



The Missing Link: Engaging Rural Multilingual Families

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What are some ideas and strategies you use to engage multilingual families?



- 1.
- 2.
- 3.
- 4.

- Turn and share with someone next to you.
- Hold on to these... we will return to these ideas.



[Waiting on DACA](#)

<https://www.youtube.com/watch?v=N DTH1TJZHWO&feature=youtu.be>

Positionality Statement



- Low income, sub-urban to semi-rural
 - Immigrant family, extended family, poor, separated family history
 - Grandparent as primary caregivers
 - Multilingual, multiethnic
 - Mother/stepmother
 - Critical teacher, scholar, teacher-educator
-
- *Why do we continue to face challenges engaging multilingual families in schools?*

What is family engagement?

Multilingual? Rural?



- Family engagement
 - Inclusive members
 - Educator effort to know, understand, care, advocate
- Multilingual
 - 2 or more languages for communication
- Rural
 - fringe
 - distant,
 - remote
 - Geographically isolated, limited resources, social/health services
 - Opportunities



Why is family engagement important?



- **Jeynes's** (2003) meta-analysis of PI – 77 studies– across race, language, ethnicity found two areas that supported academic learning: Communication in the home; high expectations for learning.
- **Henderson & Mapp** (2002) analyzed 51 studies family engagement is most effective when it builds on families' strengths, reflects social class and cultural differences, and family needs.
- **Driessen and colleagues** (2005) in Europe identified strong student learning outcomes when schools involve parents.
- **David and colleagues** (1987) predicted 2nd grade reading progress with strong parental involvement.
- **Lee Blair** (2014) found that cultural differences across families mattered: in the US students benefited from parental involvement but in the Philippines indirect involvement/ volunteering were beneficial.
- **Baquedando-López, Alexander, & Hernandez** (2013) note that PI is shaped by teachers' perceptions of parents' backgrounds and have expectations of them.
- Few studies note the challenges of **rural settings** (Arnold et al., 2005; Glover et al., 2016; Howley & Howley, 2004), geographic and social isolation; increases in linguistic diversity; challenges of funding; access to resources; limited teacher professional development.

*So we know that... strong family engagement when it reflects culturally and linguistically differentiated practices can support student learning.

English Learner (EL) Education Report (McGraw-Hill by Hanover Research) (2017)



- More than 1300 teachers and administrators in US were surveyed for their beliefs and experiences:
 - 76% indicated EL instruction is a core responsibility.
 - Only 39% feel they have received sufficient EL training and PD
 - 82% using personal time to gain skills to teach ELs
 - 99% rank family support as “very important” to ELs’ success
- mheducation.com/Elreport

What are some “models” of family engagement?



- **WIDA ABCs**
 - A – Awareness and Advocacy
 - B – Brokering and Building Trust
 - C – Communication and Connect to Learning
- **Henderson & Mapp’s** three main tenets: (1) build trust; (2) act upon parent and family needs; and (3) shared power and responsibilities
- **Epstein**
 - Six types of parental involvement, from parenting skills to home learning and community collaborating
- **Arias & Morillo-Campbell** “nontraditional” parental involvement, localized and responsive
- *Do these models work? If so, how? If not, why not?*

The Missing Link: Conceptual Framework



1. Educators listen and learn about families' languages, cultures, stories including their personal-professional ideologies



Where I am From (poetry activity)

Where I'm From

Many voices in a tiny house - someone's always a friend - always a foe

I'm from, "Mama! Michael hit me!" and laughing 'cause I beat him to it.

I didn't know we were poor.

What do families in rural settings say that they need?

