

# **State Family Biliteracy Program Handbook**



California Department of Education  
Migrant Education Office



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“Mi visión de la alfabetización va más allá del ba, be, bi, bo, bu. Porque implica una comprensión critica de la realidad social, política y económica en la que está el alfabetizado.”

– ***Paolo Friere***

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# Foreword

Language grounds us. Language connects us. Language elevates our experience and traces our roots. Language is also the precursor to literacy.

When families engage with children through talking, reading, chanting, singing, rhyming, and word play in any language, they are laying a foundation for literacy and biliteracy proficiency. As such, home language is something worthy of preservation, of protection, of holding dear. Home language and literacy are some of the most valuable treasures parents pass on to their children.

The Migrant Education Program's (MEP) Family Biliteracy Program (FBP) aims to positively promote biliteracy development in migratory children by supporting families in talking, reading, and writing together in their home languages while literacy skills in English (and sometimes in languages in addition to English) are developed as part of children's later school experiences. The FBP is one example bringing life to State Superintendent of Public Instruction Tony Thurmond's initiative ensuring all California children are provided the opportunity to attain literacy and biliteracy by third grade and is emblematic of the importance of engaging families as partners. The FBP is also well-aligned with the state's Preschool Through Third Grade Alignment Initiative, which is focused on closing opportunity gaps to ensure all children start school ready to succeed and all schools are ready to support every child's success. Additionally, as California continues to implement pieces of the Master Plan for Early Learning and Care, the investments in quality early learning have significantly increased over the past few years. The launch of Universal PreKindergarten, or UPK, in the 2022-23 school year creates another bridge for our migrant children to equitable opportunities through quality early education.

As noted in the California Department of Education purpose statement, "California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners." With families, early caregivers, the MEP, and schools working together, we are preparing students to live, work, and thrive in a multicultural, multilingual, and highly connected world.

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# Welcome!



the opportunity gap that might prevent migrant and plurilingual children from maintaining, developing, and expanding their language skills in multiple named languages.

We live in a global and plurilingual society where speaking more than one language is an asset, as noted in the California English Learner Roadmap Policy adopted by the State Board of Education. As a result, most migrant students and their families have linguistic repertoires that include variances, nuances, and registers of multiple named languages (such as Spanish, English, Punjabi, Mixteco, and Zapoteco). Having the skills to fully use their linguistic repertoires positions migrant students as plurilingual learners who can stretch their language proficiency across named languages and develop metacognitive, metalinguistic, and transfer skills.

In the past 10 years, and also before, research shows evidence that developing early biliteracy reinforces (a) cognitive development, (b) learning skills, (c) social-emotional development, and (d) long term success.<sup>1</sup> Children who grow and learn in a plurilingual/bilingual environment expand their thinking by using more than one code when identifying, examining, and acquiring knowledge of things and concepts. Navigating across languages equips children with a broader view of how to approach and solve problems. A plurilingual child is more aware of linguistic variances and how others code-switch and translanguag. Success, initiatives, and civic engagement led by plurilingual citizens who see the importance and value of caring, participation, and commitment reinforce our democracy.

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<sup>1</sup> US Department of Education, Office of Elementary and Secondary Education; Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support Our Youngest Learners (Washington, DC, 2016).

# Purpose

The purpose of this handbook is to provide the reader with the logistical and programmatic requirements for running the program and also share best practices for program implementation.

This handbook was purposely written in both English and Spanish to reinforce our support for translanguaging. Supporting translanguaging—the use of both English and Spanish interchanging—honors a multilingual person’s full linguistic repertoire instead of narrowly focusing on one single language at a time. Furthermore, the program is designed to be run in Spanish—the child’s primary language—so the teacher resources for implementation are all written fully in Spanish.

The target audience is program coordinators and teachers who work in planning and implementing the FBP. A background of the Migrant Education Program (MEP) in law and the FBP are provided next.

## Federal Laws

In 1966, Congress established Title I, Part C, Education of Migratory Children as part of the 1965 Elementary and Secondary Education Act (ESEA) Title I Program. The MEP is a federally funded program, authorized under the ESEA, as amended by Every Student Succeeds Act (ESSA).

The ESSA focuses on providing migrant children the opportunity and resources for a formal and equal education. Title I, Part C, defines a “migrant worker” as temporary or seasonal migrant labor in agriculture, fishing, dairy, and forestry industries. Title I, Part C, federal funds are allocated to states with the assurance that each state or its local operating agencies would identify and address the special educational needs of migratory children and ensure that migratory children have an opportunity to meet the same state content standards.

The [complete text of ESSA](#) is available through the US Department of Education website. The MEP is administered in all 50 states and the District of Columbia and Puerto Rico. The MEP is designed to support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other issues that result from repeated moves.

Federal law requires MEP grantees to serve children ages three to twenty-one. The California Department of Education (CDE) administers the grant through the Migrant Education Office. The Migrant Education Office began developing the FBP grant in 2014 as the model for addressing the academic needs of preschool-age migratory children.

The ESEA includes several programs that serve special populations of students, such as migrant students. These students often need the support that high-quality early learning programs may provide to level the playing field and address opportunity gaps between them and their peers. Early learning is woven throughout the ESEA as a means of addressing education equity in order to eliminate disparities in student achievement and support students’ school success.

# State Laws

The California Education Code (EC), sections 54440-54445, [Article 3. Migrant Children](#), provides definitions for migrant children and programs. It also provides details on the requirements of the migrant services and programs for migrant children.

