



NASLEE

Roundtable: Together Again
October 11-13, 2023



A group of young children, mostly Black, are sitting on the floor in a classroom. They are looking towards the left of the frame, where a person's hand is visible holding a book. Some children are clapping. The background shows colorful classroom decorations and furniture.

*Developing Policies that Enhance Learning for
Multilingual Learners in a Continuous
Improvement System*

Alexandra Figueras-Daniel, PhD- NIEER

Ellen Frede, PhD- NIEER

Lisa Roy, PhD- Colorado Department of Early Childhood

Discussion Topics

- Welcome and Introduction
 - Brief Overview of NIEER's Work on Dual Language Learners
 - Who's in the Room?
- Why Focus on Policy for Multilingual Learners? Research Rationale and Policy Landscape
- State to State: Learning from an Initiative in Colorado
- Barriers and Solutions to Effective Policies for Serving MLs

Overview of NIEER's involvement/research

- Periodic policy briefs:
 - PreK Effects for DLLs, Coherent P-3 Policy, State DLL Policies, Latine Access to Quality ECE, etc.
- Edited volume: *Developing the research agenda for Young English Language Learners*.
- Classroom assessment instruments: CASEBA (research) & SESEBA (self-reflection/coaching tool)
- Building Early Learning Latiné Educators (BELLE)
- Using data to improve policy and practice for MLs in school districts
- Multiple research Studies
 - Two Way Immersion RCT, Sci-Math DLL, DLL Staffing Study, CASEBA Validation Study, Latina Voices, Statewide Evaluation of Classroom Practices Using CASEBA



Who's in the room?

Please raise your hand if you:

- Work for a state agency?
- Used to work for a state agency?
- Are currently assisting with developing, refining or planning to develop state policies or guidance for MLs?

Pair share

- Please think of an experience when you felt a shift in your thinking because you were exposed to a new aspect of a culture or language.
- Talk about the experience to the person next to you.
- How can we draw from these experiences to shape policy development?

Why focus on policy for MLs?

Demographics

- One in three children under the age of 5 are Hispanic (Park, Hofstetter, & Giang, 2022).
- DLLs vary by race, country of origin, generational status, citizenship, parent education, exposure to and use of English at home, proficiency in English, and family living arrangements, all which impact young children's development differentially (Park, Zong, & Batalova, 2018).
- Population of young DLLs also represents the group with the largest achievement gaps when compared to native-English speaking peers (Reardon & Gallindo, 2009).



Benefits of Bilingualism

Increased language and print awareness, classification and reasoning skills, concept formation, visual-spatial skills, creativity

Bilingual children maintain strong connections to parents, grandparents and extended family leading to improved academic outcomes.

