Partnering with Families.

Effective family engagement is linked to improved child outcomes:

- biliteracy, cognitive, math, social-emotional skills
- long-term academic achievement
- increased parent/family involvement throughout schooling
- family culture and language preservation

The Purpose of Partnering with Families

To support children's development and learning:

- gather and share observations
- individualize teaching for children
- extend children's learning beyond the classroom
- partner in making decisions

Gathering Background Information on Young DLLs

These considerations should be included in the screening process of dual language learners.

Young Dual Language Learners: Gathering Background Information

Considerations	Possible Questions to Ask Parents and Families
Language background: one, two, or more	What language(s) does your family speak? How much experience (exposure) has your child had with the(se) languages? Is your child growing up with two languages? If so, what are the languages? Can you tell me about your child's use of English (if at all)?
Dual language development: simultaneous or sequential	Did your child grow up with two language from birth (simultaneous)? Did your child grow up with one language from birth, and then learn a second language after the age of two (sequential)? How old was s/he when the second language was introduced? About how much time does your child spend using the home language (speaking, listening, comprehending)? About how much time does your child spend using English (speaking, listening, comprehending)?
Language dominance	Does your child use one of his/her languages more often than the other? When your child wants to communicate, which language does he/she use?
Home language experiences	Who are the people in your child's life who speak the home language to him/her? What are some experiences or activities your child has using language? (E.g., cooking with grandmother each evening in Chinese; doing weekend chores with father in Spanish) What experiences with early reading and writing has your child had in his/her home language?
English language experiences	Who are the people in your child's life who speak English to him/her? (E.g., cooking with grandmother once a week; doing weekend chores with father) What experiences with early reading and writing has your child had in English?
Individual characteristics of the child	What are your child's interests and favorite activities? • Are there toys or things that your child especially likes to play with? • Are there pretend play activities that your child likes? • What does your child like to talk about? • What does your child like to learn about? • Can you give examples of experiences from the past that your child can recall and talk about?

Email: NCCLRinfo@edc.org • Toll Free: 855-494-0331 • http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic

Families might feel…

- they must speak English to prepare child for kindergarten
- their child cannot be bilingual/biliterate because of a disability
- learning two or more languages can cause a language delay
- learning English is more important than the family language(s)

Family Engagement and Dual Language Learners

- Ensure that families feel respected and supported
- Take time to learn about families
- Build on families' funds of knowledge

In early childhood settings …

- begin by asking the family about what is important to them
- when possible, employ staff who speak the language(s) common in your community
- with family help, use the child's home language in the classroom
- ask family and community members to volunteer – they can read, tell stories, or have conversations in L1

…and home visiting

- DLL families are often under-represented in home visiting programs
- Greater challenges when home visitor and families do not speak same language
- Little research on effectiveness of services for immigrant or DLL families
- Linguistic and cultural match between home visitors and mothers is valued by families
- Relationship skills seen as critical for home visiting effectiveness

Partnering with Families to Support Early Literacy in the Home Language(s) and English

- Providing welcoming environments which incorporate the languages and cultures of families within the Early Childhood Education program builds trust and respect.

- Home visits with bilingual/bicultural interpreters, if possible, are also an important vehicle for developing partnerships with families.

- Asking families about their traditions and customs around storytelling, singing songs, or reciting rhymes in their home language(s) is a great first step in learning about literacy practices at home.

How Cultural Brokers and Home Language Models Can Help

- A cultural broker can help you learn about the culture of the children in your class.

- A home language model can interact directly with children and use their home language to help them feel more comfortable and to support their home language development.

Inviting and Supporting Cultural Brokers and Home Language Models

Cultural brokers and home language models are individuals who can help to make children and families feel accepted and welcome as they adjust to new environments.

Cultural brokers

- share a cultural heritage with one or more children,

- have origins in the same region as one or more children, and

- feel comfortable sharing their cultural knowledge with teachers and children.

For Culturally and Linguistically Diverse Families

Consider the following:

- Provide scaffolds to remove language and cultural barriers

- Provide transportation and child care needs

- Choose sites for meetings and times based on the family's needs and schedules

- Advertise events in local publications such as newspapers and radio stations in the first language of the families;

- Visit community-based organizations and local churches

- Utilize dismissal time as an opportunity to share upcoming events and school news

Language at Home and in the Community

Encourage families to use their language with children from birth

- Tell stories and sing songs
- Share books and stories
- Encourage families to talk about their traditions and culture
- Show that you value home languages in your classroom
- Look for community events at which family's languages are spoken
- Encourage families to continue using their home language as their children grow older

MANY WAYS TO COMMUNICATE

Create Different Channels for Communication in Families' Preferred Language of Communication

Work with parent liaisons to determine how best to provide translated information and if your families prefer to communicate through:

- in-person conversation
- written handouts
- email
- websites
- telephone hotlines or automated phone calls
- text messages
- social media
- video-streaming events
- partnerships with local community groups, such as a house of worship

Checklist for Planning Effective Family Engagement Program

Implementing strategies to increase immigrant family enrollment and engagement:

- strengthen outreach efforts
- improve the enrollment process and help reduce barriers to access
- create immigrant-friendly programs
- create welcoming environments

Checklist for Planning Effective Family Engagement Program

Implementing strategies to increase immigrant family enrollment and engagement:

- improve discussions about the developmental screening process

- recognize and identify possible delays and concerns early

- strengthen family and caregiver engagement efforts

- build staff capacity and knowledge

Simplify the Enrollment Process and Address Barriers to Access

- Streamline the enrollment process, including reducing the number of forms, and ensuring that eligibility requirements for any program are clear and available in multiple languages. Keep language as simple as possible in communications to caregivers.

