

Office of Head Start National Center on Early Childhood Development, Teaching, and Learning

Dual Language Learners: Family Recruitment and Engagement Strategies

Session 3b | April 6, 2022

Office of Head Start National Center on Parent, Family, and Community Engagement

ERSEA INSTITUTE 2022

1

Presenter

Xigris Soto-Boykin, PhD, CCC-SLP
National Center on Early Childhood Development, Teaching, and Learning

ERSEA Institute 2022

2

Learning Objectives

<h3>Explain</h3> <p>Explain effective strategies for recruiting and enrolling families with children who are DLLs</p>	<h3>Describe</h3> <p>Describe strategies for engaging families with children who are DLLs to promote their retention into programs.</p>
---	---


ERSEA Institute 2022

3

3

Head Start Program Performance Standard's (HSPPS) Definition: Dual Language Learner

Dual Language Learner (DLL) means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language.



ERSEA Institute 2022

4

4

HSPPS: Coordinated Approach Across Management Systems and Program Services (45 CFR § 1302.101(b)(2))

- Integration of culturally and linguistically responsive practices for all children
- Respect and incorporate families' cultures and languages into management systems and services provided
- All program services need to actively promote the development of a positive cultural and individual identity for all children and their families.



ERSEA Institute 2022

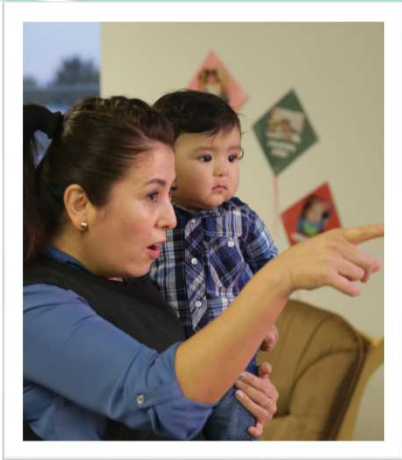
5

5



6

Strategies for Recruiting Families with Children Who Are DLLs



ERSEA Institute 2022

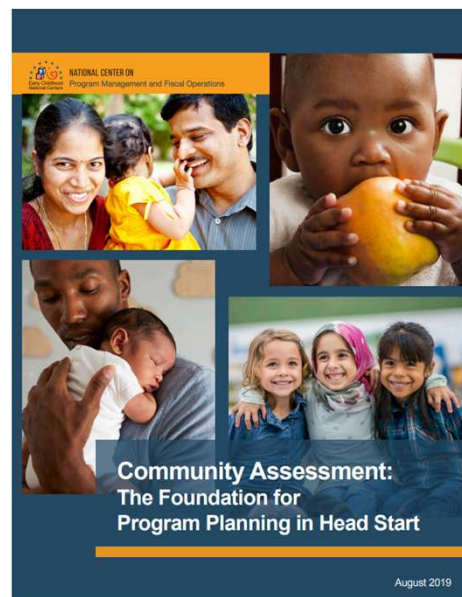
- Conduct and integrate data from the Community Assessment
- Coordinate services for families and children from diverse linguistic backgrounds
- Provide information and materials in families' home language

7

7

Community Assessment

- Purpose of assessment
- Making survey accessible to families with children who are DLLs
- Data analysis
- Implementation of assessment results for program planning



ERSEA Institute 2022

8

8

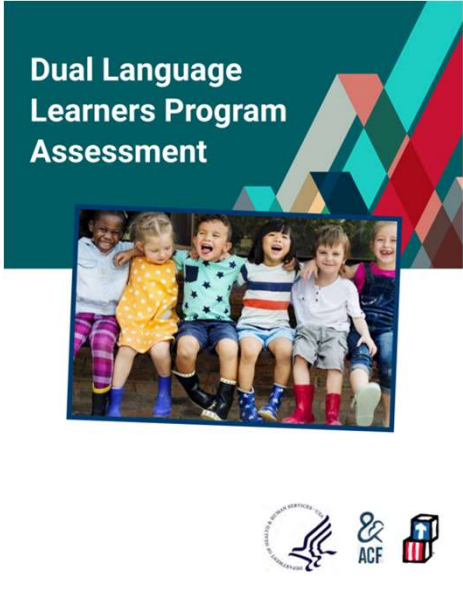
Dual Language Learners Program Assessment (DLLPA)

Communication (pp. 17):

- Translate print, multi-media materials, and signage in the preferred language(s) of families

