Language, Culture, & Funds of Knowledge: Enhancing Academic Achievement through Family Engagement

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Name Tags

1. Front:
   - First Name
   - District Affiliation (below name)

2. Back:
   - Draw a symbol that reflects your cultural identity.
Purpose of Training Series

Provide professional development and practical online tools that will support classroom teachers and other educators in:

• Conducting home visits as a means of:
  
  ➢ Engaging the parents of English Language Learner (ELL) students to increase communication and collaboration and to seek their input in the evaluation and planning of the district’s English Language Development Program.
  
  ➢ Gathering information about students’ funds of knowledge to integrate into classroom practices.

• Building on ELL students’ background knowledge as a means of strengthening connections between classroom content and the students’ cultural schemes to enhance academic progress and increase student engagement.

• Structuring classroom practices based on ELL students’ funds of knowledge.

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
Family Engagement

"Each LEA using Title III funds to provide a language instruction educational program must implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet."

Title III Non-regulatory Guidance

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
How can Title III support this work in my district?

• **Professional development costs** (trainer, coaching, stipends or extra hours to attend training, substitute teachers, collaboration time, travel, training supplies)

• **Home visits with families of Title III-eligible students** (extra hours or stipend for classroom teachers to conduct home visits, mileage, interpreter if needed)

Alyssa.Westall@k12.wa.us — 360-725-4476 — Program Supervisor, Bilingual Education
Background Experiences

**Education**

- Gig Harbor High School
- Western Washington University
  - Spanish & Anthropology
- Northern Arizona University
  - Curriculum and Instruction
- Arizona State University
  - Sociocultural/Linguistic Anthropology

**K-12 Teaching**

- Apache Junction High School, AZ
  - Spanish, ESL
- Murphy School District, AZ
  - 4th – 7th Summer Science
  - 7th Social Studies
  - 2nd after school literacy (21st Century)
- Pasco School District, WA
  - 7th Social Studies
  - 4th Math/Science
Workshop Outline

I. Setting the Stage for Family Engagement
II. Culture & Bias
III. Culture, Language, & Literacy
IV. Understanding Group Identity
V. Identifying & Applying Funds of Knowledge
VI. Family Engagement & Home Visits
I. Setting the Stage for Family Engagement (p. 1)

School Centered Methods of Engagement
Reach-out Methods of Engagement

School

- Community
- Students
- Parents
Symbiotic Engagement

School

Students

Community

Parents
What engagement programs or events does your district provide?
Lessons on school-family relations: Dozens of local parents go to Harvard for ideas  (Seattle Times, 8/5/15)

“At a recent meeting, the participants from Federal Way said some of their biggest takeaways from the conference were the need for more up-front conversations about race and culture — and the need for more district staff who can adequately communicate with immigrant families.”

...but HOW?

Seattle Times (8/5/15):
Building Capacity for Family Engagement

Karen Mapp, Harvard University

Harvard GSE:
http://www.gse.harvard.edu/news/uk/14/11/building-capacity-family-engagement

US Dept of Ed:

Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships

THE CHALLENGE
- Lack of opportunities for School/Program Staff to build the capacity for partnerships
- Lack of opportunities for Families to build the capacity for partnerships

OPPORTUNITY CONDITIONS
- Process Conditions
  - Linked to learning
  - Relational
  - Development vs. service orientation
  - Collaborative
  - Interactive
- Organizational Conditions
  - Systemic: across the organization
  - Integrated: embedded in all programs
  - Sustained: with resources and infrastructure

POLICY AND PROGRAM GOALS
- To build and enhance the capacity of staff/families in the “4 C” areas:
  - Capabilities (skills and knowledge)
  - Connections (networks)
  - Cognition (beliefs, values)
  - Confidence (self-efficacy)

FAMILY AND STAFF CAPACITY OUTCOMES
- School and Program Staff who can
  - Honor and recognize families’ funds of knowledge
  - Connect family engagement to student learning
  - Create welcoming, inviting cultures

Effective Family–School Partnerships
Supporting Student Achievement & School Improvement
- Families who can negotiate multiple roles
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers
  - Collaborators
Honor..., Connect..., and Create...

...but HOW?
II. Understanding Culture (p.2)

WA State Language Policy

“English Language Learners will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.”

(Washington TBIP: Malagon & Chacon, 2009, p. 1)
What is (your) Culture?
3 Components of Culture

• Material Objects

• Ideas/Values/Attitudes

• Behavior Patterns
Culture is based on symbols:

What is the significance of your symbol?
Cultural Categories and Prototypes
Prototypes & School

• What are prototypical examples of the following contexts:
  
  – Student participation
  
  – Teacher interactions with parents
  
  – Parental support
“Normal” vs. “Strange”
Markedness Theory

Markedness

Marked

UNMARKED

Marked

Marked

The Hunting Party
<table>
<thead>
<tr>
<th>Eating Habits</th>
<th>Unmarked</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher — Student Interactions</td>
<td>Unmarked</td>
<td>Marked</td>
</tr>
</tbody>
</table>
Understanding Context:
Ethnocentrism vs. Cultural Relativism
“Seeing” Cultural Practices

Provide an objective description of the following cultural events:
Being Objective: Making the Strange Familiar & the Familiar Strange
1. With a partner, describe the following cultural activities without using the indicated terms.

2. Your partner will not be able to see the picture, so you need to describe the activity from an objective perspective using as much detail as possible.

