

Building Partnerships to Instruct, Assess, and Support Dual Language Learners (DLLs) in Virginia

2018 Annual Virginia Head Start Conference

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Williamsburg, Virginia

Disclaimer

This training was planned under a grant from the U.S. Department of Education (USED). WIDA Early Years materials are referenced during the training. The content does not necessarily represent the policies of USED or WIDA and you should not assume endorsement by these entities.

Today's Highlights include...

- Pre-Kindergarten Programs in Virginia
- Federal Guidance
- Dual Language Learner Research
- Resources to support *Building Partnerships to Instruct, Assess, and Support Dual Language Learners (DLLs) in Virginia*
- VDOE, WIDA, Online, and Cultural Resources

Pre-Kindergarten Programs in Virginia

- Virginia Pre-School Initiative (VPI)
- VPI+ (Pre-School Expansion Grant)
- Head Start
- Title I, Part A
- Private

Federal Guidance



ESSA terminology

- Parent outreach –Parent, Family and Community Engagement
- English Second Language (ESL) – Language Instruction Educational Program (LIEP)
- English Language Learner (ELL) – English Learner (EL)
- Dual Language Learner (DLL)

Every Student Succeeds Act (ESSA)

Overview

- **Preschool teachers**, state education agencies, local education agencies, and schools **are now included in list** of educators of ELs for professional development requirement.
- **“Preschool”** is **included with** “elementary and secondary” programs
- The recent passage of the Every Student Succeeds Act (ESSA) updates **Title III** to include the goal of assisting preschool teachers of ELs, and the option to design and implement early childhood language instruction education programs.
- Subgrantees **should, if applicable**, coordinate activities and share relevant data under the plan **with local Head Start and Early Head Start agencies and other early childhood education providers**.

Title I Defined

What is Title I?

- Federal law intended to support the educational needs of disadvantaged students
- *Elementary and Secondary Education Act of 1965* (ESEA), as amended
- Federal funding source

Purpose of Title I, Part A

The purpose of Title I, Part A, is to:

provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Title I, Part A Funding

There are several ways in which an LEA may use its Title I funds to support a preschool program:

- *School-operated Title I preschool program:* A Title I school may use all or a portion of its Title I funds to operate a preschool program for eligible children.
- *District-operated Title I preschool program:* An LEA may reserve a portion of funds off the top of its Title I allocation to operate a preschool program for eligible children in the district
- *Coordinating with other preschool programs:* An LEA may use Title I funds to coordinate with and support eligible children enrolled in other preschool programs, such as Head Start.

If Title I funds are used in whole or in part to operate a preschool program, all Title I requirements apply to the program.

Head Start with Title I Funding

An LEA that receives *Title I* funds under the *ESSA* is *required* to coordinate with Head Start programs and, if feasible, other early learning programs that serve children who will attend the LEA, regardless of whether the LEA uses *Title I* funds to operate an early education program

VPI Classrooms Supported with Title I Funds

If approved in the school division's Title I application, Title I funds may be used to:

- support a VPI classroom (i.e., 18 VPI eligible students funded with VPI state/local match).
- Example: Title I funds may be used to pay for a percentage of the teacher/assistant's salaries and benefits or to support comprehensive services.
- fully fund specific slots in a VPI classroom based on Title I preschool eligibility requirements

Title III -Federal Definition of ELs

According to the federal definition as described in ESSA, an EL student is defined as:

A student

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;

Federal Definition of ELs (continued)

- (ii)(I) who is a Native American or Alaska Native, or a native resident of outlying areas; and

 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- OR
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

Federal Definition of ELs (continued)

AND

- (D) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual --
- the ability to meet the challenging state academic standards;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Title III, Part A Funding Purpose

(ESEA sections 3102, 3115(c)(2), 3115(d)(4))

ESSA: To assist teachers (including preschool teachers) in establishing implementing and sustaining effective LIEPs designed to assist in teaching English learners, including immigrant children and youth.

Research on language use in early childhood programs, suggests that systematic and deliberate exposure to English, paired with supporting home language development within high quality early childhood settings, can result in strong, positive outcomes for children who are DLLs, as well as positive outcomes for native English speakers.

