WELCOME!

Building Partnerships with the Families of Young Dual Language Learners, Part 2

• Did you have any “aha” moments after you completed the self-assessments?
• What key take-away from the articles resonated with you?
• Did the resources offer new insight on strategies for engaging families?

While you wait....

React to the pre-webinar reading materials in the chat box. Use “all participants.”
Building Partnerships with Families of Young Dual Language Learners, Part 2
October 12, 2017
Part of our ongoing series on family engagement

Join the Family Engagement Community of Learners at:
https://pdg.grads360.org/#communities/family-engagement
REMINDERS

• You’re on mute.
• Use the chat box to communicate.
• This webinar is being recorded.
Today’s Agenda

• Introductions
• Brief review of the context and benefits of family engagement for Dual Language Learners
• Strategies for Engaging DLL families
  • Communication and translation issues
  • Work schedules of DLL parents
  • Differences of ideas of family engagement and families experiences with education
  • Structural issues (time, policies, school culture)
• Make a wish
Sue Mitchell, Technical Assistance Specialist AEM Corporation

Cyndi La Marca Lessner, Branch Chief Collaboration and Program Improvement Maryland State Dept. of Education Division of Early Childhood Development

Colleen Vesely, Ph.D. Assistant Professor of Early Childhood Education and Human Development and Family Science at George Mason University in Fairfax, VA
Review of Context and Terminology

- Defining family engagement and noting the importance of terminology

- “Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems...schools must engage families as essential partners...” (US DHHS & US DOE, 2016 Policy Statement on Family Engagement)

- “…on-going, reciprocal, strengths-based partnership between families and their children’s early childhood education programs.” (Halgunseth et al., 2009)
Review of Context

• Importance of building relationships to develop stronger family engagement
• Culturally-grounded partnerships
  • Look at ourselves first
  • Understanding cultural humility and implicit bias
Review of Context

• Benefits of family engagement
• Strengths of families of DLLs
• Challenges to family engagement
Research on the Benefits of Family Engagement for DLLs

1. Early literacy skills
2. Cognitive development
3. Language development
4. Academic achievement
5. Behavior and social emotional development

(Daniel, Halgunseth, Vesely, Matthews, & Hernandez, 2014)
Strengths of DLLs and Family Engagement

1. Heritage language use as a protective factor
2. Strong aspirations for children’s education and achievement
3. Informal strategies for being involved in their children’s education used by DLLs
4. Cultural differences as a strength

(Halgunseth et al., 2013)
Top Challenges to Family Engagement

1. Communication and translation issues
2. Work schedules of DLL parents
3. Differences of ideas of family engagement and families experiences with education
4. Structural issues (time, policies, school culture)
Considering Strategies for Engaging Families of DLLs

1. Situating these strategies in your context
2. Checking in with stakeholders (ie. families and communities)
3. Thoughtfully create an advisory council or parent policy council
4. Follow through—if you say you will do something, follow through every time
5. Shifting our framing from *challenges* to *opportunities*
Strategies for Engaging Families of DLLs
Strategies for Engaging Families of DLLs

1. Communication and translation issues
2. Work schedules of DLL parents
3. Differences of ideas of family engagement and families experiences with education
4. Structural issues (time, policies, school culture)
Communication with DLL Families

1. Learn families’ varied preferences for communication
2. Provide information in the languages that families speak
3. Creative forms of communication to build relationships
4. Developing parent liaisons who are community stakeholders with linguistic and cultural knowledge
5. Develop a language and communication policy and share with DLL families
6. Critically reflect on communication with families vis-à-vis “Checklist for Communicating with Families”
Checklist for Communicating with Families
(Koralek, 2007)

When reflecting on your visit with a family, ask yourself, Did I . . .

- establish a partnership with the family and express the important benefits for the child of working together?
- use open-ended questions?
- paraphrase, summarize, and clarify?
- gather information by asking *what, where, how,* and *when*—but not *why*?
- avoid getting sidetracked?
- avoid jargon and technical language?
- notice body language and consider what the signals and cues mean?
- share positive comments?
- use encouraging facial expressions?
- anticipate family concerns and discuss them?
- acknowledge problems?
- express confidence in the ability of the family to solve problems?
- match my communication style to the family’s?
- share information in a clear, concise way?
- break a problem into manageable units?
- support the parent in making decisions in the best interest of the family?
- give information that may be helpful?
- provide reassurance?
- coach the family?
Let’s chat...

What have been your most successful strategies for communicating with families of young dual language learners?

Enter your successes in the chat box. (to all participants)
Strategies for Engaging Families of DLLs

1. Communication and translation issues
2. Work schedules of DLL parents
3. Differences of ideas of family engagement and families experiences with education
4. Structural issues (time, policies, school culture)
Work Schedules of Families of DLLs

1. Offer flexible options for conference times and places
2. Recognize the demanding nature of families work schedules
3. Offer child care, meals, transportation, coordination of carpooling
Let’s chat...

What have been your most successful strategies for accommodating families’ work schedules?

Enter your successes in the chat box.
(to all participants)
Strategies for Engaging Families of DLLs

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4. Structural issues (time, policies, school culture)
Ideas of Family Engagement & Families’ Experiences with Education

1. Learn through communication (f2f, email, or telephone) about families’ education experiences
2. Create a welcoming environment
3. Invite families to share their ideas, and follow through on these
4. Create multiple and varied opportunities for engagement
Let’s chat...

What have been your most successful strategies for aligning families’ expectations and experiences about engagement with yours?

Enter your successes in the chat box. (to all participants)
Strategies for Engaging Families of DLLs

1. Communication and translation issues
2. Work schedules of DLL parents
3. Differences of ideas of family engagement and families experiences with education
4. **Structural issues (time, policies, school culture)**
Structural Issues
(time, school policies, school culture)

1. Work towards recruiting and retaining a diverse workforce.
2. Select one area of focus each year or half year.
3. Advocate for change vis-à-vis questioning policies and culture.
Let’s chat...

What have been your most successful strategies in responding to structural issues related to family engagement?

Enter your successes in the chat box. (to all participants)
Make a wish....

If you were granted one wish, what would you ask for that could make a difference in the way you engage families of dual language learners?

Enter your wishes in the chat box (to all participants)
Questions?
Comments?


References & Resources


Project Implicit. Online at: https://implicit.harvard.edu/implicit/ [Implicit Association Test (IAT)]


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THANK YOU FOR ATTENDING!

Watch for the email with recording link!

Become a Family Engagement CoP member:
Log on to: https://pdg.grads360.org/#program

https://www.surveymonkey.com/r/NT785DK