



Engaging Multilingual Families:

What Opportunities Are
Your District Missing?

Presented by:
Dr. J. Taylor Tribble, Dr. Kelly B. Forbes &
Dr. David Holbrook



who are

we?



What's New in the Field?

*Recent article
written in the
NAELPA Fall
2023 Newsletter*

Extra! Extra! Read all about it!

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What's New in the Field?

Compiled by J. Taylor Tribble, Ph.D.
President, [EduSkills](#)

Engaging Multilingual Families

Since the early 2000s, numerous studies have demonstrated the relationship between family engagement and student outcomes (Arias & Morillo-Campbell, 2008; Giles, Henderson & Mapp, 2002; Howard, et al., 2018; Sibley & Dearing, 2014; Yulianti, et al 2021). For this reason, there is no doubt that most school district educators are aware of the benefits of engaging families in the education of their children, but too often educators get discouraged by the lack of family involvement and turn their efforts elsewhere. For a variety of reasons, the challenges of engaging families are more pronounced with multilingual families who may not be proficient in English. While teachers are key agents in engaging families, family engagement to support multilingual families requires transformational school leadership to set the tone and expectations for relationship building with multilingual families and parents (Yulianti, et al 2021).

There are several proven methods that effective school leaders can implement to increase family engagement among multilingual families, including:

- Recognize that parents of ethnically and linguistically diverse students have high aspirations for their children and want to be involved in promoting their academic success, but sometimes they just don't know where to start.
- Instead of focusing on the lack of English proficiency, highlight the assets that multilingual families bring to the school and community. Ethnically and linguistically diverse families bring a wealth of knowledge and experience that can help your school community grow.
- Create parent advisory committees with parent volunteers who are willing to help welcome new families. This is a great way to involve families that may have been in the school system and understand the challenge of navigating a new system.
- Provide resources to help parents better understand the school system and provide guidance related to opportunities to become more involved in the schools.
- Hire bilingual support staff that can build stronger ties with students and families.
- Provide language support and adult programs for speakers of languages other than English: Multilingual families may face language barriers that hinder their engagement with the school. Schools can offer translation and interpretation services in multiple languages, as well as multilingual sign and materials translated into other languages to ensure that all families can access the information they need to support the academic success of their children.
- Host events lead by parents of ethnically and linguistically diverse students. For example, allow parents to organize a night to teach others about their languages and cultures.
- Integrate opportunities for families to share literature, music, art, and other cultural resources that reflect the diverse backgrounds of the families.
- Offer English classes to support their efforts toward transitioning into the community.
- Use technology and texting features to facilitate communication: Using bilingual communication technology tools can support federal parental communication requirements, and it can help overcome language barriers. Schools can take advantage of texting translation software, multilingual websites, and social media platforms to provide information to families in their preferred language.

Implementing these strategies will lead to higher levels of parent involvement, increased academic performance and higher attendance among students. Promoting engagement among ethnically and linguistically diverse families requires a concerted effort of all staff members to overcome obstacles, create an inclusive environment, and build relationships with families. By adopting the strategies mentioned above, educators and school leaders can help ensure that all families feel welcome and involved in their child's education.

Engaging Multilingual Families

*Recent article
written in the
CCOSA Better
Schools
Magazine from
May 2023*

Extra! Extra! Read all about it!



Source: [CCOSA's Better Schools Magazine](#)

ENGAGING MULTILINGUAL FAMILIES: What Opportunities Are Your District Missing?

Dr. Taylor Tribble, President, Eduskills

Since the early 2000s, numerous studies have demonstrated the relationship between family engagement and student outcomes [Arias & Morillo-Campbell, 2008; Giles, Henderson & Mapp, 2002; Howard, et al., 2018; Sibley & Dearing, 2014; Yulianti, et al 2021]. For this reason, there is no doubt that most school district educators are aware of the benefits of engaging families in the education of their children, but too often educators get discouraged by the lack of family involvement and turn their efforts elsewhere.

