

# California's State Family Biliteracy Program: Best Practices to Promote Biliteracy for Children Ages 3-5



Lizette Rocha, MSW, California Department of Education  
Karina Holt, M. Ed., Fresno County Office of Education

**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tony Thurmond, State Superintendent of Public Instruction

# Welcome!



**Lizette Rocha, Education  
Programs Consultant,  
California Department of  
Education, Migrant  
Education Office**



**Karina Holt, Program  
Coordinator, Office of  
Fresno County  
Superintendent of  
Schools**

# Ice Breaker

POP! (sicle) Question Game



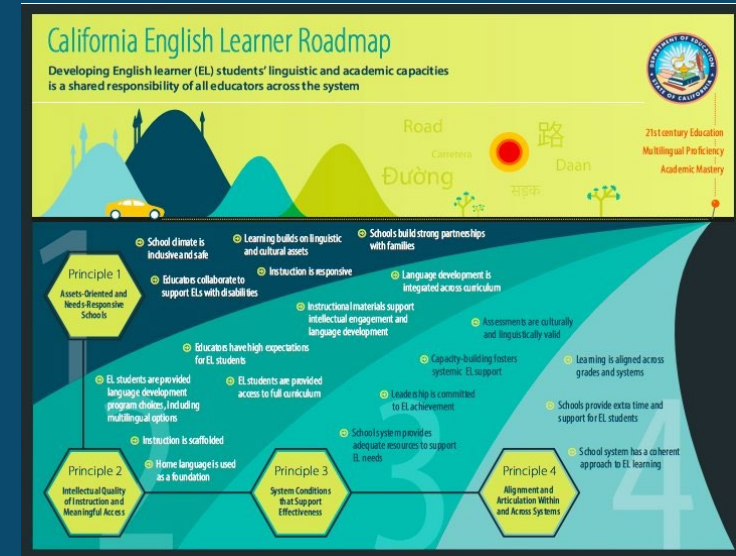
# Governing Laws: State and Federal

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

# California English Learner (EL) Roadmap Policy

## Vision:

- EL students fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.



## Principle One: Assets-Oriented and Needs-Responsive Schools

# State Family Biliteracy Program

The FBP was created in 2010 by Dr. Fernando Rodriguez-Valls 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. The FBP creates opportunities 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.



# Why is the Family Biliteracy Program Important?

- It is undeniable that poverty leads to disparities in reading and language development. Research has consistently demonstrated that poverty levels are associated with a decrease in phonological awareness, vocabulary, and syntax throughout the various stages of child development.
- Despite low-income parents wanting to be involved in their children's education, it can be difficult if they have limited formal education, proficiency in English, time, or financial resources to get their children help. The FBP attempts to close these gaps.

# Current Participating California Migrant Education Programs

- Region 1: Santa Clara County Office of Education (COE)
- Region 2: Butte COE
- Region 3: Merced COE
- Region 4: Fresno COE
- Region 7: Riverside COE
- Direct-funded District 11: Pájaro Valley Unified School District
- Region 14: Delano Joint Unified High School District
- Region 16: Monterey COE
- Region 18: San Luis Obispo COE
- Direct-funded District 24: Lindsay Unified School District



# Primary Goals of the Family Biliteracy Program

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.

