



Every Student Succeeds Act (ESSA) Early Learning Working Group Focus on English Learners (ELs)

March 22, 2018



Agenda

- I. Welcome and Introductions
- II. Review of Draft Memorandum of Agreement (MOA)
- III. Discussion of March Topic: English Learners (ELs)
- IV. Policy, Resources and Strategies
- V. Closing and Next Steps



Welcome and Introductions

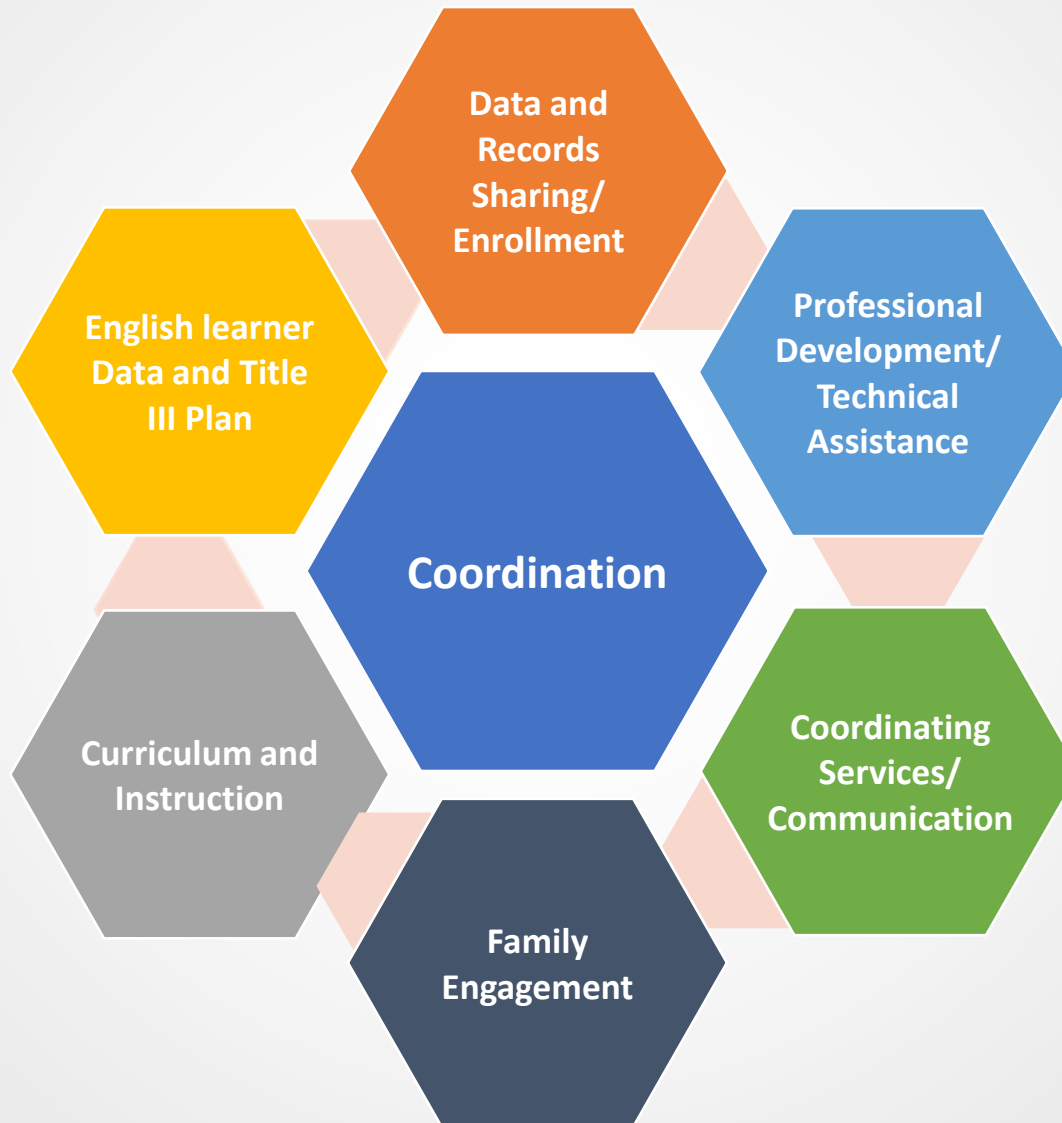


ESSA Early Learning Working Group

- The ESSA early learning working group will help OSSE provide guidance to local education agencies (LEAs) to meet the requirements. The guidance document will be posted on the OSSE website at <https://osse.dc.gov/service/dc-head-start-state-collaboration-office>.
- The working group will help draft a citywide memorandum of agreement (MOA) that LEAs may sign to meet the ESSA requirement by the end of the 2017-18 school year. OSSE will monitor LEAs for compliance in fall 2018.
- The working group will meet monthly (November through spring 2018) to help draft the MOA. OSSE will share a draft MOA with a broader group of stakeholders for input, with a goal of a final MOA by June 2018.
- Working group members will offer their expertise and recommendations from DC and/or national best practices and research.