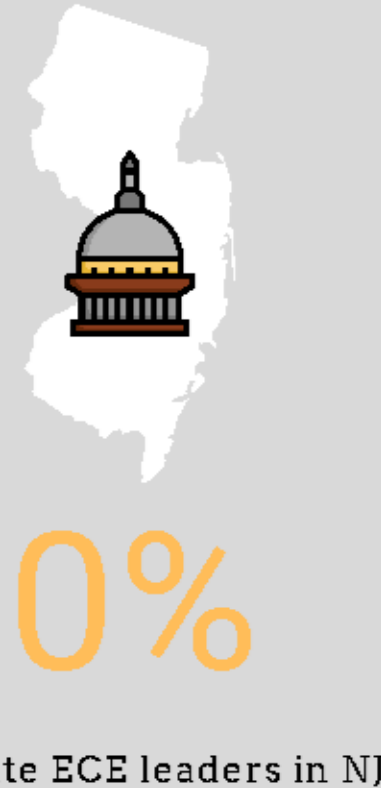
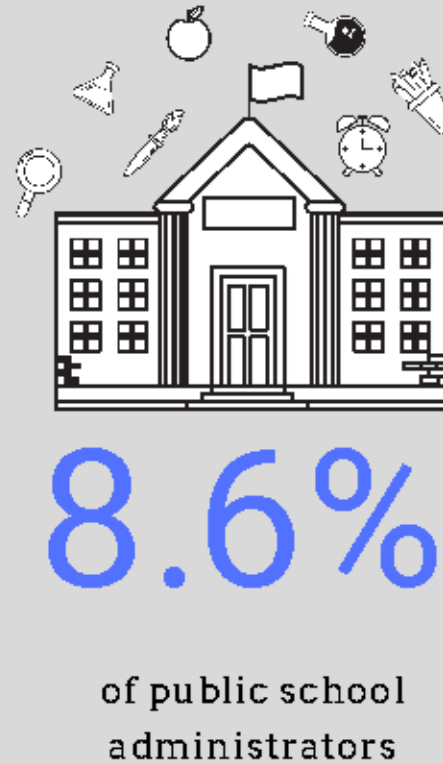
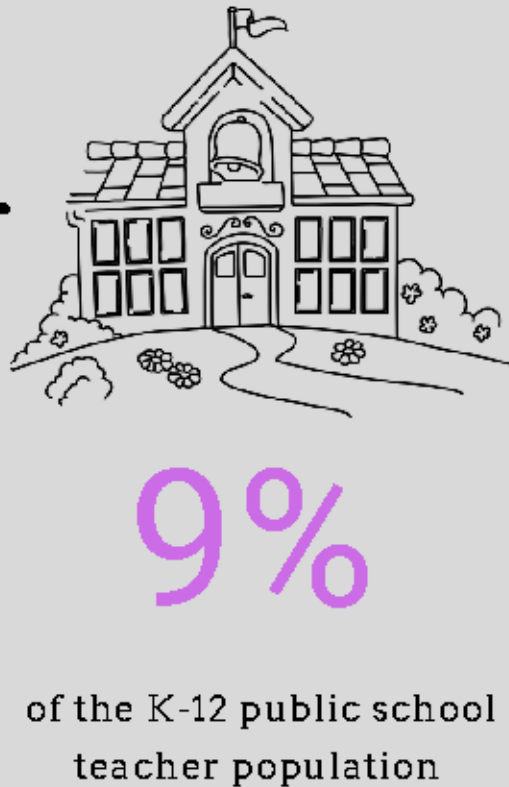
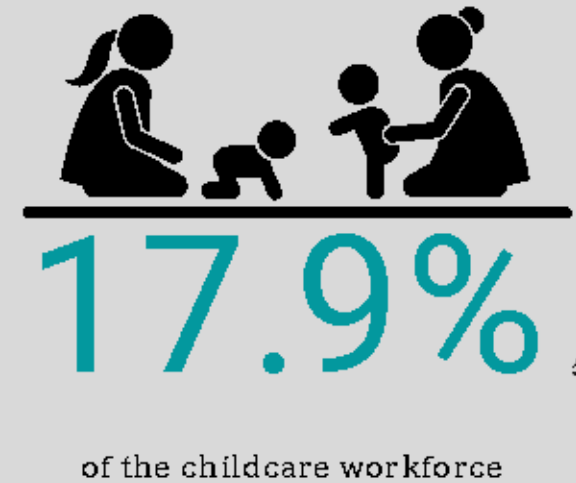
Language is central to children's identity. Security with the home language contributes to positive identity formation.

What we Know from Research

- Attendance in high quality pre-k programs is beneficial for DLLs
- Use of both English and the home language for instruction is associated with positive outcomes
- The way DLLs are configured within a classroom space has implications for their English language acquisition
- Home language inputs provided by a lead teacher increases the benefits of dual language instruction