3. Your partner will not guess what the activity is; instead, s/he will listen to your description and take notes. S/he may ask questions to clarify specific details.

4. After the allotted time limit, your partner will repeat the description back to you as a way to demonstrate her/his comprehension.
Words to avoid: roller derby, roller skates, referees, sport
Words to avoid: Buddhist, monk, temple
Observing vs. Judging

• How might our cultural biases affect the way we perceive family practices during home visits?
~Cultural Transmission~

- **Enculturation**
- **Acculturation**
- **Deculturation**
Understanding Acculturation

https://www.youtube.com/watch?v=BT0kzF4A-WQ&noredirect=1
How are culture and literacy related?
WHAT IS LITERACY?
Rebus IQ Test

Cultural Knowledge (meaning)

Linguistic Knowledge (coding)
Literacy as a Sociocultural Process: Decoding cultural and linguistic knowledge
Cultural Semantics: Homonymy & Polysemy

Apply the same cultural/linguistic knowledge analysis to the following sentences:

1. The bandage was wound around the wound.

2. She threw a head of lettuce at my head.

3. He was canned for flushing the pop can down the can.
Form vs. Function

Read the following passage and determine why you are (or are not) able to understand it:

According to research at Cambridge University, it doesn’t matter in what order the letters in a word are, the only important thing is that the first and last letter are in the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.
Comprehension & Context Clues

“Lord, we thank thee.”
"Lord, we thank thee."
Literacy & Schools: What is “Academic Language”?

[Images of students in a classroom setting]
Eschewing the BICS/CALP Deficit Orientation

(Jim Cummins)

Basic Interpersonal Communication Skills

Cognitive Academic Language Proficiency
English Language Proficiency (ELP) Standards

with Correspondences to K–12 English Language Arts (ELA), Mathematics, and Science Practices, K–12 ELA Standards, and 6–12 Literacy Standards
Alternate Organization of the ELP Standards

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive, productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCSS for ELA Language domain.)

<table>
<thead>
<tr>
<th>Modalities</th>
<th>Domains</th>
<th>Corresponding ELP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive modalities</td>
<td>Listening and Reading</td>
<td>1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 determine the meaning of words and phrases in oral presentations and literary and informational text</td>
</tr>
<tr>
<td>Productive modalities</td>
<td>Speaking and Writing</td>
<td>3 speak and write about grade-appropriate complex literary and informational texts and topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 construct grade-appropriate oral and written claims and support them with reasoning and evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 adapt language choices to purpose, task, and audience when speaking and writing</td>
</tr>
<tr>
<td>Interactive modalities</td>
<td>Listening, Speaking, Reading, and Writing</td>
<td>2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 conduct research and evaluate and communicate findings to answer questions or solve problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 analyze and critique the arguments of others orally and in writing</td>
</tr>
</tbody>
</table>

7 The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

8 The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELLs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELLs and ELLs with IEPs or 504 plans, it is particularly useful to consider ELL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus of the construct(s) being instructed or assessed.
## Domains of (Academic) Language Proficiency

<table>
<thead>
<tr>
<th>Domain</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Receptive</td>
<td>Listening</td>
<td>Reading</td>
</tr>
</tbody>
</table>

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Reframing Academic Language: No more BICS/CALP

Academic Language

Oracy Skills

Literacy Skills
Academic Language of **xyz**

School
- Math
- Social Studies
- Science
- Language Arts
- Band
- Soccer
- etc.

**Oracy Skills**

**Literacy Skills**

<table>
<thead>
<tr>
<th></th>
<th><strong>Oracy</strong></th>
<th><strong>Literacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive</strong></td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>Receptive</strong></td>
<td>Listening</td>
<td>Reading</td>
</tr>
</tbody>
</table>
Breaking Down Literacy

- Grammar
- Vocabulary
- Syntax
- Discourse

Math

<table>
<thead>
<tr>
<th>Productive</th>
<th>Oracy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Receptive</td>
<td>Listening</td>
<td>Reading</td>
</tr>
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</table>

Name: ____________________________  Skill: Basic Multiplication

Use multiplication to solve each problem. Use the empty space to the right of each problem to show your work. Write your answer on the blank line by each question.

1. John has 7 five dollar bills. He wants to buy a baseball bat that costs $38.
   a. How much money does he have?
   b. Does he have enough money to buy the baseball bat?

   Answer a: ___________  Answer b: ___________

2. Heather, Sarah, Nicky, and Jill each have nine markers. How many markers do they have in all?

   Answer: ___________

3. There are eight cars in the garage. Tom will place new tires on each car. How many tires will Tom need?

   Answer: ___________

4. Peter goes fishing with Patrick. Peter catches 3 small fish and 3 big fish. Patrick catches four times as many fish as Peter. How many fish did Patrick catch?