For a variety of reasons, the challenges of engaging families are more pronounced with multilingual families who may not be proficient in English. While teachers are key agents in engaging families, family engagement to support multilingual families requires transformational and courageous school leadership to set the tone and expectations for relationship building with multilingual families and parents [Yulianti, et al 2021].

There are several proven methods that effective school leaders can implement to increase family engagement among multilingual families, including:

- Recognize that parents of ethnically and linguistically diverse students have high aspirations for their children and want to be involved in promoting their academic success, but sometimes they just don't know where to start.
- Instead of focusing on the lack of English proficiency, highlight the assets that multilingual families bring to the school and community. Ethnically and linguistically diverse families bring a wealth of knowledge and experience that can help your school community grow.
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Asset Recognition

Understand and value that parents of ethnically and linguistically diverse backgrounds **have high aspirations for their children**. Recognize the rich **experiences and knowledge they bring to the school community**, rather than focusing on their lack of English proficiency

Community Building

Establish parent advisory committees with experienced parent volunteers to welcome and guide new families. **Foster inclusivity by allowing parents to lead events, sharing their languages, cultures,** and resources like literature and art.

Resource Provision

Equip parents with tools and resources that help them **navigate the school system** and offer opportunities for **greater involvement**. This includes offering **English classes to assist** their transition into the community.

Language Support

Implement comprehensive language support, like **translation and interpretation services** in multiple languages. Ensure that **all school-related materials and signs are accessible** in different languages to address potential language barriers and **promote family engagement**.

Leverage Technology

Utilize bilingual **communication technology tools to enhance engagement and address federal parental communication requirements**. This can include texting **translation software, multilingual websites, and other platforms that facilitate communication** in parents' preferred languages.

FIVE KEY TAKEAWAYS

THE CONCEPTUAL FRAMEWORK FOR CULTURALLY PROFICIENT PRACTICES

THE ESSENTIAL ELEMENTS FOR CULTURALLY PROFICIENT PRACTICES

Serve as standards for personal and professional values and behaviors, as well as organizational policies and practices:


- Assessing cultural knowledge.
- Valuing diversity.
- Managing the dynamics of difference.
- Adapting to diversity.
- Institutionalizing cultural knowledge.

The Cultural Proficiency Continuum portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices as represented by different worldviews:

UNHEALTHY PRACTICES:

- Cultural destructiveness.
- Cultural incapacity.
- Cultural blindness.

Differing
worldviews



HEALTHY PRACTICES:

- Cultural precompetence.
- Cultural competence.
- Cultural proficiency.

↑
INFORMS

Resolving the tension to do what is socially just within our diverse society leads people and organizations to view selves in terms of unhealthy and healthy.

↑
INFORMS

BARRIERS TO CULTURAL PROFICIENCY

Serve as personal, professional, and institutional impediments to moral and just service to a diverse society by:

- Being resistant to change;
- Being unaware of the need to adapt;
- Not acknowledging systemic oppression; and
- Benefiting from a sense of privilege and entitlement.



GUIDING PRINCIPLES OF CULTURAL PROFICIENCY

Provide a moral framework for conducting one's self and organization in an ethical fashion by believing the following:

- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- People have individual and group identities.
- Diversity within cultures is vast and significant.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by each culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

