



Office of Head Start
National Center

National Center on
Parent, Family, and Community Engagement
in collaboration with the National Center on Program Management and Fiscal Operations

Recruitment: Engaging Families Who Are New to the United States

Plenary | April 6, 2022



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Welcome




The message for today's session:
Resilience



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Learning Objectives


Explore	Explore the Office of Head Start's "Big 4" priorities and their connections to ERSEA.
Review	Review equitable, culturally and linguistically effective approaches in recruiting and enrolling families who are new to the United States.
Consider	Consider planning, policies, and processes for reaching and connecting with families.


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Facilitators











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Office of Head Start's “Big 4” Priorities

- **Advancing Equity**
- Supporting Programs Pandemic Response and Recovery
- Investing in the Workforce
- **Reaching More Children and Families**

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Equity: Working Definition

Within and Across All Early Childhood National Centers 2021–2025

Equity means fair and just treatment to all children, families,
and those who support them.

Equity enables everyone to achieve their full potential.

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Let's Chat

- What is the experience of a family new to the US?
- How do you work with families to help them reach their full potential?

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An illustration on the right side of the slide features a collection of colorful, stylized human profiles in various shades (blue, orange, yellow, red, teal) facing each other. Interspersed among these profiles are several speech bubbles in matching colors, suggesting a conversation or dialogue. The overall theme is multicultural communication.

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Facts: United States and Head Start

A photograph on the left side of the slide shows a woman wearing a blue hijab and a dark blue long-sleeved shirt. She is smiling warmly and holding a young child in her arms. The child is wearing a red shirt and blue denim overalls and is also smiling. The background is a soft-focus indoor setting.

- Approximately half of immigrant parents of young and elementary-school-age children in the United States were LEP, meaning they reported speaking English less than “very well.”
- 2,672,000 LEP immigrant parents of children ages 0 to 4
- 3,331,000 LEP immigrant parents of children ages 5 to 10 in the country
- **308,750 children in Head Start primarily speak a language other than English at home.**

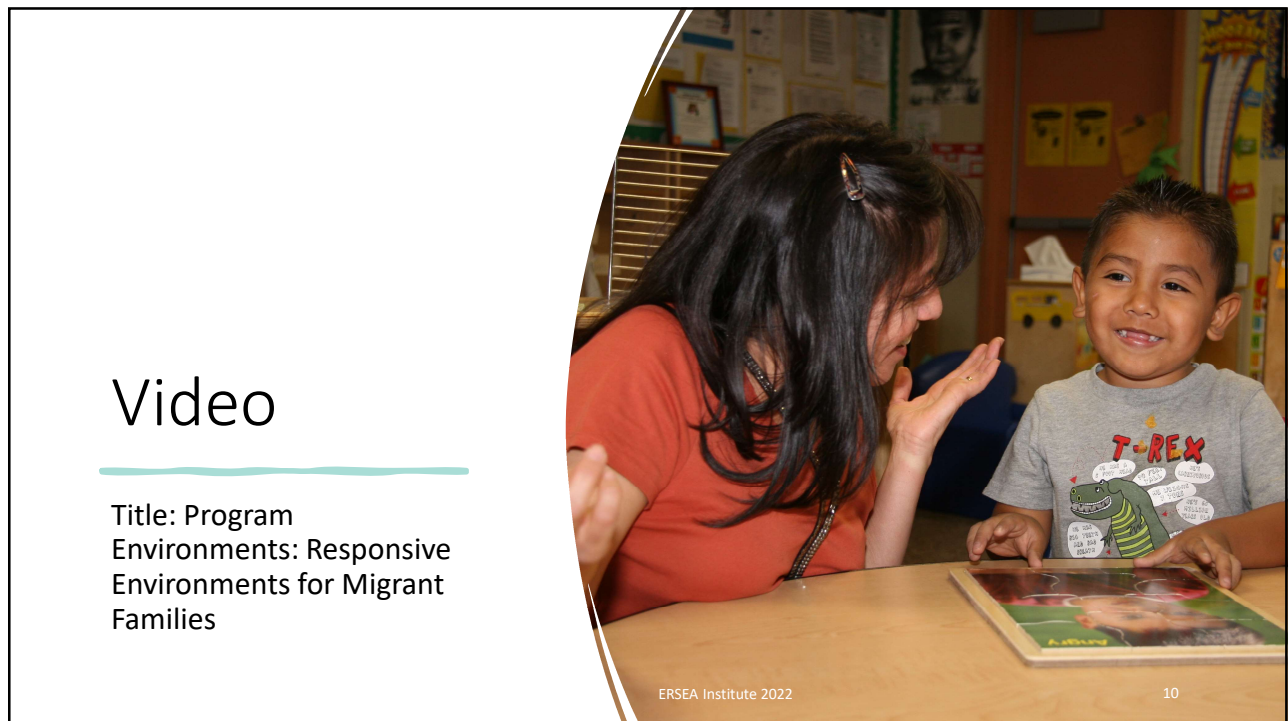
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Voices from the Field

