City Pre-K Programs Supporting Dual Language Learners (DLLs)
Presenters

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Pre-K DLLs: Fast Facts

• The majority of young DLLs are US citizens.
• Only 5% from immigrant families have no parent who speaks English.
• Young DLLs are likely to be from low-income homes.
• Less likely to have access to high quality prek.
• DLLs benefit the most from high quality prek.
• High quality dual language of instruction results in the same gains in English as English immersion without loss of home language
• Bilingualism confers life-long benefits
Putting Commitment to DLL into Action: A Collaborative Community Approach

Monica Liang-Aguirre, Director, Early Learning
Dual language programs, if done well, are means for ensuring equitable access to education, while promoting bilingualism and biliteracy, respect for all cultures, and a strong sense of belonging for all children and families.

Seattle Preschool Program (SPP) Pilot 2015-2019:
• SPP Implementation Plan prioritized dual language programs but there was no definition, criteria or extra funding.

New Families, Education, Preschool, and Promise Levy 2019-2026:
• Additional resources for DLL Programs
• Commitment to operationalizing this “prioritization.”
Language Learners in ECE Classrooms

Dual Language Classroom
(English and 1 or 2 focus languages)

- Speakers of focus language
- Speakers of languages other than English or focus language (multiple languages)
- English speakers

English Focused Classroom

- English Language Learners (multiple languages)
- English speakers
Step I: Landscape Analyses and Recommendations

Dr. Linda Espinosa

• Develop a clear philosophy/belief statement
• ID DL learners/data management
• Professional development for teachers and directors
• Accurate and valid assessments of DLLs and DLL classrooms
• Family partnerships plans
• Increase materials and resources
• Coordination with K-12 system

Dr. Sharon Cronin and the ECE Participatory Action Research

• Area 1: Dual Language Programs on Duwamish Land – Responsibility to Lushootseed
• Area 2: Dual Language Early Childhood Education Definition
• Area 3: Our Families
• Area 4: The Language Plan, Indigenous Languages, and Trilingual Classrooms
• Area 5: Birth to College Language Pathways
• Area 6: City Wide -All Children-All Programs
• Area 7: Creating New Classrooms
• Area 8: Our Teachers
• Area 9: Dual Language Accreditations And Professional Development
• Area 10: Directors, Administrators, and Leadership


Step II: DLL ECE Summit

• 150 teachers and directors attended
• Presentation of landscape analyses findings
• Brainstorm and feedback on question: “How can the City best support DLLs and DLL programs?”
• Individual workshops on instructional strategies, power and language, etc.
Step III: Roll Out

Pilot Year (2019-2020)

- Establish a clear framework for DL expectations alongside our current DL providers (Soy Bilingüe*, Center for Applied Linguistics)
- DLL Provider Work Group to plan for other recommendations
- Professional Development series (Soy Bilingüe)
- Pilot new assessments – CASEBA**(classroom) and IGDI*** (child)
- Include more specific DLL language in upcoming Request for Investment for future providers

* Published by Center for Linguistic and Cultural Democracy
**Classrooms Assessment of Supports for Emergent Bilingual Acquisition (National Institute for Early Education Research)
*** Individual Growth & Development Indicators of Early Literacy (Renaissance)
Dual Language Development

CITY & COUNTY OF SAN FRANCISCO
Preschool for All Model

• Simultaneously expanding opportunity and improving quality.
• Closing the gap for children not in early education and raising the bar for children already enrolled.
• No positive outcomes without both
Preschool for All
INTERNAL and EXTERNAL ALIGNMENT

• Dual Language **requirements** by standardizing the foundation of Core Content Knowledge for **all Teachers**.

• Higher Education investments in BA cohorts focused on Dual Language.

• In-depth training series in DLL with coaching, first-voice books; music, performing and visual arts residencies, and family engagement.