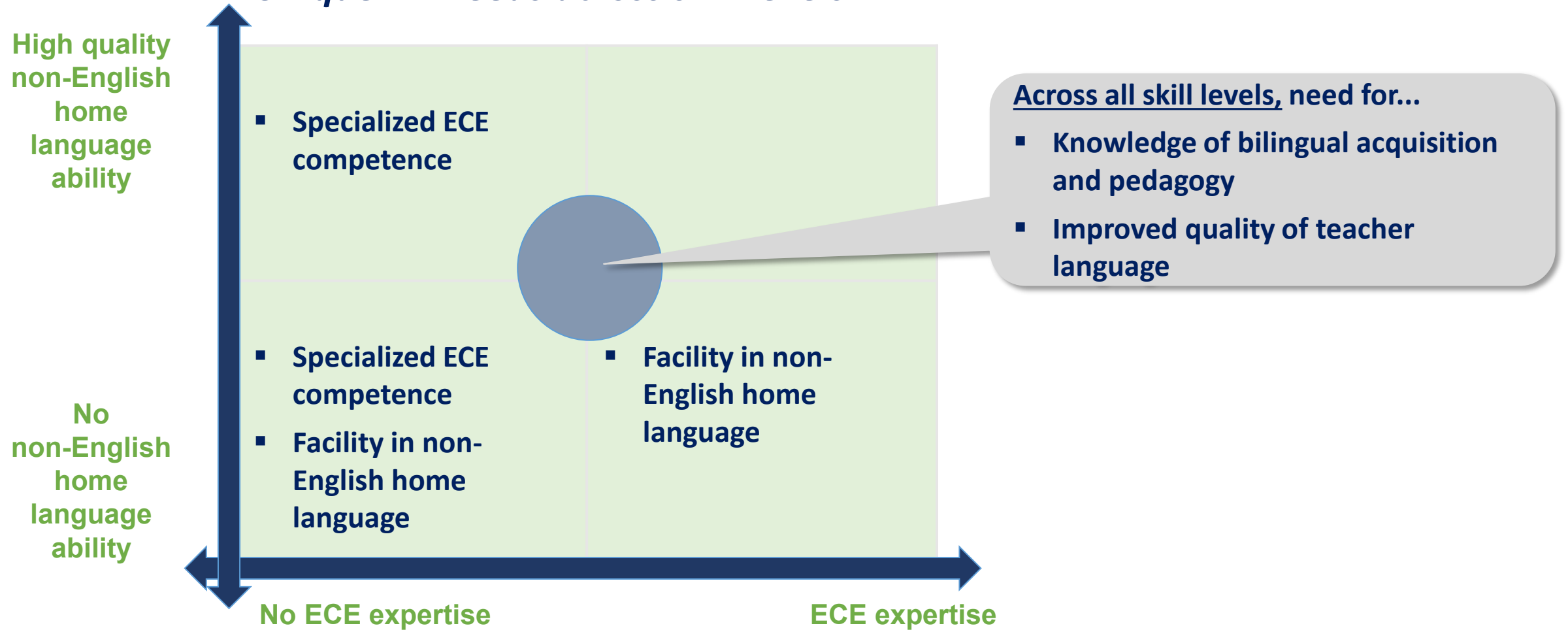


Latine Educators by the Numbers



Building a qualified workforce for young DLL: the challenges

Unique PD needs across skill levels





Professional learning experiences as Latina teachers working with DLLs

- Typical experiences with district-provided PL was arbitrary and boring and often left a desire for deeper and more congruent experiences.
- Desire to have more agency about topics and differentiation- that their years of experience warranted opportunities that may be different from those of more novice teachers

Latina teachers' language, culture, lived experiences as common ground for working with DLLs

- Connection to families who have more recently emigrated and going through what they felt they had already been through, mostly as children in public schools learning English
- Trust of families
- Teachers and assistant teachers alike recognized the distinct differences between and among Latine cultures and regional language differences
- All teachers felt supported and encouraged to use their home language but also that they were expected to do this inherently and not because they have received training or coaching

