

Leveraging Local Community Capacity to Improve Program Outcomes

Policies and Practices for Emergent Bilingual and Children in Poverty

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Agenda

State overview

Current state of knowledge

- Responsiveness to language and culture
- Local capacity building
 - Bilingual Teacher Pipeline
 - Family literacy
- High-quality curricula

Promising programs

Policy Implications

New Mexico State Profile

Source: 2016-17 NIEER Preschool Yearbook

NM preschool policies that support DLLs:

- Track DLL enrollment (23 states)
- Report home language (15 states)
- Provide recruitment & enrollment materials in home language (20 states)
- Early learning standards on integration of home language (17 states)
- DLL screening and assessment in home language (17 states)

NIEER 2017 Criteria for State Support of DLLs in Early Childhood Programs

1. Approved written plan for supporting DLLs required
2. Extra funding allocated
3. Bilingual instruction permitted ✓
4. Monitoring quality of bilingual instruction
5. Children screened in home language ✓
6. Children assessed in home language ✓
7. DLLs placed with other children with same home language
8. Policies to support families of DLLs ✓
9. Staff training/qualifications related to work with DLLs

New Mexico State Profile

Source: 2016-17 NIEER Preschool Yearbook

- Does **not** require teachers to have training/qualifications related to DLLs
- Does not monitor quality of bilingual instruction
- Does not require BA for PreK teachers

Current State of Knowledge: Sources of Evidence

- Meta-analyses
- Literature Reviews
- Individual Research Studies

What programs and policies contribute to improved outcomes for emergent bilingual children and children in poverty?

How can local community capacity be leveraged to improve program outcomes?

Linguistically Responsive Programming

- Social-Emotional Outcomes
- Academic Outcomes
- Cognitive Outcomes

ECE Home Language Use Impact on Social-Emotional Outcomes

Study of 375 Spanish-speaking Pre-K children whose teachers used widely varying amounts of Spanish in the classroom (Chang, et al., 2007)

Children whose teachers spoke more Spanish with them had:

- More frequent and complex language interactions with teachers
- Better peer social skills and higher tolerance for frustration
- Closer teacher-child relationships
- Fewer behavior problems

Bilingual Education Impact on Academic Outcomes

- 5 meta-analyses of K-12 studies conclude that systematic learning experiences in children's home language and in English promote home language development without hampering learning of English (Espinosa, 2013).
- Slavin (2012) found that Spanish-speaking 5th graders who had been in bilingual education since kindergarten had no difference in English skills, and much stronger Spanish skills than children in English immersion.
- Preschool studies show classroom use of home language and English leads to English skills at least equivalent to children in English immersion, and to improvement of first language skills (Barnett, et al., 2007; Espinosa, 2013)

Other Cognitive Benefits of Bilingual Development

- Proficiency in more than one language promotes cognitive development in information processing, language awareness, and executive functioning (Sandhoffer & Ugikochi, 2013)
- Fluent bilingual children show better **approaches to learning** in K through grade 6 than monolingual English speakers (Han, 2010)
- Cognitive benefits of bilingual development appear to NOT be available to bilingual learners when children's experience with one of the languages is limited (Sandhofer & Ugikochi, 2013)

Capitalizing on Benefits of Bilingualism: Dual Language Immersion Models

RAND 2017 Study of Portland Schools DLI Program:

Spanish speaking students randomly selected for DLI Program outperformed peers on state reading tests in Grades 5 and 8; more likely to have reached English proficiency by Grade 6 than peers in English-only program

Program benefits for DLLs:

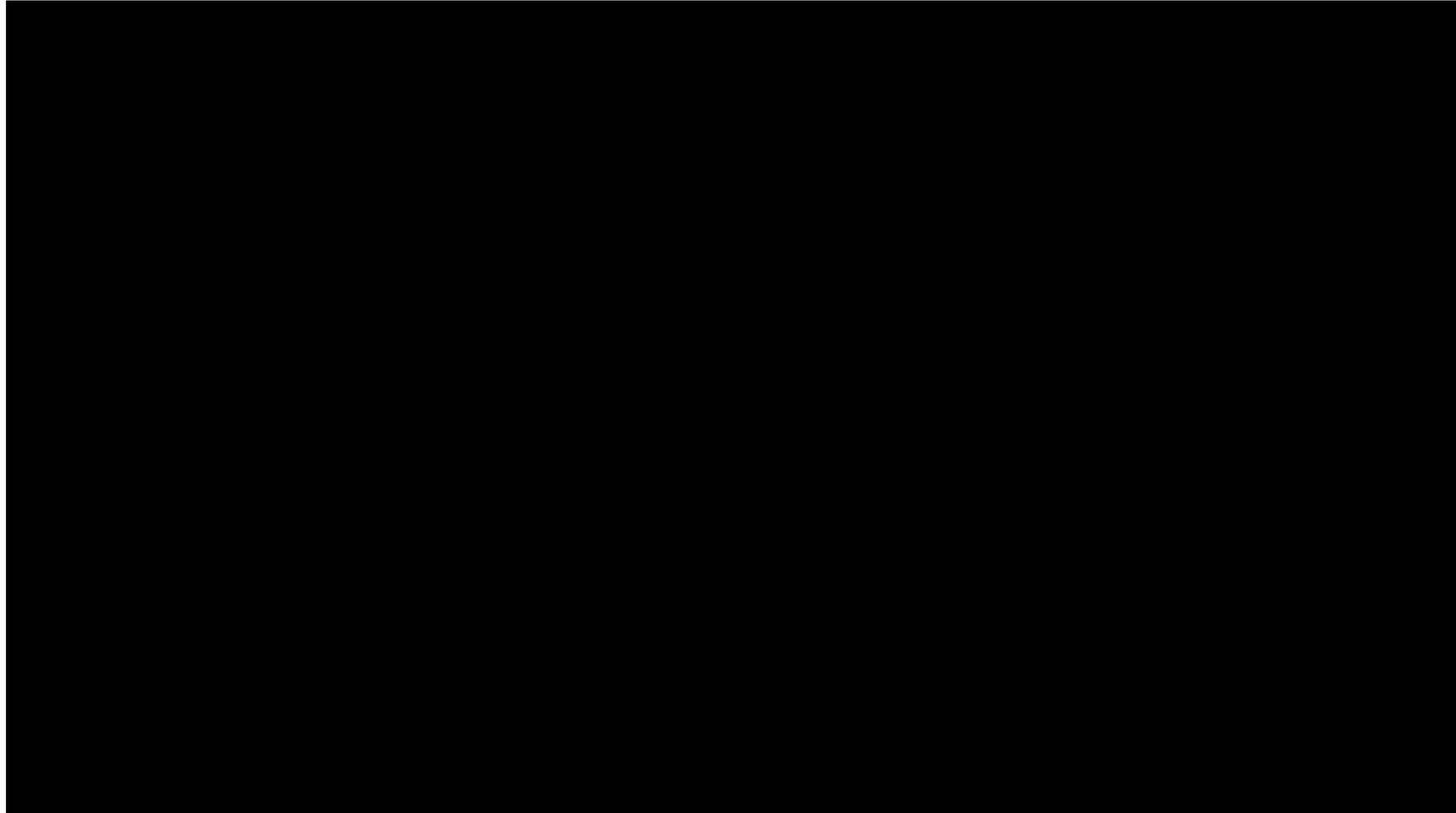
- Improved English reading achievement
- Increased English proficiency
- Proficiency in 2 languages
- Comparable achievement in Science and Social Studies

Paired Literacy Dual Language Model

- **Paired Literacy Approach:** Literacy instruction in home language and English at different times of the day starting in K and continuing through school; goal is bilingualism and biliteracy
- Evidence that students in paired literacy program models outperform those in English-immersion programs.
- **2016 Study:** Spanish-speaking ELs in paired literacy program also significantly outperformed peers in sequential literacy program (transitional bilingual) on English reading assessments
- Conclusion: “Emergent bilingual children may learn to read best if taught in both their native language and in English from the beginning.”