- Support for immigration
- Understanding how schools work and whom they can talk with
- Human-relationships

Educators listen to
and learn about
multilingual families,
culture, language and
literacy practices,
needs

1. Educators listen and learn about families' languages, cultures, stories including their



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Family's background	
Political and historical background	
Geographic characteristics	
Cultural characteristics (values, communication styles, gender roles, greetings)	
Family's languages	
Language(s) spoken or written in the home	
Language abilities in the language of school (spoken or written)	

2. Educators reflect on families' strengths and resources and seek community input



SOCIAL - SCHOOL KNOWLEDGES

Who is Who in My Child's School

Quién es quien en la escuela de mi hijo/a

Director(a) – la persona encargada de la escuela, el/la líder

Director or Principal – the person in charge of the school, the school leader

Name/Nombre _____

Director(a) Asistente Subdirector(a)* – la persona encargada—en general—
del comportamiento de los alumnos

Assistant Director or Vice Principal – the person sometimes in charge of student
behavior in school

Name/Nombre _____

Asistente bilingüe – una persona bilingüe que ayuda a el/la maestro(a)

Bilingual aide – a bilingual person or classroom aide who helps the teacher

Name/Nombre _____

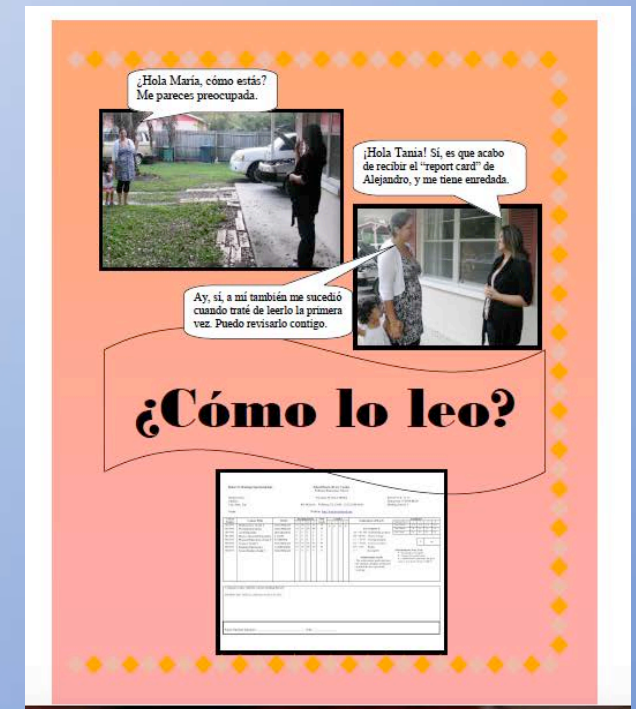
Educators reflect on
families' strengths and
seek input for
engaging them from
community leaders
and key informants

3. Educators communicate and build relationships with families in culturally and linguistically responsive ways



Educators
communicate with
and build
relationships with
families in culturally
and linguistically
responsive ways

- *Fotonovelas*
- Adult ESL nights held at church and school media centers
- Building a “Little Free Library” of bilingual books




4. Educators use knowledge of families' strengths and backgrounds to support student learning








Still help with translation and interpretation... but

Moving beyond school building into industries (palm trees, pine needle, peanut), community clinics, bilingual *Guías* of services and back to the classroom*

La Guía 

de Servicios Médicos y Sociales
para el Condado de Levy

 = Este símbolo indica que se habla español.

Servicios de emergencia	Horario	Información Adicional
Emergency Dial 9-1-1 Se Habla español 	24 horas al día	• En caso de cualquier emergencia o incendio, marque 9-1-1
Levy County Sheriff's Office 9150 NE 80th Ave. Bronson, FL 32621 Emergencia 9-1-1 Non-Emergencia (352) 486-5111 Se Habla español 	24 horas al día	• En caso de emergencia, marque 9-1-1. • Marque (352) 486-5111 para reportar un crimen o actividad sospechosa.
Detención Bureau (352) 486-5121 Se Habla español 		• Ofrece asistencia, consejería y referencias para víctimas de violencia y/o abuso a otras instituciones que puedan asistirlos. Los servicios son gratis. • Ofrece servicios de tomar las huellas digitales los lunes a viernes entre 8am-12pm y 1pm-4:30pm. Cuesta cinco dólares en efectivo y sólo se aceptará la cantidad exacta. • Se necesita una identificación de la Florida. • ¡OJO! Para recibir servicios de apoyo, la persona necesita reportar el crimen a las autoridades.
Levy County Department of Public Safety 1251 NE County Road 343 Bronson, FL 32621 Emergency 9-1-1 (352) 486-5209	Servicio de emergencia: 24 horas al día Horario de Oficina: Lunes- viernes 8AM-4:30PM	• Responde a incendios, emergencias médicas y accidentes vehiculares. • Ofrece transporte ambulatorio.
Levy County Sheriff's Office Victim Services PO Box 1719 Bronson, FL 32621 (352) 486-5111, Presione 273 O (800) 538-9767, Presione 273 Se Habla español 	24 horas al día	• Ofrece ayuda a víctimas de violencia y abuso. • Un empleado de esta institución puede acompañar a la primera comparecencia en corte de la víctima o ir en su lugar. • Estos servicios son gratuitos y no requieren identificación.