   Answer: ___________
“Seeing” Student Proficiencies across Language Contexts

<table>
<thead>
<tr>
<th></th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive</strong></td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>Receptive</strong></td>
<td>Listening</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Language domains across contexts:

School
Shopping
Cooking
Sports
Art
etc.
Football Oracy & Literacy

Football Language

Oracy Skills

Literacy Skills

BELLY BOOTLEG RIGHT - GRAY ACE LEFT FORMATION

F.S.E. - SPLIT: Run Skinny Post (1 Cut)
TIGHT: Run flag pattern (6 cut)
F.S.T. - Gap, On, Outside
F.S.G. - Gap, On, Area, Inside
C - On, Left
B.S.G. - Pull (get depth), Block 1st man past Tackle's block
B.S.T. - Step and Cup
B.S.E. - Run post pattern (7 cut)

QB - fake inside handoff to FB, roll cut, set up inside leg of Tackle at depth of 7 yards
LH - Influence, run drag route
RH - run flat route, (2 cut)
FB - Fake trap left, block area
Cooking Oracy & Literacy

lentil, spinach, and feta enchiladas

Ingredients:
Tortillas (about 6-8)
1 Medium Onion, chopped
1 Cup Brown Mushrooms, chopped
1 Cup Lentils, cooked
2 Handfuls of Fresh Spinach, chopped
1 Feta round (1cup crumbled feta)
Mexican Spice (we use NoMu Mexican Rub)
1 Cup Tomato Basil Soup
Grated Cheddar Cheese to top

Directions:
Preheat Oven to 180c/350f
{1} Sauté Onion until clear, add mushrooms and cook for further 2 minutes.
{2} Add in lentils and Mexican spice and stir to combine.
{3} Stir in spinach and feta
{4} Spoon lentil mixture into tortillas and roll up side by side until the baking dish is full.
{5} Pour the Tomato Basil Soup to coat the top
{6} Top with grated cheese and a bit more spice and bake until the cheese begins to brown (10 min)
### Cooking Language

#### Oracy Skills
- **Productive Skills**
  - commands
  - food specific vocabulary
  - quantities
- **Receptive Skills**
  - receiving instructions
  - procedural adverbs
  - metric & standard measurements

#### Literacy Skills
- **Productive Skills**
  - recipe genre
- **Receptive Skills**
  - ingredients vocabulary
  - abbreviations
  - time
  - temperature
  - measurements and conversions
  - procedures
  - calories
  - visual literacy—diagrams
IV. Race, Ethnicity, & Education (p. 3)

1) What is race?

2) What is the difference between race and ethnicity?
Race and Social Patterns
Race as a Cultural Construct
Race

Race Main

What is Race?

The data on race were derived from answers to the question on race that was asked of individuals in the United States. The Census Bureau collects racial data in accordance with guidelines provided by the U.S. Office of Management and Budget (OMB), and these data are based on self-identification.

The racial categories included in the census questionnaire generally reflect a social definition of race recognized in this country and not an attempt to define race biologically, anthropologically, or genetically. In addition, it is recognized that the categories of the race item include racial and national origin or sociocultural groups. People may choose to report more than one race to indicate their racial mixture, such as “American Indian” and “White.” People who identify their origin as Hispanic, Latino, or Spanish may be of any race.

OMB requires five minimum categories: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander.

For the OMB definitions of these categories, please click on the “About Race” tab above.
Race

About Race

The U.S. Census Bureau must adhere to the 1997 Office of Management and Budget (OMB) standards on race and ethnicity which guide the Census Bureau in classifying written responses to the race question:

**White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Black or African American** – A person having origins in any of the Black racial groups of Africa.

**American Indian or Alaska Native** – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

**Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

The 1997 OMB standards permit the reporting of more than one race.
What is the difference between race and ethnicity?

D003. What is your ethnicity?
- Hispanic or Latino
- Not Hispanic or Latino

D004 - 5. What is your race? (Choose all that apply)
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Asian
- White
- Black or African American
Race, Ethnicity, & Education

Figure 11.1a. Percentage distribution of 4th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2007

- **White**
  - Below Basic: 22
  - At Basic: 35
  - At Proficient: 32
  - At Advanced: 11

- **Black**
  - Below Basic: 54
  - At Basic: 32
  - At Proficient: 12
  - At Advanced: 2

- **Hispanic**
  - Below Basic: 50
  - At Basic: 32
  - At Proficient: 15
  - At Advanced: 3

- **Asian/Pacific Islander**
  - Below Basic: 23
  - At Basic: 32
  - At Proficient: 31
  - At Advanced: 15

- **American Indian/Alaska Native**
  - Below Basic: 51
  - At Basic: 30
  - At Proficient: 14
  - At Advanced: 4

Percent below Basic vs Percent at or above Basic

- Blue: Below Basic
- Light blue: At Basic
- Orange: At Proficient
- Black: At Advanced
## High School Dropout Rates

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>4%</td>
</tr>
<tr>
<td>African American</td>
<td>8%</td>
</tr>
<tr>
<td>Latin@</td>
<td>13%</td>
</tr>
<tr>
<td>Foreign Born Latin@</td>
<td>28%</td>
</tr>
</tbody>
</table>

(NCES, 2014; Santiago et al., 2015)
Figure 15.1a. Percentage distribution of the 12th-grade SAT test-taking population, by race/ethnicity: 1998 and 2008
Figure 23.2. Percentage of 18- to 24-year-olds enrolled in colleges and universities, by race/ethnicity: Selected years: 1980–2008

NOTE: Race categories exclude persons of Hispanic ethnicity.
Figure 27. Percentage of adults ages 25 and over who completed at least high school and percentage who have at least a bachelor’s degree, by race/ethnicity: Selected years, 1996–2008

NOTE: “Completed high school” includes persons with a high school diploma or equivalent. Race categories exclude persons of Hispanic ethnicity.
# Latin@s & Higher Education