[Dual Language Learners Policy](#)

Title III, Part A Funding Purpose

(ESEA sections 3102, 3115(c)(2), 3115(d)(4))

ESSA: To assist teachers (including preschool teachers) to develop and enhance their capacity to provide an effective instructional programs designed to prepare ELs , including immigrant children and youth to enter all English instructional settings

In order to ensure ELs receive effective language instruction educational programs, *Title III* funds may be used for professional development to improve the skills and knowledge of teachers of ELs, including preschool teachers and school leaders

Title III, Part A Funding Purpose

(ESEA sections 3102, 3115(c)(2), 3115(d)(4))

ESSA: Promote parental, family and community participation in Language Instruction Educational Programs for the parents, families and communities of ELs

Family engagement refers to the systemic inclusion of families in activities and programs that promote children's development, learning, and wellness, including the planning, development, and evaluation of such programs.

See the U.S. Departments of Education and Health and Human Services' joint. [Policy statement on family engagement USED](#)

Title III, Part A Funding Purpose

(ESEA sections 3102, 3115(c)(2), 3115(d)(4))

Engaging with families is especially crucial in the early years of learning since this is the stage during which young children acquire foundational competencies, such as language, literacy, and social-emotional skills that strongly affect their capacity for life-long learning

Title III, Part A Funding Transitions

Title III subgrantees must, as applicable, coordinate activities and share data with Head Start agencies and other early childhood providers (ESEA section 3116(b)(4)); one such activity that may be coordinated with early childhood programs is professional development for educators to support preschool-aged ELs.

Funds may be used to support strong transitions for ELs from Head Start and other preschool programs to elementary school.

Title I, Part A and Title III, Part A Funding working together

Build teacher capacity to support ELs in ways consistent with the program's non-supplanting requirement (page 25)

Train early learning teachers to support ELs in developing English language proficiency and academic readiness, including training in instruction strategies, the use of appropriate language support services, and use of curricula.

Support efforts to increase the number of effective bilingual teachers in early learning programs.

October 2016 USED Non-Regulatory Guidance
Early Learning in the Every Student Succeeds Act

Expanding Opportunities to Support our Youngest Learners [Expanding Opportunities to Support our Young Learners](#)

Title I, Part A and Title III, Part A

Funding working together

- Develop and implement new English language instruction educational programs for early learning, including dual-language programs, or supplement existing ones.
- Improve coordination between early childhood programs and elementary school for ELs by aligning EL-related curricula and instruction, conducting transition activities for ELs entering kindergarten, and implementing two-way data sharing on ELs between the school district and Head Start or other early childhood programs, consistent with privacy laws.

October 2016 USED Non-Regulatory Guidance

Early Learning in the Every Student Succeeds Act

Expanding Opportunities to Support our Youngest Learners [Expanding Opportunities to Support our Young Learners](#)

Research States

- Children, ages birth to five years, who are learning two or more languages at the same time or are learning English while continuing to develop their first (or home) language are often referred to as **Dual Language Learners (DLLs)** (Source: Advisory Committee on Head Start Research and Evaluation: Final Report, 2012)
- Number of DLLs in Early Care and Education (ECE) systems and public schools in the United States has continued to rise during the past 20 years, with some states experiencing over a **200 percent rate of growth** (Source: Espinosa, 2013)
- “Nearly **one out of three children** enrolled in Head Start comes from homes in which a language other than English is spoken.” (Source: Advisory Committee on Head Start Research and Evaluation: Final Report, 2012, p. 99)

Migration Policy Institute

Dual Language Learners:
A National Demographic and Policy Profile
October 2017

Dual Language Learners:
A Demographic and Policy Profile for Virginia

<https://www.migrationpolicy.org/research/dual-language-learners-national-demographic-and-policy-profile>

**Resources to Support
*Building Partnerships to
Instruct, Assess, and Support
Dual Language Learners
in Virginia***

Focus Bulletins

Dual Language Learners



**Who are
DLLs?**



Supporting



Planning



Observing



Focus Bulletins

Dual Language Learners



**Supporting Early Literacy
Development**



**Assets-Based,
Language-Focused Family
Engagement for
Dual Language Learners**



Focus on Early Years, Part 1

Dual Language Learners

Highlights include:

- Who are Young Dual Language Learners?
- The Benefits of Supporting Home Language
- Connecting with Families
- Supporting Language Development through Play
- Connections to K-12 Education

