Crosswalk Between Dual Language Learner Policy Recommendations and Dual Language Learner Pilot Study Findings

This document is designed as a crosswalk between Dual Language Learner (DLL) Policy/Advocacy Issues[1] [2] (as they exist in literature and the Master Plan for Early Learning and Care, shown in red ink), a synthesis of the DLL Pilot Study in-depth phase findings, and summary of how the expansion phase[3] evaluation will address the issues.

Overarching DLL Issues

There are three overarching DLL issues, with specific policy recommendations under each, and for some, a notation in **red** of how each recommendation is linked to the recommendations in the Master Plan for Early Learning and Care. (See pages 9-11 for a summary of Master Plan DLL-focused recommendations.)

I.   **The early learning and care workforce must be prepared to serve DLLs.**

   a.   Require specialized training on culturally and linguistically responsive practices, and how to eliminate bias and inequitable practices **(2.A.II.c Critical Competencies for supporting DLLs)**

   b.   Create/improve workforce preparation pathways in higher education programs to ensure all providers demonstrate foundational understanding of language acquisition and best practices for serving DLLs (**2.A.V. Provide multiple options for program pathways, including a pre-K–grade 3 credential; 2.B.I.c Career pathways and online professional development [PD]/resources to the workforce)**

II. **Early learning and care programs must support children's home language in addition to English development.**

   a.   Develop standards for early learning and care programs that require all programs to use instructional approaches that support home language competency as a pathway to bilingualism (**1.C.1.a Informing CSPP Standards; 2.A.II.a Streamline standards, 2.A.II.b Health and Safety and Child Development topics for family, friend and neighbor [FFN] providers)**

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[1] Drawn from Promoting Equitable Early Learning and Care for Dual Language Learners: Knowledge brief. This document is the background for the Master Plan for Early Learning and Care Recommendations for DLLs. Retrieved from: Promoting Equitable Early Learning and Care for Dual Language Learners

[2] Additional resources for policy recommendations and supporting data are from the California Master Plan for Early Learning and Care: Making California for all kids (2020) (retrieved from Master Plan for Early Learning and Care: Making California For All Kids); and Meek, S., Iruka, I. U., Allen, R., Yazzie, D., Fernandez, V., Catherine, E., McIntosh, K., Gordon, L., Gilliam, W., Hemmeter, M. L., Blevins, D., & Powell, T. (2020). Fourteen priorities to dismantle systemic racism in early care and education. The Children's Equity Project. Retrieved from: https://childandfamilysuccess.asu.edu/cep

[3] The Expansion Phase is framed around three broad goals, which address the policy issues. The broad goals include: **Goal 1:** Strengthen teacher knowledge and use of instructional strategies that are effective in supporting DLL children's learning and development during COVID-19 and recovery from the pandemic, including English and home language support; **Goal 2:** Strengthen family engagement strategies that support DLLs and their families through this public health emergency, prevent DLLs from falling further behind, and emphasize the importance of home language and how to support children's home language development; **Goal 3:** Strengthen a systemwide commitment to DLLs and cross-agency plan for supporting DLLs' learning and development as the early learning and care systems rebuilds from the COVID-19 crisis.

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    b. Require program materials to reflect and value DLLs' home cultures and languages, and be applicable and accessible to diverse early learning setting types

    c. Identify culturally, linguistically, and developmentally appropriate assessment tools and support early learning and care programs to use them. **(1.C.1.a Informing CSPP Standards; 1.D.III.c. Bilingual resources for the workforce)**

    d. Identify a standard tool and establish a process to collect home language data and family information when children are initially enrolled.