(Source: Soltero-Gonzalez et al., 2016)

A Model for Sustained Bilingual Development: Dual Language Immersion in Tulsa Public Schools



Recommendations for Policy

- Support policies that provide emergent bilingual children with high-quality language experiences, interactions and support in BOTH LANGUAGES throughout the early childhood years and beyond, to ensure **development of strong competency in both languages**
- Incentivize Dual Language programming that strongly supports ongoing development of BOTH languages.
- Schools already implementing Transitional Bilingual programs have the resources to implement a Dual Language Approach, and should consider doing so.

Shortage of Qualified Bilingual Teachers

- Bilingual Education listed as a shortage area in New Mexico's report to the USDOE every year except 3 since 1992, including 2014 to present
- Growing number of Dual Language programs and scarcity of teachers with requisite language skills has led to shortage of dual language program teachers around the country, reported in 2016 in 16 states
- Successful policies to support recruitment efforts:
 - Alternative certification pathways
 - Partnerships with college and university teacher education programs
 - Financial incentives

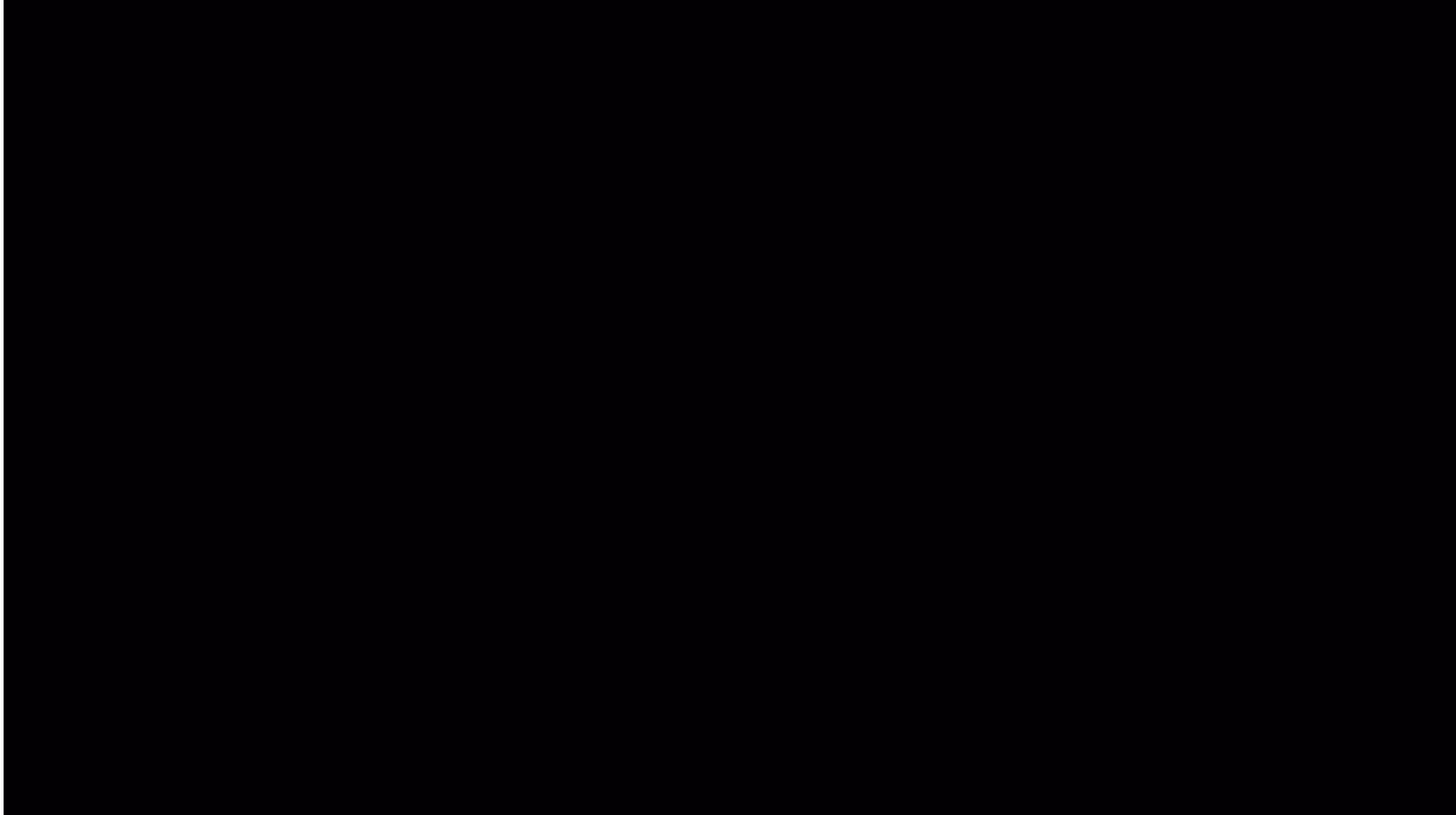
Leveraging Community Capacity: Portland State Bilingual Teacher Pathway Program