- Offer translated enrollment forms, enrollment assistance, and interpreter services and multiple times and days for in-person enrollment.

- Provide multiple flexible options for how caregivers can demonstrate their place of residence, child's age, and income, if applicable.

- Provide transportation support for young children to and from early learning programs, independent of their caregivers.

Early Learning Programs Can Create Welcoming Environments

- Consider potential distrust of government institutions or differing cultural views in regards to early learning when interacting with families.

- Demonstrate respect for diversity in learning environments by incorporating books, posters, and other visuals that demonstrate different cultures, ethnicities, and language backgrounds.

- Integrate learning about diverse cultures, ethnicities, religions, and languages into the regular instruction of an early learning program by, for example, incorporating cultural traditions, reading stories, and listening to music from children's cultural backgrounds.

U.S. Department of Education (January 2017) Success in Early Learning Programs and Elementary School for Immigrant Families: A Guide for Early Learning Programs, Elementary Schools, and Educators
https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf

Early Learning Programs Can Create Welcoming Environments

- Provide regular and intentional opportunities for DLLs or ELs to strengthen their native language through qualified staff who speak children's native language/s and through using the language skills of their caregivers and families (such as inviting caregivers and families to participate in classroom activities or school events in the language they feel most comfortable using).

- Make early learning programs more responsive to caregivers by employing empathy, actively listening to their concerns, and taking the appropriate actions when necessary, in collaboration with families.

Discuss the Developmental and Behavioral Screening Process with Families and Caregivers

- Ask families and caregivers to provide information regarding possible prior screening results.

- If a child is struggling with a specific behavior, identify the specific behavior the child is struggling with and ask the caregiver(s) if they observe the same behaviors at home, while giving the family and caregiver(s) time to reflect and provide input.

- Provide families and caregivers with informative materials in an accessible format and additional resources where they can go to learn more.

Recognize and Identify Possible Delays and Concerns Early

- Use universal language screening measures to determine a child's general language ability, including production and comprehension.

- Differentiate between children who are typical DLLs or ELs, going through the normal language acquisition process and those children who are experiencing language delays or disabilities and require additional supports.

- Keep in mind that when screening DLLs or ELs, delays apparent in both languages, (i.e., their native language, as well as in English), may require further evaluation for developmental delay or disability; whereas, by distinction, delays in English (not accompanied by delays in the home language), may be a product of the typical dual language acquisition process.

- Monitor developmental milestones, celebrating progress and sharing concerns with families.

- If a child appears to be experiencing a delay, provide the caregiver(s) with information about the delay and where they can go to receive additional information and assistance.

- Encourage development of a child's first language, while also supporting the development of the second language, as literacy skills transfer from a child's first language to a second language.

Strengthen Family and Caregiver Engagement Efforts

- Encourage caregivers to talk, read, and sing with their child every day in the language they are most comfortable using.
- Clearly outline expectations of and opportunities for caregivers and regularly communicating with caregivers about what their child is learning.
- Host regular family nights, holiday parties, volunteer opportunities, and parent-teacher conferences at times that caregivers can attend, as these can become support networks and information-sharing vehicles for families.
- Regular involving caregivers in informal decisions that affect the classroom and their child's experiences within it, such as in the development of curricula.
- Offer tailored, practical information and training for caregivers on child development and other services, in a language they understand.
- Empower caregivers to conduct outreach and provide peer support to each other, by offering paid or volunteer opportunities as program ambassadors or parent leaders.

Build Staff Capacity and Knowledge

- Work with principals, superintendents and boards of education, school district staff, and SEA staff to review and revise policies and procedures that may create barriers for immigrant families.

- Consider how new policies or procedures may uniquely impact immigrant children, including children who are U.S. citizens from mixed-status families or undocumented children. Voice your concerns prior to the implementation of these policies and procedures.

- Based on these considerations, educators, school leaders, LEA staff, and other stakeholders should recommend changes and seek feedback from families.

Be a Resource for Families and Build Connections Across Systems

- Look for opportunities to help support immigrant families in their community and advocate for policies that promote inclusion.

- Seek out community-based organizations that assist immigrants, including faith-based organizations, and share this information with caregivers and families.

- Establish trusting relationships with children and caregivers, so that they have a source of support when the unique challenges faced by immigrant families (including mixed status or undocumented families) cause stress or worry.

- Provide access to comprehensive services by building partnerships with community-based organizations and legal service providers, and refer caregivers and families in need. Consider prioritizing linguistically and culturally appropriate and easily accessible service providers.