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Video

Title: Program
Environments: Responsive
Environments for Migrant
Families

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Let's Chat: Key Takeaways

- What did you hear or learn from this video?
- What is a message you will take with you?



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Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children's Life Success

Voices from Research

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Takeaways from Research

- Create Welcoming, Supportive Environments For Linguistically Diverse Families
- Support Parent-Child Learning Activities at Home

Barrueco, Sandra; Smith, Sheila; and Stephens, Samuel A. (2016) "Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children's Life Success," Journal of Applied Research on Children: Informing Policy for Children at Risk: Vol. 7 : Iss. 1 ,Article 13.

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Create Welcoming, Supportive Environments for Linguistically Diverse Families

- Foster social networks between the families
- Establish positive connections
- Individual and group outreach and meetings
- Increased cultural understanding of parenting practices
- Engaging community organizations
- Express mutual respect and shared decision-making
- Carefully consider barriers to attendance/participation and own interpretation

Barrueco et al (2016)

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Support Parent-Child Learning Activities at Home

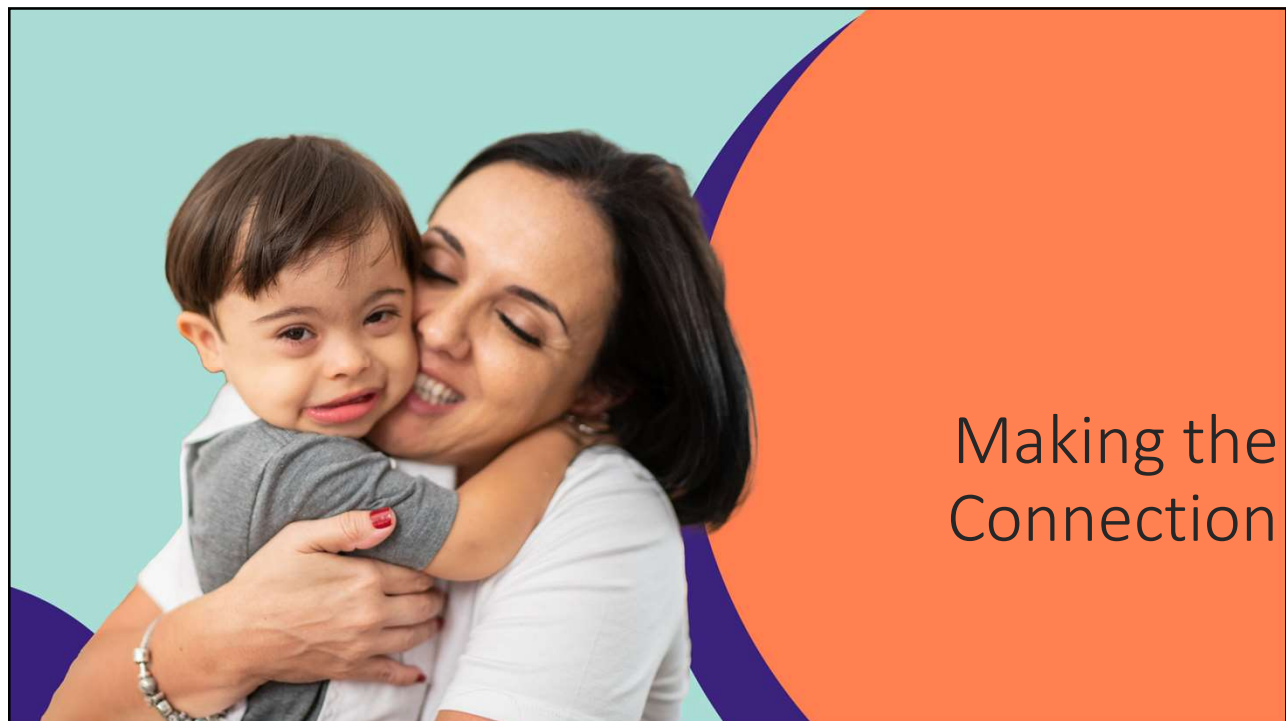
- Discuss culturally valued approaches, including consejos (stories and admonitions that reinforce personal characteristics such as resilience and perseverance) and apoyo (emotional and moral support to build self-confidence and self-discipline)
- Foster multilingual language use by staff and families
- Provide supports and materials that encourage engagement
- Support explicit focus on children's school-readiness
- Establish opportunities for parents to observe and actively practice effective ways to support their children's learning in the context of warm, nurturing interactions