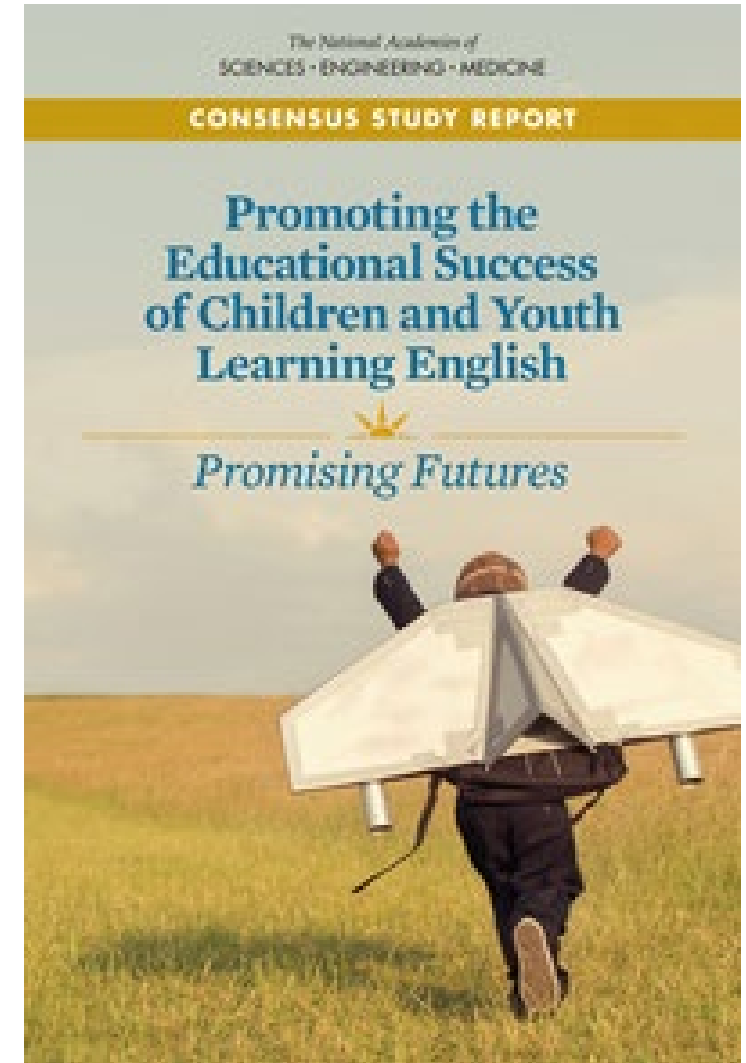




"Everything that pretty much I do culturally is based on my own, like everyone else. It's not like [there were] workshops on it. You know how [the district] has the dual language program in certain centers? It was just like, "Here you go. Teach in Spanish." That's it. Okay. Never taught in Spanish, but all right. I'll wing it. I did it. I did it for 14 years..."

National Academies of Science, Engineering, and Medicine Report (NASEM, 2017)

1. Policy for English learners must be asset-oriented, where policy drives schools to be responsive and aware of students' strengths, needs, and identities.
2. High quality instruction is key and not strictly focused on language.
3. The alignment and articulation within and across systems is critical for creating policy that is maximally supportive of DLLs and ELs.



Where are we on policy and guidance?



State DLL Policies (2017)

NIEER DLL Benchmarks (Friedman-Kraus, 2018)	Number of States Meeting Benchmark
Approved written plan for supporting DLLs required	17
Extra funding for supporting DLLs	11
Monitoring on quality of Bilingual instruction	14
Children screened in HL	21
Children assessed in HL	19
DLLs placed with other DLLs with the same HL	4
Policies to support families of preschool DLLs	33
Staff require training qualifications for working with DLLs	7
Total programs with No DLL benchmarks met	17

Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). *The State of Preschool 2017: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Districts Need Policy, Guidance and Resources

- **Developing a Vision** for dual language instruction to guide teachers and support families
- **Engaging with families** about the importance of the home language for instruction
- **Selecting a model of language instruction**
- **Using data** to identify MLs' characteristics, progress to inform practice
- Providing **on-going, comprehensive professional development** that provides concrete strategies for working with MLs for teachers, assistant teachers, principals, and coaches
- **Continuous improvement system** that tracks MLs characteristics, teaching practices, quality of coaching, child progress

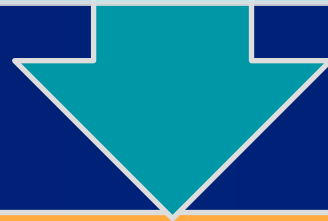
So . . . Why focus on policy for MLs?

