

## Educating, Engaging, and Empowering DLI Parents and Families: Materials and Resources for Families and Parent Educators

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8<sup>th</sup> International Conference on  
Immersion and Dual Language Education:  
Embracing Languages and Cultures for a Better  
World  
Salt Lake City, Utah, March 4, 2022



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## Session Overview

- The importance of family engagement
- Brief overview of the project and project partners
- Workshop overview: goals and activities
- Participant perspectives
- Website orientation
  - Resources for parents/families (English, Spanish, Hmong)
  - Materials for parent/family educators
    - K–5 materials
    - Gr. 6–12 materials
- Questions and discussion

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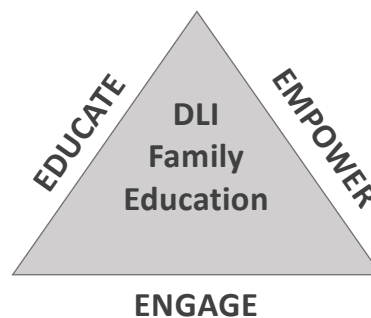
## The importance of parent and family engagement

- Parent or family engagement has been identified as one of the most crucial aspects influencing student achievement in schools (e.g., Ferguson, 2008; Henderson & Mapp, 2002).
- Engagement with minority families and communities is perceived as a powerful way to make schools more equitable, culturally responsive, and collaborative (e.g., Olivos, 2006).
- Educators working in well-implemented dual language and immersion (DLI) programs ensure that families are informed and engaged and play integral roles in their children's education (Howard et al., 2018; Tedick & Lyster, 2020).
- Yet DLI programs need well-developed materials to educate families and ensure their ability to play key roles in their children's learning.

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## Dual Language and Immersion Family Education



USOE Grant: Dual Language and Immersion Pathways to English Learner Success

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# Dual Language and Immersion Family Education

Our mission: To enrich the educational experience of Dual Language and Immersion (DLI) learners by **engaging, educating, and empowering** families.

ENGAGE



USDE Grant: Dual Language and Immersion Pathways to English Learner Success

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### Special thanks to our translators:

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- SeePha Vang
- Bounthavy Kiatoukaysy

and to our external consultant,

- Edward M. Olivos  
University of Oregon

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# Partners

**USDE Grant: Dual Language and Immersion Pathways to English Learner Success**

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### Dual Language and Immersion Family Partnership Workshops

**ENGAGING • EDUCATING • EMPOWERING**

*In partnership with the University of Minnesota, Saint Paul Public Schools invites you to a series of four workshops to learn about how best to support your children in Dual Language and Immersion Education. These workshops are free, and childcare and transportation will be provided as needed. Food and beverages will be offered.*

**PLEASE ATTEND ALL 4 SESSIONS**  
 Saint Paul Public Schools District Office | 340 Colborne St., St. Paul 55102  
 5:30-6:00 check-in and food | followed by 6:00-8:00 session

**Session 1: Dual Language and Immersion Education Basics**  
 • Wednesday, February 21

**Session 2: Bilingualism and Biliteracy**  
 • Wednesday, February 28

**Session 3: Language and Learner Differences**  
 • Wednesday, March 7

**Session 4: College and Career Readiness**  
 • Wednesday, March 14

**Register by February 5.** Complete paper form and turn into school office.

You are your child's greatest asset. Come learn about how you can support your child's success in our Dual Language & Immersion program.

**Questions?** Penny Born | penny.born@stpps.org | 651-767-8347

### Lub Rooj Kawm Txxhawb Ob Hom Lus

**KEY KOOM TES • KEY KAWM • KEY TXHAWB**

*Sib keem los otaam University of Minnesota thab Saint Paul Public Schools thab caw koj twaj keem 4 Lub rooj kawm qhia kev los pab thab txhawb koj kom koj pab txhawb koj lus me nyam nyob rau chaw kawm ob hom lus. Yuav muaj kawm 4 zaug. Lub rooj kawm no twaj kawm dawb, muaj tsey zov me nyam thab muaj txhawb koj los ob sis. Pab muaj koj thab zaub me rau koj roj thab.*

