



FIRST 5 CALIFORNIA  
Dual Language Learner

PILOT STUDY

# Dual Language Learner (DLL) Pilot Study

## Progress Update and First Findings

First 5 Commission Meeting  
July 25, 2019

Heather Quick, Karen Manship, Rebecca Bergey  
American Institutes for Research

# AIR Team

**Heather Quick, PhD** – Principal Investigator

**Karen Manship, MA** – Project Manager

**Rebecca Bergey, EdD** – Deputy Project Manager

**Iliana Brodziak de los Reyes, PhD** – Lead Analyst

**Carmen Martínez, MA** – Recruitment Lead

**Jennifer Anthony, MA** – Classroom Observation Lead

**Shannon Keuter, MA** – Child Assessment Lead

Team bios available at [California DLL Study website](#)



# Technical Advisory Group

**Linda Espinosa, PhD**, Professor of Early Childhood Education (Ret.) at the University of Missouri, Columbia

**Doré Laforett, PhD**, Advanced Research Scientist at the Frank Porter Graham Child Development Institute

**Yuuko Uchikoshi, EdD**, Associate Professor at the University of California, Davis

**Mariela Páez, PhD**, Associate Professor at the Lynch School of Education, Boston College

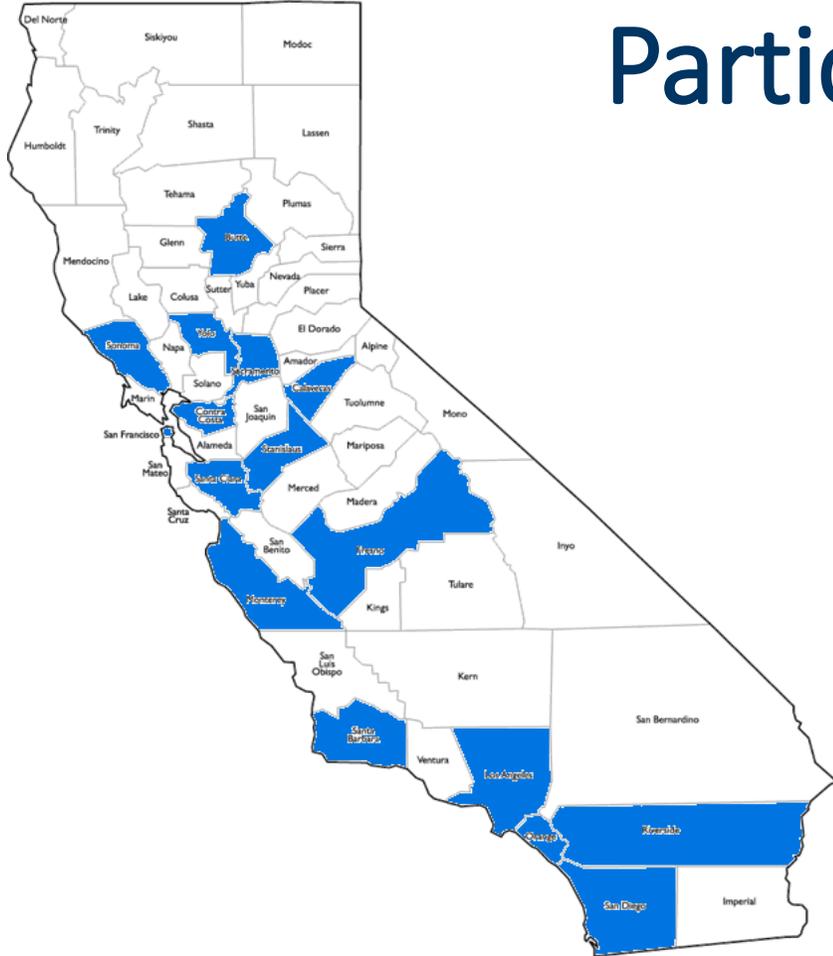


# Guiding Questions

1. What practices—*in terms of instruction, professional development, and family engagement*—are used in early learning settings in California to support DLLs?
2. What works to promote DLL learning and development?