## Higher Ed Achievement

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Undergrads</th>
<th>AA Degrees</th>
<th>Bachelor’s Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whites</td>
<td>58.4%</td>
<td>61.9%</td>
<td>67%</td>
</tr>
<tr>
<td>Latin@s</td>
<td>12.8%</td>
<td>11.6%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

(Kim, 2011, pp. 11-13)
Figure 1: U.S. Poverty Rates by Race or Ethnicity: 1959–2012

Source: U.S. Census Bureau, Historical Poverty Table 2; 2012 Census Report.
Note: Black poverty rate data from 1960 to 1965 is not available. The line shown connects the 1959 rate of 55.1 percent to the 1966 rate of 41.8 percent and is included to represent the trend but not to imply specific numerical data.
ELLs in WA

Total Percent FR Lunch Meeting Standard by Language Group across Grade Levels

- All WA ELLs
- Spanish
- Russian
- Vietnamese
- Ukrainian
- Somali
- All other ELLs

Grade Levels:
- 3rd Grade
- 5th Grade
- 7th Grade
- 10th Grade
Spanish: Total Percent FR Lunch vs. Non FR Lunch Meeting Standard across Grade Levels
A total of 219 languages were represented in Washington schools during the 2013–14 school year. Spanish was the most common non-English home language, spoken by 67.4 percent of ELLs. The next nine most common languages were Russian, Vietnamese, Somali, Chinese, Ukrainian, Arabic, Tagalog, Korean, and Marshallese, spoken by 19 percent of TBIP students.
Total Percent FR Lunch vs. Non FR Lunch
Meeting Standard across Grade Levels
1. Describe the ethnic and socioeconomic demographics in your district.
2. What kind of programs does your district have to support students from low SES backgrounds?
Betty Hart & Todd Risley (1995) *Meaningful Differences in the Everyday Experience of Young American Children*

- Socioeconomic Status
- 30 million word gap “by age 3”
- Cognitive development & academic delays
- Academia, Policy, Social Discourse
- Programmatic efforts to “close the gap”—training parents how to talk
  - Providence Talks, Thirty Million Words Initiative, Too Small to Fail...
Debunking the “language gap”


Closing or reinforcing “gaps” in schools?
So, what counts as a word?

- Think of a way to communicate a message:
  - 1) without making any sound;
  - 2) by making a sound that isn’t a “word”;
  - 3) using a written symbol.
The Effects of Poverty on the Brain

Eric Jensen

Many still believe “the poverty problem” is about a lack of money. Unfortunately, it’s not that simple. In fact, if that were the only problem, it would be good news, but it’s not.

How are Brains of those from Poverty Different?

The effects of poverty on any human being are truly staggering. In short, the kids are different because their brains are different. Our neurons are designed by nature to reflect their environment, not to “automatically” rise above it. Areas of the brain that are

Cognitive Skill Development

There is considerable evidence that children from poverty are more likely to have impaired exposure to critical enrichment factors resulting in substandard cognitive skills. Here are some differences from those facing those from poverty vs those in middle and upper income homes:

- Parents from poverty use different vocabulary words every day, both fewer and less complex than those heard in families of greater income (Hoff, 2003).
- Poor children are more likely to have parents that are less likely (by a factor of three or four) to initiate conversation just to maintain social contact or build vocabulary (Hart & Risley, 1995).
- Kids from affluent communities children have more books in their homes than low-SES children had in all school sources combined (Korat, & Haglili 2007)
## Other Gaps

<table>
<thead>
<tr>
<th></th>
<th>Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Teachers</td>
<td>90.5%</td>
</tr>
<tr>
<td>Minority Students</td>
<td>42%</td>
</tr>
</tbody>
</table>

(OSPI, 2015)
Community Language Patterns

• Describe the types of language patterns/varieties found in your community.
• How can these language varieties be used as a resource in schools?
Academic Applications of Community Language

Ebonics Jeopardy!

https://www.youtube.com/watch?v=xX1-FgkfWo8

My grandpa cook dinner every night.
Language, Culture, & Identity:

Oye, we speak Spanglish también!
What is Spanglish?

I went to the store to buy los zapatos that I like pero estaban gone.
Speaking Spanglish

– Code-switching

• Intra-sentential:
  – Anoche, when I went to the store, vi a Julia

• Inter-sentential:
  – Anoche, cuando fui a la tienda, vi a Julia. She looked at me but didn’t even say hi!

– Loan words

• (lexical borrowing): el Winco
• (lexical blends): troca, biles, wachear, cachar, tripear

– Calques

• (lexical transfer): winning $ an hour, wet me, make a question
• (semantic blends): aplicación, librería, carpeta, colegio
The Economics of Spanglish

Lunch - Lonche

Kinds of meat: Asada, Adobada, Carne Asada
Los de carne: Beef, Pork, Carne Asada
Rice and beans $7.25
CHIVOS 4
SALE
202 MORSE
837-2043
607-5097
YAR CEL
Jachiros
$ 1.00
CALABAZAS DE JALOYUN
Sorry. No tenemos triko tri!!!
No kendys
No estén chingándolo
The Economics of (Corporate) Spanglish
THIRSTY?
¿TIENES SED?