Culturally and Linguistic Responsive Practice (pp. 28):

- Identify a variety of strategies to recruit eligible children and expectant mothers



ERSEA Institute 2022

9

9

Dual Language Learners Program Assessment (DLLPA)

Culturally and Linguistic Responsive Practice (pp. 28):

- Budget for language assistance, including bilingual personnel, translators, and interpreters



ERSEA Institute 2022

10

10

Provide Information in Family's Home Language to Support Recruitment and Enrollment

When you do not speak the home language:

- Collaborate with community member who speaks the language to adapt materials
- Use reliable translation software; collaborate with community member who speaks the language for accuracy
- Hire an interpreter



World Lens App

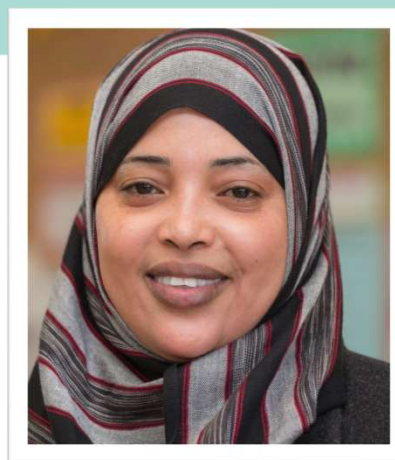
ERSEA Institute 2022

11

11

Cultural Guides

- Individuals who share family's culture and language(s)
- Support recruiting and enrolling families
- Identify cultural guides:
 - Community action organizations
 - Houses of worship
 - Local colleges or universities
 - Other community connections



ERSEA Institute 2022

12

12

Reflection 1

What are some ways you could use a cultural guide to support recruitment of families with children who are DLLs in your program?

Scan QR Code to Share Answer on Jamboard



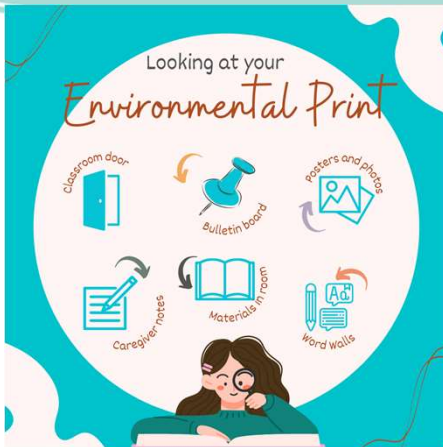
ERSEA Institute 2022



13

13

Creating Welcoming Environments



ERSEA Institute 2022



14

14



15

Dual Language Learners Program Assessment (DLLPA)

Family Engagement (pp. 55)

- Recognize the parents as their children's primary teachers and nurturers.
- Integrate culturally and linguistically responsive strategies when partnering with our families.
- Help our families feel welcome by greeting them in their home languages and displaying images and items from their home cultures.



ERSEA Institute 2022

16

16

Slide 15

kb16 i'm wondering if you start with this section? I'm also wondering if you could mention the research pieces as the why behind your partnering with families strategies on slide 14.

kiersten beigel, 3/18/2022

XSB12 Slides have been edited so it's more focused on ERSEA mission

Xigrid Soto-Boykin, 3/22/2022

Strategies for Retaining Families with Children Who Are DLLs



ERSEA Institute 2022

- Establish positive relationships and rapport with families
- Engage families in ways that are culturally and linguistically responsive

17

17

Establishing Rapport and Positive Relationships with Families



ERSEA Institute 2022

- Build reciprocal relationships
- Recognize family's expertise and co-learning with them
- Learning about family's views of early childhood development

18

18

Engaging Families of Children Who Are DLLs to Promote Retention

- Conduct inventory of families' culture and language(s)
- Embed family's funds of knowledge
- Partner with them to adapt classroom materials so they reflect their cultures and languages



ERSEA Institute 2022

19

19

Conduct Home Language and Cultural Survey to Better Engage and Retain Families

Supporting Dual Language Learners: Family Language and Culture Survey

Child's Name: _____ Date: _____

Dear family: This survey is designed to help teachers gather important information about your child's language and culture background. It will help us plan ways to partner with you to support your child's first language and bring his/her culture into the classroom. Thank you for completing and returning the survey.