# Primary Goals of the Family Biliteracy Program (2)

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

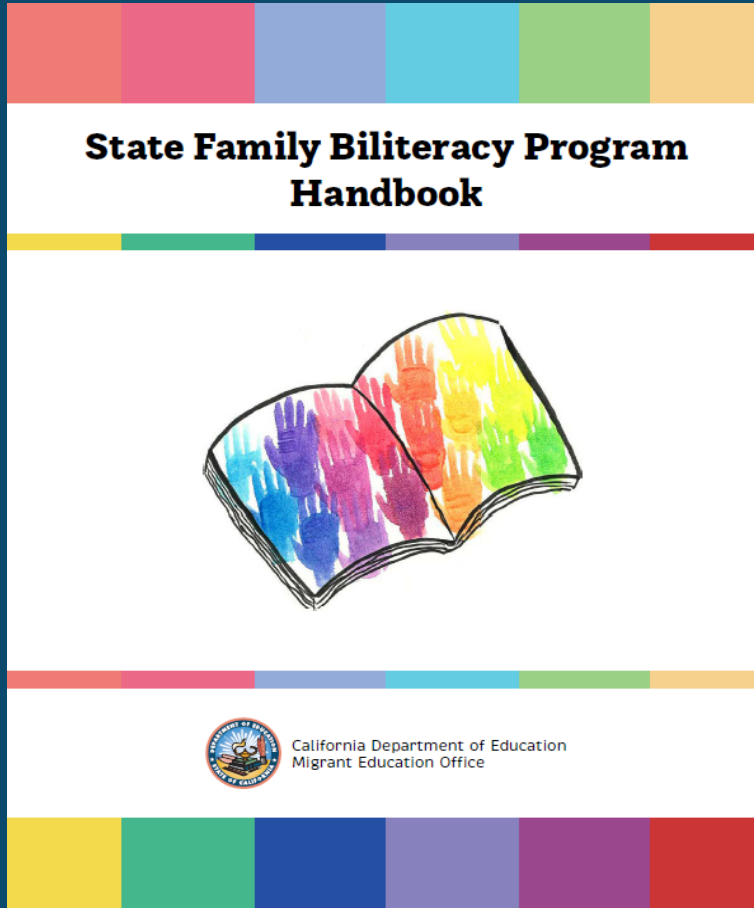
# Program Requirements

- Certified Pre-K Teachers must be hired to conduct this program
- 20 unique migrant families to be served for every \$50,000 grant (federally-funded)
- Unique code for tracking all FBP expenses; expenditure report is submitted to the CDE at the end of the fiscal year
- Data submission to CDE at end of program
- Attendance to all required CDE FBP training
- Final Report due every July at end of each program

# Sample Program Timeline

- Spring Develop high level program structure for MEP application
- July Develop session, logistics such as location, staffing, supplies
- July-August Hire Teachers
- August – Sept. Teachers:
  - Identify objectives to teach for all books
  - Develop pacing plan, lesson plans and instructional activities and differentiated instruction for variations in age and common student needs
  - Determine process and dates to administer assessments
- October Program begins (10 session program schedule; one weekly)
- After two weeks Begin reviewing data, identify trends, determine needs and best practice; data analysis must be completed after every post-test
- End of program Submit data to Lizette along with final report and parent surveys

# Family Biliteracy Program Handbook



## Table of Contents

Foreword.....	4	Parents.....	14
Welcome!.....	5	Assessment and Evaluation.....	15
Purpose.....	6	Language and Instructional Goals.....	16
Federal Laws.....	6	Program Planning.....	18
State Laws.....	7	Recommended Schedules.....	18
What Is the State Family Biliteracy Program?.....	7	Family Projects.....	19
Program Goals.....	8	Sample Session Schedule.....	21
Program Requirements.....	9	Lesson Planning.....	23
Who Can Be Served?.....	9	Program Assessments.....	25
Staffing.....	10	Program Data Collection.....	26
Setting.....	11	Bilingual Books Available.....	29
Instruction.....	12	Frequently Asked Questions.....	31
Supplies.....	13	Appendix.....	33
		Acknowledgments.....	35

# 10 Session Schedule Design

- **Session “0”:** Initial meeting with parents to introduce the program, distribution of materials (no children present, no instruction)
- **Session 1:** First book is introduced, pre-test, centers, parent “book club,” family project is assigned and explained for families to complete
- **Session 2:** Families present their projects, review previous book, post-test
- **Session 3:** Second book is introduced, pre-test, family project is presented and explained for families to complete
- **Session 4:** Families present their projects, review previous book, post-test



# 10 Session Schedule Design (2)

- **Session 5:** Third book is introduced, pre-test, family project is assigned and explained for families to complete
- **Session 6:** Families present their projects, review previous book, post-test
- **Session 7:** Fourth book is introduced, pre-test, family project is assigned and explained for families to complete
- **Session 8:** Families present their projects, review previous book, post-test
- **Session 9:** Closing ceremony at a university or community college, if possible

# Closing Ceremony - Family Literacy Day

The Family Literacy Day offered migrant students/parents:

- A university tour and a firsthand view of life on a college campus.
- A visit to Fresno State's Downing Planetarium.
- Participation in hands-on STEM workshops.

