Dual Language Learners Program Assessment: Education and Child Development Services for Dual Language Learners (DLLs)

Presenters:
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Introductions

Deborah Mazzeo  Karen Nemeth

New Webinar Features

Slide Deck  Question & Answers  Webinar Tips
Help  Media Player  Resource List  Group Chat
Remarks from the Administration for Children and Families

Jennifer Amaya, M.S.W., Program Specialist, Content Lead for Culture and Language, Office of Head Start, Administration for Children and Families

Dual Language Learners Program Assessment

The DLLPA helps Head Start, child care, and pre-K programs assess systems and services for children who are Dual Language Learners (DLLs) and their families. It also integrates culturally and linguistically responsive practices for all.

Link to the DLLPA: https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-
dllpa/download-dllpa

Session Agenda

Here’s what we’re doing today:

1. Provide brief overview the DLLPA
2. Highlight Education and Child Development Program Services:
   - Teaching and the Learning Environment, Curricula and Child Screenings and Assessments
3. Make connections to a coordinated approach, Planned Language Approach (PLA)
4. Discuss how to support children who are DLLs through transitions
5. Integrate discussion of children who are DLLs with disabilities
Session Objectives

At the end of this presentation, you should be able to:

• Explore the Education and Child Development Services section of the DLLPA
• Understand how PLA serves as a coordinated approach to integrate culturally and linguistically responsive practices
• Learn strategies to implement responsive care, effective teaching, and an organized learning environment for children who are DLLs

Poll #1: Have you used the DLLPA to support educational services?

Select the option below that best reflects your level of implementation:

• Never used it
• I've referenced it
• I've tried using it
• I use it on a regular basis

Highlights from Region I

• Connecticut
• Maine
• Massachusetts
• New Hampshire
• Rhode Island
• Vermont
Region I Dual Language Learner (DLL) Academy

- 11 grantee teams
- Points of Contact:
  - Face-to-face launch
  - 1 webinar with the National Center on Parent, Family, and Community Engagement
  - 1 webinar with the National Center on Early Childhood Development, Teaching, and Learning
  - Wrap up face-to-face
  - Ongoing visits
- To come: MyPeers workgroup

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Region I DLL Academy (cont.)

Using the DLLPA made one grantee aware they needed to know more on the district’s transition policies.

Their next steps...
- Attended meetings with the district’s Curriculum and Instruction Director and Bilingual Liaison
- Joined district workgroup on transitions
- Shared the DLLPA with district personnel
- Developed a parent committee as part of the Policy Council

Section 5: Teaching and the Learning Environment
Vignette example

Head Start A has hired a few bilingual assistant teachers and teachers to speak the languages of the children they have enrolled. What additional information would you need to answer the following DLLPA questions in Section 5?

Do your teaching practices and/or home visiting strategies...

- Reflect an understanding of the stages of first and second language acquisition?
- Provide opportunities for our children to see, use, and discuss the written home language, when possible?
- Identify which adult will use the home languages of the children, at what times, and under what circumstances, as appropriate?

Section 5: Resource List

 DLLPA Supports

- Using the Planned Language Approach to support school readiness

13 14 15
Section 6: Curricula

Vignette example

Head Start B wants to know, “What is the best curriculum for serving children who are DLLs?”

In all program options, does your curriculum...

- Include scientifically valid research and have standardized training procedures and curriculum materials appropriate to our DLL population?
- Have an organized developmental scope and sequence of learning experiences based on how children who are DLLs acquire first and second languages, concepts, and skills?
- Provide meaningful opportunities to learn and develop within and across the domains of the HSELOF using the home language(s) as support?
Vignette example

Head Start C wonders, “How can we assess all areas of development when the teacher doesn’t speak the language of the child?”

For all program options, do our child screenings and assessments...

• Partner with our families to access or deliver services to help address the child’s identified needs, relying on bilingual staff or an interpreter as necessary?
• Develop our staff’s capacity and the capacity of others, including interpreters who assist staff, to use screening and assessment instruments with culturally and linguistically diverse children?
• Have a process in place so that screening and assessment data on our children who are DLLs is not misinterpreted and lead to over- or under-identification of disabilities?

Section 7: Child Screenings and Assessments (cont.)