**4 LUB SIJ HAWM KAWM RAWN LI NRAM NO**  
 омае каам: Saint Paul Public Schools District Office | 340 Colborne St., St. Paul 55102 | su кавм: 5:30-6:00 Rau npe thab noj mov | пә каам 6:00-8:00

**Hnub 1: Qhov Xub Pib Ntawm Kev Kawm Ob Hom Lus**  
 • Hnub Wednesday, Lub Ob His tim 21

**Hnub 2: Kev Pab Hais, Nyeem, thab Sau Ob Hom Lus**  
 • Hnub Wednesday, Lub Ob His tim 28

**Hnub 3: Hom Lus Kawm thab Kev Kawm Ntawm Txawv Li Cas**  
 • Hnub Wednesday, Lub Pab His Ntuj tim 7

**Hnub 4: Kev Npaj Kawm Rau Qib Siab thab Twj Kev Ua Hauj Lwm**  
 • Hnub Wednesday, Lub Pab His Ntuj tim 14

*Twj cov npe ua hauj lub Ob His Ntuj tim 5. Thaum ua law laam ces xa rau koj lus me nyam lus twj kawm dawb.*

Koj yog tus muaj neeg thab plains hawv koj lus me nyam lub twj. Twj kawm twj pab koj nyam thab koj lus me nyam twj kev kawm nyob hauv pab kev qhia ob hom lus li cas.

**Muaj lus nug dab twj hu rau Penny Born | penny.born@stpps.org | 651-767-8347**

### Talleres de Lenguaje Dual e Inmersión (DLI) de Asociación Familiar

**INVOLUCRAR • EDUCAR • FORTALECER**

*En asociación con la Universidad de Minnesota, las Escuelas Públicas de Saint Paul le hacen una cordial invitación para que asista a una serie de cuatro talleres GRATUITOS donde aprenderá cómo brindar el mejor apoyo a sus hijos en la Educación de Lenguaje Dual e Inmersión. Se les proporcionará comida para sus niños y transporte según se requiera. Habrá alimentos y bebidas.*

**SOLICITAMOS SU ASISTENCIA A LAS 4 SESIONES**  
 Saint Paul Public Schools District Office | 340 Colborne St., St. Paul 55102  
 5:30 pm-6:00 pm registro y comida | taller de 6:00 pm-8:00 pm

**Sesión 1: Conceptos básicos de lenguaje dual e inmersión**  
 • Miércoles, 21 de febrero

**Sesión 2: Bilingüismo y alfabetismo bilingüe**  
 • Miércoles, 28 de febrero

**Sesión 3: Diferencias lingüísticas y de aprendizaje**  
 • Miércoles, 7 de marzo

**Sesión 4: Oportunidades universitarias y profesionales**  
 • Miércoles, 14 de marzo

**Regístrese antes del 5 de febrero.** Llene el formato de papel en la oficina de la escuela.

Usted es el valor más grande para sus hijos. Veniga y aprenda cómo puede apoyar el éxito de sus hijos en nuestro Programa de Lenguaje Dual e Inmersión.

**¿Tiene preguntas?** Diríjase a Penny Born | penny.born@stpps.org | 651-767-8347

**COLLEGE OF EDUCATION • HUMAN DEVELOPMENT**  
UNIVERSITY OF MINNESOTA

This program is supported by a United States Department of Education National Professional Development grant from the Office of English Language Acquisition, which was awarded to the University of Minnesota in partnership with the following participating programs: East Carver County Schools, Minneapolis Public Schools, Northfield Public Schools, Rortford Public Schools, Risen Christ Catholic School, Roseville Area Schools, and Saint Paul Public Schools.

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**COLLEGE OF EDUCATION • HUMAN DEVELOPMENT**  
UNIVERSITY OF MINNESOTA

Este programa cuenta con el apoyo del Departamento de Educación Nacional de Desarrollo Profesional de los Estados Unidos a través de la Oficina de Adquisición del Idioma Inglés, que fue otorgada a la Universidad de Minnesota en asociación con los siguientes participantes: East Carver County Schools, Minneapolis Public Schools, Northfield Public Schools, Rortford Public Schools, Risen Christ Catholic School, Roseville Area Schools, and Saint Paul Public Schools.

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## Workshop Topics

1. Dual Language and Immersion Basics
2. Bilingualism and Biliteracy
3. The Challenges of DLI
4. College and Career Opportunities

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## I. Dual Language and Immersion Basics

I understand the goals and key features of Dual Language and Immersion Education.