99¢

16 oz
<table>
<thead>
<tr>
<th>RK</th>
<th>TEAM</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida State  (27)</td>
<td>1416</td>
</tr>
<tr>
<td>2</td>
<td>Oregon (13)</td>
<td>1405</td>
</tr>
<tr>
<td>3</td>
<td>Alabama (13)</td>
<td>1387</td>
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<tr>
<td>4</td>
<td>Oklahoma (7)</td>
<td>1357</td>
</tr>
<tr>
<td>5</td>
<td>Auburn</td>
<td>1278</td>
</tr>
</tbody>
</table>
Tú pediste más, you got it.

The latest and coolest teléfonos por tu dinero. Más perks y premios por ser nuestro cliente. Hoy más que nunca, hay más razones para check out U.S. Cellular.

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PREMIOS BELIEF
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Spanglish: Why?

• Like, last time I was talking to Ms. Walters, all of a sudden I just started talking Spanish, and she was like, what did you say? I was like, oh I’m sorry. ’Cause like, it’s used to me, like I’m sometime talking in English and all of a sudden I’m talking in Spanish, like I don’t like, I don’t know why I’m saying it. Like, it’s used to, it’s used to me like I’m used to it. (Eva, 8th)
Yesterday cuando estuve en la librería I saw a cool book about elefantes.
Spanish: Ayer, cuando estaba/estuve en la biblioteca/librería, vi un libro chevere sobre elefantes.

Yesterday cuando estube en la librería I saw a cool book about elefantes.

English: Yesterday, when I was at the library, I saw a cool book about elephants.
The Art of Translation
Part I Recap

What sticks out to you from the topics discussed in Part I?

1. Setting the Stage for Family Engagement
2. Understanding Culture
3. Culture, Language, & Literacy
4. Race, Ethnicity, & Education
V. Identifying & Applying Funds of Knowledge (p. 4)

How can teachers draw on students’ background knowledge and experiences to enhance academic progress?
Identifying Strengths to Enhance Academic Progress

Bridging Home Knowledge to the Classroom
Tapping into Background Knowledge

- Make content meaningful by tapping into different types of background knowledge.

- Background Knowledge
  - Academic
  - Personal
  - Linguistic
**Guiding Principles**

1. **Potential**
   
   ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate\(^1\) curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their native-English-speaking peers, “it is possible [for ELLs] to achieve the standards for college-and-career readiness” (NGA Center & CCSSO, 2010b, p. 1).

2. **Funds of Knowledge**
   
   ELLs’ primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their “funds of knowledge” [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities’ valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELLs since “the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text” (National Standards in Foreign Language Education Project, 2006, p. 37).

---

\(^1\) Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.
Funds of Knowledge

- Funds of knowledge refers to an individual’s historically accumulated set of abilities, strategies, experiences, and bodies of knowledge. (González et al., 2005; Vélez-Ibañez & Greenberg, 1992)

- Academic and personal background knowledge
- Accumulated life experiences
- Skills and knowledge used to navigate everyday social contexts
- World view(s) structured by broader historically situated sociocultural forces
“Seeing” Students’ Funds of Knowledge

Economics
Geography
Politics
Agriculture
Sports
Technology

Religion
Language
History
Childcare
Art
Cooking

RUSSIAN FESTIVAL
Do you enjoy traditional ethnic homemade food?
COKETRY AUTHENTIC RUSSIAN AND UKRAINIAN FOOD
Do you like folk dances?
MASTER CLASS
Do you like learning new things?
GAMES AND CRAFTS FOR KIDS AND ADULTS
Do you like to learn about other cultures?
TRADITIONAL ART, MUSIC, COSTUMES
Do you enjoy making a difference and help others?
ALL DONATED FUNDS WILL SUPPORT ST. JOHN ORTHODOX CHURCH
FREE ADMISSION!
EVERYONE WELCOME!
PLEASE JOIN US!
October 18
10 am - 4 pm
St. John Orthodox Church
251 North Road
Kensington, Maryland
## Identifying Funds of Knowledge

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<th>Funds of Knowledge</th>
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Community Contexts & Funds of Knowledge
Ellensburg Hay Fields
Funds of Knowledge

- Agriculture
- Science
- Math
- Biology
- Mechanical Engineering
Funds of Knowledge

- Geography
- Life Skills
- Literacy (Infographics and written word)
- Math (Time/Money)
- Environmental Science
Kittitas Valley Memorial Pool
Funds of Knowledge & Classroom Applications

• Sports
  – Math-Algebra: number of laps v. lap time
    – Geometry- Volume and surface area of pool

• Business & Economics
  – Profit and loss of this business, benefits of having this business

• Government
  – Fees for city residents vs. county residents

• Science
  – Chemistry
    • Test PH levels and chlorine levels and how they affect people
Shopping at Tukwila’s International Market
Funds of Knowledge & Classroom Applications

• Money (counting, value, rounding)
• Customer service
• Waiting in line
• Reading labels
• Price tags/bargains/things on sale
• Measurement (fruits and vegetables)
• Reading ingredients
• Budget
• Wants/needs
Cherry Picking in Mattawa: A Funds of Knowledge Narrative

Cherry picking is a common job in the Summer. Parents have to wake up at 3 or 4 am, depending on where they are working, and start work at 5 am.
Insider’s Perspective

- The cherry bucket is paid between the range $3.25 – $3.75.

- Basically each time the cherry bucket is filled as required they dump the cherry into a bin and you hand them your card (new card per day) with numbers 1-100 and they hole punch your card.