Barriers →

← Guiding Principles

Culturally Proficient Practices

Cultural Proficiency: The Continuum					
Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Seeking to eliminate the cultures of others in all aspects of the school and in relationship to the community served	Trivializing and stereotyping other cultures; seeking to make the cultures of others appear to be wrong or inferior to the dominant culture	Not noticing or acknowledging the cultures of others within the school community; treating everyone in the educational system without recognizing the needs that require differentiated interaction	Increasing awareness of what you and the school don't know about working in diverse settings; at this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress	Aligning your personal values and behaviors, and the school's policies and practices in a manner that is inclusive of cultures that are new or different from yours and the school's; enables healthy and productive interactions	Holding the vision that you and the school are instruments for creating a socially just democracy; interacting with your colleagues, students, families, and the community as an advocate for life-long learning to serve effectively the educational needs of all cultural groups
<i>See the difference and stomp it out.</i>	<i>See the difference and make it wrong.</i>	<i>See the difference and act like you don't.</i>	<i>See the difference and at times, respond inappropriately.</i>	<i>See the difference and value it.</i>	<i>Seek the difference and esteem it as an advocate for equity.</i>
<p>"In this class, we speak English only."</p> <p>"If we could get rid of our special needs students, our scores would improve."</p>	<p>"You know that those parents never show up to school functions."</p> <p>"Asian students come to this country and succeed. Why wouldn't the other students do so as well?"</p>	<p>"I don't see color. I just see kids."</p> <p>"Racism and discrimination don't exist anymore. I really hate it when parents use the race card."</p>	<p>"During Christmas time I have a menorah in my classroom."</p> <p>"We value all cultures. We have a night where parents bring food representing their country."</p>	<p>"A student made a derogatory remark and I used it as a teachable moment to remind students of the right thing to do."</p> <p>"The co-teach model with the push-in Special Education teacher is allowing us to have honest conversations about differentiation in the classroom."</p>	<p>"Our school's Social Justice and Equity Vertical Team is doing a great job of embedding culturally relevant lessons into our curriculum."</p> <p>"My job as an educator is not only to teach content. I also openly embrace my role as an advocate for each child and their family."</p>

Adapted from Lindsey, Robins, and Terrell (2009)

HEALTHY

REFLECTION:

**UN-
HEALTHY**

**WHAT ARE YOUR
CURRENT PRACTICES?**



There are **legal requirements** to
ML parental
involvement

Title III

English Language Acquisition, Language Enhancement, and Academic Achievement Act - Title III: Part A - Parental Engagement

- **Promote parental, family, and community participation** in language instruction educational programs for the parents, families, and communities of English learners.
- **Provide technical assistance** and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency under this subpart, *including assistance in strengthening and increasing parent, family, and community engagement in programs that serve English learners*
- **Ensure the plan has been developed in consultation with local educational agencies, teachers, administrators** of programs implemented under this subpart. parents of English learners, and other relevant stakeholders

English Language Acquisition, Language Enhancement, and Academic Achievement Act - Title III: Part A - Parental Engagement

- **Provide and implement other effective activities** and strategies that enhance or supplement language instruction educational programs for English learners, **which shall include parent, family, and community engagement activities**
- **Provide community participation programs, family literacy services, and parent and family outreach and training activities** to English learners and their families to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children
- An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that **provide enhanced instructional opportunities for immigrant children and youth, which may include family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;** activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive comm services

English Language Acquisition, Language Enhancement, and Academic Achievement Act - Title III: Part A - Parental Engagement

- Describe how the eligible entity **will promote parent, family, and community engagement** in the education of English learners
- Contain assurances that the eligible entity **consulted with teachers, researchers, school administrators, parents and family members, community members,** public or private entities, and institutions of higher education, in developing and implementing such plan
- Grants awarded under SEC. 3131 may be used to **support strategies that strengthen and increase parent, family, and community member engagement** in the education of English learners



Creating a Sense of Belonging for Multilingual Families

6 Tips for Engaging Multilingual Families

- 1** Make it Reciprocal
- 2** Aim for Authenticity
- 3** Use culturally responsive approach
- 4** Keep it simple
- 5** Increase capacity
- 6** Find your way home

Source: [6 Tips for Engaging Multilingual Families](#)

Creating a Sense of *Belonging* for Multilingual Families

4 Things to Know About Partnering with Multilingual Families

Expectation of Schools

Explain parent / teacher conferences

Create opportunities for families to participate in regardless of language

Find ways in which they can share their perspective about their child's education

Use the home language to share about school

Cultural Perspectives about Disability

Share insights about the student's strengths and interests, and share personal experiences with the student

Allow the family to share strengths of the child from the home and community

Ensure the family understands the services the child will receive or are eligible to receive

Language

Inform families of their right to receive information in their home language

Explain translation services that are available to families

When there is a concern, cultural and language factors should be considered

Ensure that you speak of the language as an asset for their child

Parental Concerns

Free and appropriate education regardless of immigration status

Build and maintain trust in order to obtain services for the child (if necessary)

Schools are sensitive locations to families – help them have access to resources

Understand the community and their working hours in order to know how to communicate with them

What is an assets based approach to language acquisition?