III. Home language competency is critical to fostering bilingualism, biliteracy, and long-term academic achievement

    a. Increase advocacy and media around the benefits of bilingualism so policymakers, teachers, and parents prioritize home language competency **(DLL Knowledge Brief - Public Awareness Campaign)**

DLL Issues, Pilot Finding, and Opportunities for Leverage

I. The early learning and care workforce must be prepared to serve DLLs.

DLL Policy Recommendations	What We Know from the In-Depth Study	Expansion Phase Research Questions
a. Require specialized training on culturally and linguistically responsive practices, and how to eliminate bias and inequitable practices **(2.A.II.c Critical Competencies for supporting DLLs)** b. Create/improve workforce preparation pathways in higher	*The Early Learning and Care Context for Dual Language Learners in California* (November 2019) - County stakeholders stress the need for more teacher knowledge on dual language acquisition and best practices for DLLs. - Some counties offer innovative, local efforts to prepare teachers to work with DLLs, but there are no state requirements for preparing educators to work with DLLs. - Stakeholders in almost all counties offer some professional development opportunities (e.g., trainings, coaching), but these vary in terms of how in-depth they go on DLL-specific topics.	Expansion Phase Evaluation research questions: ● What factors drive or hinder successful implementation of counties' chosen workforce development strategies? ● What strategies (including virtual) are working well to support providers working with families in deepest poverty? ● How did counties integrate educator preparation strategies into local systems?

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DLL Policy Recommendations	What We Know from the In-Depth Study	Expansion Phase Research Questions
education programs to ensure all providers demonstrate foundational understanding of language acquisition and best practices for serving DLLs **(2.A.V. Provide multiple options for program pathways, including a pre-K–grade 3 credential; 2.B.I.c Career pathways and online PD/resources to the workforce)**	- Many counties have a lack of trainers who speak the home language of staff. Only a few counties offer trainings in the home language. *Quick Facts: The Landscape of Early Learning and Care Programs Serving DLLs in California* (October 2020) - Most program directors (63%) report at least one significant challenge related to the workforce (e.g., not having enough teachers trained to work with DLLs or engage with families). *Quick Facts: Professional Development to Support Teachers of Young Dual Language Learners in California* (December 2020) - Most early learning and care programs (78% centers; 69% family child care homes [FCCH] lack educators who are prepared to work with DLLs and their families. - More than three in four sites (78% centers; 75% FCCHs) report not having enough funding for professional development. - DLL-specific PD is rarely required for early educators (only required in 25% of programs). - Programs that require DLL-specific PD tend to be publicly funded and serve a larger proportion of DLLs. *Approaches to supporting Dual Language Learners in California's Early Learning and Care Programs* (May 2021) - Most program directors (75% of centers; 62% of FCCHs) reported not having enough staff who speak the home languages of DLLs as a significant challenge. *Research Brief: Engaging Dual Language Learner Families in Their Children's Education (April 2022)* - While most (81%) of the 744 programs surveyed reported providing early learning materials to families to use at home,	● Which strategies are scalable? A review of initial county work plans indicates that counties plan to implement a range of strategies to strengthen teacher knowledge to support DLL children, including: ● Training (e.g., POLL, GLAD, TALLK) ● Unit-bearing courses ● Individualized coaching ● Workshops ● Professional learning communities

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	34% of families reported receiving materials in both English and their home language and 17% received materials in their home language only. - More than two-thirds of families (69%) were told by their program that they should speak both English *and* their home language at home. Over half of families (59%) received a specific message about speaking *as much of their home language as possible* at home.	

II.   Early learning and Care Programs must support children's home language in addition to English development.

DLL Policy Recommendations	What We Know from the In-Depth Study	Expansion Phase Research Questions
a. Develop standards for early learning and care programs that require all programs to use instructional approaches that support home language competency as a pathway to bilingualism. (**1.C.1.a Informing CSPP Standards; 2.A.II.a Streamline standards, 2.A.II.b Health and Safety and Child**	*The Early Learning and Care Context for Dual Language Learners in California* (November 2019) - County stakeholders reported that programs vary widely in how they decide on instructional approaches for DLLs. Key factors include: community demographics, availability of staff who speak a particular language, leadership priorities, and system-level influences (e.g., alignment with K-12). - County stakeholders report that some programs use a specific, dual language model, while others are less systematic in how they incorporate the home language. (This is also confirmed later by site directors; see bullets below.) *Quick Facts: The Landscape of Early Learning and Care Programs Serving DLLs in California* (October 2020) - Nearly all centers (98%) and most family child care homes (70%) in California serve DLLs.	Expansion Phase Evaluation research questions: ● What factors drive or hinder successful implementation of counties' chosen instructional approaches to support DLL home language competency in ECE settings? ● How did counties integrate instructional approaches for DLLs into local systems? Which strategies are scalable?