- Partners such as mother and father produce around 120 to 160 buckets per day. So the wage varies depending where your working or how long the weather lets you work.
Math

We can take the example of cherry picking to create a math problem. Taking those buckets picked per day and multiplying it by the price per bucket. This is one fundamental skill from their cultural background they will be comfortable and excited to work with.

Example

You are picking cherries. You have 6 hours to fill as many buckets as you can. By the end of the working session you completed 30 buckets of cherries. If the cherry buckets are being paid at rate of $3.75 per bucket, how much money did you earn?
Identifying Community Funds of Knowledge

• What kinds of community funds of knowledge surround your district?

• How can those community practices be integrated into the classroom?
What is the difference between “Parent Involvement” and “Parent Engagement”? 

• What are some strategies used in your district/school for engaging parents?
I completed my first home visit and it was such a success! The parents and student were excited to have me over and seemed at such ease while I was there. The student shared how comfortable she feels in my classroom and has put in more effort in daily work this week. She is even taking on the role of a natural leader who helps keep her group on task…

3 Phases of Conducting Home Visits

Phase 1: Before the Visit

Phase 2: During the Visit

Phase 3: After the Visit
Phase 1: *Before the Visit*

1. Inquire about administrative policy on home visits.
2. Find school or community assistance with translation of documents or phone calls.
3. Send letters home with all students describing purpose of home visits.
4. Talk to parents about home visits in person when informal occasions arise.
5. Set up visits according to appropriate days/time for the family.
6. Research culturally appropriate etiquette for visits.
7. Collect home visit props (work samples, photographs, games, food, etc.).
8. Compile a list of community resources that might be useful to the family.
Setting Up the Visit

• Personal letters
• Phone call
• Email
• Community events
• After school meeting
• ????????
Hello Mr./Ms._____________,

[Part 1: English component/personalized message written by the teacher]

- introduce yourself, your position, school
- two positive examples of the student’s work and/or behavior in class

[Part 2: Home visit proposal in home language translated by OSPI]

As a way to better support my students, I enjoy meeting with their families outside of school. If you are available, I would love to visit your home to get to know you better and tell you more about myself. If your home is unavailable, we can also meet at another location that is more convenient for you. If you are interested in setting up a visit, please let me know what days and times are best for you in the space below. You can also tell me the best way to contact you (phone, text, letter, email). I look forward to meeting you!

Thank you,

[name and contact info]

---

Parent Reply

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Setting Up a Home Visit in Your District

What are the steps you will take to set up a home visit in your district/school?

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Phase 2: *During the Visit*

1. When introducing yourself, let the family know what name they can use with you (e.g., Ms./Mr. Xyz or by first name).

2. Greet everyone present, including young children.

3. Accept refreshments, though provide information about allergies if you cannot consume something being offered.

4. Discuss topics that aren’t related to school if possible—use your props as a prompt for conversation.

5. Inquire about the family’s home, customs, children, etc.

6. Take pictures if appropriate—start by asking if it is okay to get a photo of you and your student (include siblings, pets, friends, etc.).

7. Mention to parents that you enjoy having parents visit your class and extend an invitation if they seem interested.
Activities & Discussion Topics

• Pictures
• Family
• College
• Games
• Travel
• Books
• Student Work?
Funds of Knowledge Home Visit Activities
DOMINÓ DECIMALES y MÚLTIPLES
Un juego familiar de matemáticas

Se suman las orillas

El propósito del juego es diversión y aprendizaje familiar.
Making the Home Visit Experience Comfortable

Describe strategies for interacting with families in your district during a home visit.

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<td>Phase 3: <em>After the Visit</em></td>
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<tr>
<td>1. Record details of visit and develop a “funds of knowledge” list.</td>
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<td>2. Share your experiences with faculty and administrators.</td>
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<td>3. Send a “thank you” note home with the student, include photographs of the visit.</td>
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<td>4. Post photographs in classroom on a “home visit wall” for other students and faculty to see (after getting permission from student).</td>
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<td>5. Contact other parents about visits, especially those who know the families you have already visited.</td>
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<td>6. Maintain informal communication: e.g., send a personal note home to one family per week, or drop by the families’ homes periodically for brief greetings.</td>
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<td>7. Invite an administrator and/or colleague to accompany you on a subsequent visit.</td>
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<td>8. Offer to accompany a colleague on a home visit.</td>
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Common Points of Concern:

- Language Differences
- Introductions
- Topics of Conversation
- Eating Food
- Taking Pictures
- Poor Living Conditions
- ????????

- What are some points of concern and/or challenges for conducting home visits in your district?
- Describe potential resources for overcoming these concerns/challenges.
Identifying funds of knowledge during home/community visits

• How can you integrate your home visit experience into classroom lessons?
Lessons at the Dining Room Table
Home Literacy, Gardening, & Animal Care
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## T&L 401/501 Funds of Knowledge Inventory Matrix
**Name:** Hayley Wyant  
**Date:** February 13, 2016

