



Seattle Preschool Program

voluntary, high-quality, affordable

Welcome!

Dual Language Programs

November 22, 2014 ▪ 2:00pm – 4:30pm

Agenda

1. Opening Activity
2. Setting the Context – Sonja Griffin
3. Dual Language Programs – Stephanie Jones
4. Short Break
5. Activity and Discussion
6. Next Steps

Meeting Objectives

- Define elements of a quality dual language program
- Identify key dual language supports

Opening Activity

- Name
- Organization
- **Feeling** about today's topic
- **Greatest need** related to this work
- **Greatest hope** related to this work



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Setting the Context

Overview

1. Local and national preschool expansion
2. Seattle City Council legislative guidance
3. Our topic today (and why it matters)

Local and National Preschool Expansion

How do we know things are changing?

- Preschool expansion across US
- President Obama announces "Preschool for All" Plan
 - High-quality preschool to all four year olds
 - Well-trained teacher, paid comparably to K-12 staff
 - Rigorous curriculum
- Emerging research on positive effects of high quality preschool



Early Learning Movement Building

	Financial Investments	Policy Changes
National	Race to the Top Funding (Early Achievers)	Obama Preschool Plan
State	ECEAP Expansion	ECEAP Expansion
Local	Property Tax Levy	Seattle Preschool Program

Local Movement Toward Quality

Summer 2011: Early Achievers—quality improvement funding, parent knowledge of ratings



Spring 2013: UW creates low-cost, online BA degree in early childhood



Fall 2013: City of Seattle creates Early Learning Academy



Winter 2014: Washington State Early Start Bill introduced



Summer 2014: Seattle Preschool Program Action Plan



Fall 2014: City of Seattle creates Department of Education and Early Learning



Fall 2014: Seattle Voters approve Seattle Preschool Program

Areas of Focus

Areas of Focus

1. Family Engagement
2. Dual Language Programs
3. Teacher Pathways to Certification
4. Curriculum
5. Teacher Training & Coaching
6. Provider Contracting & Student Enrollment

Dual Language Programs

Meeting Objectives

- Define elements of a quality dual language program
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Legislative Guidance

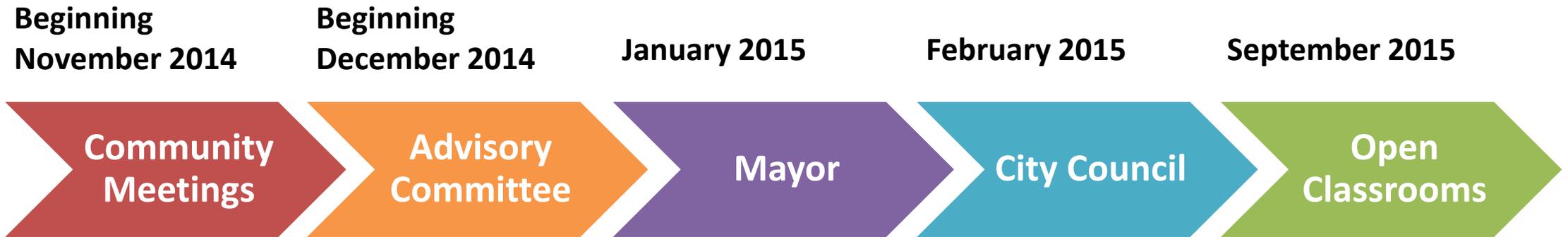
Dual Language Programs

- Dual language programs that meet the qualifications of the Seattle Preschool Program and are **representative of Seattle's linguistic diversity will receive funding priority.**
- Bilingual lead teachers and instructional assistants who meet the competency criteria developed in the Implementation Plan will be **fairly compensated for their expertise.**
- Students will be assessed in languages of instruction when feasible. (Seattle Preschool Program Action Plan, 2014)

Why Dual Language Matters

- **Bilingualism has multiple strong benefits** on children's cognitive functioning.
- **Children who start kindergarten proficiently bilingual** perform as well or better than those who begin with only English.