Focus on Early Years, Part 2

Supporting Dual Language Learners

Highlights include:

- Families as Partners
- Home Language Development
- Language Policy and Supports

Focus on Early Years, Part 3

Planning for Dual Language Development and Learning

Highlights include:

- Using All You Know
- Voices from the Field
- Monitoring Nonverbal Communication
- Dual Language Development

Focus on Early Years, Part 4

Observing Language Use to Promote Dual Language Development

Highlights include:

- Ways early care and education practitioners observe and document young dual language learners expressive and receptive language development
- Essential background information for observation and documentation
- Practical suggestions from practitioners

Focus on Early Years, Part 5

Supporting Early Literacy Development

Highlights include:

- Literacy as a social and cultural practice
- Connecting oral language and early literacy development
- Partnering with families to support early literacy development in DLLs' home language(s) and English
- Supporting DLLs during Read Alouds in English

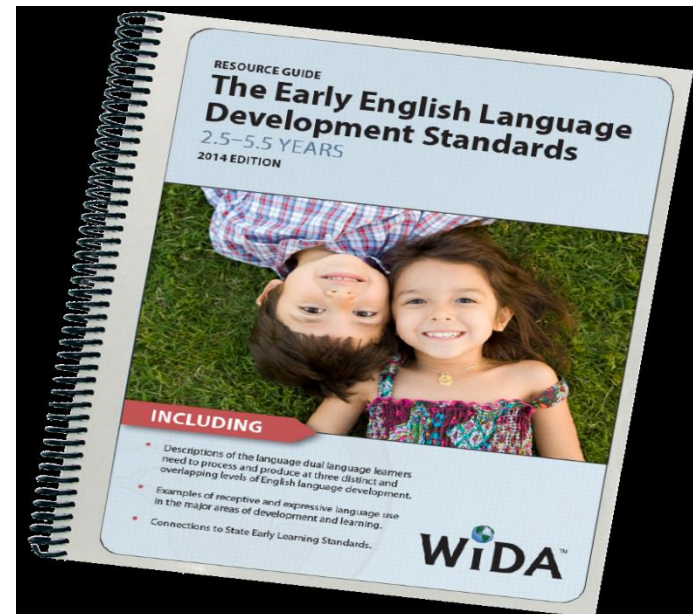
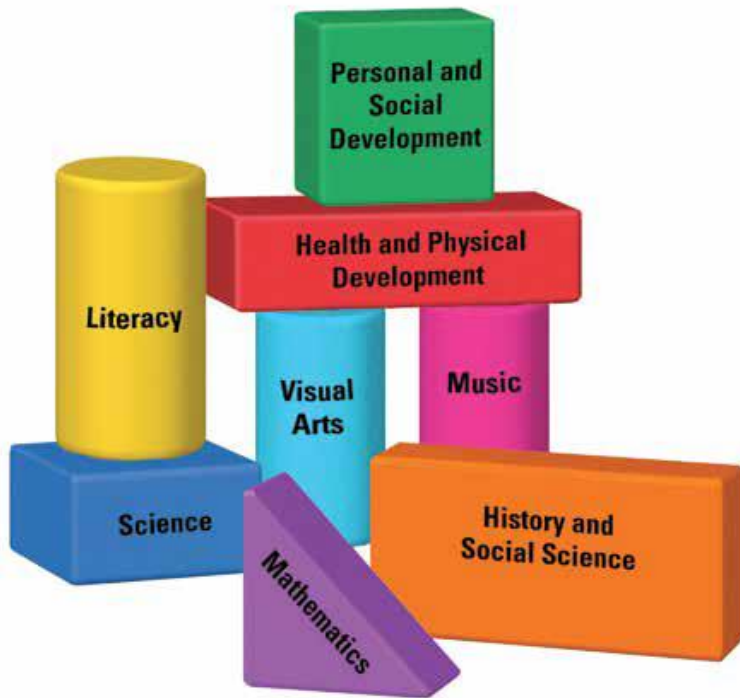
Focus on Early Years, Part 6

Assets-Based, Language-Focused Family Engagement for Dual Language Learners

Highlights include:

- Defining an assets-based approach to language-focused family engagement that centers on the linguistic and cultural backgrounds of children and their families
- Learning the language goals that families have for their children
- Supporting and advocating for the multilingual goals and aspirations of DLL families