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# The Goals of DLI Education



## Academic Achievement

## Bilingualism and Biliteracy

## Cultural Competence

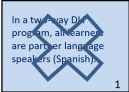
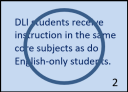
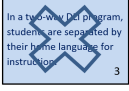
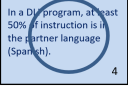
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(Fortune, 2013)

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# Session I activities

### Tic-tac-toe

 1	 2
 3	 4


### BINGO/LOTERIA

Los estudiantes que hablan inglés pueden experimentar un \_\_\_\_\_ en sus habilidades de lectura y escritura en inglés.

English home language students may experience a \_\_\_\_\_ in English reading and writing skills.


¡LOTERIA!	★	BINGO!
lag	Two-Way Language Immersion	Academic Achievement
atraso	Inmersión bidireccional	Alcance académico
Bilingualism & Biliteracy	English	in the home
Bilingüismo y Alfabetización Bilingüe	el inglés	en casa
at the same level or higher	Developmental Bilingual	language and culture
el mismo nivel o un nivel más alto	Programa bilingüe de desarrollo	el idioma y la cultura

### Bumps in the Road




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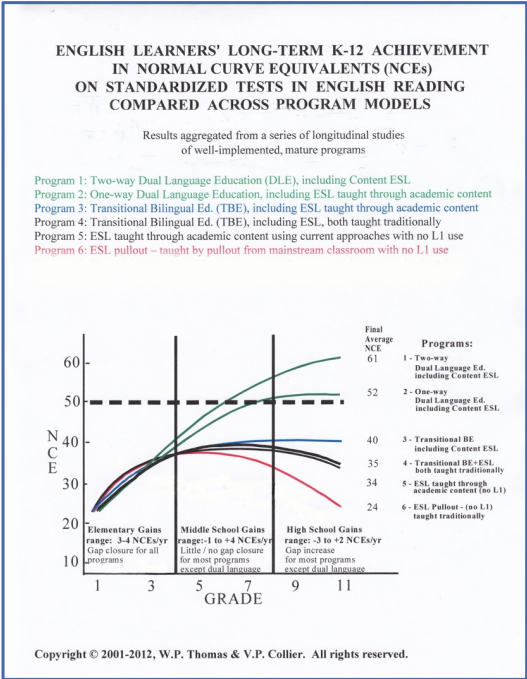
In 3rd grade, when standardized testing begins, your child's test scores may be lower than expected.



- Remember that it takes time for positive academic outcomes to appear.
- Your child is on the path to speaking, reading and writing in two languages, reaping many benefits along the way that are not measured on a standardized test.

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ENGLISH LEARNERS' LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCEs) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS PROGRAM MODELS

Results aggregated from a series of longitudinal studies of well-implemented, mature programs

Program 1: Two-way Dual Language Education (DLE), including Content ESL  
 Program 2: One-way Dual Language Education, including ESL taught through academic content  
 Program 3: Transitional Bilingual Ed. (TBE), including ESL taught through academic content  
 Program 4: Transitional Bilingual Ed. (TBE), including ESL, both taught traditionally  
 Program 5: ESL taught through academic content using current approaches with no L1 use  
 Program 6: ESL pullout -- taught by pullout from mainstream classroom with no L1 use

Elementary Gains range: -3 to +4 NCEs/yr  
 Gap closure for all programs

Middle School Gains range: -1 to +4 NCEs/yr  
 Little / no gap closure for most programs except dual language

High School Gains range: -3 to +2 NCEs/yr  
 Gap increase for most programs except dual language

Final Average NCE: 61

Programs:  
 1 - Two-way Dual Language Ed. including Content ESL  
 52  
 2 - One-way Dual Language Ed. including Content ESL  
 40  
 3 - Transitional BE including Content ESL  
 35  
 4 - Transitional BE+ESL both taught traditionally  
 34  
 5 - ESL taught through academic content (no L1)  
 24  
 6 - ESL Pullout - (no L1) taught traditionally

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**For Spanish home language/bilingual students, there is a lag in English reading skills in the early years of a DLI program, but students do catch up to their English-speaking peers around Grades 5 or 6.**