- 2012 recipient of AACTE-Southern Poverty Law Center Award for Exemplary Culturally Responsive Teacher Education
- Prepares bilingual classroom instructional assistants to become fully licensed classroom teachers
- Offered by Portland State University in partnership with 19 school districts and community colleges across Oregon
- More than 300 bilingual teachers certified in program since 1998
- Financial incentives offered by local school districts

Leveraging Community Capacity: Cal State Dominguez Hills Spanish-Language Institute for Bilingual Teachers

- Developed with \$250,000 grant from California Commission on Teacher Credentialing to develop a 4-year combined undergraduate degree, teacher certification, and bilingual authorization program (17 grants awarded in 2016)
- Strengthens candidates academic language and literacy skills in Spanish while teaching bilingual pedagogy, cultural competence
- University working with Los Angeles Public Schools to recruit bilingual teaching assistants and interested high school students for program

Cal State Dominguez Hills Summer Spanish-Language Institute for Bilingual Teachers



Leveraging Community Capacity: Training Yup'ik Speaking Alaska Native Teachers

- University of Alaska - Community College – School District Partnership
- Program goals:
 - Homegrown teachers who speak Yup'ik language for rural village schools
 - A certified teacher in every classroom
 - Teachers for Yup'ik Immersion/Language Revitalization Program
- Local district provides full funding for degree

Rural Alaska

Kuskokwim schools want local teachers with both college credentials and Yup'ik skills

✍ Author: Lisa Demer ⓘ Updated: December 2, 2017 📅 Published February 4, 2017



Montclair State University Off-site Bilingual-Bicultural Certification Program

- University partners with diverse urban school districts to provide courses leading to State Bilingual Certification in district schools during after school hours
- Program draws from certified teachers who speak Spanish, Portuguese, Arabic, Haitian Creole but lack training in bilingual methods
- Special Off-site Program Coordinator assists with recruitment, helps participants navigate administrative requirements
- Program meets state New Jersey state requirements for certification while being tailored to local context
- 42 teachers completed in first two years; high demand

Family Engagement

- Well-documented benefits of rich parent-child language interactions and reading to children (Hart & Risley, 1994; Tabors & Snow, 2001)
- Most important for language development is not which language is spoken at home, but that children receive rich exposure to at least one language (Sheeale et al., 2010)
- Family engagement is especially critical for DLL families since many DLL parents have little experience, or few positive experiences with US schools, and may undervalue their own role as their children's first teachers.