Barrueco et al (2016)

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Let's Chat

What is working for you
in reaching, recruiting
families?



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Head Start Performance Standards

- §1302.50 (b)(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- §1302.50 (b)(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe.

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The Head Start Parent, Family, and Community Engagement Framework

Positive & Goal-Oriented Relationships			
Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community Partnerships Access and Continuity	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Families as Learners Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates and Leaders	Children are: Safe Healthy and well Learning and developing Engaged in positive relationships with family members, caregivers, and other children Ready for school Successful in school and life

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Community Assessment with a PFCE Lens

- Families, Family Services Staff, and community members provide a diverse range of perspectives.
- Family services staff have insight into families’ experiences and can serve as a liaison between families and others on the community assessment team
- The relationships established before the assessment process begins builds a foundation for ongoing engagement.
- Explaining the importance of the assessment, sharing materials that are accessible, in multiple languages, and meetings are convenient to attend ensures participation.

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Outreach to Families

- Staff is knowledgeable of eligibility requirements and can respond to questions.
- Staff receive training and information related to enrolling families who are immigrants and/or new to the United States.
- Enrollment processes are simple and easy to follow.
- Staff is available to communicate in the preferred language of the family or have community members or professional interpreters available.

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Recognize That Each Family Has Their Story

Each Family

- Personal and family stories influence how they view the world and others.
- Start building a relationship by learning about their story and strengths.
- Learning from their story helps know what is important to them and informs your interactions.

Each Staff Member

- Your story is important and influences how you think, process, and react to certain situations, experiences and events.
- Reflecting on your own strengths and those that concern you is important as you prepare for your interactions.
- Reflecting with a supervisor or trusted peer can be helpful