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<td><strong>Economics</strong></td>
<td>• Aima cleans homes - sets own schedule - cleans 2-3 houses per day.</td>
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</tbody>
</table>
| **Geography**      | • Mom from Dominican Republic. Moved after son was born.  
                      • Lived in Miami, Orlando (Lisa born), Atlanta, Moses Lake, and TX (2 years so far). | I think that this information would be great when learning map skills and/or geography. My lesson could incorporate finding on a map where each student or student's parent's are from. |
| **Politics**       |                           |                       |
| **Agriculture**    |                           |                       |
| **Sports**         | • Lisa currently playing basketball and will start soccer this spring.  
                      • Favorite sport is gymnastics. | Basketball or soccer could be incorporated into math story problems. Baskets made vs. baskets shot.  
I could direct Lisa to read chapter books about famous gymnasts or fictional books about gymnastics. (There is a whole series!) |
| **Technology**     | • Lisa using App to learn Portuguese! | This is fascinating to me! I feel that technology could be used in many subject areas. I could incorporate a Language Study “Literature Lab” option where students could use an App to learn words in different languages. I could feature a new language each week. |
| **Religion**       | • Catholic - attends church every week.  
                      • Mom helps in the nursery.  
                      • Lisa sings in children’s choir  
                      • Will start learning the flute next year. |                       |
| **Language**       | • Speaks Spanish at home.  
                      • Lisa understands Spanish, but has a hard time speaking it.  
                      • Lisa learning Portuguese, but must learn Spanish first! | See Technology - Language Study Lit Lab.  
Students could learn new phrases in a different language each week.  
I could incorporate books for classroom reading that have phrases in Spanish in them. *The Circuit* would be a great option! |
| **Health**         | • Alex was born with Spina Bifida - reason for moving to United States.  
                      • Travels to doctor visits in Spokane. |                       |
| **Childcare**      | • Alex watches Lisa when mom is not home. |                       |
| **Art**            | • Beautiful painting from Dominican Republic. | I could have students draw/paint pictures to go with some of their writing pieces. |
| **Cooking**        | • Lisa helps her mom cook dinner.  
                      • Dinner is always eaten together. | I could incorporate knowledge of cooking into math lessons on fractions. We could look at a recipe and compute how much we would need for doubling or tripling a recipe. Also - if a recipe feeds 5 people, how much of each ingredient would we need to feed 25 people...? |
| **Entertainment**  | • Lisa loves to play music and sing! | Incorporate music into the classroom: Play during transitions or end of day clean-up.  
Do a study on music from around the world. |
| ?....................? | • Pets: one dog  
                      • Lisa and her brother clean house once a week and her mom does a deep clean once a month. |                       |
Applying Funds of Knowledge

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<td><strong>Sports</strong></td>
<td>Jose is a very active athlete since he was a child. He told me about how his dad and uncles played baseball but he did not like it because he thought the ball came too fast. So, he decided to play soccer and to this day, he continues to play for the Pasco League. Jose also was an amateur boxer for the Columbia Basin Boxing Club. He retired with a 10-0 record and was able to meet one of the greatest boxers, Roberto “Mano De Piedra” Duran. Esmeralda also loves sports. She talked to me about how tough she is on Toni when he is playing soccer and is an avid Seattle Seahawks Fan.</td>
<td>Soccer is a very popular sport and I would use this sport as part of mathematic story problems. I could also even start a soccer club at a school, where Jose has even said that he would be willing to become a coach wherever he is needed.</td>
</tr>
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Boxing Math

http://www.pbs.org/unforgivableblackness/teachers/lesson_circling.html

- Subject:
  - Mathematics

- Objectives:
  - Students will be introduced to modern specifications and construction of boxing rings.
  - Students will apply various methods for finding area of circles, rectangles, trapezoids, and complex area coverings.
  - Students will compare and contrast areas and overlaps for attack and defense in the ring.
Home Visit Cooking Lessons: History & Language Arts
Supporting a Home Business in Tukwila: 
Making Kimchi
Lesson: Making Kimchi that is suitable for sale in the marketplace by testing pH

- Funds of Knowledge
  - Health
  - Math
  - Economics
  - Science
  - Culture
  - Cooking
  - Finance
Using Home Visits to Increase Academic Motivation and “Investment”

(Norton, 1995)

• Ceasar
Lesson 1: Language Arts

- Student selected topic (automobiles)
- Student designed project (expository report)
- Student facilitated research topics
- Student guided note taking
- Student centered assessment of projects
Lesson 2: Science

Ceasar's Lesson- Developing Inquiry and Questioning Skills
Home/Community Visit:
Sharing Family Moments on the Ranch
Home/Community Visit: Flea Market Visit
Scenario #1: Ricardo (p. 7)

• Ricardo was born in Phoenix 10 years ago. His parents are originally from Mexico City and came to the US on a tourist visa. Ricardo spent the first 7 years of his life travelling between Phoenix and Mexico on road trips to visit his grandparents. He has an uncle in Vancouver so they also made multiple trips to Washington. On longer stays in Mexico, his parents would enroll him in schools in Mexico City. After 7 years, his parents' visa expired but they decided to stay because his dad had a good job doing masonry. During the same time period, there were a series of immigration raids conducted in Phoenix so his father's employer decided to lay off everyone without a work visa. Soon after, Ricardo's father was detained by the Maricopa County Sheriff for a traffic violation while driving the family home from church. Since his father had previously obtained a Washington State driver's license and had proof of insurance, the sheriff just gave him a warning and let him go. The next day, the family moved to Vancouver. His uncle in Vancouver is a US citizen so he started the process of sponsoring Ricardo's father for residency. During class, you often overhear Ricardo talking to his friends about his parents getting their "papers."
Applying Ricardo’s Funds of Knowledge

• Funds of Knowledge
  ➢ ????
  ➢ ????
  ➢ ????
  ➢ ????