- Demographics of children
- Benefits of bilingualism
- MLs benefit from high quality Pre-K
- Teaching and leadership workforce don't match the population
- Teachers need different skills to be fully qualified for MLs
- They aren't currently getting access to PD to develop the skills
- States, districts and programs need guidance on policy development

CDEC Vision and Mission

Vision

All Colorado children, families, and early childhood professionals are **valued, healthy and thriving**.



Mission

The Colorado Department of Early Childhood ensures the delivery of an **inclusive, community-centered, data-driven, high quality, and equitable** early childhood system that supports the **care, education, and well-being** of all Colorado's young children, their caregivers, and early childhood professionals in all settings.





1,905 Providers in A True Mixed Delivery Universal Preschool System

"Universal preschool has been a support to me in allowing me to retain 4-year-olds in my family child care program as a preschool. I have lost students when they are 4 years old in the past because I lacked the funding to offer full tuition to those families. UPK has allowed me to be competitive and have the funding I need so I can pass that benefit on for the family. It has also helped me to afford to stay in the family childcare business."

Jennifer Reyelts

Academy de las Estrellas (A Dual Language Preschool in Garfield County)



Welcome to the New Colorado Shines Professional Development Information System (PDIS)

Log in to the PDIS

* USERNAME

Enter Username

* PASSWORD

Enter Password





STABILIZATION GRANTS

*grants to steady the child care sector, sustain the child care workforce,
and benefit families of young children by providing financial relief*

The Child Care Operations Stabilization Grant helps offset existing operational expenses, and providers are encouraged to pass along financial relief to families in their care.

3823

*total
applications*

88.6%

*percentage of
licensed
providers
receiving grants*

242m

*total funds
awarded*

30.8m

*bonus funds
awarded*

64

*CO counties
receiving funds*



WORKFORCE RECRUITMENT & RETENTION

scholarships supporting access to the education and training needed to enter the early childhood workforce

Colorado experienced an unprecedented **11.6% increase** in the early childhood workforce in one year — going from **21,617** qualified early childhood professionals in **July 2022** to **24,151** by **June 30, 2023**. The goal for next year is to increase to 25,117 (+4%).

This year's increase is a result of strategies that focused on expanding access to professional development opportunities; reducing financial hardship through loan forgiveness and scholarships; and strengthening work environments through peer mentoring, coaching, and apprenticeship opportunities.

6,614	3,452	126	48	\$1.5m
<i>enrollments in free ECE 1011/1031 courses</i>	<i>ECE Higher Education scholarships & Prior Learning Assessment development</i>	<i>EC Mental Health Scholarships awarded</i>	<i>Coaching Scholarships awarded</i>	<i>student loan forgiveness</i>

THANK YOU!



COLORADO
Department of Early Childhood



What are some of the barriers you face in developing effective policy for MLs in your state?

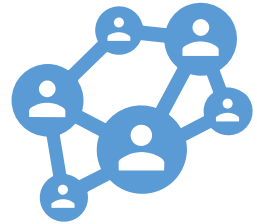


Table Talk

Pick one barrier and list potential solutions.

If there is time, work on another.





Discussion

Thank you!



What's New with NASLEE?

4:15 pm - 5:00 pm



About Us

Welcome To NASLEE

We are a nonpartisan, member-led organization with representation from across the U.S. and its territories. We support our members with shared resources, an online community, events, and professional development. Our national reach enables us to bring state perspectives to a wider conversation.

About Us

Our Vision & Mission



Vision

Our vision is a world where all children have access to a comprehensive and equitable early childhood system to reach their full potential.

Mission

NASLEE supports early childhood state leaders to connect, learn, and exercise their collective influence to improve outcomes for all young children. Together as members, we focus on prenatal to grade 3 initiatives to strengthen policy, advance research, and drive best practices in the field with an equity lens.