**Spanish home language/bilingual students in DLI programs do the same or better in their academic subjects as similar students in English-only programs in the long run.**

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## Session II Bilingualism and Biliteracy Activities

- Stages of language acquisition
- Social vs. academic language
- Bumps in the road
- Discussion of tips for being DLI Superparents
- Dual iceberg activity



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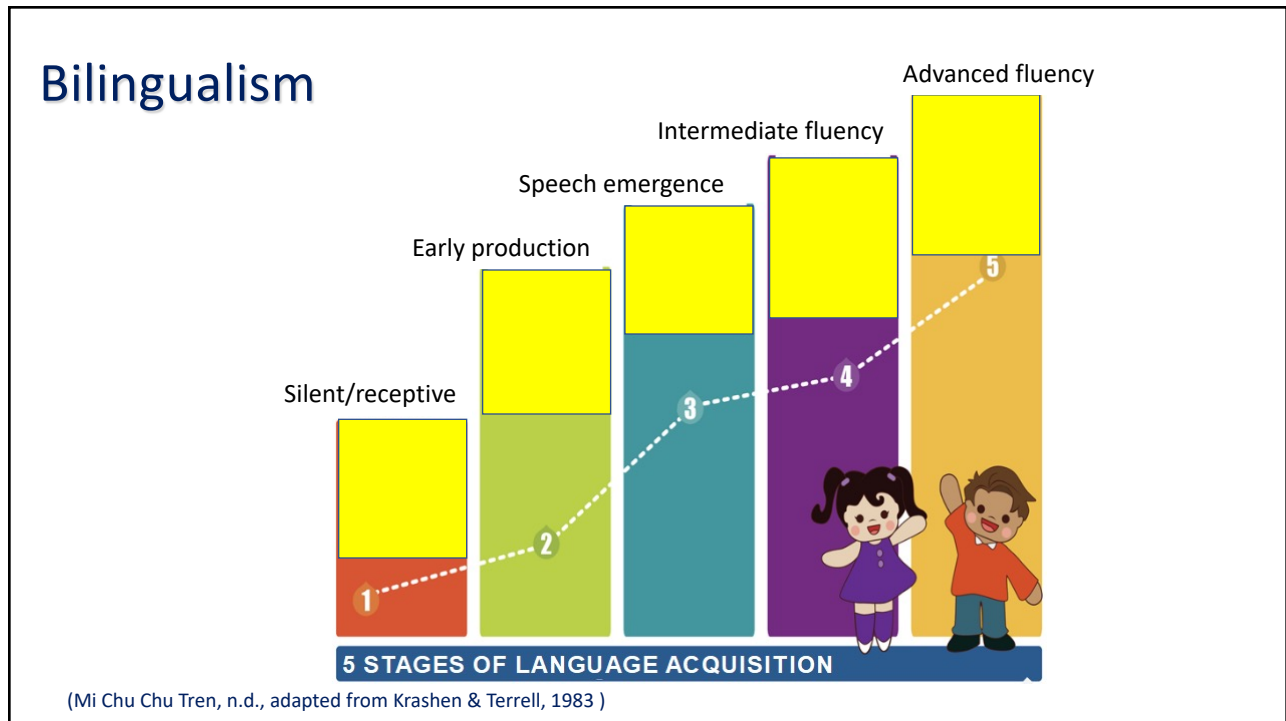
## II. Bilingualism and Biliteracy

I understand:

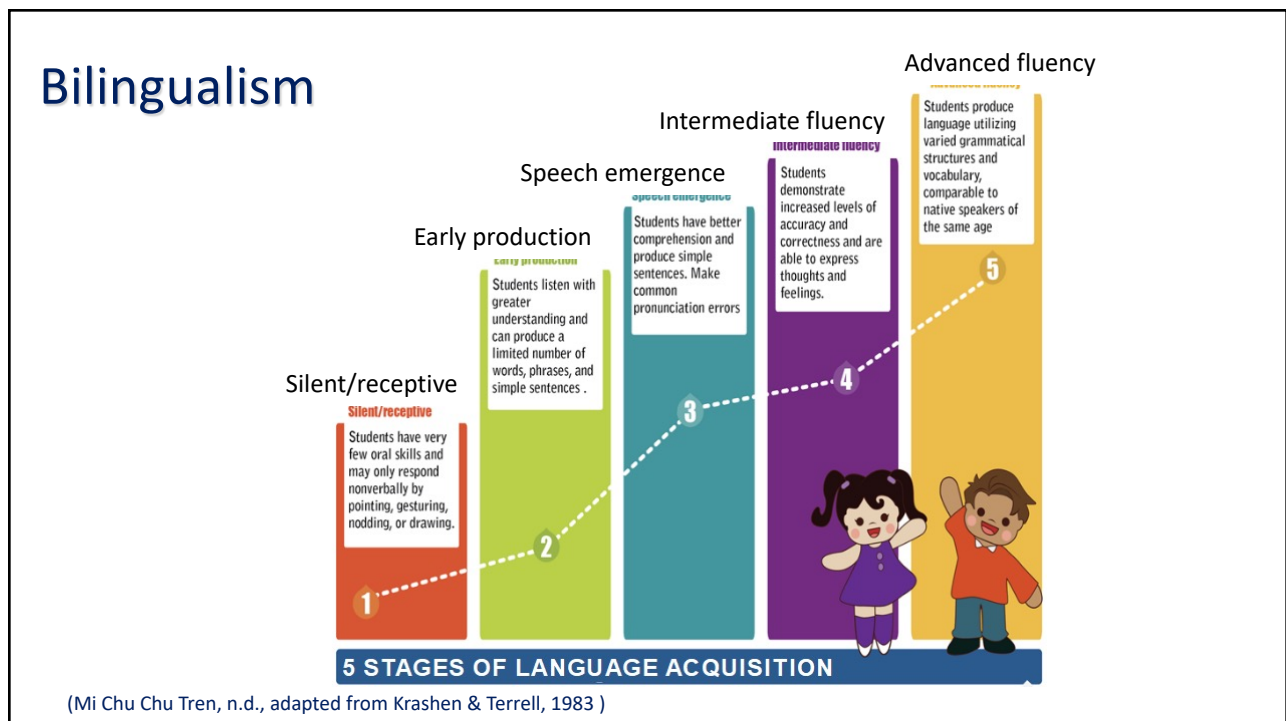
- what typical bilingual and biliteracy development looks like.

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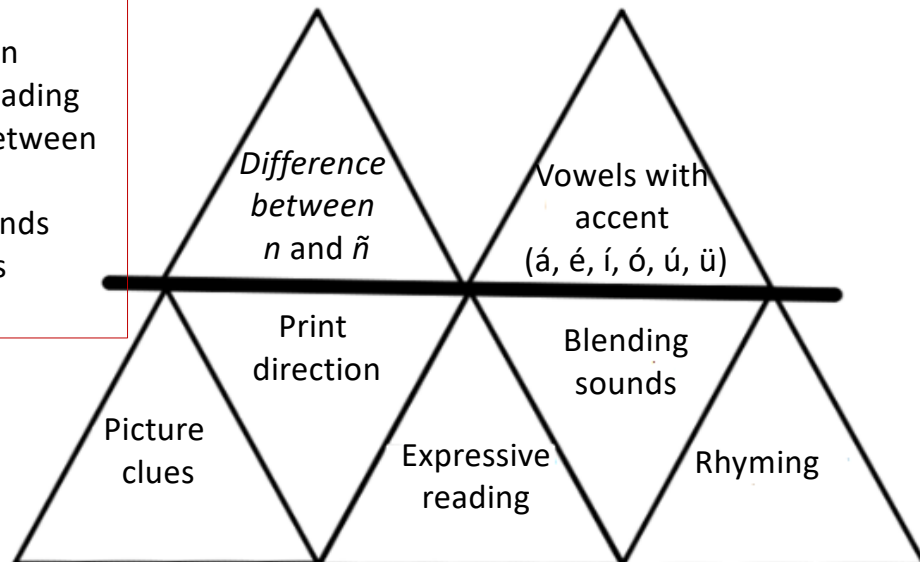
## II. Bilingualism and Biliteracy

I understand:

- how bilingualism and biliteracy develop in DLI programs.

