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English Language Learners on the Rise: A Look at Programs Available To Adults in Sonoma County That Support Parent Involvement

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English Language Learners on the Rise:
A Look at Programs Available To Adults in Sonoma County
That Support Parent Involvement

A senior project submitted to the faculty of Dominican University of California
in partial fulfillment of the requirements of the Bachelor of Arts
in Humanities and Cultural Studies

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Abstract:

How can parents of English Language Learners (ELL) support their children to be successful in school? The importance of involved parents at home is even more imperative today, as schools continue to try to balance the need of English speaking students with the need of ELL's. This project was designed to gain a better understanding of how parental involvement impacts the academic achievement level of English Language Learners. Research began by looking at the parent involvement programs currently available in Sonoma County, and how schools work to integrate these programs. By examining parent involvement, stressors that influence parent involvement, and the roles that parents of English Language Learners (ELL) take in their children's education, the programs and schools can gain a better understanding of the successes and opportunities of these programs.

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I. Introduction:

As long as I can remember, I knew that I wanted to be a teacher. I loved children, had fun volunteering in classrooms, and wanted many children of my own. In the spring of 2012, those same passions drove me back to Dominican University of California to pursue my degree in elementary education. That passion flourished as education was integrated into my daily life, especially when I took the Teaching English Language Learner's course. I grew up in an area of Santa Rosa that has grown to have a predominantly Hispanic population. After working in this community for over four years, I saw an increase in parents that couldn't speak English. Upon completion of the Teaching English Language Learner's course, I started looking at what programs were available for parents of these students. After all, how can educators expect students to be successful at home when parents are unable to help their children with homework that is in English?

After asking the teacher of the Teaching English Language Learner's course if any schools had programs to teach the parents of students English, my curiosity peaked when she said there were such programs in the past, but due to budget constraints these programs had been eliminated. She went on to explain that teachers did not want to spend their time after school doing this as they already had so much on their plate. When I began to think about my senior project, I knew I wanted to research something meaningful to me, and the topic of bilingual education seemed to pull on my heartstrings. I began by searching for programs that offered me the opportunity to volunteer my time. Living in Sonoma County, I

had expected to find numerous services available for parents that don't speak English. Unfortunately, this is not this case. The programs available to foster parents' learning are close to non-existent, thus turning this senior paper in to a research project. After months of searching for groups to work with, it was clear to me that Sonoma County and its school's need to invest more in the English learner population, to support and nurture parent's learning, which ultimately benefits its student's as well.

II. English Language Learners on the Rise:

The Latino population in California continues to steadily rise, there are nearly 1.5million English learners attending California's public schools (California Department of Education). The Spanish language is now on its way to becoming the majority language in California, and it is imperative that California's education system builds upon the strengths of the diversity of students and their families. To fully understand the state's student population and how ELL (English Language Learner) students impact education, one must look at California in comparison to the nation. According to California's Department of Education, California's proportion is approximately 34 percent of the national total, and California has more English learners than the next six states combined (1).

In schools these ELL students face many challenges. Not only must these students acquire the language at a level of a native English speaker, but these students must also meet the same grade level standards:

“State Superintendent of Public Instruction Jack O’Connell has suggested that the academic achievement gap between ethno-linguistic minority students and other students, as represented by test scores, dropout rates, and college admissions and completion rates, is the most persistent and pressing challenge facing public schools nationwide”(California Department of Education, 1).

Not only do the majority of these students face the challenge of trying to master the English language, but many of these students also face additional challenges at home due to low socioeconomic status. Teachers often cite a family’s cultural and linguistic diversity as the reason why parents of ELL’s are less involved in their children’s schooling. Too often schools overlook the needs and ambition of parents coming from different backgrounds (Linse 652). “Today researchers and practitioners alike subscribe to a view of literacy attainment suggesting that literacy acquisition begins at birth and should be fostered at every age...From as early as birth, children experience oral language development and begin to build a foundation for later reading and literacy success. From 2 to 3 years of age, children begin to produce understandable speech in response to books and the written marks they create” (Cecil 47). Recognizing that literacy begins at an early age, how do educators and families foster the home learning environment?