NASLEE Executive Committee



Robin Wilkins,
*NASLEE President,
Education Program
Development
Specialist, New Jersey
Department of
Education*



Dawn Kalkman,
*NASLEE Vice
President, Education
Consultant,
Michigan
Department of
Education*



Nicole Madore,
*NASLEE Treasurer,
Early Childhood
Specialist, Maine
Department of
Education*



**Noel Kelty, NASLEE
Past President, Assistant
Professor of Teacher
Education at Saginaw
Valley State University**



Dr. Kelli Servizzi,
*Director of
Kindergarten
Readiness, Indiana
Department of
Education*

The Executive Committee guides our work. Experts in the field, committee members are elected by vote of the NASLEE membership. Together, they define our goals, identify new opportunities, and map pathways for realizing our plans



Committees

Committee Leads

Communications: Kelli
Servizzi

Leadership: Laura Reid

Membership: Janet Bock-
Hager

Policy: Noel Kelty

Program: Dawn Kalkman





Strategic Plan Progress



Strategic Plan Priorities

- Build and Sustain **Membership**
- Strengthen **Communication** and Collaboration
- Cultivate **Learning and Knowledge-Building** Opportunities
- Build **Leadership** Capacity
- Enhance the **Connection Between States and the National** Early Childhood Landscape

Membership: 2023 Progress

- Launched Private Online Member Portal
 - Features
 - Self-service Membership Payment Process
 - Member Directory
 - Events Registration
 - Private Full Members Page
- Increased Membership by 39% in 2023
- Developed Strategic Membership Plan
 - Recruitment Strategies
 - Onboarding Strategies



Membership Goals 2024

- Refine Membership Structure
- Build Diversity into Membership Base
- Create an On-boarding Process
- New Member Orientations (Year-round)



Communications: 2023 Progress

- Launched LinkedIn Page
 - 135 Followers
 - Content at least bi-weekly
 - #NASLEE2023
- Communications Consultant
- ICYMI Weekly Digest
- Opportunities for Engagement on Member Portal