Standards Resources



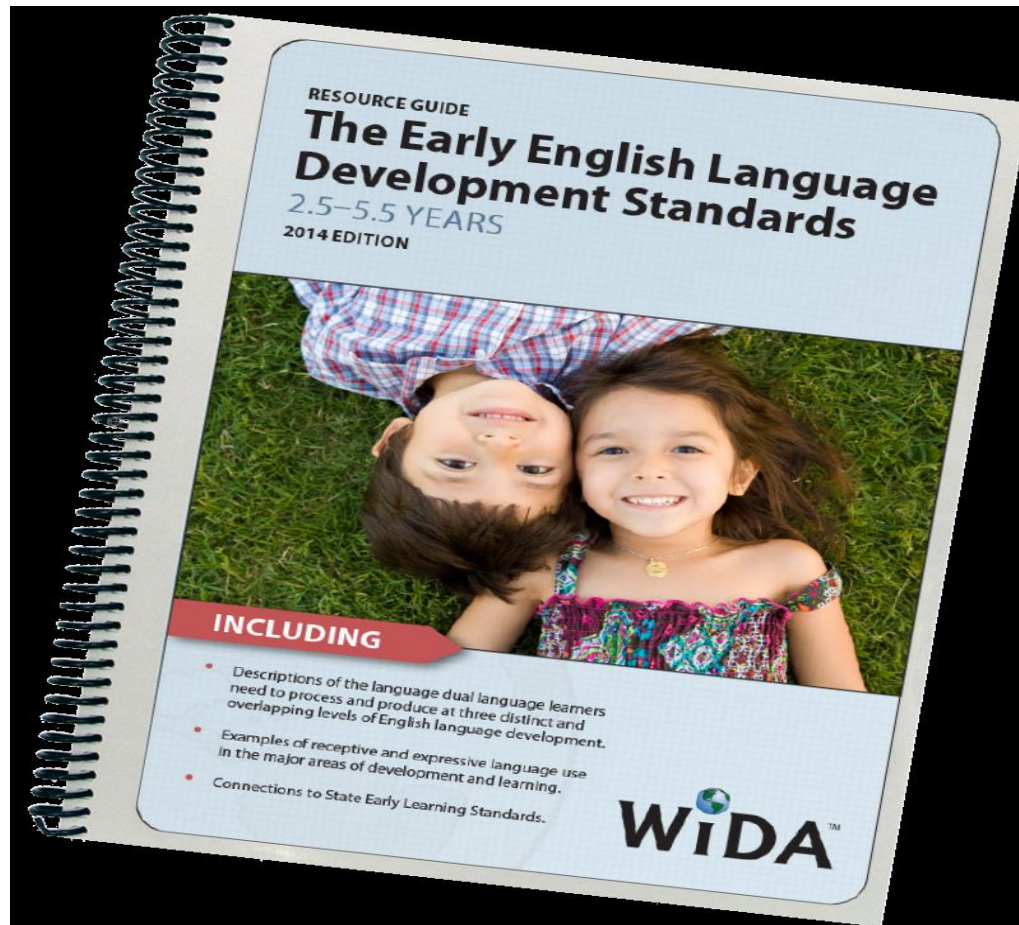
Foundation Blocks

The ***Foundation Blocks*** establish a measurable range of skills and knowledge essential for four-year-olds to be successful in kindergarten.

The purpose of the ***Foundation Blocks*** is to provide early childhood educators a set of comprehensive standards with indicators of success for entering kindergarten derived from scientifically-based research.

http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf

WIDA E-ELD Development Standards



WIDA E-ELD Standards

WIDA E-ELD Standards is a *resource guide* that may be used, at the discretion of local administrators, by practitioners in the following settings to support the different linguistic needs of DLLs:

- Head Start;
- child care;
- preschool; or
- early childhood special education programs.