The adults whom children interact with frequently need to understand the significant role they play in their children’s progression of literacy development. Literacy expert Nancy Cecil believes that adults can best support this by reading

aloud, conversation, and in social interaction between children (50). Cecil believes that:

”Of the most critical importance is reading aloud to children and providing opportunities for them to react to and discuss the stories that they hear...Moreover, reading aloud to children helps them associate reading with pleasure and encourages them to seek out opportunities to read on their own. Children also become familiar with the reading process by watching others read.” (50)

A literacy rich home would mean that the child is continuing his education with daily opportunities for daily reading, language play, and experimentation with literacy materials. Sadly, not all children enter school with a strong foundation and for first time students, educators cannot reach out to offer support and encouragement until the student enters the classroom in Kindergarten.

According to the California Department of Education guidelines, the use of English should be maximized during ELD (English Language Development) instruction; the primary language should be used strategically (46). This guideline however, does not change the fact that studies have shown that there is an advantage to maintenance and development of English learners’ home language. Based on studies done by the department of education they have concluded that the goal of ELD instruction is increased use of English. “However, we can imagine using the primary language in a limited but strategic manner during ELD instruction in order to ensure that students understand task directions, pay attention to cognates,

and master language learning and metacognitive strategies” (California Department of Education, 47). In addition to standard ELD instruction, educators can use other instruction methods such as the SIOP (Sheltered Instruction Observation Protocol) and SDAIE (Specially Designed Academic Instruction). Schools also offer newcomer programs, dual-immersion programs, transitional bilingual programs, and developmental bilingual programs.

Newcomer programs are there to support recent immigrants who have limited or no English, and often had limited formal education in their native countries. Often these children are brought to America for better opportunities and as newcomers, their parents are not fluent in English either. Newcomers are typically found at middle and high school levels, and according to the California Department of Education older English learners who are recent immigrants are often at risk of educational failure or early dropout because of underdeveloped primary language literacy skills. Most newcomer programs provide a welcoming environment to immigrant students and their families and help them acculturate to their new school and community (293). The state recognizes the need to help families integrate in to the community; in fact the state even recognizes that using the primary language strategically during instruction can positively impact the learners. With such a huge part of a child’s learning happening outside the classroom, why are there not more programs available for parents to learn English in order to support their children at home?

III. The Home Literacy Environment for Adults

“Every time I think of walking in the school door, I get sick to my stomach. The idea of going back there for any reason terrifies me” (Pitcher 43). This statement reflects a fear held by one parent that believes they can’t be part of the educational system. Parents truly are partners with educators in the child’s learning journey. Parents are the child’s first teacher, and in turn children can support their parents in their literacy learning as well. If parents have this type of anxiety, how can they be successfully partnering with the school? Cecil states that 44 million adults lack sufficient literacy skills to read a food label, fill out a job application, or even read a story to their child. (317) Cecil explains the typical problem solving approach here:

“The obvious proactive response would be to invite illiterate parents to functional literacy classes to prepare them to foster literacy skills in their own children. However, given the life situations of most illiterate parents, who are often the “working poor”-long hours at work, time restrictions, lack of resources and reliable transportation, to name a few-a great majority of parents enrolled in literacy programs never complete the course.”(318)

In searching Sonoma County for such literacy programs, results show that there are hardly any programs like these available.

In the article “Education and Urban Society,” the author Caroline Linse discusses hidden curriculum and what hidden messages can convey mixed messages. For example, school faculty may believe that they have reached out to

parents because they sent home a note in the native language, but parents might not understand words in it like PTA (Parent-Teacher-Association). Maybe the parents don't have the literacy skills to read their native language. Schools should be taking in to account the contacts that exist between homes and schools, such as what signs are visible when walking or driving by. Things to consider are: school calendars, handbooks, answering machines, progress reports, or school and class notices. Schools should strive to provide both stated and hidden messages that are culturally relevant to students and their families. (659)

Knowing that literacy learning happens at home too, teachers can support parents learning at home by providing activities that support both the parent and student's learning. These activities can be: introducing them to dialogic reading, creating make-believe-alouds (where not reading parents create their own stories using pictures and allow the child to create their own story as well), and holding conversations between parent and child. The government has recognized that some parents need more assistance than can be offered by a teacher, and has begun to set up and provide funding for family literacy programs. In order to truly meet these needs, educators and the government should understand that "parents' past literacy experiences shape their views of what it means to be literate and how they might view their children's literacy learning needs, with diverse sociocultural settings spawning diverse views" (Chen and Harris 120). By understanding how these diverse backgrounds set different expectations for students, programs can use this same approach in developing programs for adults in which they feel comfortable

learning. According to Cecil, providing informal instruction can take away the stress and intimidation adults may feel in a formal education environment. (327)