Implementation Planning Process



Dual Language Programs: ASL to English

Lindsay Klarman, Executive Director

Hearing, Speech and Deafness Center (HSDC)

What does it mean to be Bilingual?

Highly proficient in **two** or more languages

- When did the acquisition of the language(s) occur?
 - At Birth (immersion)?
 - Arrival in a new country/region with other language use?
 - One language learned at home and then the other in school?
 - Literacy plays an important role

Recent Research Findings

Current findings that are relevant to parents, families, early education professionals, researchers, and policy-makers:

- School readiness starts at birth
- High quality interaction and input guide language development—THIS MEANS NATIVE INPUT
- A rich language environment can help minimize class differences.
- Face-to-Face interactions support learning.
- ***Early bilingual experiences relate to flexible thinking.***

Becoming a Flexible Thinker



Speech Style and Social Context



Good News: Substantial evidence exists to dispel some myths

There is evidence-based advice available.

- There is no evidence that bilingualism *causes* delay in any aspect of development.
- Mixing or switching languages in one sentence is a sign of mastery (not confusion).
- Bilingualism does not result in ‘smarter’ people, but there are certain cognitive advantages.

CAL, 2006; Genessee, 2009; Kuhl et al., 2003

Research and Best Practices

Advances from brain research demonstrate that **early** bilingual language exposure is best for the developing Child's brain. (Petitto, 2010).

Outcomes for Quality Dual Language Practices

- Bilingual Children perform BETTER than monolinguals on select cognitive tasks
 - Attention and Abstract Reasoning
- There is a Bilingual Education Advantage!
 - Children from Monolingual homes in Bilingual Schools do better than Monolingual children in Monolingual Schools

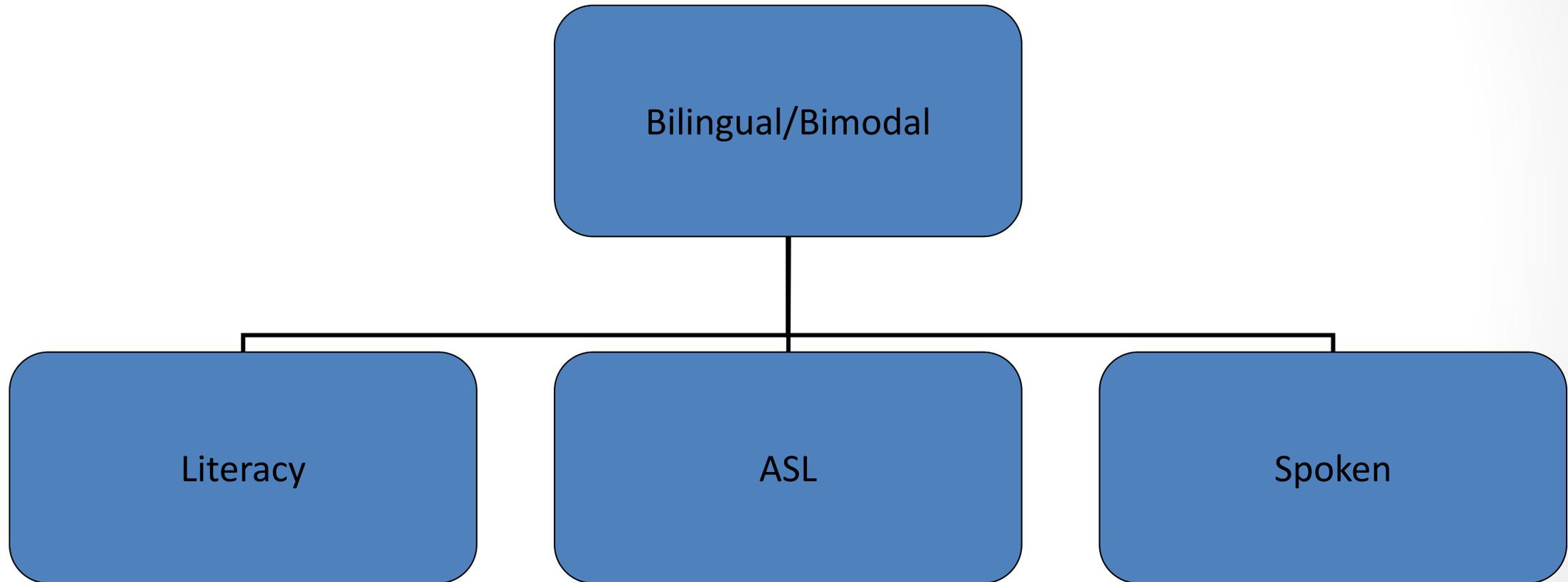
(National ASL/English Bilingual Early Childhood Education Advisory Group, VL2 Project; Petitto 2010)