Strengthen Outreach Efforts

- Build ties to immigrant-serving community-based organizations, including faith-based organizations, health care providers and pediatricians, community leaders, and businesses, as a way of reaching immigrant families through a trusted mediator.

- Create cross-sector partnerships, including with social service agencies, advocates, and community organizations, to ensure multiple pathways for families.

- Participate in or hosting community events where there are high concentrations of immigrants.

Strengthen Outreach Efforts

- Post translated flyers with key, culturally relevant information and conduct in-person outreach in places where immigrant families already frequent, such as local grocery stores, doctor's offices, places of worship, adult ESL classes, and community-based organizations.
- Advertise on various media outlets that communicates with culturally and linguistically diverse populations.
- Invest in dedicated community and family outreach personnel, increasing bilingual and bicultural outreach staff, and using face-to-face communication.

Recommendations for the Development of an Action Plan

- Invite all stakeholders, including families and community-based agency representation to evaluate the family engagement practices in the early childhood setting

- Use the *Implementing Strategies to Increase Immigrant Family Enrollment and Engagement* of this presentation to guide your discussion

- Develop next steps

Strategy/Statement	What is in place?	Next Steps

Please Remember…

- Young dual language learners must not only learn a new language, but also new social skills and cultural values.

- Draw on the linguistic, cultural and personal experiences of the children and their families when planning classroom activities.

- Partner with families.

- Be sensitive to individual differences.

- Bilingualism, biculturalism, and biliteracy benefit children's development and can give them better opportunities for the future.

By building school climates in which parents and families are **integrally** and **constructively involved** as **participating partners** in their children's education, the likelihood of academic success increases for every child.

Resources

- BRYCS Refugee Portal http://www.brycs.org/refugeeportal/index.cfm
- Colorin Colorado. The Preschool Years http://www.colorincolorado.org/preschoolyears
- HeadStart/ECLKC Dual Language Learners Toolkit https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit
- Helping Immigrant Families Overcome Challenges https://www.childwelfare.gov/topics/systemwide/diverse-populations/immigration/helpingimmigrant-families-overcome-challenges/
- Foglesona, Sarah. Building Cultural Empathy and Celebrating Diversity in Nature-based Early Childhood Education" https://naturalstart.org/feature-stories/building-cultural-empathy-and-celebrating-diversity-nature-based-early-childhood
- Migration Policy Immigrant Parents and Early Childhood Programs: Addressing Barriers of Literacy, Culture, and Systems Knowledge http://www.migrationpolicy.org/research/immi grant-parents-early-childhood-programs-barriers https://www.papromiseforchildren.com/wp-content/uploads/2019/03/khia_17.pdf
- PA Promise for Children Kindergarten, Here I Come (English) https://papromiseforchildren.com/kindergarten-here-i-come/
- PA Promise for Children Kindergarten, Here I Come (Spanish) Jardín de Niños: Aquí estoy! https://www.papromiseforchildren.com/wp-content/uploads/2019/03/kindergarten_here_i_come_spanish_2017.pdf
- PA Promise for Children Here I Am (English) https://www.papromiseforchildren.com/wp-content/uploads/2019/03/khia_17.pdf

Resources

- PA Promise for Children Here I Am (Spanish) Jardín de Niños: Aquí estoy! https://www.papromiseforchildren.com/wp-content/uploads/2019/03/kindergarten_here_i_am_spanish.pdf
- MALDEF Parent School Partnership (PSP) Program https://www.maldef.org/resources/leadership-programs/parent-school-partnership-psp-program/
- TESOL (2018) Community & Family Toolkit Engaging the families of English learners in classrooms, schools, and communities https://www.tesol.org/docs/default-source/advocacy/tesol-community-and-family-toolkit.pdf?sfvrsn=0
- U.S. Department of Education (January 2017) Success in Early Learning Programs and Elementary School for Immigrant Families: A Guide for Early Learning Programs, Elementary Schools, and Educators https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf
- U.S. Department of Education Let's Talk, Read and Sing about STEM! Tips for Families with Young Children https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/index.html
- U.S. Department of Education English Learner Tool Kit http://www.ed.gov/oela/english-learnertoolkit/eltoolkit.pdf
- U.S. Department of Education Newcomer Toolkit https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
- WIDA ABCs of Family Engagement (2014) https://wida.wisc.edu/sites/default/files/resource/ABCs-Family-Engagement.pdf
- WIDA Focus Bulletin (September 2018) Language Focused Family Engagement https://wida.wisc.edu/resources/language-focused-family-engagement

PA OCDEL Dual Language Learner Resources

- [OCDEL Dual Language Learner/English Language Learner Toolkit](#) WIDA KEI (Kindergarten Entry Inventory) Indicators

- The Connection: Pennsylvania's Learning Standards for Early Childhood and WIDA Early English Language Development Standards
https://wida.wisc.edu/resources/connection-pennsylvania-learning-standards-early-childhood-pre-kindergarten-and-wida
  - The document illustrates the crosswalk between the Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten and WIDA E-ELD Standards. This connection document can be used as a resource by policy makers, practitioners, specialists, educators and all stakeholders in all ECE settings in order to plan for and implement language support for their DLLs.

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