## What Is the State Family Biliteracy Program?

Per the [ESSA nonregulatory guidance](#) for early learner support, early childhood is a critical period of learning and development. Young children's experiences lay the foundation for success in school and in life. Numerous research studies have shown that high-quality early learning, starting as early as birth, can promote healthy social-emotional development, assist with English language acquisition, and help build a strong academic foundation. High-quality early learning programs also help narrow achievement gaps between children from low-income families and their more affluent peers, which are detectable as early as nine months of age. Additionally, the US Department of Education reports that while all children benefit by participating in high-quality early learning programs, the achievement gains are largest for children from low-income families and others who have been traditionally underserved.<sup>2</sup>

Therefore, to serve both children and parents, the MEO partnered with Dr. Fernando Rodriguez-Valls to create the FBP that had originally been designed for the MEP in the Imperial County Office of Education in 2010.<sup>3</sup> The FBP was created to shed light on the importance of teacher-community partnerships in bridging the linguistic and opportunity gaps between Spanish-speaking migrant parents and their children who are entering an English-only educational system.

The FBP also creates opportunities for teachers to reflect on and reevaluate 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. The FBP aims to create linguistic equity for immigrant and migrant families. Research shows that high-quality, early biliteracy programs that focus on the academic, language, social, and cross-cultural challenges of school will better prepare at-risk migrant children for entrance into kindergarten.<sup>4</sup>

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2 National Research Council and Institute of Medicine, *From Neurons to Neighborhoods*.

3 Dr. Fernando Rodriguez-Valls is a Professor of Secondary Education at California State University, Fullerton (CSUF). Dr. Rodriguez-Valls leads the bilingual authorization and world languages programs. His research focuses on equitable and linguistically inclusive methodologies for emergent bilingual, newcomer, and immigrant and migrant students, as well as sociocultural factors affecting their academic achievement, educational continuity, and school engagement.

4 US Department of Education, Office of Elementary and Secondary Education; *Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support our Youngest Learners* (Washington, DC, 2016).

The 2017 California MEP Needs Assessment (CNA) found school-based, formal preschool programs to be a promising approach to prepare at-risk children for the academic, language, social, and cross-cultural challenges of school. In addition, the California State Service Delivery Plan (SSDP) for the MEP, which is developed based on the findings of the CNA, called for an increase in the percentage of eligible migrant preschool children receiving a high-quality early education.

The SSDP is mandated by federal law for all migrant programs and marks an important step forward in meeting the needs of migrant students in California (Title I, Part C, sections 1304[b] and 1306[a]).

This handbook provides the steps for navigating and implementing a successful 10-session model of the FBP.

## Program Goals



**Above:** Region 3, Merced COE, parent and child FBP participants.

The primary goals of the FBP for preschool age-children are to:

1. Engage the migrant family into the school community by valuing the cultural and linguistic assets the family possesses;
2. Integrate the family unit into the educational experience by utilizing the family's first language to teach and model literacy strategies that families may replicate at home in the absence of the teacher; and
3. Incorporate an adult/parenting education component that builds awareness about the value of biliteracy and other school practices.

# Program Requirements

The FBP grant comes with specific requirements for operation. It is important to be familiar with them because you will need them to design your program. The following section will provide a brief summary of key program requirements you need to know in order to be compliant with the grant terms.

## Who Can Be Served?



**Above:** Region 4, Fresno COE, End of Program Celebration.

A child is considered “migratory” if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. Eligibility is established through an interview conducted by a trained MEP recruiter who visits both home and employment locations where migrant workers are employed.

- Eligible migratory children ages three through five must not be enrolled in kindergarten or transitional kindergarten because this program is for children who are not enrolled in school and are not able to find preschool services elsewhere.
- All family members who attend with the child are welcome and should have access to supplies.
- For each \$50,000 awarded, a program must serve 20 unique families. For example, if a program is awarded \$25,000 it will need to serve 10 unique families. If it is awarded \$100,000, the program must serve 40 unique families.

## Staffing



**Above:** Region 8, Tulare COE, parent and child at a program learning station.

When hiring staff for the FBP, the requirements for the FBP grant recipients are as follows:

- Certificated preschool teachers who speak both English and Spanish are required to deliver instruction.
- Certification is determined by the local educational agency. For example, if the local educational agency were to hire a preschool teacher, what would be the education requirements?
- Bilingual aides may support but must be under direct supervision of the teacher. A bilingual data support staff is needed to administer pretest and post-tests and to report pretest and post-test data.
- A bilingual administrator is required as a direct supervisor. The administrator does not necessarily need to be present but must be knowledgeable about the program taking place and responsible for program evaluation and oversight.

## Setting



**Above:** Direct-Funded District 11, Pajaro Valley, parents and children project presentation.

It is important to consider the FBP setting before beginning to plan the program. Settings vary site to site. Sites have reported both classroom or cafeteria settings.

- All programs must be site-based. A large room that has group tables works well, such as a school cafeteria or large classroom.
- During the 2020-21 school year, because of the COVID-19 pandemic, the program took place virtually. However, for future implementation, the program will be funded for site-based programs unless there is a districtwide policy banning extended day activities on site.
- Each meeting will be between 1.5 and 2 hours in duration.
- Ten sessions are required.

## Instruction



**Above:** Region 1, Santa Clara COE, vocabulary poster displayed in the classroom.

An orientation for both parents and staff before each program starts (also known as Session 0) is vital for successful program implementation to ensure that parents and staff understand the goals of the instruction and they work together to achieve those goals.

- The purpose of instruction is to promote biliteracy and, specifically, oral communication and vocabulary.
- The language of instruction is primarily in Spanish. However, both Spanish and English are required.
- Lessons are designed to address the California Preschool Foundations.<sup>5</sup>

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5 The California Preschool Learning Foundations outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program. For more information, please visit the CDE California Preschool Learning Foundation web page.

- Vocabulary development and the transferability of language skills across named languages. Transferability refers to the use of language skills in one named language when constructing in another named language. For example, children transfer their phonological awareness in Spanish when developing language skills in English.
- Incorporation of instruction for development of metalinguistic and metacognitive skills. The latter is defined as the ability children have to differentiate the use of languages and structures within the languages. For example, a child will speak Spanish with their grandmother and in English with their sister.
- Parent and child participate in instruction and activities together.

