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

"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."

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.
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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Targeted Pre-K (TPK)</th>
<th>Universal Pre-K (UPK)</th>
<th>Priority Pre-K (PPK)</th>
<th>Statewide Full-Day Pre-K (SUFDPK)</th>
<th>Federal Preschool Development Expansion Grant (PDG)</th>
<th>High Need Three and Four-Year-Olds (EPK)</th>
<th>High Need Three Year Olds (3PK)</th>
</tr>
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<tbody>
<tr>
<td>Rates per child</td>
<td>Folded into UPK in 2007-2008, follow same rates</td>
<td>Formula based on state school aid, usually half the aid per child — with minimum set at $2,700 per child</td>
<td>Formula based on UPK, with rate doubled for full-day services</td>
<td>$10,000, with certified teacher; $7,000, with teacher in study plan to obtain certification</td>
<td>$10,000 per child; Formula based on UPK, with rate doubled for full-day; Formula based on UPK, with rate doubled for full-day</td>
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<td></td>
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<tr>
<td>Length of Day</td>
<td>Half-day or Full-Day (no rate differential)</td>
<td>Half-day or Full-Day (no rate differential)</td>
<td>Half-day or Full-Day</td>
<td>Full-day</td>
<td>Full-day</td>
<td>Half-day or full-day</td>
<td>Half-day or full-day</td>
</tr>
<tr>
<td>Child Eligibility</td>
<td>High need 3’s and 4’s</td>
<td>All 4’s</td>
<td>High-need 4’s</td>
<td>All 4’s</td>
<td>4’s at or below 200% poverty</td>
<td>High-need 3’s and 4’s</td>
<td>High-need 3’s</td>
</tr>
<tr>
<td>Governance</td>
<td>BOCES In public schools</td>
<td>School Districts, with mandate for collaboration with CBOs</td>
<td>School Districts, with mandate for collaboration with CBOs</td>
<td>School Districts, with new option for individual entities (Charters added)</td>
<td>School Districts, with mandate for collaboration with CBOs</td>
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<td>School Districts, with mandate for collaboration with CBOs</td>
</tr>
<tr>
<td>Funding Strategy</td>
<td>Recurring grant, now part of Universal Pre-K program</td>
<td>Recurring formula-based, non-competitive grant</td>
<td>Competitive grant in year 1, renewed based on meeting performance targets</td>
<td>Competitive grant, with regional funding targets; Renewed based on meeting performance targets</td>
<td>Federal grant to NY, in national competition Non-competitive grant based on formula driven district allocation</td>
<td>Competitive grant, based on Priority Pre-K framework</td>
<td>School Districts, with mandate for collaboration with CBOs</td>
</tr>
</tbody>
</table>
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

  - 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?
    - Approximately 120,000 State-funded Pre-K Students
    - 29,802 EMLLs
    - 78% Pre-K Emergent MLLs in New York City
    - 22% Pre-K Emergent MLLs in Rest of State
    - English 75%
    - Other Than English 25%

- **Pre-K Home Language**
K-3 Top ELL Languages & Ethnicity

- Spanish, 60.4%
- Chinese, 11.3%
- Arabic, 4.4%
- Bengali, 2.8%
- Russian, 1.9%
- Urdu, 1.8%
- Haitian Creole, 0.9%
- French, 0.7%
- Karen, 0.8%
- Other, 10.8%

- Hispanic or Latino, 62.1%
- Asian, 22.8%
- Black or African American, 4.4%
- White, 9.8%
- Multiracial, 0.3%
- Native Hawaiian/Other Pacific Islander, 0.3%
- American Indian or Alaska Native, 0.4%
# 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

➢ Procedure: Pre-K Emergent Multilingual Learner Language Profile Process
RIGHT FROM THE START

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

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MERCY COLLEGE
NYSABE
DL Equity Fellow

NYS Board of Regents

April 10, 2017
THE TROUBLE WITH DATA

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

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

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

**Attachment 1**

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

<table>
<thead>
<tr>
<th>PROFILE TO BE COMPLETED BY ENROLLMENT OR SCHOOL PERSONNEL ONLY AND MAINTAINED ON FILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Profile Completed: [___]</td>
</tr>
<tr>
<td>Student Name: [___]</td>
</tr>
<tr>
<td>Gender: [___]</td>
</tr>
<tr>
<td>Date of Birth: [___]</td>
</tr>
</tbody>
</table>

**SCHOOL DISTRICT OR COMMUNITY-BASED ORGANIZATION (CBO) INFORMATION**

| District or CBO Name: [___] |
| Student ID (if applicable): [___] |
| Name of Person Administering Profile: [___] |
| Title: [___] |

**PARENT OR PERSON IN PARENTAL RELATION INFORMATION**

| Name of parent or person in parental relation: [___] |
| In what language or languages would you like to receive information from the school? [___] English |
| [___] Other |

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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.
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
STEP 4: REVIEW OF EXISTING SCREENINGS

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

- Guidance and roll out
- Resources and materials
- Counts, analysis, and meaning-making
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.
A Special Thank You to the Members of the Committee for Bilingual Education in Prekindergarten Programs