• Classroom Application
  1) Grade & Content Area:
  2) Lesson Theme/Topic:
  3) Lesson Objective:
  4) Lesson Activities:
Scenario #2: Celia (p. 8)

Celia was born in Huehuetenango, Guatemala. Her parents are native K’iche’ speakers, but use mostly Spanish when speaking to her. Celia moved to the US when she was 3 years old. In the last 11 years, her family has moved 6 times and worked for multiple employers. She has lived (chronologically) in Guatemala, Yakima, Portland, Sacramento, Salt Lake City, Eugene, and Olympia. Celia wears brightly colored bracelets with "Guatemala" embroidered on them and small crosses on the sides. She loves music and can be heard singing a variety of songs in Spanish and English. You often notice her joking with students about "funny" words in Spanish, hearing them compare Mexican and Guatemalan terms.
Applying Celia’s Fund of Knowledge

- Funds of Knowledge
  - ????
  - ????
  - ????
  - ????

- Classroom Application
  1) Grade & Content Area:
  2) Lesson Theme/Topic:
  3) Lesson Objective:
  4) Lesson Activities:
Example Activity: Math in Context
Kennewick School District
Home Visit Project:
What are your obstacles to doing home visits?

1. I think home visits would make some parents uncomfortable.
2. I don't have enough time after school to visit a student or go to a function.
3. I am not being compensated.
4. I don't know the student's home language.
5. I don't know the benefits.
6. I don't feel safe going alone.
7. I enjoy going to their events in a natural environment.
8. Going to a function to which a child has invited me is fine. Inviting myself to someone else's home will make some parents feel suspicious or uncomfortable.
Westgate Elementary School, Kindergarten Home Visits

Plan-
- Westgate’s Kindergarten team developed a goal to meet with each Kindergarten family.
- Teachers made a wish list of supplies needed to give to families during the home visits. All supplies for this practice were donated.
- Each student received a pencil box, pencils, pencil sharpeners, crayons, and a book. Each team of teachers/staff planned 15-20 minutes for each home visit.
- Teachers scheduled interpreters to attend home visits. When scheduling for visits, teachers grouped students according to their address and their home language.
- Team went on the visits in 2 separate groups consisting of a combination of either our Principal, Dean of Students, District Family Community Manager, and/or Parent Liaison.

Benefits-
- There have been many benefits from the visits; in the classroom we can use the knowledge gained from home visits. An example of this application was a student who showed us their family’s garden; now knowing this connection, we were able to incorporate the garden in class, providing relevance and familiarity when teaching a unit on pumpkins.
- We have seen in the classroom are a reduction in behavior-related issues, an increase in students following expectations, and a better work ethic.
- An increase in parent volunteers and communication in both school and ATP activities.
- Parent communication has improved and we are now getting calls if a child is sick or there is a family emergency they need to share for the benefit of their child’s academics.
- We are noticing our families appear more comfortable coming to the school and seeking out ways to help their child be successful.
- Parents and students were ecstatic that we took the time to visit them at their houses and many invited us into their homes, with some families offering to have us join them for a meal, tea, or coffee.
- In a school that has many students often from immigrant and impoverished backgrounds, we have found that this program reduces student anxiety and makes teachers and faculty more approachable. Our anticipated results are a student body more apt to comfortably ask questions, communicate difficulties without fear, and as teachers and administrators, we will be able to better understand the needs of the diverse population we serve.

Modifications made to the plan as the year progressed-
- Initially we gave parents a 3 day window for the home visit. This did not work for some of our families and we wanted to make sure we made every effort to make accommodations for a successful visit. We found changing the expected home visit to an exact day with a 2 hour time frame was a more effective and appreciated approach.
- Most visits were completed during our weekly planning time. If we found we missed a student’s family after a few attempts, we would then attempt the home visits from 4:00-7:00PM.
- We found that families and teachers found the visits more comfortable and personable without interpreters present. We found that most families with language barriers already had friends and family they felt comfortable there along with them to greet us.
Unfolding Effects of Home/Family Visits (p. 10)

Parents
- Increased communication
- Elevated Understanding of Schooling
- Trust
- Feeling Empowered

Student
- Motivation
- Self Confidence & Leadership
- Feeling of Belonging
- Academic Progress

Educator
- Cultural Understanding
- Enhanced Lessons
- Classroom Management
- Connections with Students
- Strengthened Relationships
- Perspective
Family Centered Engagement though Home & Community Visits

Tangibles & Intangibles of Home Visits

- Parent engagement (vs. involvement)
- Strengthening relationships
- Academic motivation and investment
- Depth of understanding
- Perspective

Enhanced Academic Experience

Elevated Parent Empowerment

Heightened Cross-Cultural Awareness

Strengthened School–Home Relationships
Advocating for equity takes…

- Recognizing our own enthocentrism, biases, and positions of power
- Taking different (and possibly more difficult) routes to engage language minority students and families
- Creating educational environments that integrate community experiences
- Making education relevant by building on students’ funds of knowledge
- Strengthening relationships and ensuring high standards

Perspective

Pedro Noguera: https://www.youtube.com/watch?v=wiEKs01Zlho
Thank you!

- Evaluations
- Clock Hours
- Any further questions/comments can be emailed to me at:

  ejj@tricity.wsu.edu