## Supplies



**Above:** Direct-funded District 24, Lindsay, sample of vocabulary project.

One of the major benefits of the FBP, often times, is providing children with their first books. Having books at home promotes early literacy and provides parents with the opportunity to read to their children without having to worry about having funds to buy books. When creating a budget for the FBP expenses, it is necessary to consider all the supplies that will be required for each child to succeed by accomplishing the tasks to be completed at home. Often, they do not have those supplies readily available. Staff must prepare the needed materials for all families. Typically, a bag or backpack of materials is created for each family and given to them at the beginning of each session, or at the beginning of each book if a family is unable to stay for the full 10 sessions of the program.

- Four bilingual books, in English and Spanish, are required for each program of 10 sessions.
- One bilingual novel for parents and teachers to read and discuss during the reading club.
- Supplies (crayons, paper, scissors) needed to complete the math and science projects designed for each book.
- Technology needed to support implementation of FBP.



**Above:** Region 18, San Luis Obispo COE, parents and child program participants.

## Parents

Parents are said to be a child's first teacher. The FBP focuses on teaching parents that their primary language—typically Spanish—is an asset and encourages parents to take pride in promoting bilingualism. Therefore, parents must be present and active participants in the FBP sessions, so they learn how they can replicate lessons at home and encourage their children's interest in literacy. Children at early ages have the curiosity to read the world and, later, to read the word. As Freire and Macedo explain, "... literacy cannot be reduced to the treatment of letters and words as purely mechanical domain. We need to go beyond this rigid comprehension of literacy and begin to view it as a relationship of learners of the world" (p. viii).<sup>6</sup>

The FBP also has a parent book club where parents are given the opportunity to read a book as a group and share feedback and thoughts while the child works with the teacher assistants in

6 Freire, P. and Macedo, D., *Literacy: Reading the Word and the World* (Westport, CT: Praeger, 1987), viii.

student centers. In these centers, students explore and examine concepts in a book. The book becomes the learning tool from which students—like parents—discover and interpret the world.

It is essential to inform parents that the program requires their presence and participation at all times. Children cannot be dropped off at the program because that would defeat the purpose of the family learning together.

- Parents are key to the success of the FBP.
- Parents partake in instruction alongside children.
- Parents must take part in adult biliteracy activities.
- Parents must be involved in parenting education.
- Parents must find time and create spaces in which children dialogically read the books and complete the projects. Dialogic reading involves a child and a knowledgeable other having a dialogue about the book. The book becomes the fuel for asking questions and exploring their community.
- Parents model and implement dialogic reading practices.
- Parents and children co-construct and expand their linguistic repertoires.

## ***Assessment and Evaluation***

1. Concepts of Print, pretest and post-test. The assessment used in the state-funded program is the Desired Results Developmental Profile (DRDP) Concepts of Print Assessment. (See appendix for sample.)

You may also want to reference these resources for more information regarding the Concepts of Print Assessment:

- [Reading Rockets Concepts of Print Assessment](#)
- [Macomb Intermediate School District Concepts of Print PDF](#)
- [Mariana Potter's Literary Assessment Toolkit: Concepts of Print](#)

2. Pre- and post-vocabulary assessment. (These are discussed further in the Program Assessments section.)

For each book, teachers will identify 10 vocabulary words included in the book. They will pre- and post-assess students' acquisition and use of these vocabulary words.

3. Year-End Report

A year-end report is required from participating subgrantees at the end of each program session. The report is an opportunity for program staff and coordinators to come together and reflect on the program's outcomes and plan best practices for the following year. The report structure may vary from year to year, at the discretion of CDE, but a sample of the latest report requirements can be found in the appendix.

# Language and Instructional Goals

Here is a closer look at the theory behind the development and design of the program to give an in-depth understanding of the program.

Article 29 of the United Nations Convention on the Rights of the Child states, “Education of the child shall be directed to development of respect for the child’s parents, and the child’s own cultural identity, language and values.”<sup>7</sup> The FBP is designed to develop literacy in Spanish as a springboard to support language development in English. Amplifying the literacy and literacies children construct at home when using their language, and in some cases multiple languages, has a direct impact on how children grow: (a) confidently and into caring members of their society, (b) valuing and respecting the linguistic diversity and cultural competencies of others, and (c) empowering their community.

The curriculum is delivered primarily in Spanish, as the majority of the migrant population report Spanish as their 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.

The FBP has six major program goals, identified below:

1. Engage the migrant family into the school community by valuing the cultural and linguistic assets each 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; and
6. Make parents feel welcome, comfortable to ask questions, and willing to participate in their children’s education.

In addition to program goals, the program also has instructional goals for the participating children:

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<sup>7</sup> United Nations, Convention on the Rights of the Child, 1989, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>.

- 1. Increase oral vocabulary:** Children who feel comfortable using their linguistic repertoire have the confidence and eagerness to learn new words, nuances, and registers. Amplifying children's vocabulary increases the effectiveness and the complexity of their communication skills.
- 2. Experience uncommon words (subject area specific vocabulary):** Supporting and promoting mathematical and scientific biliteracy provides children with tools to examine, understand, and explain abstract constructs (such as preserving food, weather changes, friendships).
- 3. Phonemic awareness:** Identifying sounds and being able to blend them with others is a key indicator of children's biliteracy skills. Comparing and contrasting sounds across named languages strengthens the child's metacognitive and metalinguistic skills. From the word (lexicon), to the syllable (unit), to the sound (phoneme).
- 4. Identify at least 10 initial Spanish letter sounds (age five, only):** The initial sound of a word is the door that guides the blending of sounds into syllables to later construct words.
- 5. Know the concepts of print:** Teaching from the book requires that children are aware that books include and depict meaning expressed by words and sounds. Moreover, the child is being able to effectively use a book (such as reading from left to right, cover page, author, sequencing).
- 6. Know the sequence of a story:** Chronological awareness equips the child with three different levels of understanding: (1) What happened and where do I come from? (2) Where I am now and who is part of my present? (3) What will happen next and the idea of cause and effect.
- 7. Know quantities 1-10:** As phonemes are to language and languaging, quantities are to mathematical reasoning and thinking. From the quantity to a numerical and arbitrary representation: digits and numbers.  
*Phoneme is to quantity what words are to numbers.*
- 8. Recognize colors:** We live in a diverse and colorful world. Differentiating colors equips the child with the critical thinking to understand race and ethnicity. Equity is based on the differences, privileges, and commonalities we human beings construct to ensure fairness, inclusivity, and justice for all.

