

Prekindergarten Emergent Multilingual Learners (EMLLs) Best Practices for Identification

Monday, April 3, 2017



Agenda

- **NYSED's P-12 Blueprint for English Language Learner Success**
- **Committee of Bilingual Education in Prekindergarten Programs**
- **New York State's Prekindergarten Programs**
- **Rules Governing New York State's P-12 Multilingual Learners (MLLs)**
- **Right from the Start: The Identification of New York's Emergent Multilingual Learners (EMLLs) in Pre-K**

Principles of NYSED's Blueprint for English Language Learner Success Begin in Pre-K

Blueprint for English Language Learner Success

“The following principles were carefully developed as a statewide framework aimed to clarify expectations for administrators, policymakers, and practitioners to prepare ELLs for success, beginning in Prekindergarten, to lay the foundation for college and career readiness. “



<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nysblueprintforellsuccess.2016.pdf>

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK
Office of Bilingual Education and World Languages

Blueprint for English Language Learner Success

8 Guiding Principles - Blueprint for ELLs

1. All teachers are teachers of ELLs, and need to plan accordingly.
2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all ELLs in instruction that is grade-appropriate, academically rigorous, and aligned with the [New York State Prekindergarten Foundation for the Common Core](#) and [P-12 New York State Learning Standards](#).
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a [Seal of Biliteracy](#) upon obtaining a high school diploma.
5. Districts and Schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
6. District and school communities leverage the expertise of Bilingual, ESOL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
7. Districts and school communities leverage ELLs home languages, cultural assets, and prior knowledge.
8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction.



Background

In May 2014, the Department established the Committee of Bilingual Education in Prekindergarten Programs.

- *The Committee is comprised of members of the Department, educators and advocates who meet on a regular basis to share the importance of promoting:*
 - ✓ Multilingualism in prekindergarten classrooms
 - ✓ Pre-K Emergent Multilingual Learners' (EMLLs) language and literacy development
 - ✓ Academically, developmentally, culturally and linguistically responsive Pre-K curriculum and instruction

At the October 2014 Board of Regents meeting, the Committee convened a panel to address meeting the language and literacy needs of Pre-K Emergent MLLs.

- *The outcome of the panel discussion was for the Department and Committee to collaborate in developing protocols and procedures including, but not limited to Pre-K Emergent MLL:*
 - ✓ Home language questionnaire and identification process
 - ✓ Professional development and resources for administrators and teachers
 - ✓ Resources for families

Committee of Bilingual Education in Prekindergarten Programs

Member Organizations

1. New York State Education Department
2. New York State United Teachers (NYSUT)
3. New York State Association for Bilingual Education (NYSABE)
4. New York State Teachers of English to Speakers of Other Languages (NYSTESOL)
5. New York City Department of Education's Early Childhood Education Office
6. New York City Administration for Children's Services, Division of Early Care and Education
7. Freeport Public Schools
8. Teachers College
9. Latino Coalition for Early Care and Education
10. Committee for Hispanic Children and Families
11. Lutheran Social Services of New York
12. East Harlem Council for Human Services, Inc./Bilingual Head Start
13. Goddard Riverside Day Care Center

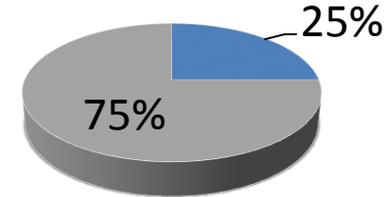
New York State's Landscape for Early Childhood Education

Thousands of children are served in early care and education programs throughout the State, including but not limited to:

1. New York State Education Department:

- 120,000 three and four year olds
 - (63% of 4-yr olds served)
 - (\$828M)
- 106,000 preschoolers with special needs
 - (\$1.5B)

120,000 Pre-K Students



- Approx. 30,000 (25%) Self-Reported Pre-K Emergent MLLs (Home Language Is Other than English)