In a study conducted over a 10-week period, volunteers offered free English literacy instruction to 35 Spanish-speaking parents from Mexico, Colombia, and Panama at a public school in Texas. These parents found out about the program through letters of invitations. The class met once a week for two hours and also provided childcare and dinner. In the article “Adult Learners’ Funds of Knowledge: The Case of an English Class for Parents,” the authors approached their research by looking at adult learners prior life experience. They recognized that “adult learners bring with them an array of life experience, skills and talents, language proficiencies, and learning experiences that are often neglected in the classroom practice” (Larrotta and Serrano 1). This study points out a common misconception in society that adult English learners lack in culture, language, and an interest in learning. This in fact is not true, and in the study a funds-of-knowledge approach required looking at what learners could do as a whole rather than attempting to build a new repertoire of skills. For example the study participants talked about how they used television and the newspaper to support their learning. The participant Yesenia said, “I learn by communicating with my children. They correct my English. I don’t speak correctly, but I try. I learn a lot with them. With other people I feel embarrassed” (Larrotta and Serrano 5). These feelings are completely normal in most students looking to build confidence, which is why creating a comfortable classroom for adults to practice using English is highly important.

Authors Clarena Larrotta and Arlene Serrano found that the best learning environments were created when having lessons created around familiar and relevant topics such as financial freedom. (5) Another parent in this study spoke about how they used their child's textbook to learn. They would read a chapter and do the exercises and check their work in the answer key in the back of the text. The activities in this group consisted of the adults keeping a personal glossary and a storybook. These activities helped expand their current vocabulary and practice their writing skills as well. The study found that the students took great responsibility in their learning. In the participants Moni's words, "As long as there are opportunities like this class for me to learn English, I will participate in them." If these parents can take personal responsibility to learn, it is their societies responsibility to provide such programs or activities in their community.

To become a member of a community, one needs to have access to community practices and be actively engaged in community activities. In the article, "Becoming school literate parents: An ESL perspective," authors Chen and Harris state that the community functions by becoming both the resources for the community, as well as 'the prime context' in which novices make sense of their community. From this perspective, the decisions ESL parents make about what types of activities to provide at home to promote literacy development are, to a large extent, mediated by their understanding of literacy practices. (121) In other words, it is a two way street. In order to fully set up these adult learners for success we need to try and understand their communities while openly accepting them in to ours.

In this same study by Chen and Harris, a mother named Mary took several steps to come up with what she felt was the best literacy approach in her home. She did this by participating her child's homework and engaging at monthly ESL meetings for parents at the school. By attending these meetings, observing in class, and helping with schoolwork she developed a better understanding of the schools expectations and demands of literacy learning at school and allowed her to find ways she felt were appropriate with integrate literacy learning in to her home. (130) Chen and Harris concluded that these ESL parents are truly forming a new identity in a new and different context. Contributing to that new identity was not just language acquisition, but understanding and tuning in to schools literacy practices. To what extent are these processes reciprocal between parents and educators?

Here we have seen that educating parents does not just simply involve providing the forums to do so. Teachers, schools, and government need to consider culture, identity formation, and prior knowledge when assessing "what kinds of learning and support are needed to facilitate parents negotiation of identities, in particular parents of ESL children" (Chen and Harris 133). According to the book *Collaborating for Real Literacy*, the author says that parent involvement is defined often by what the school wants the parents to do and not what the parents need. When asked about parent involvement, schools often list activities such as fund raising, parent conferences, and workshops for parents on what they should do. (44) The authors suggested four critical factors needed for effective family literacy programs as:

1. Participation-Schools need to look at factors that could influence parent participation. Things like transportation, childcare, fear of school and cultural differences need to be addressed.
2. Curriculum-When organizing a program, activities that are meaningful in participants lives should be considered. A successful activity would build bridges between home and school, parents and teachers.
3. Staff and administration-Schools should have a collaborative staff with diverse experience and knowledge.
4. Fundraising- Funds coming from stable sources are imperative for a programs continuity over time.

