State Migrant Education
Family Biliteracy Program

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Welcome!

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A. What is the Family Biliteracy Program?
The Family Biliteracy Program (FBP) started in 2010 to shed light on the importance of teacher-community partnerships in bridging the linguistic gap between Spanish-speaking migrant parents and their children who are entering an English-only educational system. FBP creates opportunities for teachers to reflect on and re-evaluate their teaching practices, for parents to value literacy in the home language as well as the school language, and for students to value biliteracy as a relevant skill. Family Biliteracy aims to create linguistic equity for [im]migrant families.
Family Biliteracy Program

Family Biliteracy 2018–19 subgrantees:

• Santa Clara County Office of Education (COE)
• Fresno COE
• Tulare COE
• Pajaro Valley Unified School District (USD)
• Monterey COE
• San Luis Obispo COE
• Santa Maria-Bonita USD
• Lindsay USD
B. Key Points
Key Points (1)

• The program is targeted for children whose primary language is Spanish.

• Children served must be pre-k age, ages 3–5.

• The child’s guardians or parents should not be separated during the time of instruction.

• Other family members are welcome to attend such as grandparents and siblings.
Key Points (2)

- All regions/districts participating should be following the same program structure.

- Reports, including data sheets, are collected at the end of the program.

- The California Department of Education conducts site visits of all participating regions.
C. Instructional Language
This program is designed to develop literacy in Spanish as a springboard to support language development in English. The curriculum is delivered primarily in Spanish, as more than 96 percent of the migrant population report Spanish as the primary language. However, when the primary language of the student is something other than Spanish, it is highly recommended that you enhance the program by adding vocabulary from the child’s primary language.
Instructional Language (2)

- Young children’s parents and relatives are the primary references for the child constructing linguistic skills

- The idea is to show parents that their linguistic knowledge is an asset for their children’s biliterate education
D. Program Goals
Program Goals (1)

1. Engage the migrant family into the school community by valuing the cultural and linguistic assets the family already possesses.

2. Integrate the family unit into the educational experience by utilizing the family’s first language(s) to teach and model literacy strategies that families may replicate at home in the absence of the teacher.

3. Incorporate an adult/parenting education component that builds awareness about the value of biliteracy and other school practices.
4. Familiarize children and families with the school and the school personnel, including teachers, instructional aides, and office staff

5. Help children feel comfortable coming to school

6. Make parents feel welcome, comfortable to ask questions, and to participate in their children’s education
Goals for the Child

- Increase oral vocabulary
- Experience uncommon words (academic vocabulary)
- Phonemic awareness
- Identify at least 10 initial Spanish letter sounds (Age 5, only)
- Know the concepts of print
- Know the sequence of a story
- Know quantities 1–10
- Recognize colors
E. Region 8- Tulare County Family Biliteracy Program
Region VIII Data

Percentage Difference between Pre and Post Vocabulary Scores in Students Participating in Family Biliteracy

![Bar chart showing the percentage difference between pre and post vocabulary scores for Group 1 and Group 2.](chart.png)

- Group 1: 46% Pre Test, 62.19% Post Test
- Group 2: 60.6% Pre Test, 71.4% Post Test
Program Elements

- Dinner: 30 minutes prior to start of session
- Phonology & Vocabulary: 10 minutes
- Comprehension/Picture Walk: 15 minutes
- Science & Math: 20 minutes
- Homework: 10 minutes
- Book Study: Reading *The Circuit* 15 minutes
- Projects: 15 minutes
- Evaluations
Teacher-Created: Vocabulary

Teachers select 15 vocabulary words of which 10 are assessed (English and Spanish) from each book. Students complete a pre-assessment before instruction and a post-assessment is given on the following session.

**Example:** Create 15 cards with photo/picture depicting the vocabulary word from the book. In Spanish, ask the child to point to the picture of the word (10 of the vocabulary words). Then in English, ask the child to identify the same words, but switch the order so they do not memorize the order.
Sample Vocabulary Card

hen

gallinita
farm/granja

What kinds of jobs can you have on the farm?
Sample Vocabulary Lesson

cow/vaca

Can you tell the difference between the cows?
Sample Vocabulary Lesson

pig/cerdo

How do you know these are make-believe pigs?
Comprehension / Picture Walk

Dialogic Reading:

• Rather than being a receptive task, student and caregiver interact in conversation

• The focus is to increase interlocution of the child in two languages
Comprehension / Picture Walk
Science & Math Lessons

CPIN: Learning Foundation/Framework Math/Science

- Number sense of quantity
- Measurement
- Patterning
- Shapes
- Cause and effect
- Knowledge of the natural world
Science Lesson Example

- STEM integrated
- Family involvement
- Correlation between reading & activity
- Make and take
Science Lesson Example: Benefits of Playing with Playdough

1. Fine motor skill development
2. Calming and therapeutic
3. Creativity and imagination
4. Develops hand-eye coordination
5. Social skills
6. Literacy and numeracy development
7. Promotes play
Math Lesson Examples

CPIN: Trainings in Math/Science; Training on Desired Results Developmental Profile (DRDP)

• Number sense of quantity
• Measurement
• Patterning
Homework

Increase family engagement through meaningful interaction.

• Vocabulary practice
• Dialogic reading with books
• Family projects
• Chapter book read-aloud: *Cajas de Carton*
Book Study: The Circuit
Cajas de Cartón

• Activating prior knowledge
• Read aloud
• Story mapping
Projects

Family engagement through meaningful interaction

• A meaningful project is associated with each book
• Student and caregiver interact to build a project to take to class
• In unison, student and caregiver present the project in class.
Projects
Book Sample Lesson
Questions?
Thank you!

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