• Embed principles and practices in all TA and Assessment systems.
BA cohort in Dual Language Development

- Partnered with SF State University and Dr. Sharon Cronin from Washington State.
- Embedded the Soy Bilingue framework based on Dr. Cronin’s book on Language AND Culture for young Latino Children.
- Used the Center for Linguistic and Cultural Democracy practices into BA Cohort model.
- 72 teachers graduated with BA’s from PFA-funded sites, and mostly from Head Start programs.

"When I approach a child, she inspires in me two sentiments; tenderness for what she is, and respect for what she may become."
— Louis Pasteur
Improving Quality of early education programs for children

**IN-DEPTH TRAINING**

- Established a Soy Bilingue Network to further develop and promote the Soy Bilingue Adult Dual Language Model in Spanish, Cantonese and Mandarin.
Assessment System is Linked to TA Community

*We are on the Same Team. Everyone is a helper.*

Multilingual Assessor Pool  [→] Coaches & TA Specialists

Dual Language Messaging in Assessment System

• Shared training for TA Providers on Dual Language

• Development of Trainers and Instructional Coaches in Soy Bilingue

• External assessments are conducted in preferred language of educators, including written assessments, e.g., ERS/CLASS
Instructional Coaching and PLCs

• Instructional coach participates with site team in 5-day Soy Bilingue training and supports development of Language Plan and family engagement for each classroom
• PFA provides teacher release funding to promote reflective practice in L1 and L2
• Professional learning communities provide ongoing support for DLL amongst teachers implementing Soy Bilingue in Spanish, Cantonese and Mandarin.
The Dilemma

Jennifer Ramirez is a bilingual Pre-K teacher. All of her students have a home language survey indicating Spanish is a primary home language. The majority of her students qualify for bilingual services based on their individual language assessments. Jennifer knows research supports teaching her students in their home language, but she also know the importance of children having a consistent approach to language instruction in the early school years. Next year Jennifer’s students will go to several different schools for kindergarten, each using a slightly different approach. Knowing all of this, Jennifer wonders what approach to language instruction she should use in her classroom.

How would you approach this situation?

What advice do you have for Jennifer?
500,000 children live in Bexar County
27% live in poverty
73% of public school students are Latino
55,000 (11%) are multilingual learners
19 public school districts in county
Districts use a variety of approaches to language instruction within and across districts
State supports early exit; ESL only beyond elementary grades
Use of Home Language for Instruction by Approach
Pre-K 4 SA Approach

Classroom:
- Base instruction on interests of student—focus on current needs more than future situation
- Engage parents in the discussion

School:
- Equip parents with knowledge of the system and advocacy skills
- Share information with receiving school

System:
- Work across organizations to align policy and practice
- Advocate for multilingualism
TAKE-AWAY: LEAD FROM WHERE YOU ARE

**Classroom**
- Know the research
- Keep interests of students at center; track success
- Inform parents

**School**
- Establish undergirding approach
- Align across classrooms/grade levels
- Engage parents in the conversation

**System**
- Make the context visible
- Present research and data
- Lead stakeholders in discussion
- Advocate for supportive policies
San Francisco Preschool for All
The DLL Dilemma for an ECE Administrator with Limited Expertise in Bilingual Education

Carla Bryant
Consultant NIEER, former ECE director SFISD
CONTEXT

- Consent Decree
- Lau Plan
- Language Pathways
  - Dual Language Pathway
  - Biliteracy Pathways
  - Secondary Dual Language Pathways
  - Newcomer Pathways
  - World Language Pathways
  - English Plus Pathways
Identifying the Appropriate Program/Process

Families

Experts

Iterative Professional Growth Process
Thank you for attending the webinar. The slides will be posted at nieer.org.

The next webinar in the series will be:

**Challenges and Solutions to Growing a Highly Qualified Pre-K Workforce**

This webinar on developing a highly qualified pre-K teacher pipeline will address city pre-k issues such as recruitment and preparation. Our presenters will explore how working with institutes of higher education and other key stakeholders on salary parity, teacher certification and licensure, and assistant teacher recruitment and development can help turn on the spigot and plug leaks in the pipeline.

Tuesday, November 12th 2:00-3:00 EST/11:00-12:00 PST