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Educators use knowledge of families' strengths and backgrounds to student support learning

5. Educators advocate for equity and change in and outside of school



Educators advocate for equity and change in and outside of school

Family Manifesto, each school generating a vision for family engagement, a statement in multiple languages and preparation for the faculty and staff to act. ACLU (Maine)

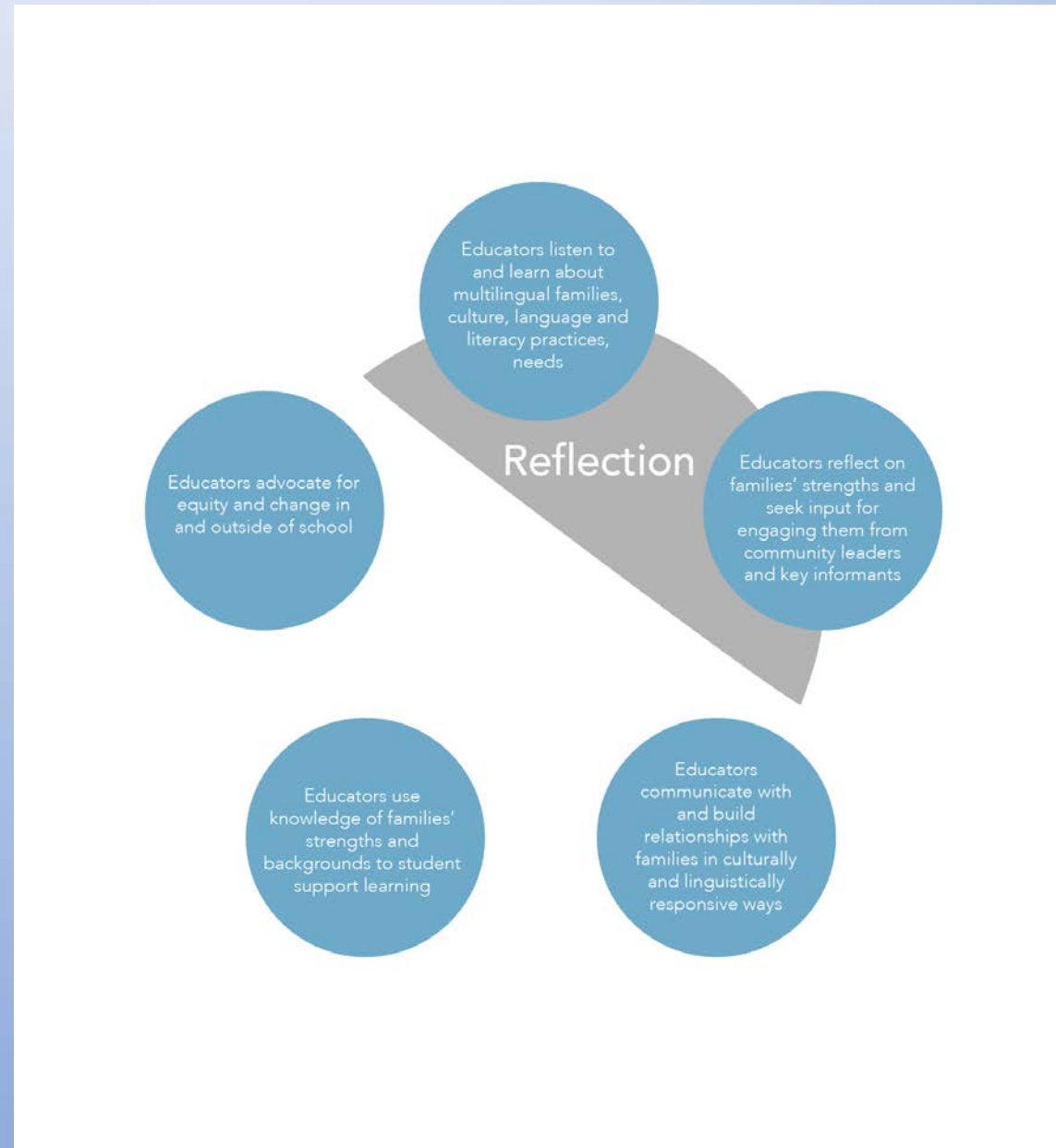
Bring in community agencies (Rural Women's Health Project) to address family needs and build sustainable social network structures.



