

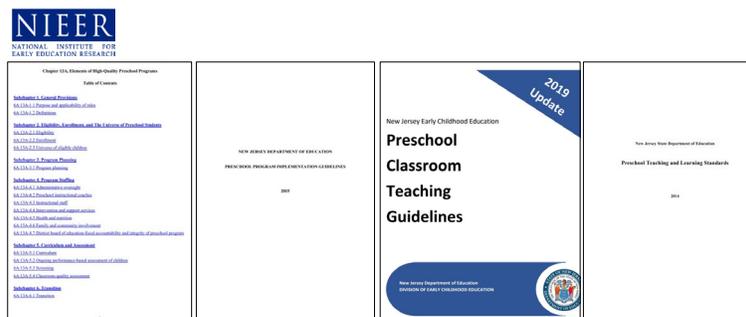
VIDEO 14: Supporting Multilingual Learners (MLs)



New Jersey Preschool Expansion Webinar Series: Supporting Multilingual Learners (MLs)



In this video, we'll discuss the section on Supporting Multilingual Learners within the New Jersey Department of Education's Preschool Education Aid application for districts applying to be part of New Jersey's state-funded preschool program. Note that Supporting for Multilingual Learnings is often addressed in a larger section of the application called Curriculum Implementation, Child Assessment and Supporting Multilingual Learners, so you'll want to check out our companion video on Curriculum Implementation and Child Assessment when writing this part of your application.



DECS Preschool Website:
<https://www.nj.gov/education/earlychildhood/preschool>
NJDOE Administrative Code Website:
<https://www.nj.gov/education/code/current/index.shtml>

As the number of multilingual learners, or MLs, in the state grows, the NJ DOE Division of Early Childhood Services draws special attention to supports for these preschoolers and their families. To successfully complete this section of the application, you'll need to familiarize yourself with four documents.

- The first is the preschool chapter of administrative code, which is 6A:13A Elements of High-Quality Preschool Programs. There are references to multilingual learners in the sections on Preschool Instructional Coaches and Curriculum.
- The second is the Preschool Program Implementation Guidelines, which contains a section on Supporting English Language Learners.

- The third is the Preschool Teaching and Learning Standards, which also contains a section on Supporting English Language Learners
- The fourth is the Preschool Classroom Teaching Guidelines, which has a section on Strategies to Support Dual Language Learners. The Implementation Guidelines, Teaching and Learning Standards, and Classroom Teaching Guidelines can all be found on the DECS Preschool website.

It is important to note that, across these four documents, MLs are also referred to as English Language Learners & Dual Language Learners, so as you're looking through, be sure to look for those terms, as well.



Preschool Home Language Survey
Parent/Guardian Questionnaire

PLEASE PRINT

Child's name _____ Date of birth _____
(First) (Middle) (Last)

Date of school entrance _____

Person completing the survey: (Mother) (Father) (Grandparent) (Siblings) (Other) _____
Please print or attach your name.

What language did the child learn when he/she first began to talk? _____

What language does the family speak at home most of the time? _____

What language do the primary caregiver(s) speak to the child most of the time? _____

What language do the child speak to his/her primary caregiver(s) most of the time? _____

What language do the child speak to his/her teachers and others most of the time? _____

What language does the child speak to his/her friends most of the time? _____

Please fill any preschool program(s) your child attends before coming to our program: _____

In which language do you wish to receive information from the school? _____

What name do you use for your child if different from above? _____

03/01/05
Question 1 - It was based on the NIEER Home Language Survey that was adapted from the sample survey to a bilingual classroom measurement of the children's language abilities by the Institute for Culture Programs, Los Verdes Academic Center, San Diego University, San Diego, CA 92161.
Questionnaire was adapted for the Home Language Survey in the state, with language of mother and father (L1 and L2) to: Nancy D. Taylor, Ph.D. in Business Publishing.

Every preschool family should be given the Home Language Survey at preschool registration. Even if you believe you only have a few multilingual families in your community – everyone gets the survey. The survey is linked directly into the application but can also be found on the DECS Preschool website under the “Program Planning” Dropdown.



7. List the three primary strategies the LEA will use to ensure that ML receive needed support in preschool classrooms:

Strategy 1.

Strategy 2.

Strategy 3.

On this slide are examples of the kinds of questions you'll need to address in your application. You should think about what supports you'll have for multilingual learners in preschool classrooms. These supports should include a language rich environment highlighting all languages spoken by the child throughout the day, including “academic” work and also other activities such as music and movement. Home languages should

be included in the classroom to the maximum extent possible, and when possible, at least one teacher in the classroom should speak the child's home language.

The district must also consider how it will support families of multilingual learners. Supports for families can include things like translation services, documents sent home in multiple languages, et cetera.

Even if you don't currently have any ML children in your district, be sure to develop these plans to accommodate their needs and, like other aspects of the program, carefully review code and guidance for additional ideas for supports.



You've reached the end of Supporting Multilingual Learners (MLs)

Video Library:

<https://nieer.org/new-jersey-preschool-expansion-webinar-series>

This brings our video on how to address the section on Supporting Multilingual Learners in your PEA application to a close. Again, the PEA application will likely require you to answer questions about Supporting MLs in a broader section on Curriculum Implementation, Child Assessment and Supporting Multilingual Learners, so be sure to check out our companion video on Curriculum Implementation and Child Assessment as well. Also, for information on the other sections of the PEA application, see our library of other videos on a variety of useful topics.