Native ASL input

Language development in the visual-gestural modality occurs on approximately the same timetable as that for spoken languages

(Newport & Meier, 1985; Meier & Newport, 1990; Petitto & Marentette, 1991; Mayberry 2011).

The Rosen Preschool at HSDC: ASL & English



Who Do We Serve?

- Deaf of Deaf
 - Native ASL Parents with Deaf Children
- CODAs (Children of Deaf Adults)
 - Native ASL Parents with Hearing Children
- Deaf Children of Hearing Parents
 - Native ASL exposure through school to support non-native parents
- Hearing Children of Hearing Parents
 - Experience with ASL in some capacity

The 90 / 10 Rule

- 10% of children born **deaf** have **Deaf parents** (Deaf of Deaf)
 - This is an at risk population because they are a **linguistic minority**, they use ASL in the home while English is the mainstream language in America.
- 90% of all children born **deaf** have **hearing parents**
 - **Automatically an at risk population because often these hearing parents have no experience with deafness or Deaf culture.**

- 1 Hearing Teacher (Native English Input and Fluent in ASL)
- 1 Deaf Teacher (Native ASL input, literate in English)
- School Districts contract using the IEP method
- Bilingual means reading and writing in English

Families: be involved and learn WITH commitment and be on time

Students: to develop visual communicative intent skills

Expectations

Teachers: to show high expectation for success

Volunteers: to be active language model – use ASL and be motivated to learn more

Following Legislative Parameters

- Linguistic Diversity
- Qualified Instructors that are representative of the community and act not only as language models, but cultural brokers
- Measureable outcomes regarding instruction and development

Time for Change is NOW!

...learn it Early!

Early bilingual exposure is OPTIMAL!



Hearing, Speech and Deafness Center

Lindsay Klarman

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Website:

www.hcdc.org

Break

What are WE doing today?

Four Levels of Community Engagement:

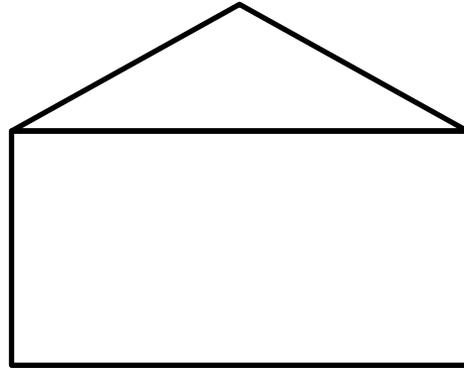
Information Sharing

Feedback

Influence

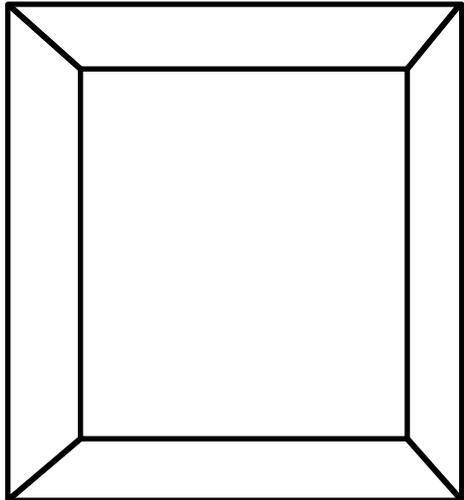
Decision Making

Framing



House frame

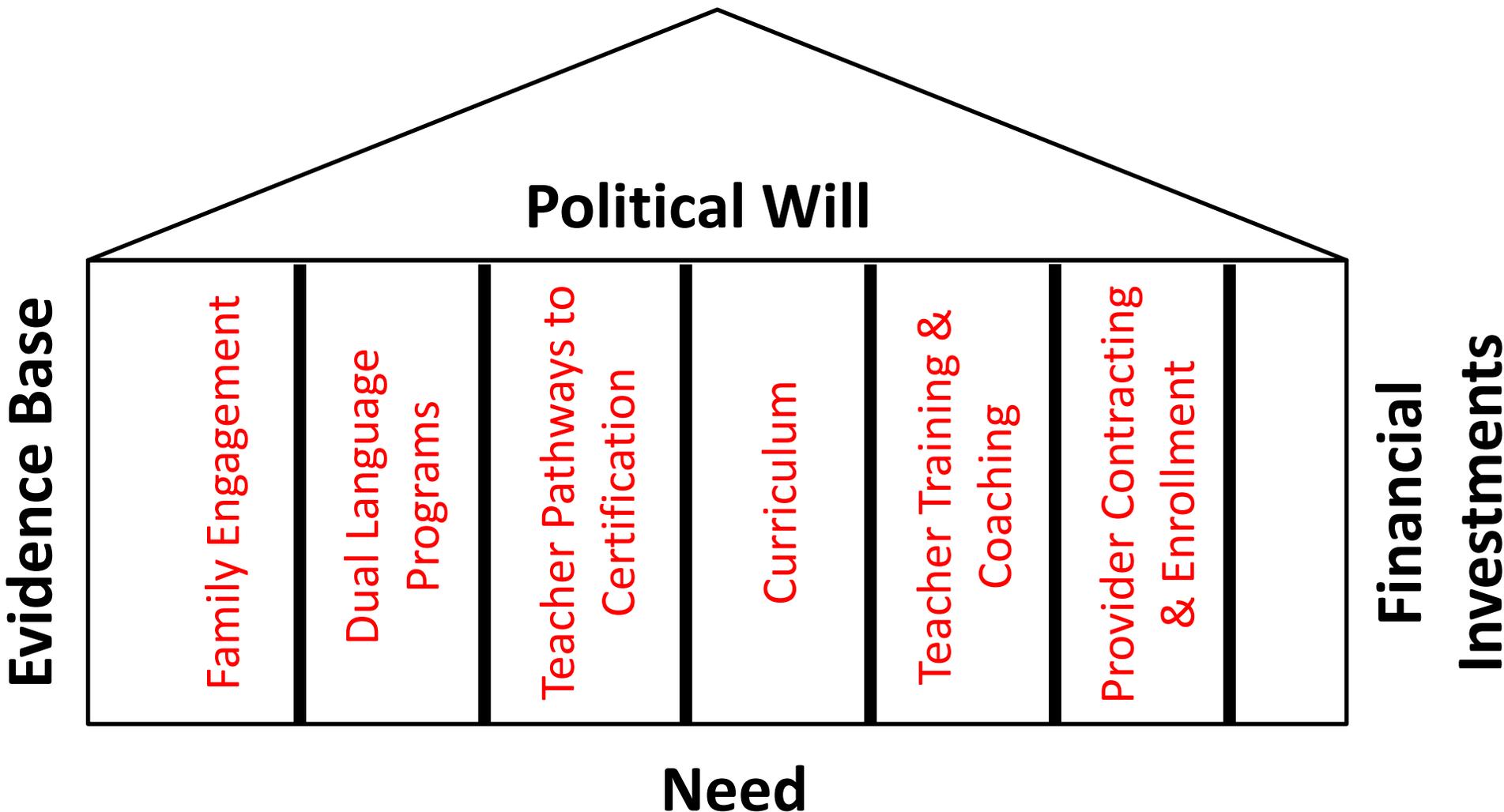
