


# VELÁZQUEZ FAMILY BILITERACY PROGRAM



EMPOWER FAMILIES AND CELEBRATE CULTURE:  
LEVERING THE SEAL OF BILITERACY AND PATHWAY AWARDS

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## INTRODUCTIONS

Who is in the room?

- Campus Administrators
- District Administrators
- Other roles

Our similar roles:

- Educators of emergent bilinguals
- Parents




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## THINK

- Think of your experiences when growing up, how was your family involved in your education?
- What do you think the school could have done to make it a better experience for your family and their involvement?
- Was your family/parents provided with activities of **empowerment**?

### TALK & SHARE

- 3 participants to share out



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## TWO SIDES, ONE STORY

I asked to talk to the principal and she came out of her office to meet me in the receiving area and I told her I would like to discuss a situation about my son and she said, “yes, I am listening”... I felt unwelcomed, I thought we could go to her office, but she wanted me to just talk there and share my concern in front of everyone.

~Parent

Those parents do not care about their child(ren)’s education because they never show up to meetings.


~Assistant Principal

I host parent meetings and all they ask me is about how their kids behave in class.

~Teacher

I would love to help my daughter with her homework, but I do not understand the language. I am actually good in math, but it seems they solve problems differently here.

~Parent



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## PARENTS' LIFE CHOICES

**Scenarios**


1. Single mother with one daughter. She understands the importance of being involved in school. Flexible job and attends school events, but is not able to volunteer during the day.
2. Family of 5 moves into the city to provide a better educational opportunity to their three children. Dad works a night shift and mom works during the day. Each child attends a different school and they depend on friends and neighbors to help them with transportation.
3. Dad works and mom stays home in order to be more involved with their kids' activities. Mom loves to serve in her school's PTA and has signed up to volunteer on a daily basis.

**TWO SIDES. TWO STORIES**

It is important to learn about how we can support ALL of our families and meet them where they are




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## THINK ABOUT YOUR SCHOOL COMMUNITY...

- What are your parent/family needs?
- How do you find out what your parent/family needs are?
- What are some activities that are taking care of these needs?
- Who is supporting and leading these activities?
- Is your goal written around these needs?



**The school community we build**

Families' stories,  
language, and  
culture

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## TYPE OF LANGUAGE PROGRAMS

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## VELÁZQUEZ FAMILY ENGAGEMENT PROGRAM

Is an innovative approach that helps schools **celebrate** the multilingual and multicultural **assets** of their students, family, and community. Together we build a strong community that enhances the learning experiences of emergent bilinguals and **value** their **cultural** and **linguistic diversity**.

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## AREAS OF SUPPORT

Velázquez Family Engagement Program can support your campus/district to implement a strong foundation that leads to success in the Pathway to Biliteracy for your families and students

- To support your campus/district to create a Pathway to Biliteracy that celebrates students and families' assets of cultural diversity and languages as they grow together in their biliterate path
- Help you build and/or enhance your language program, whether bilingual and/or ESL, by creating engaging activities that are tailored to increase parent and family participation
- Empower students, families, and community by creating partnerships of collaboration that motivate and encourage biliteracy prouddness and develop parent leaders



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## SEAL OF BILITERACY: HOW IT STARTED


- In 2008 Californians Together created the concept of a Seal of Biliteracy (SoB) and California passed their State SoB in 2011
- It provides recognition to students that have studied and attained proficiency in two or more languages by high school graduation
- Recognizes students and families' language as an asset, while adding value to their culture
- Currently 49 states, including Washington DC, have approved a statewide SOB
- As we know, in Texas we have the Performance Acknowledgement




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## HOW IS THIS APPROACH DIFFERENT

- We integrate and connect families in the process through out the years
- We celebrate, acknowledge, and empower through connections
- Challenges are viewed as opportunities for everyone's' growth



Continual movement and flow



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## LANGUAGE AND CULTURE AS AN ASSET THAT INFLUENCE ACADEMIC SUCCESS

### Pathway to Biliteracy - Elementary

- Emergent bilingual students create a final project by 5<sup>th</sup> grade in which their presentation is conducted in both languages
- Parents start participation by learning strategies on how to support students at home and about culture and language integration

### Pathway to Biliteracy - Middle School

- Emergent bilingual students accumulate a number of volunteer hours and present a project in both languages
- Parents continue participation in learning sessions and also provide support to other parents as they continue to use their language and culture and share with others

### Seal of Biliteracy - High School Graduation

- Emergent bilingual students create projects that support their school community
- Newcomer students are provided with the opportunity to participate
- Parents organize multicultural events and provide support to other parents