# Participating Counties



Butte	Los Angeles	Sacramento	Santa Clara
Calaveras	Monterey	San Diego	Sonoma
Contra Costa	Orange	San Francisco	Stanislaus
Fresno	Riverside	Santa Barbara	Yolo



# Study Progress to Date

- **Background Study:**
  - Interviews with county stakeholders: complete
  - Site director survey: currently in the field
- **In-Depth study:**
  - Site selection: July

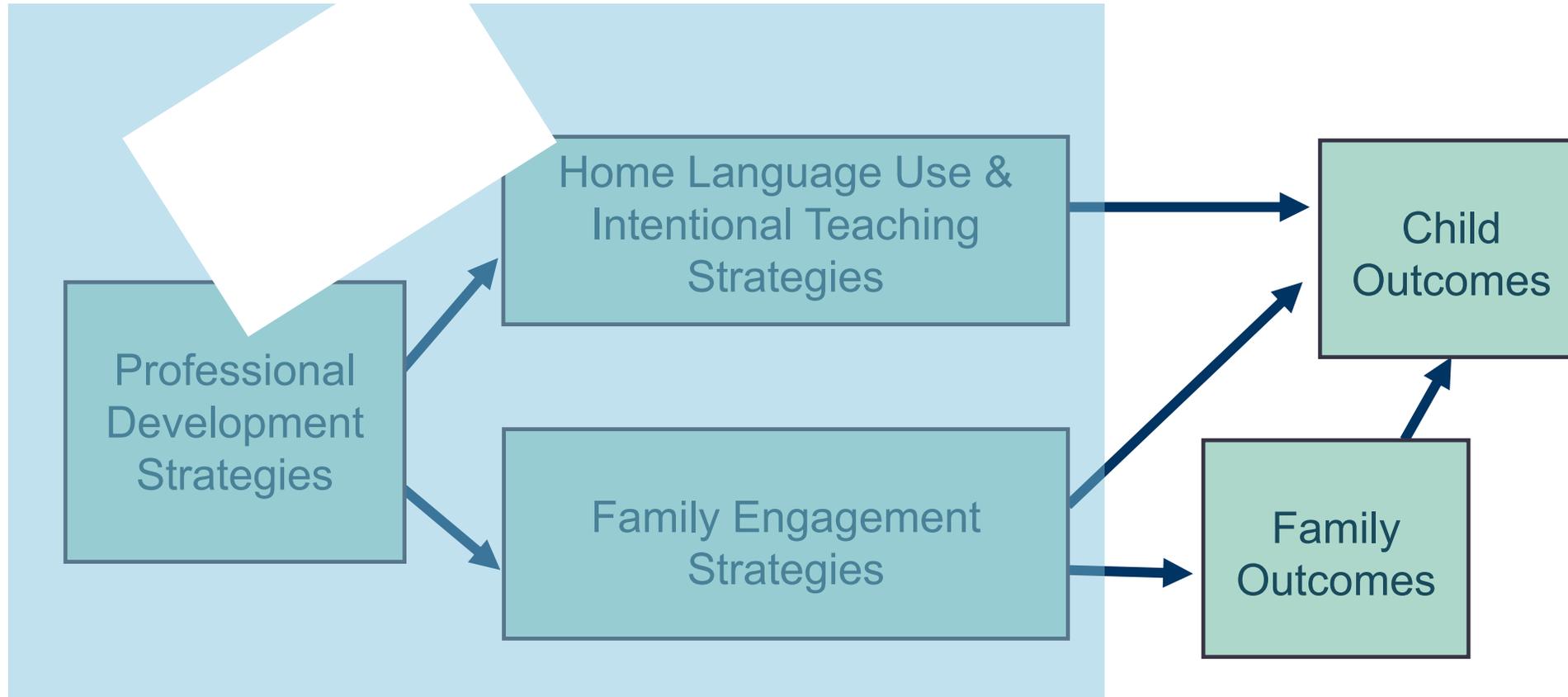


# Next Steps: In-Depth Study

- Fall 2019-Summer 2020
- 360 sites:
  - Center-based, family child care, unlicensed community-based programs
  - Serving infants/toddlers, serving preschoolers
  - Multiple languages
    - » Spanish
    - » Cantonese
    - » Mandarin
    - » Vietnamese