Rather than parents doing fundraising, or attending teacher conferences, schools should look for activities such as: parent book clubs, computer nights, craft activities, cooking groups, or an activity that is relevant to the family. (45)

IV. Programs Available in Sonoma County

As I started my journey to find an organization to work with I searched high and low. I searched the Internet, emailed non-profits and schools, but no one could point me in the direction of a program that was running in Sonoma County. I found only two programs. These groups are the Adult Literacy Program through the Sonoma County library, and Community Action Partnership.

The Adult Literacy program stemmed after the California Literacy Campaign was born in 1984 and in 1986 was started at the library. Their mission is, "The Sonoma County Library Adult Literacy Program provides one to one tutoring for

adults who wish to improve their literacy skills. Our program is learner centered- we work with the student in accomplishing their goals” (www.sonoma.lib.ca.us/). Students in the program are eighteen and older. The library extends this program to teenagers aged sixteen and up if they have a child. The only requirement is that the students speak enough English to speak to his or her tutor. Students must complete an orientation as well as an assessment so that the student can be placed in an appropriate reading level. The students enroll in a six-month group and need to commit to meeting for up to four hours every week. Students meet their tutor at the local library, and all books and materials are free.

While the program itself is great, it was not easy to find and information about it. If I had trouble finding information, how would someone that doesn't have the resources that I do be able to find it? When using the library branch in my neighborhood, the librarian couldn't tell me anything about the program. When I asked her she referred me to the bilingual story time. While providing a story time is great, it is alarming that not all employees of the library are knowledgeable about this program, leading me to believe that this program is underutilized in our community. She had recognized that families were more likely to approach the story time when there were multiple leaders and changed story time to be presented in groups making the program more inviting so they adapted their program to have more volunteers.

A fantastic organization I found in my search was Community Action Partnership (CAPS). CAPS is a non-profit organization that partners with “low

income families to help them achieve economic and social stability; to build community, and to advocate for social and economic justice since 1967 and has a rich history and strong allies here in Sonoma County” (www.capsonoma.org). I spent a few days working with Marta Tilling the Senior Program Manager of CAPS. She showed me the different programs offered through their organization. They have the AVANCE program, and Pasitos Playgrounds.

AVANCE is a nationally recognized, evidence-based parent education program. This program is available to Spanish speaking, low income families. The focus is on participants learning crucial parenting skills and creates a vision of how the parent acts as their child’s first teacher. The goal of AVANCE is to expand the parent’s vision not only for their children’s future, but also for their own. AVANCE is a weekly class that is three hours long. Parents with children aged 3 and under are able to attend. According to www.first5sonomacounty.org, the AVANCE program has been proven to significantly improve kindergarten readiness, maternal involvement in children’s education, maternal education, and to reduce reliance on public benefits over time. AVANCE children followed into the K-12 system showed increased attendance, reading and math proficiency, and high school graduation. A family may only take this program once due to the challenge it is to find funding.

According to Marta Tilling, AVANCE is the hardest program to fund. The cost is 85,000 dollars per class of up to twenty-five and their funding from First Five of California (a county Commission that promotes, supports, and improves early child development) only provides 62,000 dollars a year.

AVANCE classes focus on parent education, early childhood development, literacy, and school readiness. The first hour is toy making, the second is what they need to learn, and the third is a resource hour. The resource hour is typically things like free tax preparation, housing aid, or financial aid. When I attended the program, the first hour was spent with the parents making dolls for their children. There was a definite sense of community in these classrooms. The mothers all spoke in Spanish to each other. Marta explained that there is a lot of bonding that happens between the parents and new connections are made. While these parents are in class, their children, age eighteen months to three years, are watched in a classroom like setting. There were sixteen children in this age range, and nine infants in the infant room. While the children are in the class they are learning gross motor development. The toys in the class were all labeled in Spanish and in English. In addition to the classes held, the women who run the classroom also do home visits every month to support the parents in the home as well.

The Pasitos Playgrounds groups the next age range of children after AVANCE, working with kids aged three and four years old alongside their parents. The program offers tools to parents to support maximization of the parent as teacher and advocate. The program focuses on building language, early literacy, fine motor skills and social ability. There is a large emphasis on getting children reading for the transitional kindergarten classroom. The activities in the Pasitos program are designed to encourage the children to practice new skills and demonstrate school readiness activities that can take place in the household. There is a large emphasis on the importance of reading to children daily. Families are given a book bag that is

exchanged weekly. Books provided are in both English and Spanish with the goal to get sixty-five percent of families reading to their children daily. There are a total of twenty-one playgroups across Sonoma County that meet weekly for thirty weeks during the school year and serving three hundred families.