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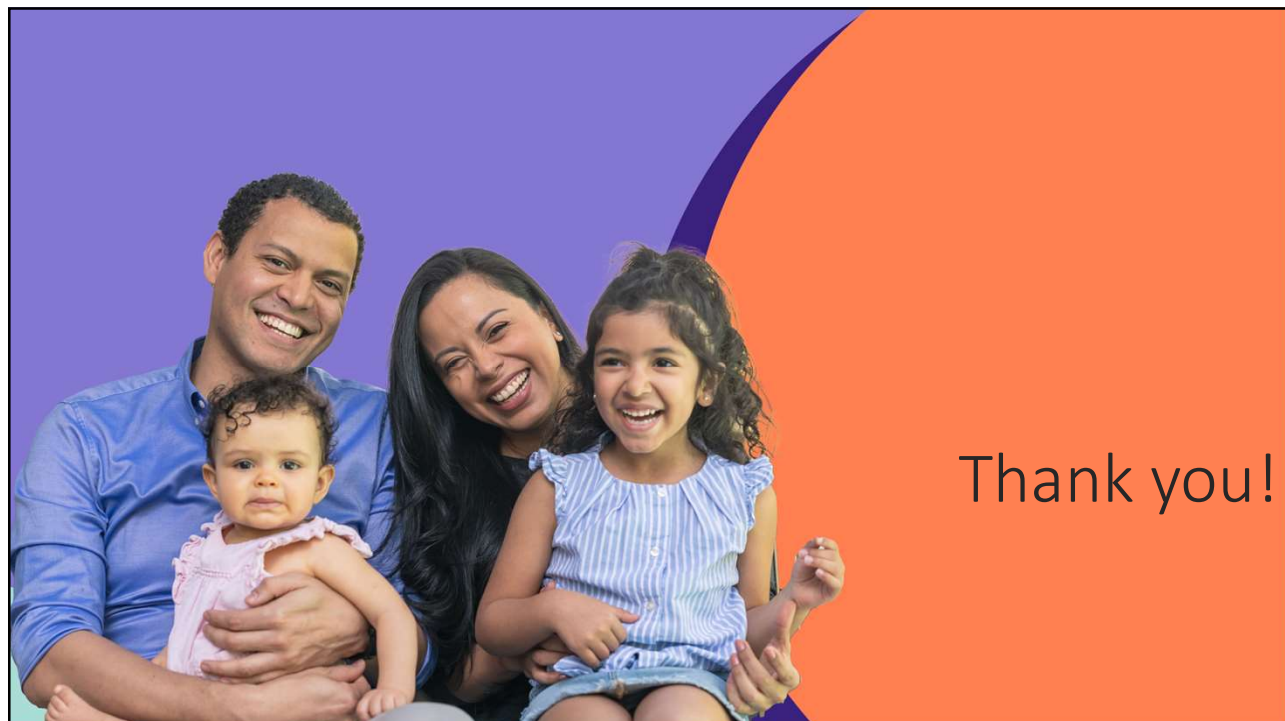
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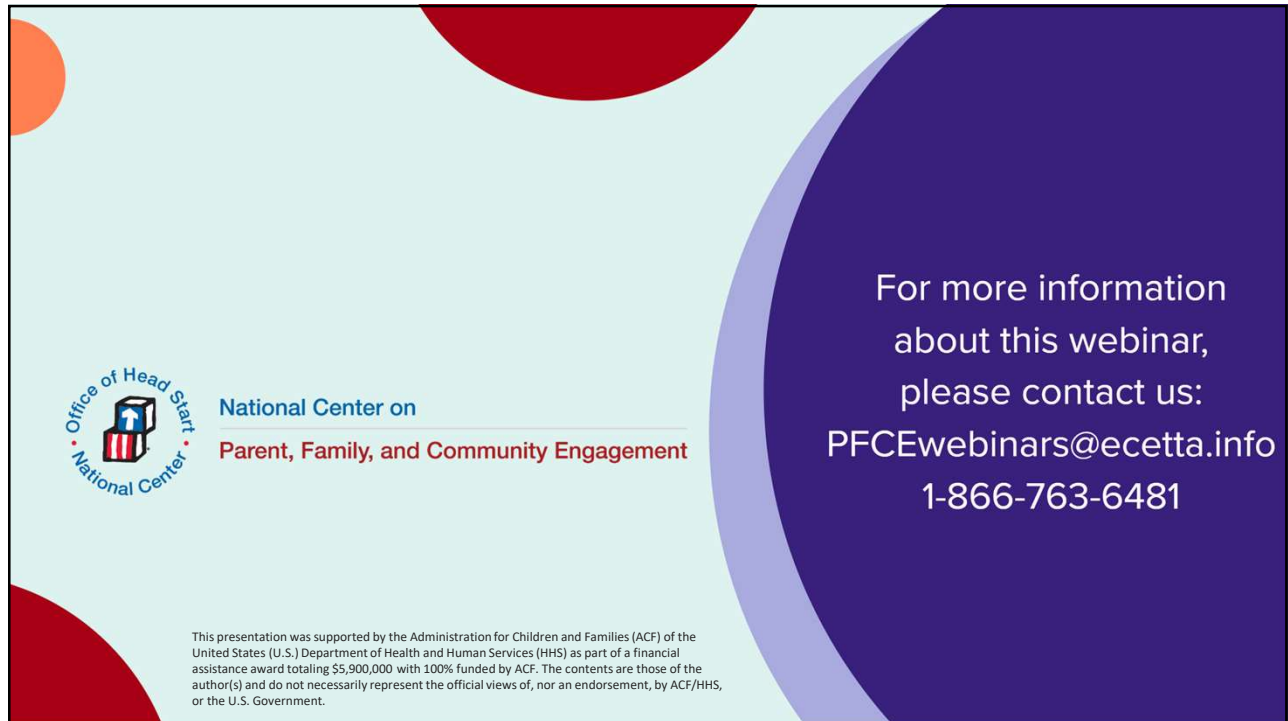
Resources


- Is the United States Your New Home?
- Strategies for Outreach to Families with Limited English Proficiency
- Families Support their Children who are Dual Language Learners
- Engaging with Families in Conversations About Sensitive Topics

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Thank you!



 **National Center on**
Parent, Family, and Community Engagement

For more information
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