Coordination Domains





Timeline of Upcoming Meetings

Meeting Date	Topics
Nov. 16, 2017	Professional development/technical assistance
Dec. 12, 2017	Coordinating services/Communication
Jan. 9, 2018	Family engagement
Feb. 15, 2018, 1-3 p.m.	Curriculum and instruction
March 22, 2018, 11 a.m.-1 p.m.	English learners
April 17, 2018, 10 a.m.-12 p.m.	Data and records sharing/Enrollment
May TBD, 2018	<ul style="list-style-type: none">• Present a complete draft of the MOA to ESSA early learning working group for final input• Invite all LEAs that are required to meet Sec. 1119 to review and provide feedback on the draft MOA
June TBD, 2018	Final citywide MOA ready for signature



Review of Draft MOA



Review of Draft MOA

See the DRAFT, DELIBERATIVE latest version of the MOA.

1. Would you feel comfortable with your organization signing this draft as written?
2. Are there changes we should make to strengthen this or make it more effective?
3. Are there any other District resources or best practices we should include?



Discussion of March Topic: English Learners (ELs)



ESSA Coordination Requirements

ESEA Sec. 3116(b)(4)(D) Local Plans [Each local plan submitted by an eligible entity desiring a sub-grant from the SEA under Title III of ESEA shall contain assurances that...]

(D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies and other early childhood education providers.



Head Start Coordination Requirements

Head Start Act Sec. 624A(a) HS Transition and Alignment with K-12 Education [Head Start agencies shall take steps to coordinate with LEAs and schools on continuity of services and effective transitions, including...]

(8) developing and implementing a family outreach and support program, in cooperation with entities carrying out parental involvement efforts under [ESSA Title I], and family outreach and support efforts under [McKinney-Vento Homeless Assistance Act], taking into consideration the language needs of parents of **limited English proficient children**



Head Start Coordination Requirements

- (7) helping parents of limited English proficient children understand—
- (A) the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and
 - (B) as appropriate, the information provided to parents of limited English proficient children under [Sec. 1112(e)(3) of ESSA, parents' right to know:
 - Within 30 days of the beginning school year or within two weeks of EL placement— the child's EL proficiency level, enrollment in EL services, how the program will help the child and parents' rights to select a method of EL instruction or opt the child out; and
 - How parents of ELs can be involved in their child's education in reaching English proficiency and all subjects and meeting with parents of ELs to respond to parents' recommendations].



Discussion Questions

1. Head Start/Early childhood providers: How do you help ELs transition to LEAs, including sharing your EL data and/or information on the LEA program and notification for ELs?
2. LEAs: How do you currently use your Title III funds?
 - EL instruction
 - Professional development
 - Parent and family engagement
 - Other uses of funds
3. What best practices are in place to support pre-school ELs and their families?
4. How do early learning programs and LEAs currently support home language development?
5. What types of supports or resources do you need to improve coordinating activities and sharing data?
6. What should go in a citywide MOA on this topic?



Policy, Resources and Strategies



ESEA Title III Application/Plan Requirements

1. Increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and academic achievement as required by Section 3115(c)(1).
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school or community-based organization personnel as required by Section 3115(c)(2).
3. Provide and implement effective activities and strategies that enhance parent, family and community engagement activities that enhance or supplement language instruction educational programs as required by Section 3115(c)(3).



Policy, Resources and Strategies



- OSSE's EL Guidebook is available for download: <https://osse.dc.gov/publication/delivering-education-services-english-learners-guidebook-administrators-instructional>
 - Includes topics, such as, identification and screening; placement, services and parental notification requirements; strategies for involving parents in their children's education and other resources and best practices.
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- EL monthly webinars: Second Thursday of each month from 2-3 p.m. Meeting invite is sent to participants.
 - Onsite technical assistance and EL program support is available.
 - Observation and feedback sessions are available for teachers who support ELs.
 - Resources from the EL Summer Symposium in August 2016: <https://osse.dc.gov/node/1185056>
 - In-person trainings related to supporting ELs are delivered throughout the year. Topics include instruction, policy, community/family engagement and non-academic support.



Policy, Resources and Strategies

OSSE has a new webpage supporting English learners!

<https://osse.dc.gov/page/english-learners-els>

OSSE contacts for EL support services:

- Email Anika.Harris@dc.gov for OSSE webinars, in-person training, materials and onsite support.
- Email Michael.Craig@dc.gov for information on EL assessments, including EL accommodations, English language proficiency screener and ACCESS for EL assessment.



Head Start Program Performance Standards

Teaching and Learning Practices (Excerpt)

§1302.31 Teaching and the learning environment. [...] (b) Effective teaching practices.

(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

- (i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency and experiences that expose the child to English;
- (ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or
- (iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language(s) who could be trained to work in the classroom to support children's continued development of the home language.



Head Start Program Performance Standards

Screening and Assessments (Excerpt)

§1302.33 Child screenings and assessment. (2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor or consultant to:

- (i) Assess language skills in English and the child's home language, to assess both the child's progress in the home language and in English language acquisition;
- (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and
- (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions and communications.



Head Start Program Performance Standards

(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors or consultants are not able conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (2)(i) through (iii).

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, screenings and assessments can be conducted in English. In such a case, a program must also gather and use other information including structured observations over time and information gathered in a child's home language from the family for use in evaluating the child's development and progress.



Closing and Next Steps



| Thank you!