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1. Picture clues
2. Print direction
3. Expressive reading
4. Difference between *n* and *ñ*
5. Blending sounds
6. Accent marks
7. Rhyming



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### III. Challenges of DLI

I understand

- the challenges that students will face on the pathway to bilingualism and how parents can support them.

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The Power of English



Statewide Testing



Learning Difficulties & Disabilities



Bilingual Kids – Monolingual Parents

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### III. Challenges of DLI

I understand

- some common myths about students learning in two languages and how to respond to them.

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### Session III activities

- Response to scenarios in relation to each challenge (multiple choice, discussion at tables)
- Myth vs. fact statements and discussions
- Missing words
- What's a parent to do?



Phillipmartin.info

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HEARSAYER:



I hear if a child in a DLI program has a learning disability, she would be better off switching to an English-only program.

**Fact  
Check**

There is no evidence that this is so. Children who have learning disabilities in a bilingual setting will have the same challenges in a monolingual setting.

(LinguaHealth, 2012)

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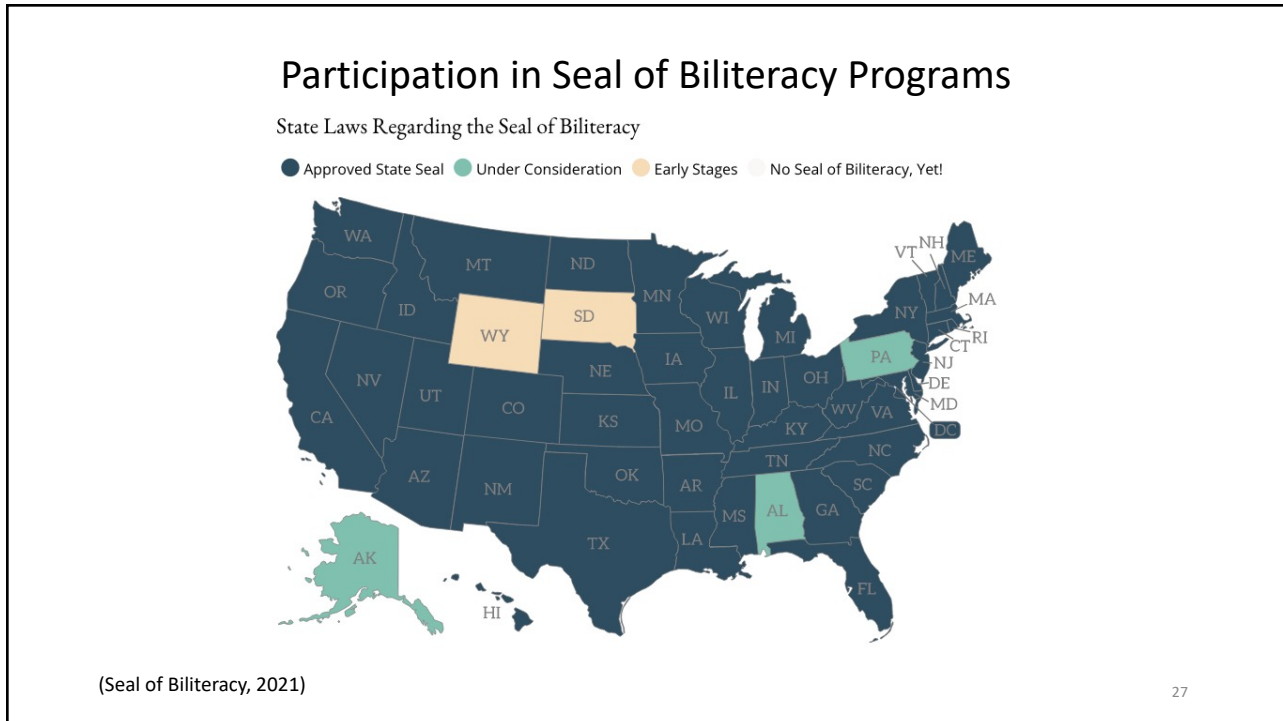
## IV. College and Career Opportunities

I understand that

- students can earn college credit in a variety of ways by demonstrating high levels of bilingualism and biliteracy.

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**DEPARTMENT OF EDUCATION**

Minnesota Bilingual and Multilingual Seals and World Language Proficiency Certificates

Minnesota Department of Education

How many semesters will Minnesota State colleges and universities award for seals and world language proficiency certificates?