Praxis: Reflection

Paulo Freire, *Pedagogy of the Oppressed*

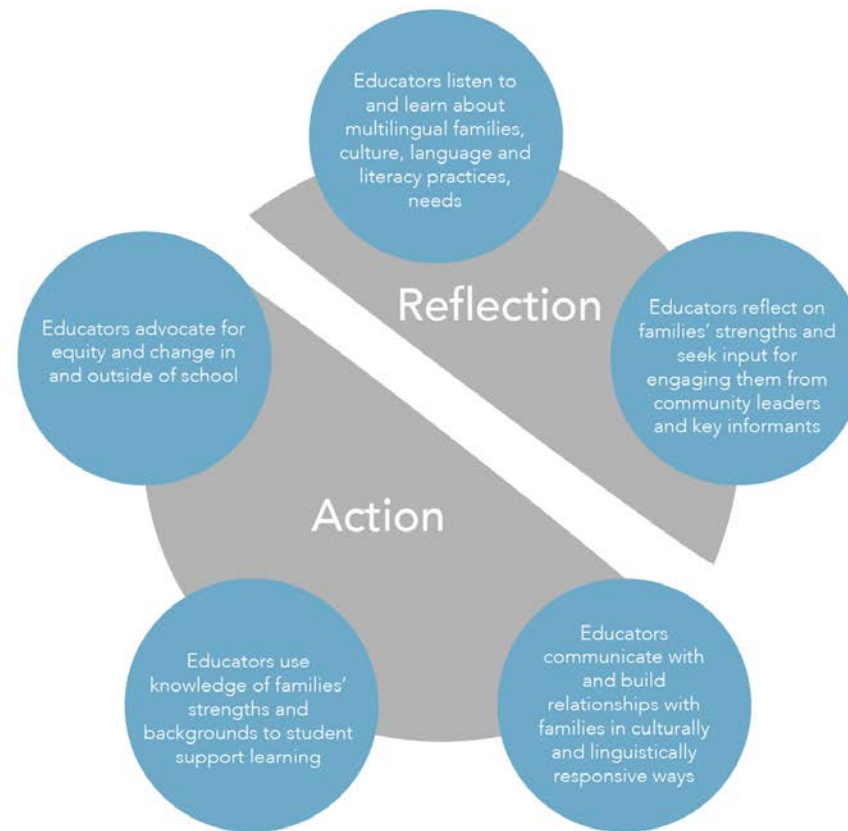
**"reflection and action
directed at the structures to
be transformed."**



Praxis: Action

Freire: oppressed people can acquire a critical awareness of their own condition, and, with teacher-students and students-teachers, struggle for liberation.

Conscientização is a process whereby people learn “to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality”



Map your “ideas and strategies” from slide 1 onto the framework



- Where does your work fit on the conceptual map?
- What are the implications of this on your work in family engagement?

What is 1 idea from today that you might consider using or doing differently?



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Thank you / Gracias



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