- **Recognize the advantages** that individuals from other countries bring with them to the United State.
- How can these **advantages be highlighted** with parents in the school environment?

Asset-based Approach

Teachers are crucial to the implementation of an asset-based approach that values the strengths of students' identities, language, and culture. In order to initiate an asset-based approach, teachers must question the current standardized curriculum, which privileges the dominant group, and work to transform it so that it centers around the resources that children bring to school. **Building a curriculum that reflects the resources that children bring to school is a transformative idea because the standardized curriculum and state standards hardly ever include the lived experiences of minoritized students.** Specifically, with regard to literacy instruction, the standardized curriculum values the ways of knowing a Eurocentric, English-dominant, middle-class perspective. Especially when it comes to instructional materials, picture books are not representative of the diverse cultural and linguistic backgrounds of students. Flores and Spring (2021) emphasized: "As educators, we must advocate for literacy classroom in which the language, practices, and resources of students and families are central to our collective learning of what it means to be a reader, writer, and storyteller" (p. 312). Source: [CAL.org](https://cal.org)

Teachers are vital for applying an asset-based approach valuing students' identities, language, and culture.

The current standardized curriculum primarily benefits the dominant group and needs reevaluation.

Most standardized curriculums don't encompass the lived experiences of marginalized students.

Standard literacy instruction often reflects a Eurocentric, English-centric, middle-class view.

Flores and Spring (2021) stress the importance of centering students' and families' languages and practices in literacy education.



Multilingual Parent Advisory Committees

Establish a dedicated committee

Promote Language Inclusivity

Seek Input & Recommendations

Address Specific Needs

Allocate Resources



Source: [English Learners and Their Families](#)



Family Engagement Resources for Multilingual Families

The English Learner Family Toolkit consists of 6 chapters, and each chapter contains 5 sections: an overview, family and student rights, questions to ask schools, tips, and resources.

Chapters:

1. Enrolling your Child in School
2. Attending School in the United States
3. Obtaining Services for English Learners
4. Finding Additional Services for Your Child
5. Keeping Your Child Safe and Healthy in School
6. Helping Your Child with Schoolwork at Home



SCAN ME!





Multilingual Language Supports for Families

Offer English classes for parents to support language acquisition for multilingual families

Offer language classes for parents in other languages (Spanish, Arabic, etc.) to promote linguistic diversity

Events Organized by Multilingual Families



Showcase **literature, music, art,** and other cultural items that **reflect the backgrounds of multilingual families**