<b>World language proficiency certificate</b>	<b>Intermediate-Low</b>	<b>2 semesters</b>
<b>Gold bilingual or multilingual seal</b>	<b>Intermediate High</b>	<b>3 semesters per language</b>
<b>Platinum bilingual or multilingual seal</b>	<b>Advanced Low</b>	<b>4 semesters per language</b>

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(adapted from Minneapolis Public Schools, n.d.)

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## IV. College and Career Opportunities

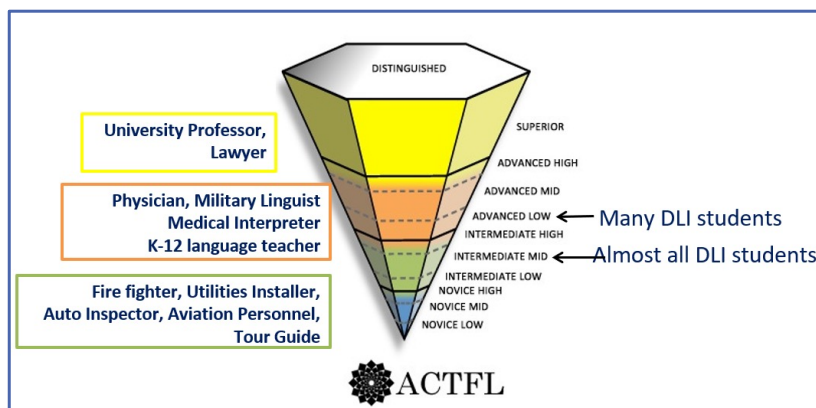
I understand that

- there are many different jobs, careers and other enriching opportunities open to those who are bilingual and biliterate.

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## Language Proficiency and the Workplace





(ACTFL, 2012)

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# Session IV activities

Let's play!    ¡ Vamos a jugar !	<b>I</b> Basics Básicos	<b>II</b> B & B	<b>III</b> Challenges Desafíos	<b>IV</b> Opportunities Oportunidades	<b>V</b> 
	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
5	5	5	5	5	

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### Dual Language and Immersion Family Education Workshops Participant Survey – Session 1: Dual Language and Immersion Basics

Thank you for your participation in this evening's session. Please share your responses to the following questions so we can learn how to make the workshops valuable to you and other families.

- Name of your child's school: \_\_\_\_\_
- Language(s) you use most frequently with your child(ren) at home: \_\_\_\_\_

#### Learning from the DLI Family Education Workshops

- Please check all that apply to this evening's presentation:
  - The information was new to me.
  - The information was interesting.
  - I was able to understand the content.
- In general, how effective was this session in increasing your knowledge and skills related to supporting your child's academic achievement in the DLI program?
  - Very effective:** I understand the DLI education model and what I can expect in terms of my child's educational experiences in a DLI program. I have learned ways to support my child's academic achievement.
  - Somewhat effective:** I understand the DLI education model and what I can expect in terms of my child's educational experiences in a DLI program. I'm not sure how well I can support my child's academic achievement.
  - Slightly effective:** I have a better idea of what to expect in terms of my child's educational experiences in a DLI program, but I do not feel able to help my child succeed academically.
  - Not effective at all:** I found the information too difficult to understand.
- How well did tonight's group activities help you understand the content of the presentation? (See activities below)
  - Very effective:** The activity helped me understand the information. I appreciated the opportunity to share ideas and ask questions.
  - Somewhat effective:** I didn't need the activity to understand the information, but I appreciated the opportunity to share ideas and ask questions.
  - Slightly effective:** The activity was probably useful to understand the content, but I did not feel comfortable sharing ideas or asking questions.
  - Not effective at all:** I didn't think the activity was useful.