2. New York State Office of Children and Family Services:

- 192,000 children (\$806M in Child Care subsidies)
- 14,000 Licensed or Registered Day Care settings and 27,500 Legally Exempt settings, which may include school age childcare

3. New York State Head Start and Early Head Start:

- 51,000 children (\$528M)

New York State Prekindergarten Programs 2016-2017

	Targeted Pre-K (TPK) (1966)* \$1,303,000	Universal Pre-K (UPK) (1997) \$385,034,734	Priority Pre-K (PPK) 2013-2018 \$25,000,000	Statewide Full-Day Pre-K (SUFDPK) 2014-2019 \$340,000,000	Federal Preschool Development Expansion Grant (PDG) 2015-2018 \$25,000,000	High Need Three and Four-Year-Olds (EPK) 2015-2020 \$30,000,000	High Need Three Year Olds (3PK) 2016-2021 \$10,361,410
Number of Participating Districts	3 BOCES	444 School Districts	25 School Districts	53 School Districts + 17 CBOs	5 School Districts	34 School Districts	25 School Districts
Rates per child	Folded into UPK in 2007-2008, follow same rates	Formula based on state school aid, usually half the aid per child – with minimum set at \$2700 per child	Formula based on UPK, with rate doubled for full-day services	\$10,000, with certified teacher \$7000, with teacher in study plan to obtain certification	\$10,000 per child	Formula based on UPK, with rate doubled for full-day	Formula based on UPK, with rate doubled for full-day
Length of Day	Half-day or Full-Day (no rate differential)	Half-day or Full-Day (no rate differential)	Half-day or Full-Day	Full-day	Full-day	Half-day or full-day	Half-day or full-day
Child Eligibility	High need 3's and 4's	All 4's	High-need 4's	All 4's	4's at or below 200% poverty	High-need 3's and 4's	High-need 3's
Governance	BOCES In public schools	School Districts, with mandate for collaboration with CBOs	School Districts, with mandate for collaboration with CBOs	School Districts, with new option for individual entities (Charters added)	School Districts, with mandate for collaboration with CBOs	School Districts, with mandate for collaboration with CBOs	School Districts, with mandate for collaboration with CBOs
Funding Strategy	Recurring grant, now part of Universal Pre-K program	Recurring formula-based, non-competitive grant	Competitive grant in year 1, renewed based on meeting performance targets	Competitive grant, with regional funding targets; Renewed based on meeting performance targets	Federal grant to NY, in national competition Non-competitive grant based on formula driven district allocation	Competitive grant, based on Priority Pre-K framework	School Districts, with mandate for collaboration with CBOs

Current Pre-K Emergent MLL Data

- *Pre-K Emergent MLL data is annually reported by school districts and Community Based Organizations operating State-funded prekindergarten programs.*
- *Most current Pre-K Emergent MLL aggregate data is from the 2015-2016 Final Report self-reported via NYSED's Monitoring and Vendor Performance System (MVPS):*

➤ Does your school district currently have a process in place for identifying Pre-K students who speak a language other than English?

YES → 392

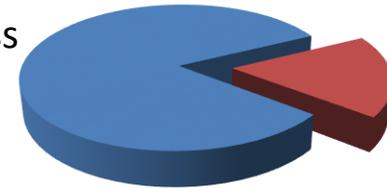
NO → 86

478 Total

State-funded Pre-K Programs

Pre-K Language ID Process

Process
82%



No
Process
18%

➤ How many students served by your state-funded Prekindergarten programs are considered to speak a language other than English at home?