In addition, participants were able to eat together as a family in the University's Dining Hall and participated in a read aloud with Pete the Cat and Curious George. Each family received books to add to their home library!





# Planetarium Show & Star Wheel Activity

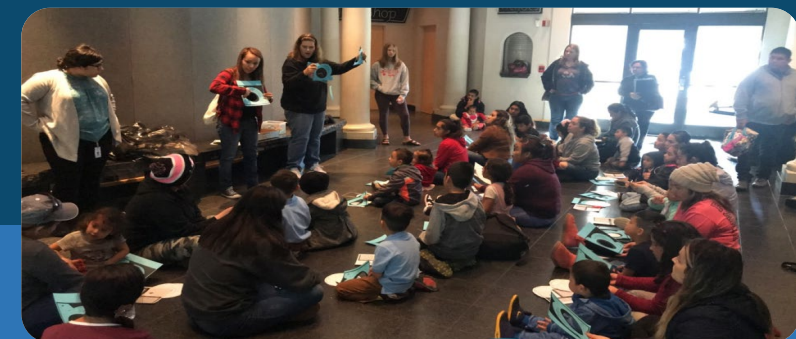
- Students and families enjoyed a 30-minute animated clip about how to get to the moon.
- It was the first time any of the parents and students were able to experience a planetarium.
- After the presentation, parents and students participated in a star wheel activity called "Star Finder". All families worked together to create their projects and learned how to use it at home to find star constellations.

A poster for the Family Literacy Day event, featuring a border of colorful hands. The text on the poster includes the event title, date, location, and a schedule of activities.

Family Literacy Program 2019  
**Family Literacy Day**  
March 30, 2019  
CSU, Fresno

8:30am-Welcome and Registration: Science 2 Bldg -Room 109  
9-10:30am- Workshops  
Group1- Planetarium Show and Workshop  
Group 2- Valley PBS Families -Science 1 Bldg-Room 242  
10:30-12:00pm-Workshops  
Group 1-Valley PBS Families -Science 1 Bldg-Room 242  
Group 2-Planetarium Show and Workshop  
12:15-12:45pm-Lunch at Residence Dining Hall  
1:00pm-Campus Tour/Family Activity  
1:30pm-Dismissal

District: \_\_\_\_\_  
Number of Adults: \_\_\_\_\_  
Number of children: \_\_\_\_\_  
Number of Staff: \_\_\_\_\_





## Hands-On Science: Making Mixtures

**Goals:** For children to understand that a mixture is when you make something new by combining two or more things together. Introduce new key terms through application.

### **Key Terms:**

**Mixture-** which is a new substance made by combining two or more substances.

**Properties-** which are the characteristics of a substance.

**Predict-** which is describing what you think will happen based on what you already know.

### **Términos clave:**

**Mezcla-** una nueva sustancia hecha al combinar dos o más sustancias.

**Propiedades-** son las características de una sustancia.

**Predice-** describe lo que crees que sucederá según lo que ya sabes.

### **Activity:**

The family was given different ingredients. They began to mix solids and liquids together. The final stage of the mixture resulted in a “play-doh” like substance.

### **Parent Feedback:**

“We learned to mix 2-3 items solid and water to make play-doh”

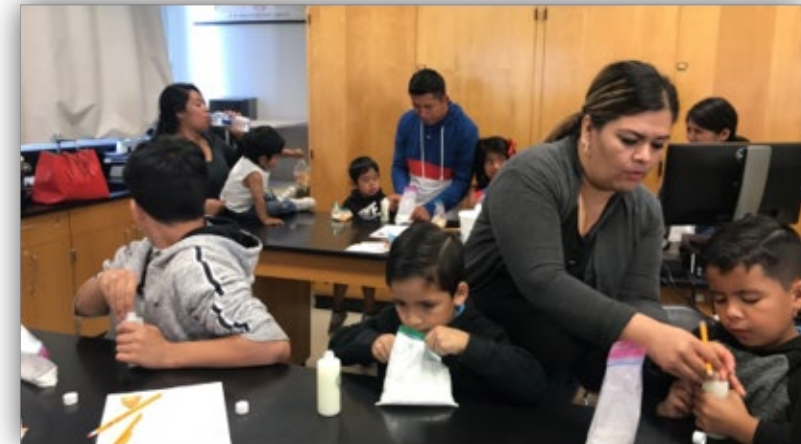
“How to incorporate science using household items”