# Program Planning

There are six major areas to consider for program planning:

1. **Select program dates.** The MEP grant, if approved, is effective July 1 and that is the date that planning should begin for fall programs. The first date of the program will determine many program activities such as hiring teachers, reserving program sites, buying supplies, recruiting families, and so forth. If you wait to determine the dates, you will likely need to constantly push back the start date.
2. **Hire teachers and support staff.** Teachers are needed to select the books that will be taught, select the vocabulary, and design the lessons and sessions. They will need to review the Preschool Learning Foundations and participate in any needed professional development (such as on the assessments or the Foundations). Also, additional staff such as bilingual aides, data entry staff, and administrators need to be identified.
3. **Purchase the books.** Once the teachers have selected the books, they must be ordered as soon as possible. As each family will require a book; sometimes booksellers will not have 20 books to ship quickly and advance planning is needed.
4. **Design lessons.** Once the teachers are hired, they will need to dedicate significant time to developing the lesson plans, identifying needed supplies, and recruiting parents and children.
5. **Recruiting parents and children.** Migrant children ages three to five and their parents are recruited for this program. Priority enrollment is given to children not enrolled in any other pre-K program, but if additional spots are available, migrant children already enrolled in other pre-K programs are welcomed as well.
6. **Motivate and engage for high attendance.** Most programs offer a reasonable (prudent) dinner if meetings take place during dinner time, but there may be other ways to motivate families to attend.

## Recommended Schedules

Below is a description of the recommended schedules for the entire program of 10 sessions followed by a recommendation for each individual session.

### 10-Session Schedule

**Session 0:** Meeting with parents to explain the program—without children, no instruction. This session will be all in Spanish.

**Session 1:** First book is presented, pretest, project is explained and assigned to families (review the book, walk-through, and centers).

All the concepts are first explained in Spanish. The caminata/walk-through is first done in Spanish, and as the book is reviewed, connections between Spanish and English begin to form.

**Session 2:** Families present their projects, post-test (*more on family projects in the next section*).

**Session 3:** Second book is introduced, pretest, next project is introduced and assigned to families (review the book, walk-through, centers).

**Session 4:** Families present their projects, post-test.

**Session 5:** Third book is introduced, pretest, next project is introduced and assigned to families (review the book, walk-through, centers).

**Session 6:** Families present their projects, post-test.

**Session 7:** Fourth book is introduced, pretest, next project is introduced and assigned to families (review the book, walk-through, centers).

**Session 8:** Families present their projects, post-test.

**Session 9:** Closing ceremony at a university or community college, if possible.

Please note, parents are to receive a toolkit at the beginning of the program to be able to replicate lessons at home. The toolkit consists of inexpensive materials in a paper bag; materials such as: aluminum foil, scissors, pipe cleaners, playdough, whiteboard with markers, and a homework mat.

## Family Projects

FBP teachers design projects to align with the book they read with students and families. The goal is twofold: for students, relatives, and adults to cooperatively work when completing the assignments, and to develop biliteracy skills in each subject area. For example, when working on a math project, the child will learn the role that mathematics plays in the world. Furthermore, a child will acquire the concept of quantity as a construct that will help them to make decisions about less and more.

As another example, when reading and working with the book *Dreamers/Soñadores* by Yuyi Morales, teachers could design a project aligned with the Preschool Learning Foundations Volume 3: History-Social Science. Please reference the [CDE Preschool Learning Foundations, Vol. 3 PDF](#).

Foundation 3.0: **Understanding the Physical World Through Drawings and Maps** prompts teachers with ideas to design a project in which students, relatives, and adults can examine a map that pins the critical spots in their communities.

### 3.0 Understanding the Physical World Through Drawings and Maps

At around 48 months of age	At around 60 months of age
<p><b>3.1</b> Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p><b>3.1</b> Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>
Examples	Examples
<ul style="list-style-type: none"><li>■ Finds a crumpled piece of paper with scribbled lines on it and decides that it is a map to buried treasure.</li><li>■ In describing a drawing to an adult, gestures to a square that she calls her house and explains that the zigzag lines in front of it are where she rode her tricycle yesterday.</li><li>■ Looking at an adult map, can identify lines, with an adult's help, that represent roads and green areas indicating farmland, but has difficulty interpreting other map symbols.</li></ul>	<ul style="list-style-type: none"><li>■ Builds a landscape on the sand table and move cars and trucks on the roads she has created.</li><li>■ Draws a map of the outside play area, indicating to an adult the location of trees, climbing structures, and buildings.</li><li>■ After looking at a road map, is surprised that it takes so long to drive to the destination because it did not look far away on the map.</li></ul>

With this map, students and families could draw lines depicting their route to different places. As they complete this project, students and families begin to use a concrete vocabulary: right, left, up, and down that later can be associated with cardinal points: east, west, north, and south.

Each session contains various activities that are targeted to address the [language and instructional goals specified in a previous section](#). The following sample session schedule outlines how you can expect the program session to run.