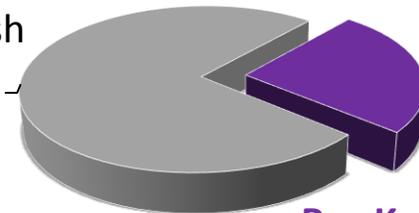
29,802 EMLLs

Approximately 120,000

State-funded Pre-K Students

Pre-K Home Language

English
75%



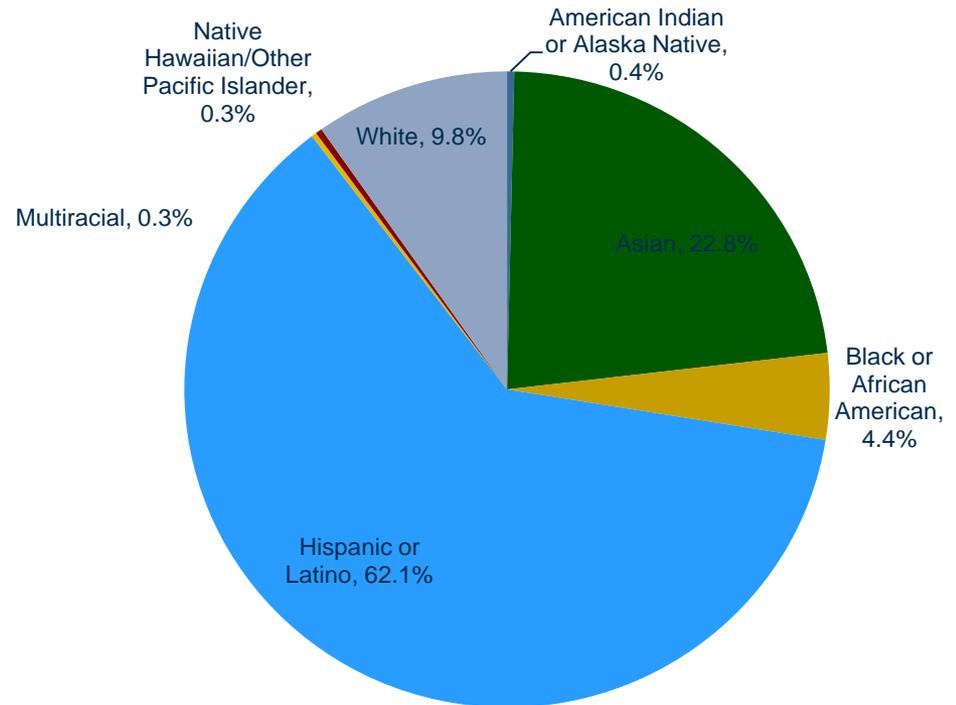
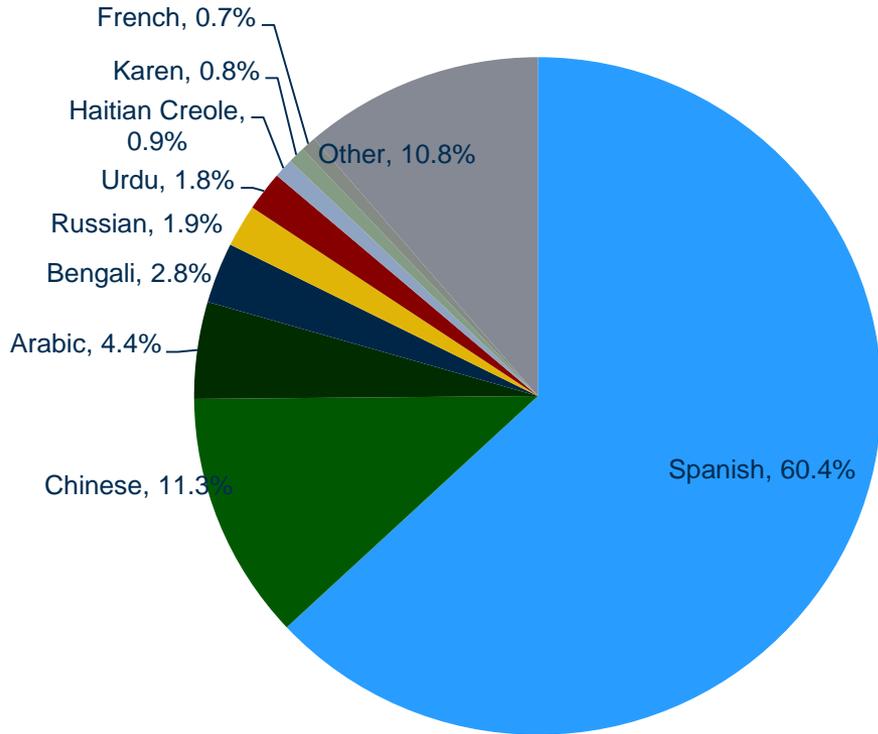
Other
Than
English
25%