Holds everything up



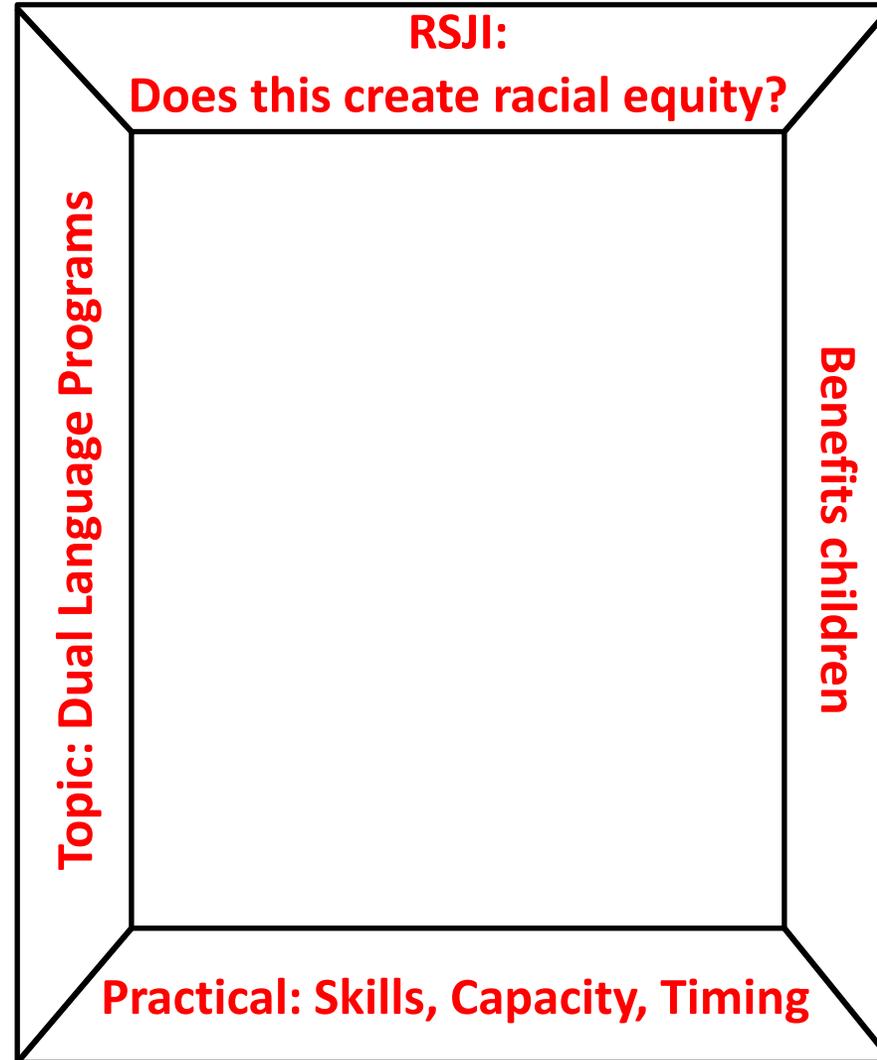
Picture frame

Hold everything in

House Frame



Picture Frame



Discussion Questions

RSJI:
Does this create racial equity?