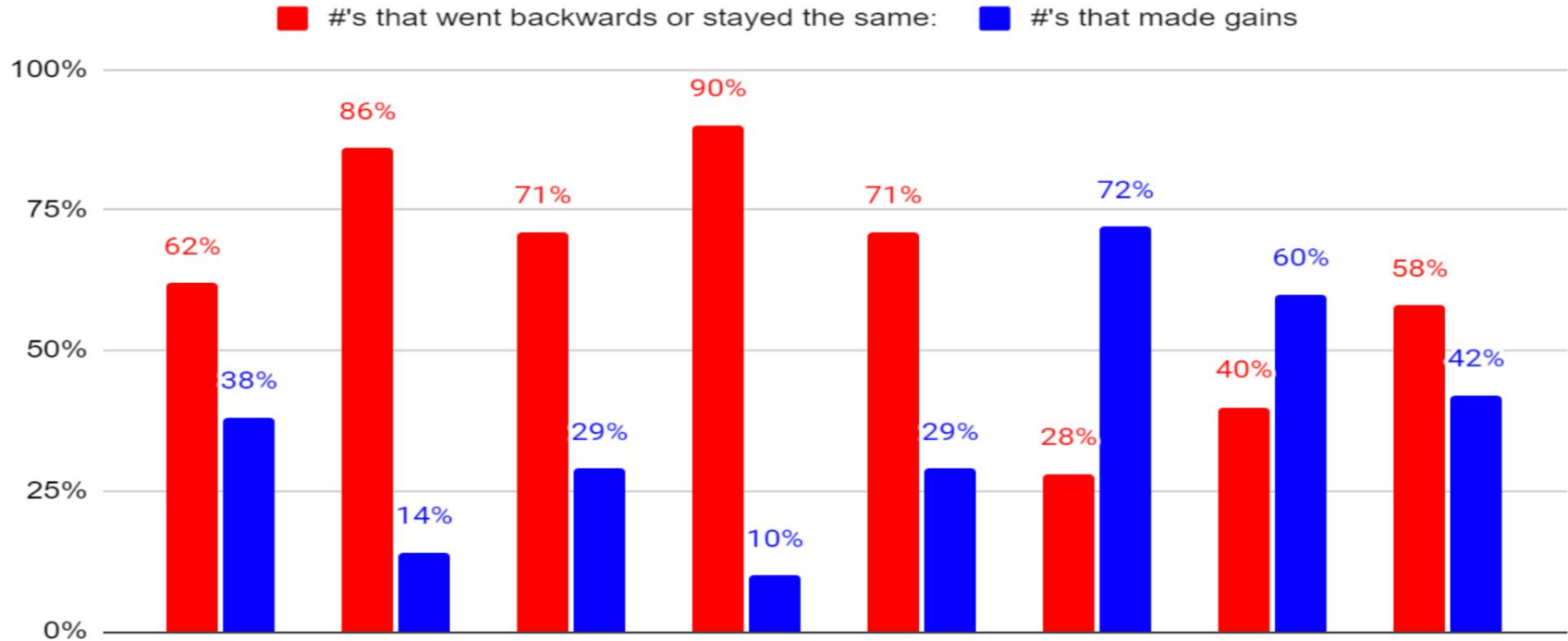
Día del niño • 1st time for WH

EduSkills Family Engagement Platform

Multiple modules that focus on helping families better advocate for their children in Spanish and English.

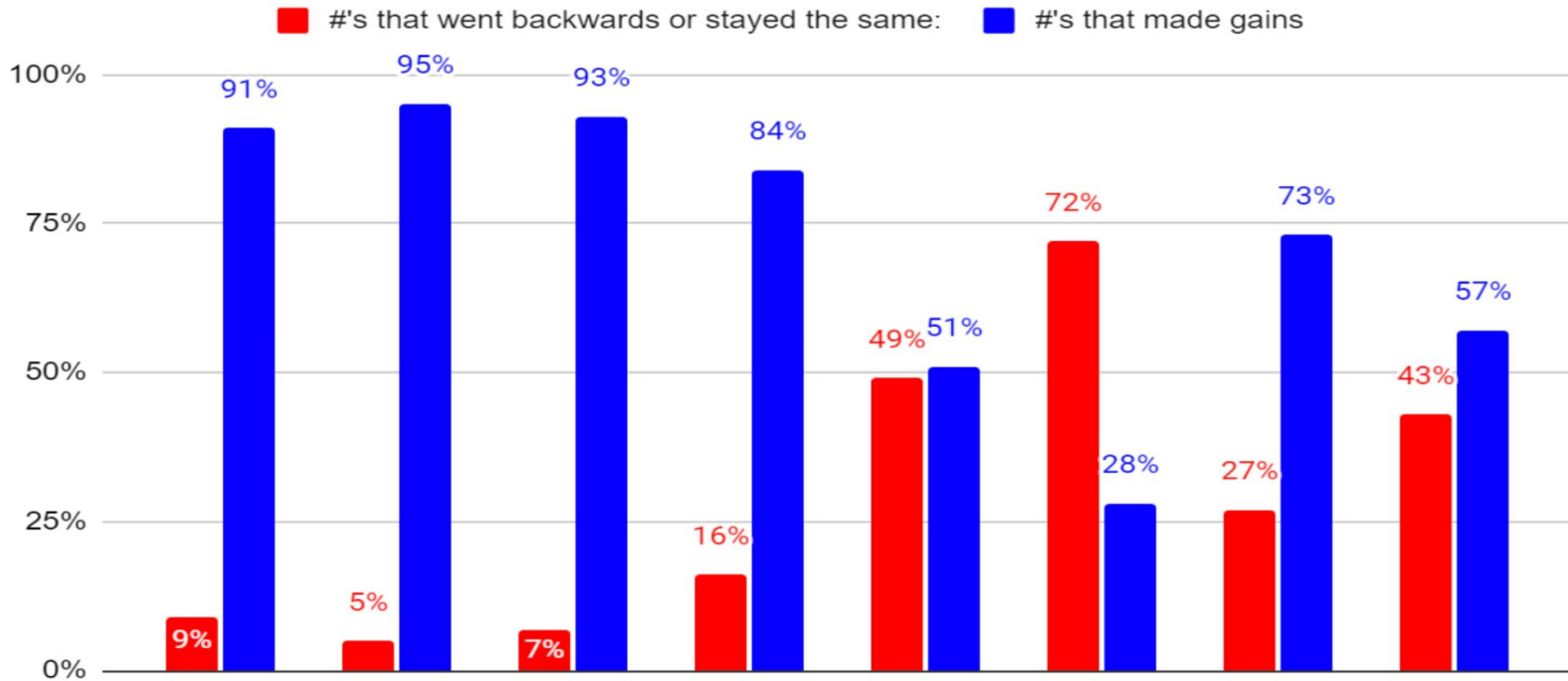
Example: Helping Your Child Succeed in School