Marta Tilling explained to me that they were currently supporting three hundred families in the Pasitos program. I was curious to how these families heard about the program and she said it is all word of mouth. Unlike AVANCE, families can repeat this program and will often come back when they have another child. They were looking to start a new Pasitos program in Healdsburg, and were using schools, food pantries, and clinics to spread the word to families that might benefit from this type of program. Pasitos will rarely turn families away. They are also funded by First Five of California and received a 168,000-dollar grant from the Sonoma County Vintners Association. In surveying the success of the program, they did not meet their goal of having sixty-five percent of families reading daily, but were at a fifty percent success rate.

Lastly in 2013 CAPS opened the Via Esperanza Centro de Educacion in Southwest Santa Rosa. Via Esperanza is collaboration with CAPS, Santa Rosa City Schools, and other community-based organizations. This program took over several classrooms on the Cook Middle School campus with the intent to close the achievement gap to low-income English Learners. By doing this they hoped to revitalize the community by engaging parents in the ongoing education of their

children, strengthen family resilience and improving child health outcomes. They offer year round programs. According to their website, “based on the proven effective community school model, Via Esperanza will promote children’s health and academic success from cradle to career, ensuring the future economic vitality of Sonoma County” (<http://capsonoma.org/District/1426-Untitled.html>).

Via Esperanza provides: Early Childhood Education classes and playgroups, parent education, financial literacy education, leadership classes, counseling and case management, books, videos, and internet access. Via Esperanza also provides AVANCE and Pasitos Playgrounds on site in addition to a few other programs. They offer informational and referral services, support in Affordable Care Act Health Insurance registration, and a support group for parents with children with autism. For parents of teenagers with challenging behaviors there is a sixteen-week class called Padres Unidos.

The Via Esperanza program I got to observe was Abriendo Puertas, or Open Doors. This is a ten-week program for families with children up to age five, but the program can also done over a six-week span if parents attend twice a week. Through the curriculum families are given the tools and knowledge to take positive action in the healthy development and education of their families. The parents attend these classes with their children and cover topics such as:

1. I Am My Child’s First Teacher; Our Home, My Child’s First School.
2. Reaching Family Success
3. My Child Grows
4. My Child Talks

5. Let's Continue Opening Doors
6. Our Health is First
7. Let's Go to School
8. Advocating for our Future
9. Yes We Can!

When I attended the program they were in week six and focusing on exercise during health and fitness week. The parents and children were dressed in workout clothes and had just come back from physical activities outside. They sang songs together in Spanish and were having fun. This particular program is so popular they offer one class after another.

CAPS works with the schools to monitor student success rate of children that had attended these classes. They look at what groups the children were in and if it had made a difference. They currently use the Desired Results Developmental Profile-School Readiness (DRDP-SR), a school readiness assessment tool for California. The DRDP-SR is an observation tool, not a test. The teachers observe students as they participate routine classroom activities during the first eight weeks of school. The assessment can be done again in the spring in order to gauge the students' progress and support the transition in to the next grade. Marta explained this is difficult because in Sonoma County alone there are forty different school districts with forty different sets of expectations. This will likely become more aligned as the state puts the Common Core Standards in to place. Common Core was created to set clear college and career ready standards for kindergarten through 12th grade.

The last program I found was a fluke. I was traveling around Windsor, California when I saw a bus that said, “Language Truck: Mobile Classroom.” As I passed by I wondered more about it and then turned around to see that there were people inside that seemed to be sitting down and, I assumed, learning. Later, I looked up the website listed on the bus to find a great idea that a woman named Bridget Hayes had created and developed. The program is a mobile classroom that facilitates English, Spanish, and computer classes at businesses, events, churches, neighborhoods, and schools. The program also offers after school programs and tutoring services to students of all ages and abilities. Each truck is equipped with workstations with computers for up to ten students. Hayes says, “My English as a second language and citizenship students tend to have very busy lives. It’s not always easy – or even possible – for them travel to a class. Some are unable to drive, some work multiple jobs. Language Truck brings the class to them – even in remote rural areas – at times that work with their schedules. My goal is to make it easier for people to access the education they need” (<http://www.languagetruck.com>).