Parents/Family get recognized and celebrated as they become empowered and active advocates



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## LIST OF WORKSHOPS NO ESTÁS SOLO/YOU ARE NOT ALONE

| Elementary  | Secondary  |
|---|--|
| <ul style="list-style-type: none"> <li>• The First Education</li> <li>• Fostering Reading at Home</li> <li>• Styles of Learning</li> <li>• Involvement and Participation at School and in the Community</li> <li>• Steps to Understand the Public Education System in the United States</li> <li>• Developing Vocabulary at Home</li> <li>• Bilingualism</li> <li>• The Benefits of Bilingual Education</li> <li>• The Impact of Culture Shock in Education</li> <li>• Opening the Doors to Education in the United States</li> </ul> | <ul style="list-style-type: none"> <li>• Steps to Go to a University</li> <li>• The Cost of University</li> <li>• How to Prepare Yourself in High School with Visions of Choosing a University</li> <li>• Recipes to Help Your Children Succeed Academically: Do Not Give Up!</li> </ul> |



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## AUTO EVALUACIÓN – PADRES/FAMILIA

|  | APOYO |   |   |   |   |   |   |   |   |    |
|--|-------|---|---|---|---|---|---|---|---|----|
| 1. Demuestro mucho amor y apoyo a mis hijos.   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Me comunico de una manera positiva con mis hijos, los ayudo y vienen conmigo para que les dé consejos y consuelo.                     | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Tengo familiares y amigos que apoyan y animan a mis hijos.  | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Platico con mis hijos regularmente ya que me interesa su bienestar.   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. En las escuelas de mis hijos hay un ambiente de ánimo y de interés por los demás.   | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. Participo activamente en ayudar a mi hijo a tener éxito en la escuela. (Revisar o hacer la tarea, leer, llevarlo a su escuela, etc.). | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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## PARENT/FAMILY SELF-EVALUATION

| APOYO  |                      |
|--|----------------------|
| 1. I show a lot of love and support my children.   | 1 2 3 4 5 6 7 8 9 10 |
| 2. I communicate in a positive manner with my children. I help them and they come to me to give them advice and confirm.             | 1 2 3 4 5 6 7 8 9 10 |
| 3. I have family members and friends who support and encourage my children.  | 1 2 3 4 5 6 7 8 9 10 |
| 4. I speak with my children regularly since I am interested in their well-being.   | 1 2 3 4 5 6 7 8 9 10 |
| 5. At my children's school there is an environment of encouragement and interest in others.  | 1 2 3 4 5 6 7 8 9 10 |
| 6. I participate actively in helping my child achieve success at school. (Review or do homework, read, take him/her to school, etc.) | 1 2 3 4 5 6 7 8 9 10 |

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## BOLETA DE CALIFICACIONES DE LOS PADRES

| Áreas  | Calificación  |        |
|--|---------------|--------|
|  | A, B, C, D, F | Puntos |
| Pasamos tiempo juntos haciendo cosas que me gustan.                              |               |        |
| Me ayudan con mis tareas y proyectos, si lo necesito.                            |               |        |
| Comemos juntos.  |               |        |
| Me abrazan y me besan todos los días.  |               |        |
| Me dicen y me demuestran que me quieren todos los días.                          |               |        |
| Me apoyan y me motivan todos los días.   |               |        |
| Me regañan muy seguido.  |               |        |
| Me enseñan cosas nuevas.   |               |        |
| Me escuchan cuando les quiero platicar algo que me interesa.                     |               |        |
| Asisten a la escuela cuando hay junta con los maestros.                          |               |        |
| Conocen las cosas que me gustan (comida, ropa, música, películas, juegos, etc.). |               |        |
| Me dejan que escoja las cosas (ropa, comida, juguetes) que me van a comprar.     |               |        |
| <b>Total/Promedio</b>  |               |        |

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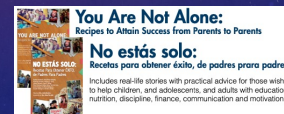
## RATING BALLOT FOR CHILDREN

| Areas   | Rating        |        |
|---|---------------|--------|
|   | A, B, C, D, F | Points |
| We spend time together doing things that I like.                          |               |        |
| Me get help with my homework and projects, if I need it.                  |               |        |
| We eat together.  |               |        |
| I receive hugs and kisses from them everyday.                             |               |        |
| They tell me and show me that they love me everyday.                      |               |        |
| They support and motivate me everyday.                                    |               |        |
| They nag me often.  |               |        |
| They show me new things.  |               |        |
| They listen to me when I want to talk about something interesting to me.  |               |        |
| They attend meetings at my school with my teachers.                       |               |        |
| They know the things I like (food, clothes, music, movies, games, etc.)   |               |        |
| They let me choose the things (clothes, food, toys) that they buy for me. |               |        |
| <b>Total/Average</b>  |               |        |