Pre-K
Emergent MLLs

○ 78 % Pre-K Emergent MLLs in New York City

○ 22% Pre-K Emergent MLLs in Rest of State

K-3 Top ELL Languages & Ethnicity



Rules Governing New York State's P-12 Multilingual Learners

P-12

Commissioner's Regulations Part 117

- Section 117.1 establishes the standards for screening new entrants to determine which students are possibly gifted, suspected of having a disability, and/or are possibly "Limited English Proficient."

ESEA as amended by ESSA in 2015

- Sections 3102(3) and 3102(4) explicitly state "preschool" in the context of using Title III funds in State efforts to support Pre-K Emergent Multilingual programming, instruction, and professional development.

Pre-K

Commissioner's Regulations Part 151

- Applies only to Pre-K students
- Section 151-1.4(f) requires that Pre-K children with "Limited English proficiency" are provided equal programmatic access to achieve the same goals as all students
- Section 151-1.3(i) requires support services for students and families be provided in the parents home language, to the maximum extent practicable.

K-12

Commissioner's Regulations Part 154

- Applies only to K-12 ELLs/MLLs
- Mandates:
 - ELL/MLL Identification Process
 - Includes New York State Identification Test for English Language Learners (NYSITELL)
 - Type of ELL/MLL programming
 - Bilingual Ed & English as a New Language
 - Amount of ELL/MLL programming
 - Units of Study based on English Language

Committee of Bilingual Education in Prekindergarten Programs – Proposals

❖ **Since October 2014, the Department and the Committee of Bilingual Education in Prekindergarten Programs have proposed the following for the Board of Regents' consideration and approval:**

- Terminology: Pre-K Emergent Multilingual Learners (EMLLs)
 - Pre-K students whose home or primary language is other than English

➤ Document: Emergent Multilingual Learner Language Profile for Prekindergarten Students

Attachment 1
NEW YORK STATE EDUCATION DEPARTMENT
Emergent Multilingual Learners Language Profile for Prekindergarten Students

Dear parent or guardian, these questions are designed to help us understand your child's language background and home language use. This information will be used to determine if your child is an Emergent Multilingual Learner (EMLL) and to provide appropriate supports and instruction.

Language in the Home

1. In your home, do you speak any language other than English? Yes No I don't know

2. How many languages do you speak at home? One Two Three Four Five Six Seven Eight Nine Ten More than ten

3. Which language(s) do you speak most often at home? English Spanish Chinese Vietnamese Tagalog Russian Arabic Hindi Urdu Bengali Vietnamese Other: _____

4. How often do you speak your home language at home? Always Often Sometimes Rarely Never

5. How often do you speak English at home? Always Often Sometimes Rarely Never

6. How often do you speak any other language at home? Always Often Sometimes Rarely Never

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➤ Procedure: Pre-K Emergent Multilingual Learner Language Profile Process

Attachment 2
NEW YORK STATE EDUCATION DEPARTMENT
Emergent Multilingual Learners Language Profile Process for Prekindergarten Students

EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE PROCESS

STEP 1: ADMINISTER THE EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE

Administer the Emergent Multilingual Learners Language Profile to all enrolled students. If the Profile indicates that a student's home or primary language is other than English, complete each step of this process. The child is an Emergent Multilingual Learner who is entitled to bilingual supports and instruction in the home language while learning English.