> Part 1
  > Understanding Young Children Who Are Dual Language Learners
> Part 2
  > Developmental Screening in Early Head Start and Head Start
  > What is Required
> Part 3
  > Standardized Screening Instruments
  > Instrument Validity And Reliability Matter
  > Finding The Right Screening Instrument
> Part 4
  > When There Are No Valid And Reliable Instruments For A Child Or Group Of Children
  > Best Practices For Screening Dual Language Learners
> Part 5:6
  > Screening Planning And Implementation Worksheet

[Link: https://www.csac.org/library/child-screening-assessment/channel4-dual-language-learners]
What resources do you find useful?

Please type into the chat box and share your favorite or most-used resources for supporting the full and effective participation of children who are DLLs in educational services.

We can all learn from each other!

Highlights from Region X

- Alaska
- Idaho
- Oregon
- Washington

Region X DLL Pilot Project

- Building capacity of TTA team
- Gaining insights from participating grantees around supports needed & benefit of TTA content provided
- Supporting programs to progress in their development of Coordinated Approach for DLLs & their families

Combination of:

- Virtual supports (webinars with ECSs, DTL, PFCE)
- Face to Face Training
- Individual work with ECSs
Region X DLL Pilot Project (cont.)

So far:
- Much positive feedback regarding grounding work in cultural humility
- Teams are developing work plans that include how to utilize the DLLPA

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Section 10: Transition Services

Poll #2:
Which of the following strategies have you tried to ensure families of children who are DLLs develop a positive relationship with their child’s receiving school/Kindergarten?
- Host a parent night and invite your receiving school principal(s) and K teachers to visit and meet incoming families
- Ensure that family support staff are available to visit receiving schools or attend events with families who are DLLs
- Work with local receiving schools to translate materials for families who are DLLs
- Other? (please type in chat)
How are children with disabilities addressed in the DLLPA?
Poll #3: What are your next steps with the DLLPA?

Which of these options best describes a next step you are likely to take using the DLLPA?

- Set up a staff meeting to discuss DLLPA
- Use data from the DLLPA to update professional development plans
- Use data from the DLLPA to make changes in our environment and materials
- Use data from the DLLPA to make changes in our curriculum implementation
- Use data from the DLLPA to make changes in screening/assessment practices
- Use data from the DLLPA to make changes in transition services
- Answer the questions in the tool through the lens of children with disabilities

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Join MyPeers: A Collaborative Platform for the Early Care and Education Community

• Keep the conversation going...share ideas, questions, and resources on the Culturally and Linguistically Responsive Practices (CLRP)

• Link to join: https://ec hver resource (abbreviation)

Audience Feedback, Questions, Comments

Summary and Closing Remarks

• OHS staff and we, as representatives of the National Center for Early Childhood Development Teaching and Learning, appreciate your insights and interest today.

• We look forward to continuing this work with you via My Peers and the upcoming events planned to build awareness of the DLLPA

• Next webinar in the series is:
  Thursday, March 7, 2019, 3:30 p.m. ET: Partnering with Families of Children Who Are Dual Language Learners
Help us celebrate Dual Language Learner Celebration Week, February 19-22 by:

- Looking for your DLL Celebration Week Resource Box in the mail 
- Joining us daily at 1PM ET for chats in the Culturally and Linguistically Responsive Practices (CLRP) MyPeers Community
- Attending two webinars:
  - DLLPA Education and Child Development Services for DLLs from 2:00-3:30 PM ET on Tuesday 2-19-19
  - Planned Language Approach – Background Knowledge from 3:00 – 4:00 PM ET on Tuesday 2-21-19
- Create and post via social media using the hashtag #BrilliantDualLanguageLearners, daily:
  - Tuesday, February 19th: Spotlight Best Practices and Resources from the Field
  - Wednesday, February 20th: Illuminate Systems and Services for Coordinated Approaches for DLLs
  - Thursday, February 21st: Build Bright Transitions for Children who are DLLs
  - Friday, February 22nd: Focus on Research that Powers Our Work with DLLs

Poll #4: Have you participated in any other DLL Celebration Week activities?

- A. Yes
- B. No

For more information, please contact us at ecdtl@ecetta.info or call (toll-free) 1-844-261-3752