Promising Programs for Family Engagement: *El Valor*



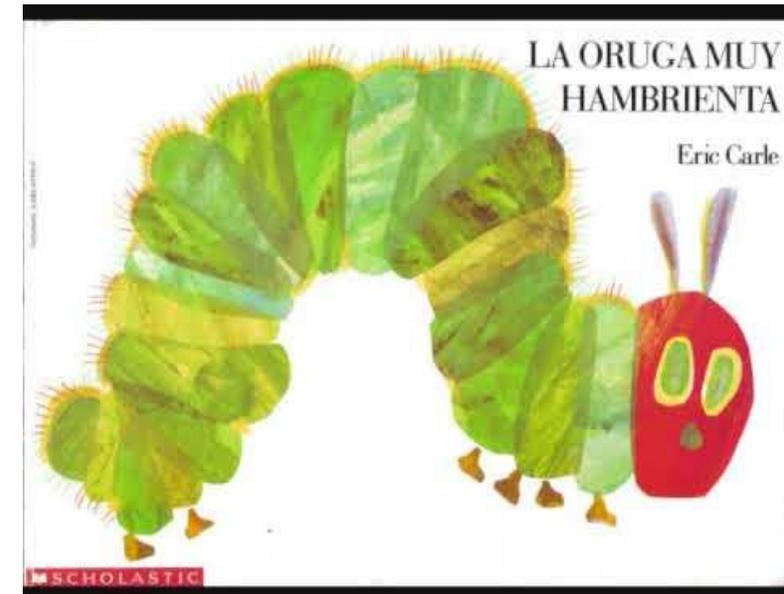
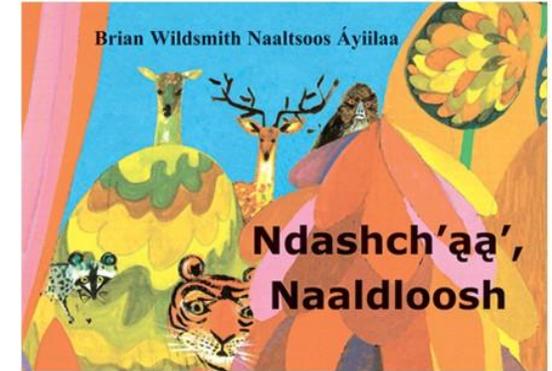
WHITE HOUSE INITIATIVE
on EDUCATIONAL EXCELLENCE *for* HISPANICS
25 Years of Fulfilling America's Future

- 2015 recipient of a Bright Spot Award by the White House Initiative on Educational Excellence for Hispanics
- Recognized as a national model in HeadStart social media success
- Provides PSAs for parents of young children in English and Spanish to highlight role of parents as first teachers, value of speaking, playing, and reading with children

[El Valor Overview](#)

Promising Family Literacy Programs

- Pajaro Valley, CA Migrant Education Program: Strengthening parent-child interactions through Spanish language children's literature (Ada, 1988)
- Lincoln NE bilingual family literacy program – Spanish language program focused on parent-child book-reading (Wessles, 2014)
 - Many parents don't realize the value of reading to their children in Spanish
- Empowering parents with information, self-efficacy, power of decision-making in schools



Critical Importance of High-Quality Early Childhood Curriculum

What benefits non-DLLs is also essential for DLLs.

High-quality early childhood curriculum in every P-3 classrooms is essential

Program model: New Jersey DOE provides strict policy guidelines for LEAs' selection of comprehensive preschool curriculum:

HighScope Preschool Curriculum

Creative Curriculum®

Curiosity Corner®

Tools of the Mind

(Source: August & Shanhan, 2006, Espinoza, 2010; Genesee, Lindholm-Leary et al. , 2006, Goldenberg, 2013)

Some Implications for Policy

- Define PreK-3 additive bilingual policies; NM becomes leader in establishing quality standards for dual language and heritage language education
- Incentivize development of university-LEA partnerships to create “home-grown” pipeline of culturally competent bilingual EC educators
- Bring teacher training programs directly to local communities
- Consider limited range of high-quality preschool curricula for LEA adoption; to be adapted to local language, culture and community interests

Questions?

Thank you! *Gracias!*

Please contact me with questions, comments or concerns.

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