STEP 2: FAMILY INTERVIEW AND SOCIAL HISTORY

An interview, preferably in the home language, is conducted with the parent or guardian to learn of the child's language practices. The information on the Profile would inform this interview. The content of this family interview supplements any information gathered on the Emergent Multilingual Learners Language Profile once it is determined that a student has a home or primary language other than English.

STEP 3: CONDUCT INDIVIDUAL INTERVIEW WITH THE CHILD

An interview is conducted with the child in the presence of his/her parent or guardian. The interview is conducted in either language or bilingual to learn the child's comfort in the two languages.

STEP 4: REVIEW OF EXISTING SCREENINGS

Universal Prekindergarten requires social screenings. At this point the child's screening results are reviewed to assess emergent literacy or numeracy skills and findings are summarized.

STEP 5: PLANNING FOR PREKINDERGARTEN INSTRUCTION

Ensure that all Emergent Multilingual Learners are provided bilingual supports and instruction in the home language while learning English.

TRANSITIONING TO KINDERGARTEN

All students who will not begin kindergarten until September of the following school year are considered new entrants to districts and schools. The refer districts and schools shall commence the ELL Screening, Instruction, and Assessment Process for all Prekindergarten students as per Commissioner's Regulations Part 120.2.2. Six or more after June 1 of the current school year. All information gathered in this Language Profile Process must be maintained on the student's record.

For more information, please contact the New York State Education Department Office of Bilingual Learning at (516) 475-1000 or email ELL@doe.ny.gov or the New York State Education Department Office of Bilingual Education and Thrift Language at (716) 235-2000 or email ELL@doe.ny.gov

March 2017

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NYSABE
DL Equity Fellow

NYS Board of Regents

April 10, 2017



RIGHT FROM THE START

THE IDENTIFICATION OF NEW YORK'S
EMERGENT MULTILINGUAL LEARNERS IN PRE-K

THE TROUBLE WITH DATA

- Limited information on the early experiences of young children
- Broad population measures
- Problematic for planning



April 3, 2017

THE LITTLEST NEW YORKERS

- In 2015, there were 1,176,432 preschoolers (under age 5) – 6% of the total population
- In the 0-4 age group, the total African Americans, Latinos, Asians, Native Americans, and Pacific Islanders combined, outnumbered the White Population.
- 23% of children under 5 live in poverty
- Calculating the number of preschoolers (under age 5) who speak another language at home:
 - ✓ In 2013 ELC Application reported 146,000
 - ✓ That year, there were 24,000 “LEP” students in Kindergarten
- Accurate numbers help us plan



RANKING STATES BY PERCENT OF YOUNG MULTILINGUAL LEARNERS

Rank	State	Percent
1	Delaware	47%
2	Texas	40%
3	Oregon	36%
4	Washington	34%
5	Nevada	32%
6	Kansas	25%
7	North Carolina	21%
8	Illinois	18%
9	Vermont	15%
10	Michigan	13%
11	District of Columbia	12%
12	Pennsylvania	10%
13	Georgia	10%
14	Kentucky	7%
15	Nebraska	6%
16	Arkansas	5%
17	Alabama	4%
18	Missouri	3%
19	Wisconsin	3%
20	Maine	2%
21	Ohio	1%

Source: NIEER, 2014



PRACTICES ACROSS THE STATES & DC

19 (37%) require recruitment and enrollment materials to be available in languages other than English.

15 (29%) collect data on children's home language at school entry.

6 (12%) require assessments be conducted in the home language.

10 (20%) allocate additional resources (through weighted formulas) to serve emergent bilinguals.



PURPOSES FOR NEW YORK

- Identify Emergent Multilingual Learners (EMLLs)
- Inform Instruction & programming
- Gather useful data: counts and experiences
- Create meaningful transitions

This leads to a **PROTOCOL**...