## Sample Session Schedule

Time	Explanation of Task	Praxis (Using the book <i>Dreamers/Soñadores</i> as a reference)
30 minutes	Dinner, 30 minutes before program begins	n/a
10 minutes	Teachers present the book and they work on concepts of print	<p>Teachers talk about the author and the illustrator, which in this case are the same person. As they identify concepts such as cover, author, organization, structure, illustrations, and text, teachers can play videos to bring the book alive.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>■ <a href="#">“Yuyi Morales: Dreamers Read-Aloud” on YouTube</a></li> </ul> <p>This video can be used as transition to the read aloud and caminata activities.</p>
15 minutes	<p>Teachers, students, and parents walk-through the first pages of the book</p> <p>Teachers read aloud and stop on the vocabulary words that have been identified for the pre- and post-assessments</p>	<p>Teachers, students, and families walk/caminan the book. Teachers stop at the word dream/sueño and ask questions about this word. It is important to contextualize vocabulary and explain and discuss how the author connects the title of the book with the key vocabulary.</p>
5-7 minutes	Teachers work on the phonetic awareness by presenting the initial sounds of each vocabulary word	<p>Teachers identify the sound /d/ on the word dream. They play a game looking for words that have the same initial sound.</p> <p><i>Note: The word “dream” starts with the consonant digraph: dr</i></p> <p>The pronunciations of dream are:</p> <p><i>[dʒim] /drEEm/</i></p>

Time	Explanation of Task	Praxis (Using the book <i>Dreamers/Soñadores</i> as a reference)
15 minutes	Teachers work on the preschool foundations for Math and Science that could be taught and practiced as they relate to the story explained in the book	As mentioned before, teachers identify which area or areas of the preschool foundations are better suited for this book. For <i>Dreamers/Soñadores</i> , teachers could work around Social-Emotional, Science, and History-Social Science
10 minutes	Teachers explain the project/tarea. The project should provide opportunities for students to develop the subject area biliteracy (such as scientific biliteracy, mathematical biliteracy)	<p>The golden rule of FBP is that teachers are always the first ones doing the projects.</p> <p>In this case, they could design their own map using Google Earth:</p> <ul style="list-style-type: none"> <li>■ <a href="#">Five Tips to Start Creating on Google Earth PDF</a></li> <li>■ <a href="#">Example of a created map in Google Earth</a></li> </ul>
15 minutes	Reading Circle: Teachers and parents dialogically discuss the chapter book	Ideally, teachers select a chapter book that relates to one or more of the books children will read throughout the program. Examples: if children are reading <i>Dreamers/Soñadores</i> , parents could read <i>Esperanza Renace</i> by Pam Muñoz Ryan
Assessments	Teachers must decide when and how students will be pre- and post-assessed	<p>Examples of Vocabulary for <i>Dreamers/Soñadores</i>:</p> <p>Sueño/Dream</p> <p>Regalo/Gift</p> <p>Mochila/Backpack</p> <p>Puente/Bridge</p> <p>Inmigrante/Immigrant</p>

# Lesson Planning

Once the book has been selected, teachers will:

1. Think and identify what preschool foundations can be taught from and through the story.
2. Teachers will read the curriculum framework to identify how and when they will teach the foundations. A key element is the differentiation that should occur when foundations are taught. The skills and concepts described in the foundations are developmentally differentiated according to the students' age.
3. Teachers design the activities and projects to teach the foundations identified for each book.
4. Teachers create age-appropriate activities to work, practice, and apply the vocabulary identified for each book. It is important to remember that there are two types of vocabulary teachers, students, and parents will practice.
5. Book vocabulary: these are words that are included in the story/book.
6. Subject-area-specific vocabulary: these are specific words related to the domain/ foundations (such as science, math) that will be practiced through the activities.
7. Teachers and parents dialogue on how they will co-teach and support vocabulary development and biliteracy skills.

*A sample lesson plan can be found in the appendix.*

The chart below is provided to teachers to assist with lesson planning. Please note, this chart is in Spanish as all lessons are to be planned in the child's first language.

## Recuerda

ANTES DE LA LECCIÓN	DURANTE LA LECCIÓN	DESPUÉS DE LA LECCIÓN
<ul style="list-style-type: none"> <li>■ La lección tiene un(os) objetivo(s) que se pueden observar, medir y evaluar  <b>Ejemplo:</b> los estudiantes serán capaces de responder a preguntas concretas utilizando el vocabulario de los libros utilizados en el programa.</li> <li>■ La lección incluye actividades de transferencias de destrezas y de vocabulario</li> <li>■ La lección provee múltiples oportunidades para los niños y sus padres puedan desarrollar su biliteracidad</li> <li>■ Asegúrese que las lecciones estén conectadas a las fundaciones de aprendizaje de California (California Learning Foundations)</li> <li>■ Asegúrese que las lecciones cubran las estrategias del State Service Delivery Plan (SSDP) 7.0-8.1</li> </ul>	<ul style="list-style-type: none"> <li>■ Incluyo todos los repertorios lingüísticos de los participantes  <b>Ejemplo:</b> me aseguro de preguntar a las familias si el vocabulario y/o las expresiones que utilizo en la lección se expresa de una manera diferente en su comunidad, del país que vienen y/o en su casa</li> <li>■ Adapto la lección a las necesidades de cada estudiante y de cada familia</li> <li>■ Modelo el español con ejemplos concretos  <b>Ejemplo:</b> cuando trabajamos el vocabulario explico (si aplica) que las palabras pueden tener varios significados dependiendo el contexto y su función (sintaxis: adjetivos, sustantivos, adverbios, verbos ...)</li> </ul>	<ul style="list-style-type: none"> <li>■ Si vuelvo a enseñar la lección cambiaré ...</li> <li>■ Es evidente que se cumplieron los objetivos ...</li> <li>■ He aprendido que ...</li> </ul>

# Program Assessments

Each week, students will be given a vocabulary exam. Parents will practice vocabulary lists at home with their children weekly. The objective is participation of the entire family to help the child achieve better results in assessments. Teachers select 10 vocabulary words (English and Spanish) from each book. Students complete a pre-assessment before they read the book and a post-assessment after they read the book. The format of this assessment varies depending on the students' age.