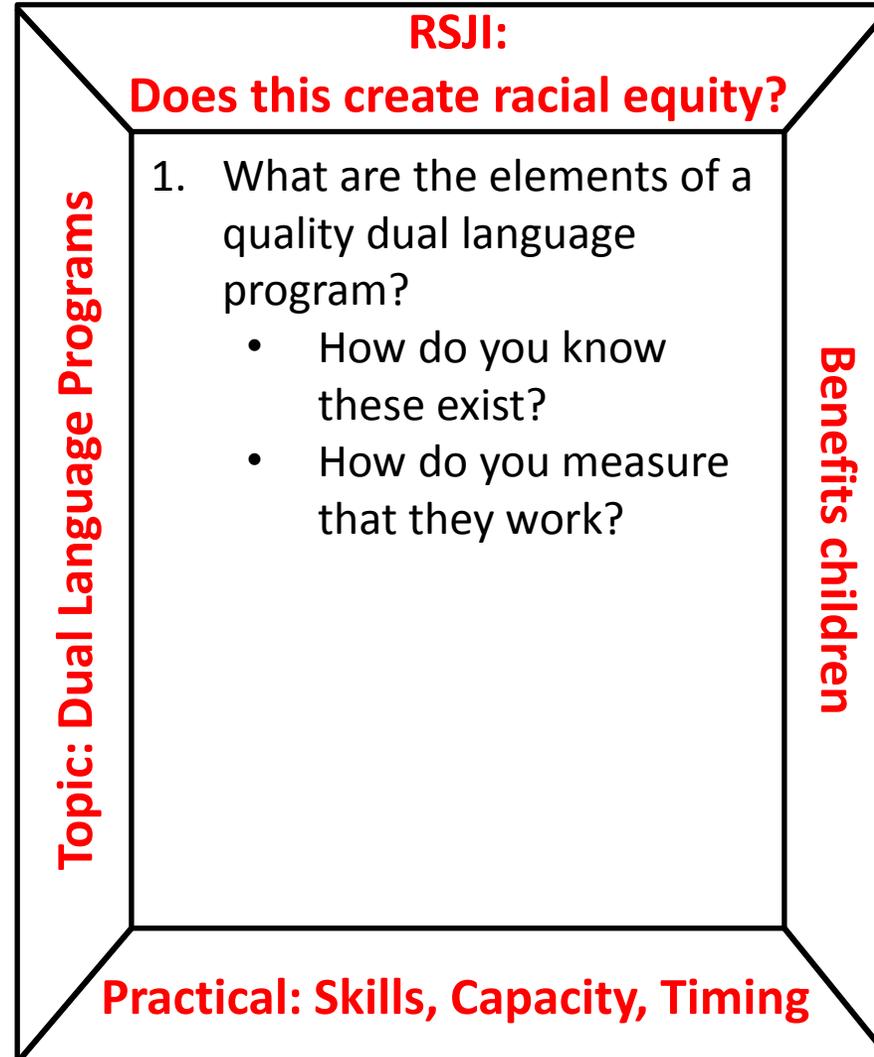
Topic: Dual Language Programs

Benefits children

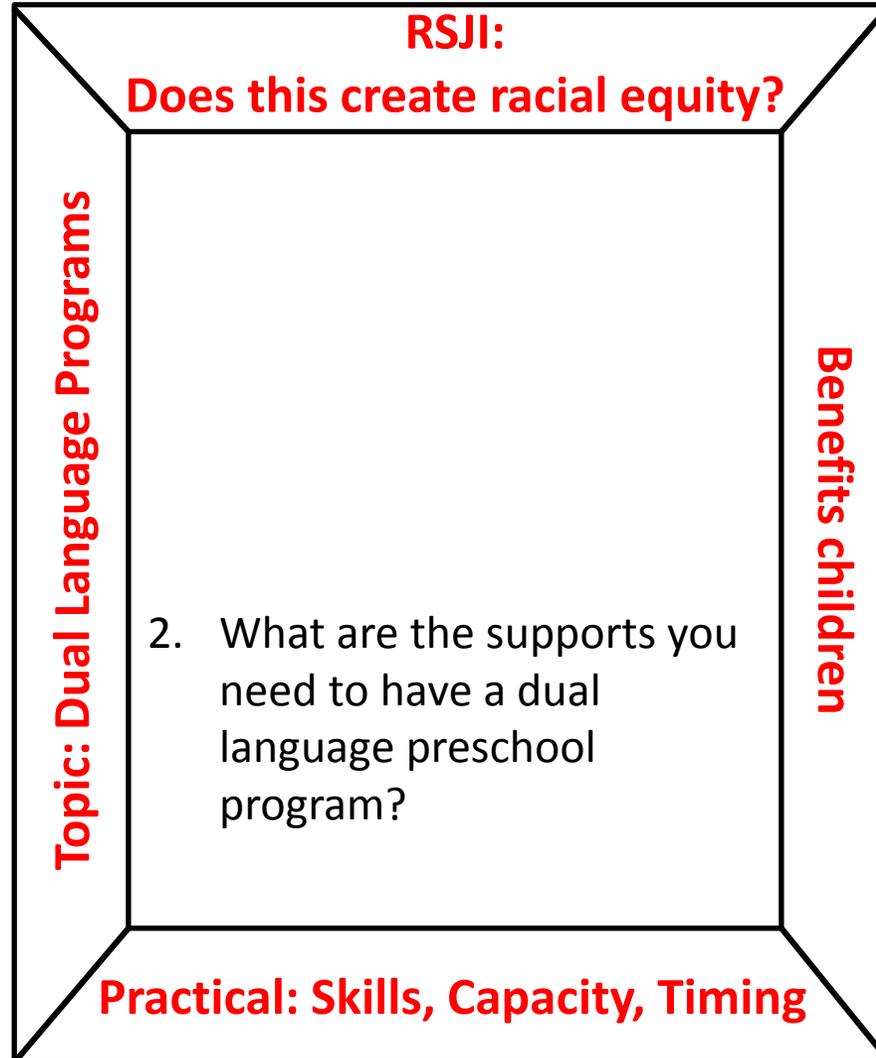
1. What are the elements of a quality dual language program?
 - How do you know these exist?
 - How do you measure that they work?
2. What are the supports you need to have a dual language preschool program?