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## RATINGS

| Rating | Meaning             | Points |
|--------|---------------------|--------|
| A      | All the time        | 5      |
| B      | Almost all the time | 4      |
| C      | Sometimes           | 3      |
| D      | Rarely              | 2      |
| F      | Never               | 0      |



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PLEASE TAKE A MOMENT TO  
SCAN THIS QR CODE

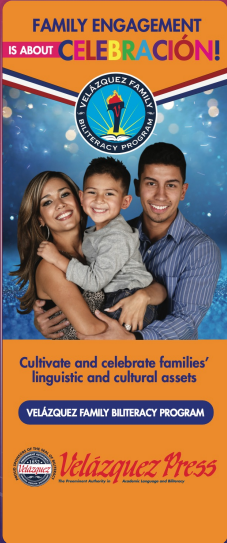


- QR code will take you to our current Velázquez Press Family Engagement page where you will find some of the information presented today
- At the bottom of the page, please BOOK AN APPOINTMENT

[bit.ly/42Sa29R](https://bit.ly/42Sa29R)



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**FAMILY ENGAGEMENT**  
IS ABOUT **CELEBRACIÓN!**

**VELÁZQUEZ FAMILY BILITERACY PROGRAM**

Cultivate and celebrate families' linguistic and cultural assets

**VELÁZQUEZ FAMILY BILITERACY PROGRAM**



### THINKING OF CREATING A STRONG FOUNDATION OR ENHANCING YOUR CURRENT PRACTICE?

| Option 1<br>Intro Package   | Option 2<br>Yearlong Package   |
|---|--|
| <ul style="list-style-type: none"> <li>• Kick-off event</li> <li>• 5 modules</li> <li>• Celebration event</li> </ul>    | <ul style="list-style-type: none"> <li>• Kick-off event</li> <li>• 10 modules</li> <li>• Celebration event</li> </ul>  |
| Option 3<br>Build Your Own  | Add Ons<br>for any Option  |
| <ul style="list-style-type: none"> <li>• Kick-off event</li> <li>• 10 + modules</li> <li>• Celebration event</li> </ul> | <ul style="list-style-type: none"> <li>• Keynote Speaker (BOY or EOY)</li> <li>• Certificates</li> <li>• Medals</li> <li>• Student stoles</li> <li>• Parent Leader T-shirts</li> </ul> |

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## FAMILY LITERACY NIGHT

INVOLVEMENT

➔

EMPOWERMENT



LO QUE SE DICE,  
SE HACE

JOSÉ MEDINA



FAMILIA

José Medina  
y Vanessa Medina



LOS NIÑOS  
NO LLORAN

José Medina



Help students develop  
**Sociocultural Competence**  
and Improve School Culture

Dr. José Medina

|   |   |   |   |
|---|---|---|---|
| <b>Expand</b><br>Expand the students' understanding of their own and others' cultures, languages, and ways of thinking. | <b>Accelerate</b><br>Accelerate the students' learning and development of their sociocultural competence. | <b>Encourage</b><br>Encourage the students to use their sociocultural competence to improve their school culture. | <b>Improve</b><br>Improve the students' learning and development of their sociocultural competence. |
|---|---|---|---|

Parents/family members:

- learn about sociocultural competence
- are taught a lesson that integrates family experiences
- are able to discuss with others in a safe environment
- Are able to integrate their own stories and teach it to other parents

<https://velazquezpress.com/pages/jose-medina>

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## AVAILABLE THIS FALL!







**FÁRO**  
La Colección Faro


Los libros para lectores de K-6 del proyecto FÁRO tienen una alta calidad literaria, una selección de excelentes ilustradores latinos y una amplia variedad de géneros y temas, diseñados con autenticidad de lenguaje e identidad cultural. Las secciones al final de cada libro promueven un diálogo transformador que ayuda a profundizar en los aspectos lingüísticos y culturales que se presentan.




Upcoming books of Alma Flor Ada and Isabel Campoy

- Grupo 1: Veleros - Orillas
- Grupo 2: Veleros – Mar abierto
- Grupo 3: Literatura amiga – Nuevos Puertos
- Grupo 4: Literatura amiga – Amplios Horizontes

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# VELÁZQUEZ FAMILY BILITERACY PROGRAM



Knowing is not enough, we must apply. Willing is not enough,  
we must do.

Johann Wolfgang von Goethe

## ¡GRACIAS!

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