**Example:** Teachers create 10 cards with a photo/picture of 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.



Hair



Pelo

In addition, the children will be given a Concepts of Print assessment at the beginning of the program, and again at the end. The Concepts of Print assessment derives from the DRDP, which is California's assessment instrument designed for teachers to observe, document, and reflect on the learning, development, and progress of children who are enrolled in early care and education programs. Concepts of Print are important because they teach children the essentials of books and how reading "works." Concepts of Print are a great predictor in a child's future success as a reader. Concepts of Print influence a child's fluency and accuracy as a reader later in life.

# Program Data Collection

(Please note: This may change from year to year at the discretion of the CDE. Information provided below is in Spanish as this component of the program is conducted in Spanish.)

## **Evaluación y Monitoreo de los Datos y Objetivos de Family Biliteracy Program**

**¿Qué se entiende por evaluación?** Evaluar consiste en determinar el valor o mérito de algo. En consecuencia, implica alguna identificación de criterios y estándares relevantes y la realización de un análisis adecuado a ellos.

**¿Cuál es la diferencia con el “monitoreo”?** El “monitoreo” de programas se ha diferenciado de la “evaluación” en tanto éste hace un seguimiento de las acciones de la iniciativa que se evalúa y los productos de dichas acciones; busca detectar de manera oportuna deficiencias en el proceso de ejecución para hacer ajustes en la gestión.

### **Protocolo**

1. Identificar quien va a ser la persona que va a recolectar todos los datos cuantitativos (pre- y post-) and cualitativos (preguntas y reflexión) de todo el programa. Cada región es responsable de enviar la información (correo electrónico, número de teléfono) a la persona que se va a encargar de los datos a *Lizette Rocha en CDE* ([lrocha@cde.ca.gov](mailto:lrocha@cde.ca.gov)). Las regiones no pueden empezar a implementar el programa sino se ha identificado quien es la persona encargada de los datos del programa en su región.
2. La persona encargada de los datos es responsable de:
  - Crear un calendario para los exámenes pre y post
  - Informar a los maestros cuando y como se tiene que enviar los datos de cada libro y cuál es la calidad y fiabilidad que se espera de estos
  - Crear un folder donde almacenar los datos para que estos estén disponibles en cualquier momento
3. Una vez se establezca cuando se va a implementar el programa. La persona encargada de los datos de FBP mandará la siguiente información a *Lizette Rocha en CDE*
  - Que libros se van a utilizar
  - Las fechas de los pre- and post- de cada libro
4. Cada vez que se acabe un libro la persona encargada de los datos enviará a *Lizette Rocha en CDE* los datos cuantitativos y cualitativos después de ese libro
5. *Lizette Rocha en CDE* estará disponible para responder a cualquier pregunta que surja durante la implementación del programa y la recogida de datos

A continuación, verán la tabla que se va a usar para recoger los datos cuantitativos, así como las preguntas que guiarán los parámetros de los datos cualitativos del programa.

Es importante que:

- Los datos sean fieles a la implementación de este
- Se reflexione sobre los datos cuando se está implementando el programa y después de que haya acabado cada libro de FBP
- Se hagan preguntas si surgen dudas durante la implementación y/o la recogida y análisis de datos

The table below titled “Título del Libro” is a sample of the format used to collect student data. All data—qualitative and quantitative—is submitted by each subgrantee via Box, a CDE-approved encrypted website that protects the student ID number provided in the chart. Each subgrantee has a unique link to their Box to upload their program data.

### **Titulo del Libro**

MSID	Edad	Fecha Pre	Resultado Pre <b>Español</b>	Resultado Pre <b>Inglés</b>	Fecha Post	Resultado Post <b>Español</b>	Resultado Post <b>Inglés</b>	Horas de Instrucción

- Solo se evaluará a los estudiantes entre edades de tres a cinco años.
- Si uno de los estudiantes no pudo hacer el pre-assessment no se le hará el post-assessment
- Si uno de los estudiantes hace el pre-assessment, pero no pudo hacer el post-assessment se eliminará su resultado del pre-assessment
- Solo deben computarse los datos si el estudiante ha hecho ambos: pre- and post-assessment

## Datos Cualitativos

Estos datos se tienen que completar después de haber acabado cada libro. Los mismos se tienen que analizar y mandar a *Lizette Rocha* en CDE.

Al leer los resultados en los pre- and post- assessments de este libro, ¿cuáles son las conclusiones o patrones que ves tanto en los datos en el assessment de español como en el assessment de inglés?

Estas preguntas te pueden guiar en tus comentarios:

*¿Qué patrones observaste en los resultados del assessment? ¿Algunas palabras se hicieron más difíciles que otras? Explica porque. ¿Hubo diferencias entre el aprendizaje de las palabras en español y en inglés? Explica porque. ¿Qué estrategias compartieron las familias a la hora de practicar las palabras?*

Reflexiona brevemente sobre los siguientes aspectos. Es importante que incluyas ejemplos a la hora de reflexionar sobre cada aspecto:

1. Transferencias lingüísticas—¿Hay algunas palabras que fueron más fáciles de transferir del español al inglés? Si fue así porque crees que sucedió de este modo. Por ejemplo: los estudiantes suelen transferir su conocimiento del español al inglés si las palabras son cognados (limón/lemon).
2. ¿Qué destrezas del lenguaje adquirieron los estudiantes durante la lección? Por ejemplo: *¿Crees que los estudiantes mejoraron en sus destrezas de conciencia fonológica (phonemic awareness)? ¿Crees que los estudiantes incorporaron las palabras como parte de su repertorio lingüístico? ¿Crees que los estudiantes aumentaron sus destrezas metalingüísticas (i.e., saber como funciona un idioma: qué palabras se utilizan, cuándo, cómo y por qué)?*
3. Si volvieres a enseñar este libro ¿cambiarías algo de la lección? Y si es así ¿cómo cambiarías y por qué?
4. ¿Qué has aprendido cuando estabas enseñando el vocabulario del libro?
5. ¿Pudiste conseguir el número de estudiantes que requiere este programa? Explica tu respuesta con datos. ¿Qué retos tuviste a la hora de reclutar familias para el programa? ¿Qué otras estrategias y/o apoyo necesitas para conseguir el número de familias que requiere este programa?