#### Activities:

- |   |   |   |
|---|---|---|
| a) "Bumps in the Road"                        | b) "Bingo"                                    | c) "Tic-Tac-Toe"                              |
| <input type="checkbox"/> Very effective       | <input type="checkbox"/> Very effective       | <input type="checkbox"/> Very effective       |
| <input type="checkbox"/> Somewhat effective   | <input type="checkbox"/> Somewhat effective   | <input type="checkbox"/> Somewhat effective   |
| <input type="checkbox"/> Slightly effective   | <input type="checkbox"/> Slightly effective   | <input type="checkbox"/> Slightly effective   |
| <input type="checkbox"/> Not effective at all | <input type="checkbox"/> Not effective at all | <input type="checkbox"/> Not effective at all |

- Describe the most important "take-away" or information you remember most from tonight's session.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Dual Language and Immersion Family Education Workshops**  
Participant Survey

We appreciate your participation in the Dual Language and Immersion (DLI) Family Partnership Workshops. Please share your responses to the following questions so we can learn how to make the workshops most valuable to you and other families.

**Learning from the DLI Family Partnership Workshops**

1. In general, how effective were the DLI Family Partnership Workshops in increasing your knowledge and skills related to supporting your child's learning in the DLI program?

Extremely effective  
 Very effective  
 Slightly effective  
 Not effective at all

2. Did you attend all four sessions?  
 Yes  
 No

**Bilingual Format of the Workshops**

3. How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Not applicable
I was able to comprehend the information even when the presentation was <b>not</b> delivered mostly in my home language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The PowerPoint handouts were an effective way to share information in my home language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to participate in the table activities with participants who did not speak my home language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Logistics**

4. How satisfied or dissatisfied are you with the following aspects of the workshops?

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied	Not applicable
The quality of the food provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The transportation provided by the district or the school (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the information provided prior to the Workshops (recruitment information, registration form, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Final Thoughts**

5. Based on what you learned in the DLI Family Partnership Workshops, please describe **one or two things** you are doing differently now than before you participated in the Workshops (for example, "If my child answers me in English I ask that she use our home language," or "I am taking more about how important and great it is that she is becoming bilingual.")

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6. Would you recommend the DLI Family Partnership Workshops to other parents/family members?  
 Yes, I would recommend it.  
 No, I would not recommend it.

7. Please tell us why you would or would not recommend the DLI Family Partnership Workshops to other parents/family members.

8. Please use the space below to provide any additional thoughts, comments, or suggestions about the DLI Family Partnership Workshops.

Thank you for taking the time to complete this survey. This information will be used to help improve future Dual Language and Immersion Family Partnership Workshops.

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- **Year 2 (2017-18):** 72 respondents, 63 (87.5%) rated the program as “very effective” or “effective” in increasing their knowledge and skills related to supporting their children’s learning in the DLI program.
- **Year 3 (2018-19):** 32 respondents, with 100% rating it as “very effective” (n = 27) or “effective” (n = 5)
- **Year 4 (2019-20):** 38 respondents, with 100% rating it as “very effective” (n = 33) or “effective” (n = 5) [workshop offerings were interrupted due to COVID-19]

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ENHANCED BY Google

## CARLA

CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

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Professional Development
Resources
About CARLA

**The Center for Advanced Research on Language Acquisition (CARLA)**

*is a research and resource center devoted to improving language teaching and learning.*

Sign up for the CARLA mailing list:

See what's new in the CARLA Update:

Find events on the CARLA Calendar:

**RESEARCH & PROGRAMS**

CARLA is currently carrying out the following initiatives:

- [Foreign Language Literacies](#)
- [Language Program Direction](#)
- [Language Teacher Education](#)
- [Online and Technology-Enhanced Language Education](#)
- [Social Justice in Language Education - New Federal Grant!](#)

**PROFESSIONAL DEVELOPMENT**

CARLA supports the professional development of second language teachers through an array of institutes, workshops, and conferences.

- [CARLA Summer Institute Program](#) - The 2021 CARLA Summer Institute season was a great success! The list of institutes for 2022 will be announced in early November.
- [Presentations and Workshops](#) - Check out the evolving list of presentations and workshops that will be offered this fall.

**NEW AT CARLA**

**Interested in multiliteracies pedagogy?**

Check out the new [infographic](#) for teachers for an at-a-glance comparison of multiliteracies pedagogy and communicative language teaching!

This handy infographic was designed by the [Foreign Language Literacies](#) project team based their [research](#) examining how teachers understand and implement multiliteracies pedagogy.

<https://carla.umn.edu/>

<https://carla.umn.edu/immersion/parentinfo/index.html>

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Utah Immersion Conference

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¡Gracias!  
Ua tsaug!  
Thank you!

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