Note: WIDA E-ELD Standards have not been adopted by the Virginia Board of Education

WIDA E-ELD Standards

Purpose

- Provide a developmentally sound framework for supporting, instructing, and assessing DLLs, ages 2.5-5.5 years at three levels:
 - Level 1: Entering;
 - Level 3: Developing; and
 - Level 5: Bridging
- Learn more about young DLLs, the importance of supporting home language, and the value in fostering partnerships with families and K-12 programs

WIDA E-ELD Standards

- Are aligned with the K-12 ELD Standards
- Have been cross-walked with state Early Learning Standards and the Head Start Child Development and Early Learning Framework
- Are used in conjunction with the **Foundation Blocks** to help practitioners concretely connect the linguistic variations and needs of DLLs across all content areas of standards-based curricula and assessments

The WIDA E-ELD Standards include:

- The **language** of Social-Emotional Development
- The **language** of Early Language and Literacy
- The **language** of Mathematics
- The **language** of Science
- The **language** of Social Studies
- The **language** of Physical Development

Assessments for Pre-Kindergarten 4-year olds



Foundation Blocks

- VPI students are to be evaluated **each fall and spring** in all areas of Virginia's *Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year Olds*.
- **PALS-PreK** is required for the Literacy Foundation Blocks.
- VPI programs must assess students in each of the other Foundation Block areas using tools selected by the locality.

Head Start

- All Head Start programs are required to conduct a range of developmental screening and assessments. Information on this from the Program Performance Standards is available at <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-33-child-screenings-assessments>.
- It is left to local program discretion as to which instrument they use as long as it is research-based, etc. For example, they may use Creative Curriculum or High Scope and conduct pre-, mid-, and end-of-year assessments based on the protocol for a particular instrument.

Information provided by

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Director – Head Start Collaboration Office

Division of Child Care and Early Childhood Development
Virginia Department of Social Services

Kindergarten W-APT

- A paper-based English language proficiency "screening" test given to incoming Kindergarteners to assist with identification and placement as ELs
- Administered to students with native language other than English
- The K W-APT does not assign proficiency scores across the full range of WIDA ELP levels 1-6, it identifies raw scores per domain

Kindergarten W-APT

- Kindergarten W-APT Test administration options
 - **May be administered to students in the spring prior to their Kindergarten year**
 - **Only administer Listening and Speaking**
 - **Raw score less than 21 classifies student as an EL**
 - If administered during the student's Kindergarten year, administer as follows:
 - Listening and Speaking portions if enrolled during first semester
 - Administer all domains if enrolling in the second semester of the Kindergarten year

WIDA MODEL

WIDA MODEL

- It is an accepted option for identification and placement in Virginia. **Can be used as a replacement for the Kindergarten W-APT.**
- The WIDA MODEL for Kindergarten assessment yields a score between 1 and 6 on the WIDA ELP scale.

MODEL test items are written from the model performance indicators of WIDA's five ELP standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Kindergarten ACCESS 2.0 for ELLs

Kindergarten ACCESS 2.0 for ELLs

- A secure, large-scale English language proficiency assessment given to kindergarteners who have been identified as ELs
- **Given annually**
- Assesses Listening, Speaking, Reading, and Writing
- Assesses across all five English Language Development (ELD) standards
- Individually administered and takes approximately 45 minutes per student
- Scored locally by the test examiner for Speaking and Writing

VDOE, WIDA, Online, and Cultural Resources



VDOE Resources



Resources to Support Teachers of Young ELs

Virginia.gov Agencies | Governor Search Virginia.Gov

VIRGINIA DEPARTMENT OF EDUCATION Text Size: A A

Home » Instruction » Early Childhood » Young English Language Learners

EARLY CHILDHOOD
YOUNG ENGLISH LANGUAGE LEARNERS

Resources to Support Teachers of Young English Language Learners

[Expand All](#) | [Collapse All](#)

- + **Instruction**
- + **Reports and Studies**
- + **Assessment & Standards Resources, State & Federal Resources**
- + **Professional Groups and Organizations**

INSTRUCTION
MAIN MENU

- English & Reading
- Mathematics
- Science
- History & Social Science
- Career & Technical Education
- Driver Education
- Economics & Personal Finance
- Family Life Education
- Fine Arts
- Foreign Language
- Health Education
- Physical Education
- Character Education
- Leadership (PDF)