6. Explica que patrones observaste en términos de asistencia de los estudiantes. Explica cuales fueron las razones por la falta de asistencia de los estudiantes (si los hubo). Comparte ideas para que la asistencia sea mayor y constante.

## Bilingual Books Available

The books below are books that have been recommended by teachers, Dr. Fernando Rodriguez-Valls, and Lizette Rocha with the CDE, as bilingual and age-appropriate books for children three to five years of age. Other books not found on this list can be utilized as long as they are bilingual and age-appropriate for children three to five years of age.

Title of the Book	Author of the Book
<i>Los Meros Meros Remateros / Grandma and Me at the Flea</i>	Juan Felipe Herrera
<i>Desplumado (bilingual)</i>	Juan Felipe Herrera
<i>Gathering the Sun (bilingual)</i>	Alma Flor Ada and Simon Silva
<i>Flashlight (a wordless book)</i>	Lizi Boyd
<i>My Diary from Here to There / Mi diario de aquí hasta allá</i>	Amada Irma Pérez
<i>Teo and the Brick / Teo y el Ladrillo</i>	Adam Del Rio
<i>Teo in Palo Verde / Teo en Palo Verde</i>	Adam Del Rio
<i>The Many Faces of Max / Las Muchas Caras de Max</i>	Katherine Del Monte
<i>Flores Family Café / La Loncheria</i>	Ann Stalcup
<i>Letters Forever / Cartas para Siempre</i>	Tom Luna
<i>Maria de Flor: A Day of the Dead Story / Maria de Flor: Una Historia del Día de los Muertos</i>	Max Benavidez
<i>The Shark That Taught Me English / El Tiburon que me Enseño Ingles</i>	Michelle Markel
<i>Vines of the Earth / Parras de la Tierra</i>	Adam Del Rio
<i>La Piñata Mágica / The Magic Piñata</i>	Ismael Cala
<i>Book Fiesta!</i>	Pat Mora
<i>Cuadros de Familia / Family Pictures</i>	Carmen Lomas Garza
<i>Here I Am / Aquí Estoy</i>	Patricia Hee Kim
<i>What the Sun Sees, What the Moon Sees / Qué ve el sol? ¿Qué ve la luna?</i>	Nancy Tafuri

Title of the Book	Author of the Book
<i>Carlo Likes Counting / A Carlos le gusta contar</i>	Jessica Spanyol
<i>The Shape of Things / La forma de las cosas</i>	Dayle Ann Dodds
<i>My Friends /Mis Amigos</i>	Taro Gomi
<i>I Remember Abuelito: A Day of the Dead Story / Yo Recuerdo a Abuelito: Una Historia del Día de los Muertos</i>	Janice Levy and Loretta Lopez
<i>Little Chanclas</i>	José Lozano
<i>From North to South / Del Norte al Sur</i>	René Colato Laínez and Joe Cepeda
<i>Hairs / Pelitos</i>	Sandra Cisneros
<i>The Upside Down Boy / El Niño de Cabeza</i>	Juan Felipe Herrera and Elizabeth Gómez
<i>Calling the Doves / El Canto de Las Palomas</i>	Juan Felipe Herrera
<i>Grandma Fina and Her Wonderful Umbrellas / La Abuelita Fina y Sus Sombrillas Maravillosas</i>	Benjamin Alire Sáenz and Geronimo Garcia
<i>René Has Two Last Names/ René Tiene Dos Apellidos</i>	Rene Colato Laínez and Fabiola Graullera Ramirez
<i>La Catrina: Emotions / Emociones (a bilingual book of emotions)</i>	Patty Rodriguez
<i>Un Elefante: Numbers /Numeros (a bilingual counting book)</i>	Patty Rodriguez
<i>Counting with / Contando con Frida (a bilingual counting book)</i>	Patty Rodriguez
<i>Around the World with / Alrededor del Mundo con Cantinflas (a bilingual book about geography)</i>	Patty Rodriguez
<i>Tres Reyes Magos: Colors / Colores (a bilingual book of colors)</i>	Patty Rodriguez
<i>Zapata: Colors / Colores (a bilingual book of colors)</i>	Patty Rodriguez
<i>Cuauhtémoc: Shapes / Formas (a bilingual book of shapes)</i>	Patty Rodriguez
<i>Evita: Opposites / Opuestos (a bilingual book of opposites)</i>	Patty Rodriguez
<i>Lucha Libre: Anatomy / Anatomía (a bilingual anatomy book)</i>	Patty Rodriguez
<i>What Can You Do with a Paleta? / ¿Qué puedes hacer con una paleta?</i>	Carmen Tafolla

## Recommendations for Parent Books

1. *Cajas De Cartón* by Francisco Jiménez
2. *Los Zapatos Del Inmigrante* (Spanish paperback) by Eduardo Barraza
3. *Graciela's Dream: One Family's Journey to College* by Max Benavidez and Katherine Del Monte

## Recommended Links for Books

- [Lectura Books](#)
- [Lee and Low Books: Cinco Puntos Press](#)
- [Language Lizard](#)
- [Lil' Libros](#)

## Frequently Asked Questions

**Q:** ¿Qué consejo me pudieras dar con los logopedas (“speech pathologists” en inglés) que sugieren que el aprender dos idiomas es causa de retraso en su lenguaje?