IDEAS GUIDING A PROTOCOL

- **Guiding Ideas**
 - ✓ Testing & screening with young children
 - ✓ Cultural responsiveness
 - ✓ Linguistic diversity
 - ✓ Assessing for school readiness
 - ✓ The first impulse is to measure
 - ✓ Language and early learning – sustain the home language
- **New paradigm: Protocol, not instrument**
 - ✓ Where has the child been exposed to language(s), particularly English
 - ✓ What are the family's goals and values regarding language(s)
 - ✓ What have been the child's early experiences
 - ✓ Oral language development and emergent literacy



STEP 1: A LANGUAGE PROFILE

March 2017



*Dear Parent or Guardian,
Thank you for completing the Emergent Multilingual Learners Language Profile. This survey will assist your new school with valuable information about your child's experience with languages. Information gathered will assist Prekindergarten educators in delivering academically and linguistically relevant instruction that strengthens the language and literacy of all students.*

Attachment 1

NEW YORK STATE EDUCATION DEPARTMENT Emergent Multilingual Learners Language Profile for Prekindergarten Students:

PROFILE TO BE COMPLETED BY ENROLLMENT OR SCHOOL PERSONNEL ONLY AND MAINTAINED ON FILE
Date Profile Completed: <input type="text"/>
Student Name: <input type="text"/>
Gender: <input type="text"/>
Date of Birth: <input type="text"/>
SCHOOL DISTRICT OR COMMUNITY-BASED ORGANIZATION (CBO) INFORMATION
District or CBO Name: <input type="text"/>
Student ID (if applicable): <input type="text"/>
Name of Person Administering Profile: <input type="text"/>
Title: <input type="text"/>
PARENT OR PERSON IN PARENTAL RELATION INFORMATION
Name of parent or person in parental relation: <input type="text"/>
In what language or languages would you like to receive information from the school? <input type="checkbox"/> English

STEP 2: FAMILY INTERVIEW & SOCIAL HISTORY

- The first step in engagement
- Gathering an accurate social history
- Understanding the child's language development
- Preparing to maximize on bilingualism



STEP 3: INTERVIEW THE CHILD

- A chance to converse and observe language
- Observe how a child uses his/her language(s)
- Observe their grasp of concepts

April 3, 2017



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STEP 4: REVIEW OF EXISTING SCREENINGS

- Making sense of standardization, norms, and development
- Understanding the multilingual child
- Not confusing language learning with school readiness



April 3, 2017

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STEP 5: PLANNING FOR INSTRUCTION

- Bringing everything together to inform instruction
- What do we want teachers to do?
 - ✓ Understand language development
 - ✓ Recognize the connection between the home language and English
 - ✓ Connect oral language to emergent literacy
 - ✓ Provide bilingual supports
- Impacting teacher practices



April 3, 2017

TRANSITIONING TO KINDERGARTEN

- Meaningful data
- Informing first decisions – placement, services, etc.
- Useful student records
- Break intractable patterns – link preschool to school
- Enable articulation across settings (CBOs & public schools)
- Inform a baseline
- Respond to students, not enrollment
- Beginning with the NYSITELL



KINDERGARTEN

April 3, 2017

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25

IMPLEMENTING NEW IDEAS

- Guidance and roll out
- Resources and materials
- Counts, analysis, and meaning-making



April 3, 2017

USING DATA

- Prepare a pathway for the growing number of multilingual learners.
- We know when gaps first appear...
- Knowing when to intervene
- Interrupt patterns of underachievement



Next Steps

- ***Next steps would be:***

- Enhancing the collection of Pre-K Emergent Multilingual Learners data
- Revising Commissioner's Regulations Part 151 governing Prekindergarten
- Developing and Distributing:
 - ✓ Guidance for the Pre-K Emergent Multilingual Learners Language Profile and Identification Process
 - ✓ Professional Development Curricula for Administrators and Teachers
 - ✓ Resources for Families.



감사합니다 Natick
Danke Ευχαριστίες Dalu
Thank You Köszönöm
Grazie Tack
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう Obrigado

A Special Thank You to the
Members of the Committee for Bilingual Education
in Prekindergarten Programs