Does your child speak and/or hear a language/languages other than English at home? (Check one): No Yes

IF YOUR CHILD ONLY SPEAKS AND HEARS ENGLISH AT HOME, is there anything you would like to share about your child's (or your family's) culture? Please do so in the space provided. **You do not need to fill out the rest of this survey.**

IF YOUR CHILD SPEAKS AND/OR HEARS A LANGUAGE(S) OTHER THAN ENGLISH AT HOME, PLEASE FILL OUT THE REST OF THIS SURVEY.

1. What language(s) do family members speak at home?

List household members, relation to the child, and language in which each person speaks to your child:

Name	Relation to Child	Language

2. What language does your child use when speaking at home?

Only English
 Mostly English but sometimes home language
 Both languages equally
 Mostly home language but also some English
 Only home language (not English)

If more than one language is spoken at home, please specify which language the child uses most or with what family member the child uses each language:

3. How do you feel about your child continuing to learn his/her home language at the same time he/she learns English?

I really want my child to learn English and maintain our home language.
 I don't really know how I feel about this.
 I am concerned about my child learning our home language and English at the same time.

4. What country is your child/family from? What is your child's cultural heritage and what parts of your culture are most important to you and your family?

5. How can you help your child's teachers bring your language and culture into the classroom?

6. How can your child's teachers support you?

Adapted from: Espinosa, L. 2014. Getting it for Young Children from Diverse Backgrounds: Applying Research to Improve Practice with a Focus on Dual Language Learners (2nd Edition). 2nd Edition. Pearson.

COX Campus

© 2020 Office of Language & Culture. All Rights Reserved. For reproduction permission, contact info@headstart.org

ERSEA Institute 2022

20

20

Incorporate Families' Funds of Knowledge to Enhance Engagement and Retention

- **Funds of Knowledge**
 - The background knowledge, culture, and experiences of each family and child
- **Example of Funds of Knowledge**
 - Families who know a lot about car mechanics or growing vegetables
- **Incorporating Funds of Knowledge**
 - Bring families in to provide learning experiences about topics they are experts in



ERSEA Institute 2022

21

21

Include Families When Adapting Learning Materials

- Encourage families to bring materials from home.
- Choose materials and books that authentically represent children and families.
- Audio-record families reading books in their language(s).
- Include families' oral narratives.
- Create own books that represent families' and children's experiences.



ERSEA Institute 2022

22

22

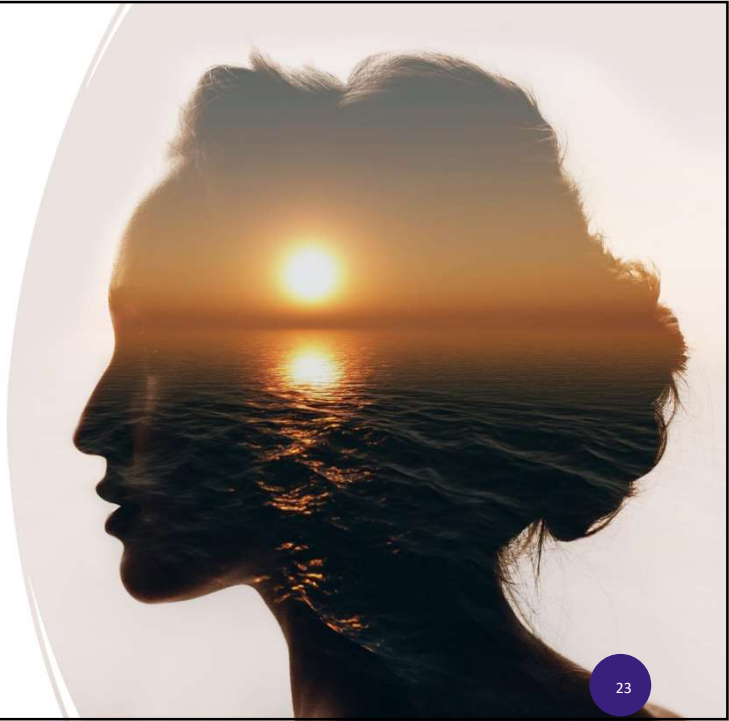
Reflection 2

What is one way you'd like to engage families of children who are DLLs to support their retention in your program?

Scan QR Code to Share Answer on Jamboard



ERSEA Institute 2022



23

23




<https://eclkc.ohs.acf.hhs.gov/>


ERSEA Institute 2022

24

24



Questions and Answers



Scan QR code to add questions to Jamboard

25



26



 National Center on
Early Childhood Development, Teaching, and Learning

For more information
about this webinar,
please contact us at:

ECDTL@ecetta.info
or
844-261-3752

27