

While You are Waiting



What word comes to mind when you think of culture?



Respond at PollEv.com/pli2018
Or
Send **pli2018** and your message to 22333



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February 14, 2024

Honoring "Home" in Home-Based Programs

Host
Joyce Escorcía

Host
Melisa Jaén

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Your Hosts!




Joyce Escorcía




Melisa Jaén




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 National Center on Parent, Family, and
 Community Engagement




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Participant's Guide




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Learning Objectives

- Describe how perceptions and unconscious biases can affect support offered to children and families.
- Describe how the Multicultural Principles and other resources and strategies can equip home visitors to examine personal perceptions and unconscious biases.




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Head Start Multicultural Principles



Explore includes three principles that require honest self-reflection and deep learning about others.

- We are all shaped by culture.
- Equitable programs embrace reflection and change.
- Child- and family-specific cultural knowledge is essential



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What word comes to mind when you think of **culture**?



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SCAN ME



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Exploration of Culture



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Culture

Culture involves shared meaning or understandings, including values and beliefs, within a group.

Rogoff 2003



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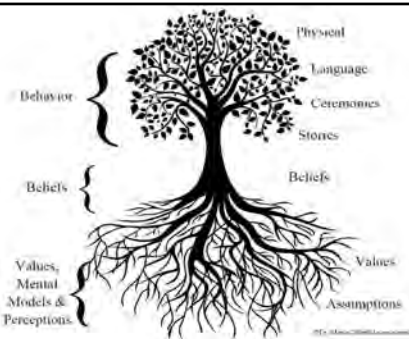


Image Credit: <https://drmariachurch.com/blog/creating-an-ideal-culture-part-2>

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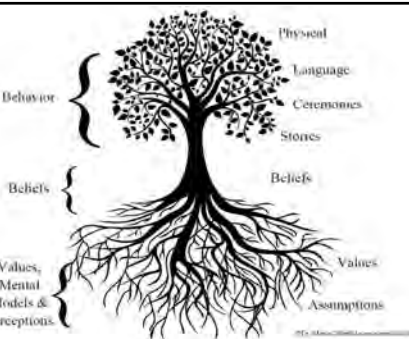



Image Credit: <https://drmariachurch.com/blog/creating-an-ideal-culture-part-2>

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Cultural Humility


A critical consciousness that is more than just self-awareness but requires one to step back to understand one's own assumptions, biases, and values.

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Cultural Humility

- Critical self-reflection and lifelong learning
- Recognizing and challenging power imbalances
- Institutional accountability




APA, August 2013

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Impact of Culture

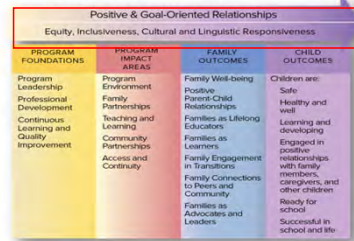


- Our own
- Colleagues
- Families

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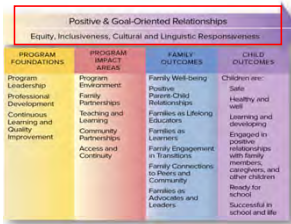
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Head Start Parent, Family, and Community Engagement Framework



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Connections: Equity and PFCE



- Equitable PFCE honors diversity among children and families by offering the support they need based on their unique strengths, needs, and circumstances.
- Efforts to support children and families must be tailored to meet them where they are.
- Equity is an action word that we have the opportunity to connect with all parts of the PFCE Framework.

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PFCE Equity Drivers

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Video: The Look



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The Look Reflection



- What assumptions did you make about the main character as you watched the video?
- Think about an experience when noticed someone use "the look." How did you feel and what was your response?



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Understand and
challenge biases




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Understand and challenge biases

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 Reference: <https://www.ncecl.org/education/resources/glossary-terms/education-glossary-terms>

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Examining Bias




What is something you know about bias?

What is something you wonder?

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Implicit bias in the form of microaggressions, deficit views, and disparate treatment that children may experience in learning environments can threaten their psychological safety and sense of well-being.

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Using the Relationship-Based Competencies to Prioritize Equity

QR Code

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Relationship-Based Competencies to Support Family Engagement (RBCs): Professional Development for Home Visitors

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

Thumbnail: Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for HOME VISITORS

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RBC #2. Self-Aware and Culturally Responsive Relationships Practices

Thumbnail: Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for HOME VISITORS

Thumbnail: Image of binoculars on a table.

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RBC #2. Self-Aware and Culturally Responsive Relationships Practices

Relationship-Based Competencies to Support Family Engagement
Professional Development Assessment for HOME VISITORS

3. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS COMPETENCY

Knowledge, Skills, and Practices	Level of Proficiency	Self-Reflection	Peer Feedback	Supervisor Feedback	Notes
<p>Practice:</p> <p>Identify a variety of communication strategies to use with families from experiences and practice. Use this knowledge and expertise to tailor approaches and strategies to meet the needs of individual families. Use knowledge and expertise to tailor approaches to support the needs of diverse populations, including those with different languages, cultures, and abilities.</p> <p>Use knowledge and expertise to identify and address barriers to family engagement that affect diverse populations and families. Develop opportunities for learning and sharing experiences with families that address barriers to family engagement, such as language, culture, and abilities.</p> <p>Partner with families to identify and address barriers to family engagement, such as language, culture, and abilities.</p>					

- Uses a variety of communication strategies to reach families.
- Uses approaches with family members that show sensitivity and respect for their cultures and languages.
- Creates opportunities during learning activities for families to share their cultures, values, experiences, ethics, languages, and strengths.



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In your home visiting role, how can you integrate a more intentional focus on equity when supporting families?



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Practices and Action



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Strengths-Based Attitudes

- All families have strengths.
- Families are the first and most important teachers of their children.
- Families are our partners with a critical role in their child's development.
- Families have expertise about their child and their family.
- Families' contributions are important and valuable.

<https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/strength-based-attitudes>



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Let's practice!




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Identify the Strengths



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Identify the Strengths

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Identify the Strengths



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Strengths-Based Conversation Starters

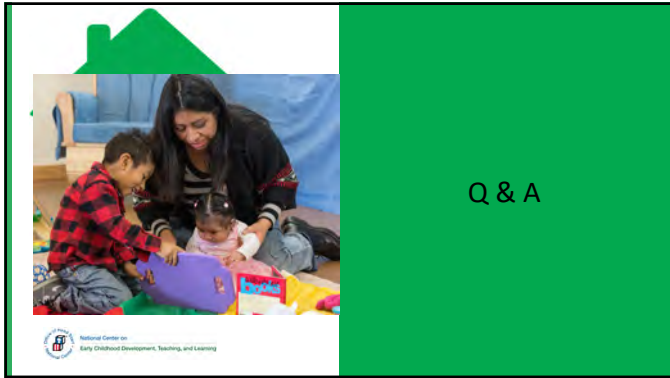
1. What are some things that you and your child like doing at home together?
2. Can you describe an instance when you felt most proud of your child/children?
3. What are some goals that are important for your child to make progress on over the next year? What role can we play together to make them happen?

What are additional strengths-based conversation starters?

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