V. English Language Learners in Sonoma County Schools

I also reached out to schools within the Windsor Unified School District, Piner Olivet School District, and Santa Rosa City Schools District. I asked the same set of questions to the school Principals to gain their insight. The questions were:

1. What programs are available at your school to support parents of English Language learner’s parents in learning English?
2. How do parents find out about these programs?

3. If there were no budget restrictions how would you support parents of English language learners in your classrooms and school?
4. How do you encourage parent participation in their children's learning?
5. Does your school provide resources for the teachers to help with communication between teachers and non-English speaking parents?
6. Do you have any other relevant thoughts about the issue that would be beneficial for me to know?

In response to the questionnaires I found that the programs offered to support parents through schools are: ELAC, DELAC, parent presentations from the California Parenting Institute, and Zumba for families. ELAC is the English Learner Advisory Committee. Each California public school with twenty-one or more English learners must form an ELAC committee. The ELAC committee is responsible for providing the principal and staff information on programs and services for English learners. They are also in charge of assisting the school in the development of: the school's needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance. DELAC is similar but on a district wide level.

Parents find out about the programs offered through flyers sent to families' homes about programs as well as auto-dialer messages. Translated materials are sent home about services and to encourage reading, flash cards, early bedtime, and healthy snacks. Many of the schools had a part-time English language tech in the

mornings and after school to help teachers and parents communicate in Spanish. Only one school in the Santa Rosa City Schools District had a teacher who volunteered her time to teach parents English. There are also language phone lines to help communicate with families that are monolingual in other languages that a translator is not available. Not a lot of principals commented on how they would change things if there were no budget restrictions. Principal Aracely Romo-Flores of Biella Elementary said, "I would pay teachers to teach ESL classes on site during the school day and after school while also providing child care." Aracely summed the overall message I received from the Principals up well when she said, "We need more bilingual classified and certified staff to bridge the language gap for our school community."

VI. Conclusion and Reflection

When I started this research I was looking in all the wrong places for what I thought was a solution to the lack of opportunities available to ELL's families. I was shocked and disappointed that in a diverse community such as Sonoma County, that there weren't more services available. According to the 2011 US Census, Sonoma County's Hispanic population was at 120,241, making up over 24.4 percent of the county's inhabitants. They projected the Hispanic population would be the ethnic majority at 51 percent by 2050. (1) How would Sonoma County not have more services available when the Hispanic population is on the rise to be the majority? What I first thought we needed was classes to teach parents English, but that was all wrong. What I learned was that family literacy is less about changing people, and

more about offering opportunities for families that can utilize families' rich history and experience. "Family literacy is learning a matter of 'small wins.' Family literacy is about providing context, resources, and opportunities for families to demonstrate what they already know and can already do. Family literacy programs MUST respond to parents' needs and interests" (Pitcher 44).

Working with CAPS really opened my eyes to a different approach to set parents and their children up for success. What Marta Tilling got me to see through the programs they have put together, was that it is not necessarily about teaching parents English. What CAPS did was they provided the skills and knowledge to families about why literacy was important. Families want their children to learn and succeed in school, and through the programs at CAPS, parents are taught that reading is important. Even if the reading is done in the homes first language, the parents are setting up a foundation for their children to develop literacy skills. If parents make reading to their children a priority at home, it is a habit that will be formed prior to children entering school, and hopefully a habit that will be maintained throughout their education.

While CAPS is a great program, it is still alarming to me that these programs are not easily accessible to people. I searched all over the Internet, emailed the Sonoma County Office of Education, and I couldn't find information online for half of the resources I eventually found in the community. Marta stated that "word of mouth," was the primary way of letting people know about their programs. While word of mouth is a powerful tool, there should be additional methods of making the

community aware of the resources available. The Language Truck is celebrating its two-year anniversary, but I didn't find anything about this resource until I saw it on the side of the road. I would suggest more cooperation between schools and these programs to get the word out. I think it would be beneficial for schools to offer a higher rate of pay for bilingual speaking teachers. By doing so, it could cut out the need for translators, and provide a more inclusive, welcoming environment to families. Educators need to understand and accept that there is a changing demographic. We need to change our approach to reshape our community and governments thinking about how to set our society up for success. After all, it takes a village to raise a child.

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