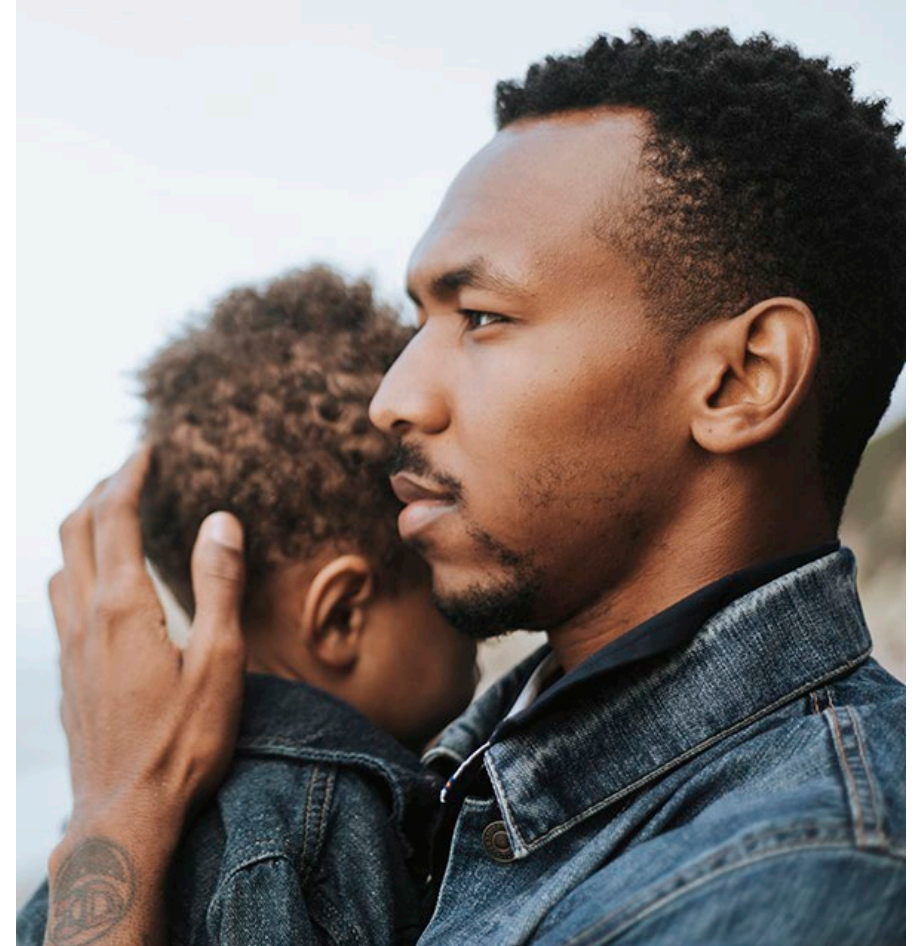
Communications Goals 2024

- Increase Online Presence through LinkedIn, etc.
- Finalize Communications Plan
- Increase Member Portal Participation



Leadership: 2023 Progress

- Leadership Academy Research and Design
 - Support from Lori Connors-Tadros
 - Landscape Analysis, Surveying, Focus Groups
 - Design and Format Planning
- Planning for Recruitment – NASLEE Leadership Pipeline
- Identifying programs that support state leaders of color



Leadership Goals 2024

- Launch NASLEE Leadership Academy Inaugural Cohort
- Continue to build NASLEE Leadership Pipeline
- Promote and Support State Leaders of Color



Programming: 2023 Progress

- Hosted/Co-Sponsored 3 Online Events
 - Improving Access to High-Quality Preschool: Lessons from Five States Mixed Delivery Systems (Early Spring 2023)
 - High Quality PreK Curriculum (Spring 2023)
 - NIEER State(s) of EIECSE (Summer 2023)
- NASLEE Roundtable (October 2023)



Programming Goals 2024

- Establish Professional Learning Priorities
- Quarterly Online Events
- Coffee Chat Events (Members Only)
- NASLEE Roundtable 2024



Policy: 2023 Progress

- Identified top policy priorities for NASLEE Members
- Held Policy Calls open to all members to discuss top Policy topics for NASLEE members
- Drafted a Policy Brief on the Science of Reading



Policy Goals 2024

- Publish Science of Reading Policy Brief
- Develop NASLEE Policy Framework
- Continue to have bi-directional conversations with members on key ECE policy issues.