“The different kinds of mixtures that there are. One is with solid properties and these can be separated, and the other is liquid which cannot be separated”





# Making Mixtures





# Campus Tour/Lunch/Family Reading

- Students and families enjoyed learning about Fresno State's campus.
- Participants were excited to experience the residence dining hall and enjoyed the full course meal.
- After lunch, families gathered to hear a great story and received a surprise visit from Pete the Cat and Curious George. Each student received a book.
- Everyone was so excited and wanted to take pictures with our furry friends!!





# A Deeper Dive: Fresno County Office of Education Family Biliteracy Program



- Serving migrant 3–5 year-olds/families with FBP since 2016.
- Collaborating with districts
- Region Family Biliteracy Program services.



# Key Program Requirements

## Who can be served?

- Students must be on measurable program objectives (MPO) 7.0 list, be ages of 3-5 years old and must not be enrolled in kindergarten or transitional kindergarten.
- All family members who attend with the child are welcome and should have access to supplies.
- The Region collectively must serve 20 families



# State Service Delivery Plan: Measurable Program Objectives

What SSDP **strategies** will be used to deliver this service/allowable activity?

☒ SSDP Focus Area: School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☒ **Strategy 7.1** - Provide training and resources to parents:
  - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
  - Workshops to teach strategies that support early learning at home
  - Workshops to increase social emotional learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.

☒ SSDP Focus Area: Student Engagement

- ☒ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).

# Staffing / Setting

- Certificated teachers who speak both English and Spanish are required to deliver instruction
- Bilingual aides may support but must be under direct supervision of the teacher
- All programs must be site based
- Each meeting is two hours in duration
- Ten sessions are required



# Program Structure

- One Parent Orientation
- Eight Sessions (two hours a day/once a week )
- One Closing Ceremony/ Parent training strategies to develop primary language skills and provide resources to increase social emotional well being of students.
- Complete four books
  1. Many Faces of Max
  2. What can you do with a rebozo
  3. Flores Family Café
  4. Señorita Mariposa
- Lectura para padres



# Sample Lesson-Creating Plan

- Welcome/ Meet & Greet/ Attendance/ Sign-In/ Refreshments (25 minutes)
- Pre-test and Listos Book (35 minutes)
- Vocabulary word introduction & pass out cards (10 minutes)
- Parent Book Reading /Recess (break for children) (12 minutes)
- Concepts of Print (5 minutes)
- Book Introduction & Reading (10 minutes)
- Math (4 minutes)
- Color Cards (3 minutes)
- The Science of mixing water and flour to make glue / Home Project Explanation and pass out materials (15 minutes)
- Home conversation guide (1 minute)

2 hours total time (Once a week)-Part A



# Lesson Plan-Part B

- Welcome/ Meet & Greet/ Attendance/ Sign-In/ Refreshments (25 minutes)
- Vocabulary word review (10 minutes)
- Post test and Listos Book (35 minutes)
- Parent Book Reading/Recess (break for children) (12 minutes)
- Science Talk (5 minutes)
- Share Home Projects (10 minutes)
- Color Cards (5 minutes)
- Math (15 minutes)
  - Piñata Color By Number
- Discuss conversation guide (3 minute)

2 hours total time (Once a week)-Part B

# Program Assessments

## Vocabulary Assessment Book 1, The Magic Pinata

Student's Name \_\_\_\_\_

Pre-Test Date \_\_\_\_\_ Proctor's Name \_\_\_\_\_

English Score \_\_\_\_\_/10 Spanish Score \_\_\_\_\_/10 Total Score \_\_\_\_\_/20

Post Test Date \_\_\_\_\_ Proctor's Name \_\_\_\_\_

English Score \_\_\_\_\_/10 Spanish Score \_\_\_\_\_/10 Total Score \_\_\_\_\_/20

ENGLISH	Pre-Test	Post Test
suit		
busted		
magic		
surprised		
share		
whispering		
rebuilt		
streamers		
sweets		
stuffed		

SPANISH	Pre-Test	Post Test
trajecito		
rompio		
magica		
sorprendio		
compartir		
susurrando		
reconstruyó		
serpentinatas		
golosinas		
guardaron		

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.