Teacher Direct

http://www.doe.virginia.gov/instruction/early_childhood/esl/index.shtml

WIDA Resources



Early ELD Standards/Resources

The screenshot shows the WIDA website interface. At the top, there is a navigation menu with links for 'ABOUT US', 'STANDARDS & INSTRUCTION', 'ASSESSMENT', 'PROFESSIONAL LEARNING', 'RESEARCH', and 'CONSORTIUM'. Below this is a large banner with the heading 'Enhancing opportunities for language learners' and a 'LEARN MORE' button. To the right of the banner is a login form with fields for 'Username' and 'Password', and a 'LOG IN' button. Below the login form are two buttons: 'DOWNLOAD LIBRARY' (highlighted with a red arrow) and 'ONLINE STORE'. The 'DOWNLOAD LIBRARY' button is described as containing 'PDFs, PPTs, videos and more'. Below the banner, there is a section titled 'ACCESS for ELLs 2.0 Online Testing' with a list of bullet points and a 'LEARN MORE' button. To the right of this section is a 'LATEST NEWS' section with a 'SUBSCRIBE' button and a list of news items. At the bottom of the page, there is a footer with links for 'HOME', 'SITEMAP', and 'CONTACT US', and a 'NEED HELP?' section with contact information.

WIDA™

Download Library | Recursos en Español | News | Online Store

ABOUT US | STANDARDS & INSTRUCTION | ASSESSMENT | PROFESSIONAL LEARNING | RESEARCH | CONSORTIUM

Enhancing opportunities for language learners

WIDA supports academic language development for linguistically diverse students through its high quality standards, assessments, research, and professional development for educators.

[LEARN MORE](#)

Username:
Password:
[Forgot Username or Password?](#) [Learn more](#) **LOG IN**

DOWNLOAD LIBRARY
PDFs, PPTs, videos and more

ONLINE STORE

ACCESS for ELLs 2.0 Online Testing

In the 2015 – 2016 school year, schools across the country began using WIDA's new online assessment option, [ACCESS for ELLs 2.0](#). Our [updates](#) page offers news on the rollout and information to assist state agencies, schools and teachers:

- prepare to administer the test
- find answers to frequently asked questions
- address service issues

WIDA also offers live, online [Q&A sessions](#) every Monday, Wednesday and Friday.

Need preparation help? Call 866-276-7735
Need support during testing? Call 855-787-9615

LATEST NEWS

[MORE](#) [SUBSCRIBE](#)

Michelle Jefferson is the WIDA Featured Educator for February. [Read more](#) Posted 2/2/16

New Parent Resource for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs [Learn more](#) Posted 1/9/16

Participate in a Teacher Interview during the WIDA National Conference (Oct. 2015). [Learn more](#) Posted 9/29/15

Additional Training Course materials for ACCESS for ELLs 2.0 are now available. [Log in to learn more](#) Posted 9/22/15

38 U.S. State Education Agencies belong to the WIDA Consortium.

[HOME](#) | [SITEMAP](#) | [CONTACT US](#)

NEED HELP? Contact the WIDA Client Services Center at help@wida.us or call us toll free 1-866-276-7735

Located at www.wida.us in the **Download Library**

Early Years Can Do Descriptors

The Early Years Can Do Descriptors:

- are organized by age clusters 2.5–3.5, 3.5–4.5, and 4.5–5.5 that correspond to those in the WIDA English Language Development Standards for Early Years
- correspond to the WIDA’s three levels of language development in Early Years: Entering, Developing, and Bridging
- provide descriptors for receptive and expressive language domains
- provide examples of language use for three overarching communicative purposes: Express Self, Recount, and Inquire

https://www.wida.us/standards/CAN_DOs/#early

Promising Practices

- An Overview of Essential Actions to Support Dual Language Development in Early Care and Educational Settings
- Reference page 7 as a support for Early Childhood Educators (ECE) practitioners facilitate the developmentally appropriate academic language that supports ELL's learning

Additional Online Resources



Effective Family Engagement-Boosting School Readiness

- [Read](#) all about it! The U.S. Department of Education and Health and Human Services provides a series that explores everyday strategies to develop Positive Goal-Oriented Relationships with a family.