Practical: Skills, Capacity, Timing

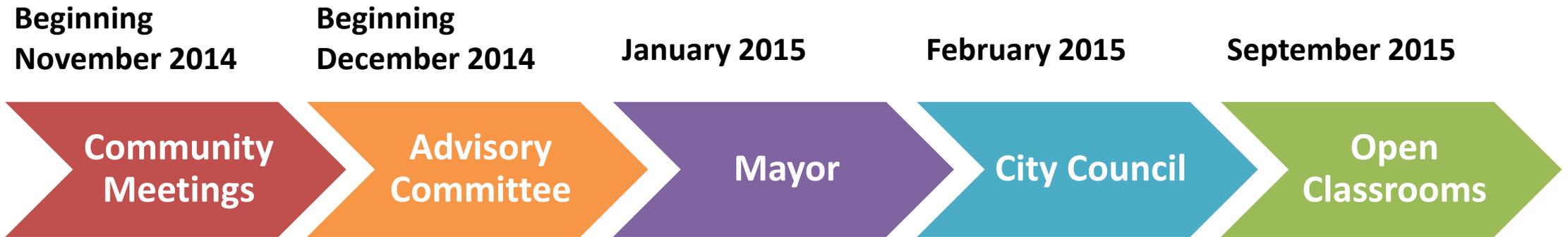
Discussion Q1



Discussion Q2



Implementation Planning Process



Remaining Meetings

	<u>Family Engagement</u> Sat, Nov. 22, 2014 - 10am to 12:30pm Langston Hughes (104 17th Ave S, Seattle)		<u>Curriculum</u> Sat, Dec. 6, 2014 - 10am to 12:30pm Youngstown (4408 Delridge Way SW, Seattle)
	<u>Dual Language Programs</u> Sat, Nov. 22, 2014 - 2pm to 4:30pm Langston Hughes (104 17th Ave S, Seattle)		<u>Teacher Training & Coaching</u> Sat, Dec. 6, 2014 - 2pm to 4:30pm Youngstown (4408 Delridge Way SW, Seattle)
	<u>Teacher Pathways to Certification</u> Tue, Dec. 2, 2014 - 6pm to 8:30pm New Holly (7054 32nd Ave S, Seattle)		<u>Provider Contracting & Enrollment</u> Wed, Dec. 10, 2014 - 3pm to 5:30pm Phinney Center (6532 Phinney Ave N, Seattle)