Busted



Rompió



# Concepts About Print

Developmental Domain: LLD — Language and Literacy Development

## LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning\*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Explores books	Engages with print materials while being read to by an adult	Demonstrates awareness of the way books are handled	Demonstrates understanding that print and symbols carry meaning	Demonstrates understanding of how to follow print on a page of text	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
			<ul style="list-style-type: none"> <li>Opens and closes a book.</li> <li>Touches the pages of a book when looking at a book on own.</li> <li>Holds or carries a book.</li> <li>Brings book to adult.</li> </ul>	<ul style="list-style-type: none"> <li>Points to pictures in a book while an adult reads the book aloud.</li> <li>Asks, "What's that?" when pointing to a picture in a book.</li> <li>Lifts tabs in an interactive book while being read to by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Picks up a book, opens it up, and then turns it right side up.</li> <li>"Reads" to self, attempting to turn pages from front to back.</li> <li>Turns pages of an adapted book, using ice pop stick handles.</li> </ul>	<ul style="list-style-type: none"> <li>Points at a stop sign and then communicates, "That means stop," while on a neighborhood walk.</li> <li>Points to the print while pretending to read a page with both print and pictures.</li> <li>Requests that an adult write words next to a picture the child has drawn.</li> </ul>	<ul style="list-style-type: none"> <li>Moves fingers along print, from one end of the page to another.</li> <li>Points to the first word on a page and then communicates, "Bắt đầu đọc đây," ["Start here," in Vietnamese].</li> <li>Points to the words on the front cover of the book or title page and communicates that it is the name of the book.</li> <li>Follows along Braille text with both hands.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates, "There are two words on this sign," while looking at a sign with the words "Writing Center."</li> <li>Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as "corn," "milk," and "bread."</li> <li>Communicates that the first letter or sound of a peer's name is the same as the first letter or sound of child's own name.</li> </ul>

\* Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

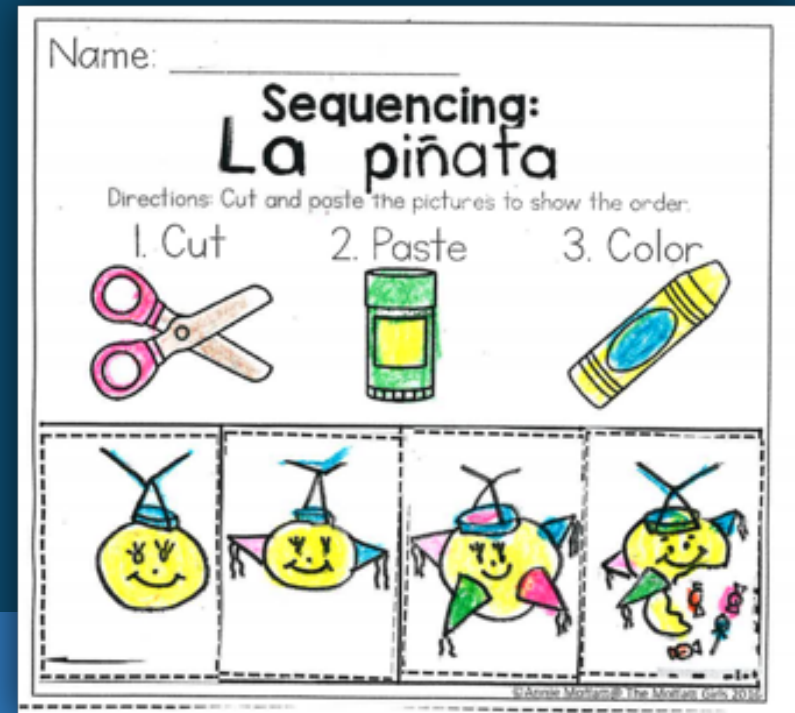
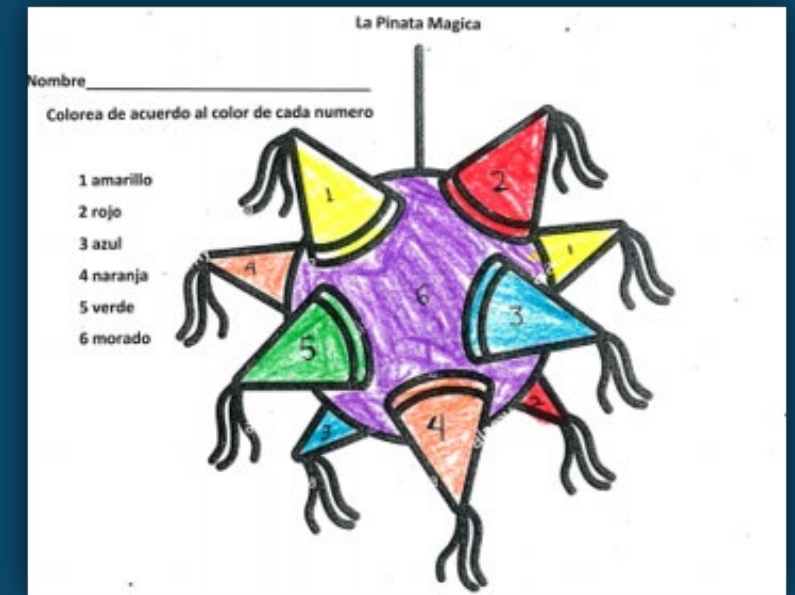
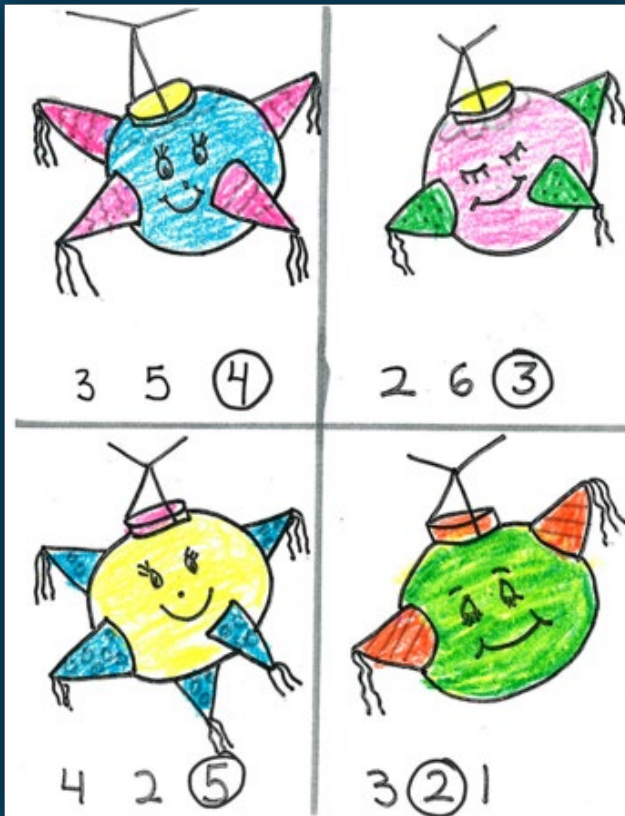


LLD 7

Concepts About Print

LLD 7

# Class/Home Family Activities





# La Piñata Family Projects



# Activity Time!



# Questions?



Lizette Rocha, Education Programs Consultant  
MEO, CDE  
[lrocha@cde.ca.gov](mailto:lrocha@cde.ca.gov)

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Karina Holt, Program Coordinator  
Office of Fresno County Superintendent of Schools  
[Kholt@fcoe.org](mailto:Kholt@fcoe.org)

# Thank you!