University of Virginia

Curry School of Education

Center for Advanced Study of Teaching and Learning
(CASTL)

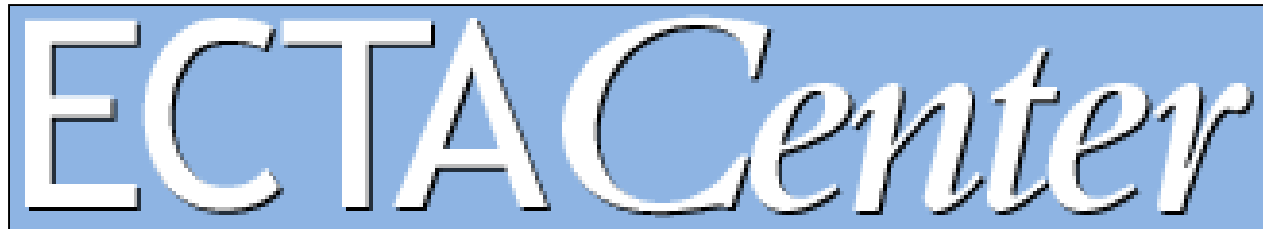
<https://curry.virginia.edu/faculty-research/centers-labs-projects/center-advanced-study-teaching-and-learning-castl>

Frank Porter Graham Child Development Center: The University of North Carolina at Chapel Hill

Supporting the Learning and Development of
Young Dual Language Learners: Handout

[http://scriptnc.fpg.unc.edu/resources/supportin
g-learning-and-development-young-dual-
language-learners-handout](http://scriptnc.fpg.unc.edu/resources/supporting-learning-and-development-young-dual-language-learners-handout)

National Early Childhood Technical Assistance Center



eNotes

To sign-up for this EC news service email:

Sue Goode (sue.goode@unc.edu)

Information Specialist

Early Childhood Technical Assistance Center

Frank Porter Graham Child Development Institute

The University of North Carolina at Chapel Hill

Reading Rockets

- ***Family Guide***

- Offers easy suggestions for parents to encourage reading in their home
- Available in the following languages:
 - English
 - Spanish
 - Hmong
 - Somali

<http://www.readingrockets.org/guides/readingrockets>

Discover Your Library

The public library is like a treasure chest of books, magazines, videos, programs, and services – all available with a free library card.

Colorín Colorado

- A free web-based bilingual service that provides information, activities, and advice for educators and Spanish speaking families of English language learners
- Produced by Reading Rockets
- Bilingual Book List (English and Spanish)
- **Reading Tips Pre-School – Grade 3** available in the following languages:

Arabic	Navajo
Chinese	Russian
English	Spanish
Haitian Creole	Tagalog
Hmong	Russian
Korean	
- ***American Federation of Teachers (AFT) Toolkit for Teachers***
 - Reaching out to Hispanic Parents of English Language Learners
 - English and Spanish

<http://www.colorincolorado.org/>

Federal Toolkit for Hispanic Families

- Toolkit developed with guidance from over 1,800 Hispanic parents at Parent Information and Resource Centers across the country
- Available in English and Spanish
- Includes
 - [You and Your Elementary School-Aged Child](#)
 - [A Challenging High School Education for All](#)
 - [**You and Your Preschool Child**](#)
 - [Tips for Helping Children Learn to Read](#)
 - [School Success for Your Child](#)



<http://www.ed.gov/parents/academic/involve/2006toolkit/index.html>

Family Involvement Storybook Corner

- “Sharing ideas about family involvement in children's education through the joy of stories”
- Storybook Corner provides a list of storybooks with family involvement themes and tools for using the storybooks

<http://www.hfrp.org/family-involvement/projects/family-involvement-storybook-project-completed-project>

Pumarosa

- 30 free online English classes for Beginning and Intermediate Learners

<http://www.pumarosa.com/>



Cultural Resources



Cultural Resources

Culture Grams is an interactive Web site with information about over 200 countries of the world:

<http://online.culturegrams.com>

The **World Factbook** provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities: <https://www.cia.gov/library/publications/the-world-factbook/>

Ethnologue: Languages of the World is a searchable database of language resources: www.ethnologue.com

Cultural Portraits provides a framework for developing cultural proficiency: www.BBCultures.com

Do you need a translation? An interpretation?

- Translation is **written**: a written document in one language is simply rewritten into the target language
- Interpretation is **oral**: involves listening to something spoken and interpreting it orally into the target language

Language Services

Interpretalk via Language Services Associates

<https://lsaweb.com/interpretalk-how-it-works/>

Language Line

<http://www.languageline.com/>

**Virginia Department of Education
Office of Program and Administration
Contact**

Judy Radford

ESL Professional Development Coordinator

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804-786-1692