# In-Depth Study Focus



# In-Depth Study Data Sources

- Classroom observations
- Child assessments
  - Language skills, executive function, overall development/cognitive skills
  - Developmentally appropriate and available in (or translated into) multiple languages
  - Training for data collectors planned for late August/early September
- Teacher surveys
  - About their classroom practices
  - About specific children's development
- Parent phone surveys
  - About home learning activities and their views on bilingualism
  - About their child's development



# Expansion Study

- To inform expansion funding decisions:
  - Comprehensive literature review
  - Interviews with program directors about barriers to using evidence-based practices (late summer 2019)
- To describe implementation experiences of programs funded in expansion phase:
  - Implementation study (fall 2021)





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# Initial Findings: First Research Brief

*The Early Care and Education Context for Dual Language Learners in California*

# Purpose

Describe the **policy context**, **accountability systems**, **instructional supports**, and **workforce development** efforts within early learning and care settings across California.



# Data Sources

- Interviews/focus groups with key stakeholders from 16 counties, summer/fall 2018
- Nearly 100 respondents
- First 5 county agencies, resource and referral agencies, county offices of education, professional development providers, other local organizations included



# Key Findings: Context

## County Stakeholders

- View bilingualism as an asset
- Reference a range of resources to guide approaches to supporting DLLs

## Families

- Often prioritize the development of English proficiency for their children
- Influenced by economic pressures, uncertain political climate, and personal experiences in school



# Key Findings: Accountability Systems

## Challenges:

- Approaches to determining DLL status and home language vary
- Little emphasis on collecting accurate data about DLLs and tracking their progress
- Lack of consistency and alignment across systems makes monitoring progress more difficult

➡ Despite these challenges, some programs and systems in California have made progress on improving tools and measures to identify DLLs and to evaluate their progress.



# Key Findings: Instructional Approaches

## Key factors shaping instructional program choices reported by county stakeholders include:

- Community demographics
- Availability of staff who speak a particular language
- Leadership priorities
- System-level influences such as alignment with K-12

## Instructional Approaches/Models Mentioned by Stakeholders

- Sobrato Early Academic Language Model (SEAL)
- Preschool Guided Language Acquisition Design (GLAD)
- Personalized Oral Language(s) Learning (POLL)
- Soy Bilingüe
- Teachers Acquiring Language Learner Knowledge (TALLK)
- SEEDS of Learning



# Key Findings: Workforce Development

Workforce development opportunities varied in terms of attention given to strategies specifically aimed at supporting DLLs

## Opportunities included:

- Some coaching opportunities
- Some trainings offered in teachers' non-English home languages
- Efforts to build capacity at the *leadership* level
- Communities of practice and/or professional learning communities (PLCs) in some counties



# Key Findings: Workforce Challenges

- Lack of funding for professional development (PD)
- Dual language coursework/preparation is not required
- Few supports for ECE staff around language use in the classroom
- Few trainers who speak the languages of ECE staff
- Few supports for staff in unlicensed settings
- Lack of PD support for staff working with infants and toddlers



# Summary

- Shared value of bilingualism and interest in supporting DLLs in ECE
- Stakeholders reported challenges as well as local achievements
- Consistent implementation will require coherence and integration of efforts across systems, counties, and the state



# Future Briefs and Reports

- Common approaches and challenges to supporting DLLs in early learning and care programs (site director survey findings)
  - Early 2020
- What works for DLLs? A summary of effective practices for California's diverse children and ECE settings (in-depth study findings)
  - Early 2021
- Enhancing supports for DLLs: Successes and challenges in expanding effective practices (expansion study findings)
  - Spring 2021
- Comprehensive final report
  - June 2021





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# Questions?

[California DLL Study website](#)