**A (Dr. Fernando Rodriguez-Valls, Ph.D., CSU Fullerton):** Las niñas y niños que tienen patologías y/o trastornos de la comunicación, lenguaje, habla, voz, audición u otras funciones orales pueden aprender dos o más idiomas como cualquier otra/o niña o niño. El ser bilingüe o plurilingüe y aprender dos o más idiomas no causa ningún tipo de confusión o demora en el aprendizaje en estudiantes que han sido diagnosticados con las patologías que se acaban de mencionar. No solo esto, las investigaciones muestran que aprender dos o más idiomas produce beneficios cognitivos y de otros tipos: genera la creatividad y el pensamiento crítico.

Es importante que los logopedas expliquen con claridad los beneficios que tiene el fomentar el aprendizaje de dos o más idiomas para todas las niñas y niños.

Para más información pueden consultar las siguientes fuentes:

- [Bilingualism in the Early Years: What the Science Says](#)
- [Bilingualism: Consequences for Mind and Brain](#)

**Q:** Learning Spanish comes before English. The phonics for Spanish are more straight forward than English. How can we help our families help their students with the complexities of learning phonics in English, especially the complexity of the English vowel sounds?

**A:** Spanish is phonetic language, which, in short, implies that one letter/grapheme is associated with only one sound/phoneme. There are exceptions such as the letter “c,” which has the soft sound [s] when followed by the vowels “e” and “i.” An example of this soft sound

is the word **cero** that phonetically sounds **[sero]**. When followed by the vowels “a,” “o,” and “u,” the letter “c” has the hard sound [k]. An example of this hard sound is the word **casa** that phonetically sounds **[kasa]**.

It is important to show the child the differences and similarities between Spanish and English. Vowels in Spanish have only one sound. In contrast, vowels in English have multiple sounds.

Step one would be to show how the vowel sounds in Spanish could be transferred/used when reading some of the short vowels in English. As Karen Myer, the author of Estrellita, explains in [“Supporting Early Spanish Literacy in Dual Language Classrooms,”](#) the key phonological structure in English is based on “rime and onset where in Spanish is based on the syllable unit.”

The best way to approach the various sounds of letters have in English is through games.

**Q:** ¿Tenemos opción de cómo hacer los assessments? ¿Deberíamos preguntarles a los niños que ellos produzcan las palabras o está bien si seguimos dando la opción que ellos apunten a la imagen?

**A:** La evaluación que se utiliza en FBP se basa en esta secuencia: 1) la/el maestra/o dice la palabra, y 2) la/el estudiante apunta con el dedo a la foto que él cree que corresponde con la palabra que ha dicho la/el maestra/o. Este método se utiliza para reforzar la conciencia (en inglés “awareness”) lexical de la/el estudiante. La conciencia lexical equipa a la niña/o con la destreza metacognitiva de entender que las oraciones y frases que oye y produce incluyen palabras y que cada una de estas palabras tiene un significado o múltiples significados según el contexto.

**Q:** ¿Qué libros deberíamos usar para los padres?

**A:** Los libros que se recomienda que lean los padres y las/los maestras/os son novelas de ficción o realidad. Es preferible que se elijan libros con historias y personajes con los que las madres, los padres o tutores se puedan relacionar y/o emocionar.

No se aconseja el uso de libros de texto o informativos ya que el objetivo de FBP es que tanto las/los niñas/os lean textos con personajes e historias que los convuelvan y les hagan pensar e imaginar las vivencias de los personajes.

**Q:** Is there a specific parent survey format?

**A:** No, each subgrantee is welcome to create their own. However, CDE can provide samples as needed.

# Appendix

## *DRDP Concepts of Print Assessment*

The Desired Results Developmental Profile (DRDP) Concepts About Print Assessment is available on p. 37 of the [DRDP PDF document](#). The DRDP is a formative assessment instrument developed by the CDE for young children and their families to inform instruction and program development. This assessment format is required for all participating FBP subgrantees to complete for each child, once at the beginning of the program, then again at the end.

## *Sample Lesson Plan*

### *Pelitos*

**Por Sandra Cisneros**

#### **1. Crear tarjetas de vocabulario encontrado en el libro.**

Por ejemplo:

- hair/pelo
- family/familia
- broom/escoba
- lazy hair/pelo flojo
- bands/diademas
- thick and straight hair/pelo grueso y lacio
- slippery hair/pelo resbaloso
- youngest/ el más pequeño
- fur/peluche
- circles/círculos
- bed/cama
- sleep/dormir
- snoring/roncando
- rain/lluvia
- bread/pan

Pueden dibujar las palabras o imprimir dibujos de la computadora para cada tarjeta de vocabulario.

## 2. Preguntas de comprensión:

- **Recordar:** Recuerdas, ¿Cómo se explica?, ¿Puedes nombrar/dicir?, ¿Cómo se ve el pelo del papá?
- **Comprender:** ¿Qué es lo que pasa?, ¿Cuál es la idea principal?, ¿De qué se trata el libro?
- **Aplicar:** ¿Cómo demuestras ...?, ¿Para qué se utilizan las escobas?
- **Analizar:** ¿Porque crees que ...?, ¿Cuáles son las partes ...?, ¿Por qué crees que el pelo de la mama huele a pan dulce?
- **Evaluuar:** ¿Estás de acuerdo?, ¿Estás de acuerdo que el pelo de Nenny se ve sedoso?
- **Crear:** Dibuja el pelo que te gustaría tener

## 3. Matemáticas:

- Cuenta cuantos personajes tiene la historia.
- Si cada personaje tiene dos manos, ¿cuántas manos hay en total en la historia?

## 4. Ciencias Naturales:

- ¿Por qué los diferentes miembros de la familia tienen características similares?

## 5. Actividades en familia:

- Mira a tus familiares. ¿Cómo son?
- Mira a tus amigos. ¿Cómo son?
- ¿Cómo se ve el cabello/pelo de la gente de tu barrio?

## 6. Proyecto:

- Utilizando platos de cartón, botones, lana o cualquier otro material los niños, con el apoyo de sus familiares, mostraran la cara y el pelo de cada familiar

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