NASLEE Opportunities



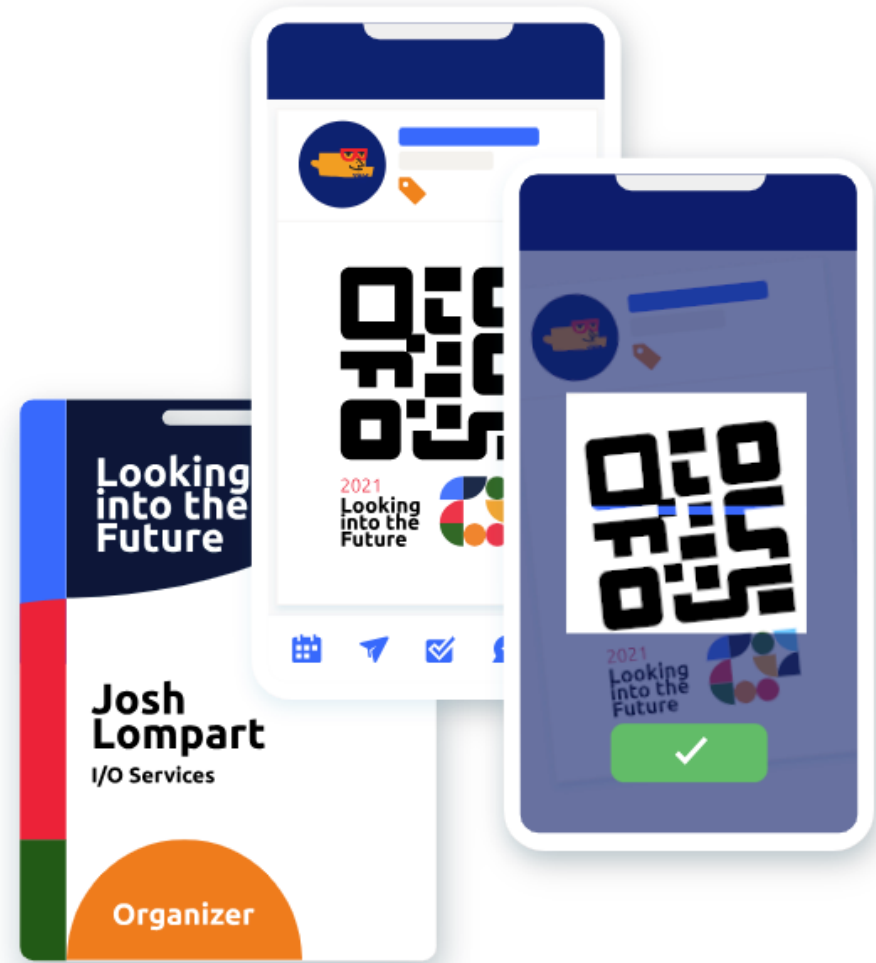
NASLEE Opportunities

Get Involved!

- Stay Active on the **Member Portal**
- Follow us on **LinkedIn**
- Join a **Committee**
 - Sign-on Week (January 2024)
- Apply for **Leadership Academy**
 - Apply (November 2023)
- Join **Executive Committee**
 - Elections (November 2023)

Why Register an account on Glue Up?

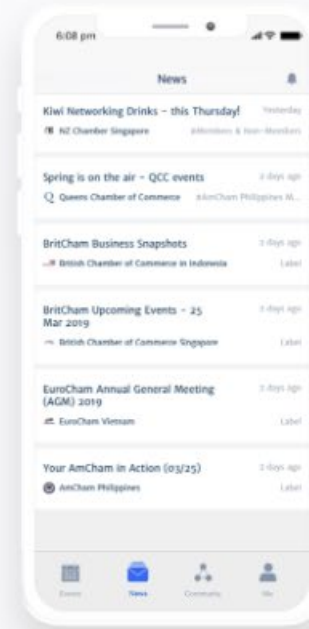
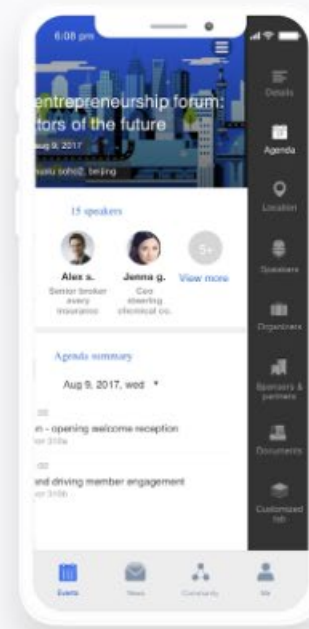
- **1.** Find all our activities in a single platform
- **2.** Access your registrations to events, manage your membership information independently
- **3.** Get access to your member benefits 24/7 and access member-only information
- **If you are not using My Glue, you are not enjoying all of your member's benefits**



Download the Glue Up Mobile App

All-in-one member mobile app !

Engage, network and receive information of our events, newsletter, memberships and more from your smartphone!



Download it on

[iOS \[App Store\]](#)



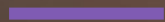
[Android \[Google Play\]](#)



Networking: Find a Friend!

Years of NASLEE Membership	Name Tag Color
New Member	
1-5 Years	
5-10 Years	
More than 10 Years	

Questions?



Contacts

- Robin Wilkins (robin.wilkins@doe.nj.gov)
- Dawn Kalkman (KalkmanD@michigan.gov)
- Nicole Madore (Nicole.madore@maine.gov)
- Kelli Servizzi (kservizzi@doe.in.gov)
- Noel Kelty (nekelty@svsu.edu)
- Mandy Sorge (mandy.sorge@naslee.org)



Thank you for your
Support!





Thank you
for your
Support!





Thank You