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Research and Evidence-Based - Dr. Kelly B. Forbes **creates custom solutions** for your school, district, or organization to help **ensure equitable student achievement at all levels for all learners.**

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Educational Solutions



Job Embedded Supports



Technical Assistance



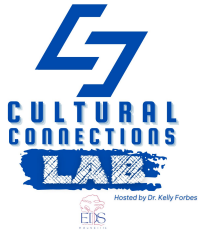
Professional Development



Customized Options



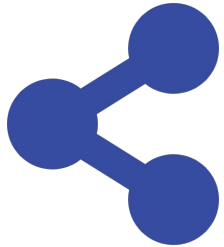
Technology Tools to Support Multilingual Families



Podcasts

Cultural Connections Lab Podcast

Por Nuestros Niños Podcast



Social Media

Social Media and Other Tech Tools

EduSkills



EduSkills Parent
Notification Letter
Texting



EduSkills Family
Engagement
Platform

www.eduskills.us



Oklahoma Association for Bilingual Education

2023 OABE ANNUAL FALL CONFERENCE



DATE
DECEMBER 9



TIME
8AM TO 4PM



LOCATION
WEST MOORE HIGH SCHOOL

REGISTER TODAY!

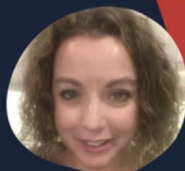
<https://bit.ly/OABERegister>



Empowering
Success
Through
Language
Learning



MEET OUR 2023 PANELISTS



Register



Call for Proposals



www.oabeokla.org

Thank you!



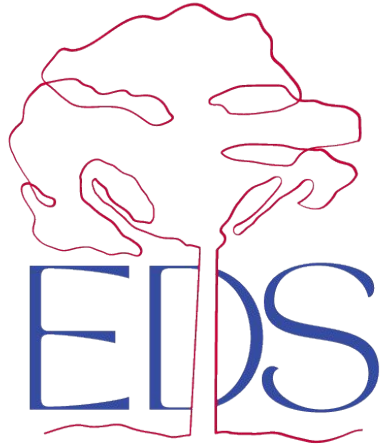
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Additional Resources

- [Guiding Principles for Dual Language Education \(Strand 6: Family and Community](#)
- [Encouraging and Sustaining ELL Parent Engagement](#)
- [Serving ELL Students and Families](#)
- [Language Instruction Educational Programs \(LIEPs\): A Review of the Foundational Literature](#)