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Development topics for FFNs) b. Require program materials to reflect and value DLLs' home cultures and languages and be applicable and accessible to diverse early learning setting types.	- The majority of centers that serve DLLs (57%) serve a group of children representing three or more language backgrounds. - Close to half of program administrators (43%) report significant challenges related to the availability or adequacy of bilingual materials. *Quick Facts: Professional Development to Support Teachers of Young Dual Language Learners in California* (December 2020) - Most center-based programs (75%) and FCCHs (62%) reported that their teachers lacked the skills to speak the home language of the DLLs enrolled at the site. *Approaches to supporting Dual Language Learners in California's Early Learning and Care Programs* (May 2021) - At least one third of programs use English-only instruction with their DLLs. - Though many programs incorporate children's home languages, the majority of programs (58% centers; 60% FCCHs) *do not* use a specific DLL curriculum or model. - Many programs have linguistically and culturally supportive materials for DLLs (e.g., bilingual books, cultural items), but more resources are needed. - About three quarters of programs (73% of centers; 77% of FCCHS) report challenges in accessing high-quality books in the home language or bilingual books.	
c. Identify culturally, linguistically, and developmentally appropriate	*Challenges in Assessing California's Diverse Dual Language Learners* (January 2021) - DLL children should be assessed in both English and their home language to obtain a comprehensive picture of their skills.	Expansion Phase Evaluation research questions: ● What factors drive or hinder successful implementation of counties' chosen

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assessment tools and support early learning and care programs to use them. (**1.C.1.a Informing CSPP Standards; 1.D.III.c. Bilingual resources for the workforce**)	- There are very few valid and reliable assessments available for use in languages other than Spanish.
	
	- Existing non-English assessments have critical limitations, including the use of non-representative norming samples and simple translation procedures which may not lead to culturally and linguistically valid assessments.
	
	Approaches to supporting Dual Language Learners in California's Early Learning and Care Programs (May 2021)
	
	- Many centers (84%) and FCCHs (57%) use assessments for their DLLs, but few assess DLLs in their home language.
	
	- When programs do assess in the home language, assessments in Spanish are much more common than assessments in other languages.
	
	    o 35% of centers and 26% of FCCHs serving Spanish-speaking DLLs assess in Spanish.
	
	    o 15% of centers and 6% of FCCHs serving DLLs of other languages asses in the home language.
	
	Math Skills Among Spanish-Speaking DLLs: Implications for Assessment (June 2021)
	
	- Spanish-dominant DLLs in our study were most likely to score higher on math as assessed in Spanish, compared to Balanced bilingual and English dominant DLLs.
	
	- Assessing math skills in the home language is particularly important for DLLs who are dominant in their home language.
		culturally, linguistically, and developmentally appropriate assessment strategies/tools?
		
		● How did counties integrate assessment strategies/tools to support young DLLs into local systems? Which strategies are scalable?

d. Identify a standard tool and establish a process to collect	*The Early Learning and Care Context for Dual Language Learners in California* (November 2019)	Expansion Phase Evaluation research questions:

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home language data and family information when children are initially enrolled.	- County stakeholders reported different ways of identifying DLLs and their home language – some use a parent survey, while others rely on teacher judgement. - Stakeholders expressed concerns about possible underreporting and inaccurate identification of DLLs using existing methods. - Data that are collected are not gathered in a consistent manner across systems/programs, making monitoring difficult. *Quick Facts: The Landscape of Early Learning and Care Programs Serving DLLs in California* (October 2020) - Spanish is the most common language spoken by DLLs in California early learning programs, but only 38% of programs serve *only* Spanish speakers. The other most commonly spoken languages in ELC programs include Mandarin (24%), and Pilipino/Tagalog (19%). *Quick Facts: How Early Learning and Care Programs Identify DLLs* (May 2021) - Few programs administer a home language survey (22%) or direct language assessment to the child (13%) to identify DLLs. - Programs are more likely to rely on informal strategies such as observing the child (73%) or asking a family member informally (82%). - Identification practices vary by funding stream – those receiving Head Start or State Preschool funds are more likely to use formal approaches. - Fewer than half of program directors (43%) report collecting information on the number of DLLs in their program.	● What factors drive or hinder successful implementation of methods to identify young DLLs and which methods are scalable? ● To what extent, and in what ways, did the DLL expansion projects help change child-, family-, and provider-serving local systems in how they identify young DLLs? ● What can the state learn from local system change efforts to strengthen statewide systems? Which strategies are scalable?

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III. **Home language competency is critical to fostering bilingualism, biliteracy, and long-term academic achievement.**

DLL Policy Recommendations	What We Know from the In-Depth Study	Expansion Phase Research Questions
a. Increase advocacy and media around the benefits of bilingualism so policymakers, teachers, and parents prioritize home language competency **(DLL Knowledge Brief - Public Awareness Campaign)**	*The Early Learning and Care Context for Dual Language Learners in California* (November 2019) - Early learning stakeholders value bilingualism, but they report that parent/family beliefs are a challenge. Parents often prioritize development of English proficiency for their children. *Quick Facts: The Landscape of Early Learning and Care Programs Serving DLLs in California* (October 2020) - More than one in three programs report using English only instruction: 27% of DLL-serving programs reported using only English instruction, and another 9% reported using English only instruction in some of their classrooms. *Approaches to supporting Dual Language Learners in California's Early Learning and Care Programs* (May 2021) - Directors value bilingualism and have some understanding of DLL development, but many still believe learning two languages can be confusing for children (30% centers; 44% of FCCHs). - Although site directors generally express their support of bilingualism, they prioritize English over home language or bilingual development in their instructional practices. *Research Brief: Engaging Dual Language Learner Families in Their Children's Education (April 2022)* - Most of the 1791 families responding to a survey indicated they want their children to be bilingual and most families (85%) reported	Expansion Phase Evaluation research questions: ● What factors drive or hinder successful implementation of advocacy efforts that promote the value of bilingualism? ● How did counties integrate DLL advocacy efforts into local systems? Which strategies are scalable?

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	the program told them about the benefits of their child learning two languages, or that their culture and language are important.	

Select DLL Recommendations from the Master Plan

Master Plan Components			Key Word
Goal 1: Unify and Strengthen Programs and Services to Support Children's Learning and Development			
STRATEGY C. Provide California's Three- and Four-Year-Olds with Access to a High-Quality Preschool Experience	Action Plan 1.C.I. Align and strengthen current program design and standards for an enhanced preschool program serving three- and four-year-olds.	1.C.I.a. Advance legislation and promulgate regulations to create a new California preschool program with enhanced program standards/elements that apply to all organizations providing preschool services, including school districts, centers, and family child care (including an intentional DLL focus).	**Informing CSPP Standards**
STRATEGY D. Ensure Equitable Treatment of All Children and Eliminate Bias through Practices and Training	Action Plan 1.D.II. Require specialized training and development to address dual language development, children with disabilities, and how to eliminate bias and inequitable practices.	1.D.II.c. Incentivize and provide affordable community-based professional development and online professional development offerings to license-exempt providers on best practices and strategies that support DLLs and children with disabilities.	**FFN professional development**
	Action Plan 1.D.III. Update early learning guidelines to expand and integrate throughout DLLs and children with disabilities.	1.D.III.a. Update early learning foundations, curriculum frameworks, and program guidelines (infant/toddler and preschool) to incorporate culturally and linguistically responsive, family-centered, and evidence-based pedagogy and practices that: i. Include anti-bias	**Updating Preschool Learning Foundations**

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		and trauma-informed practices; ii. Reflect current strategies in support of Universal Design for Learning by addressing research on first quality instructional strategies; iii. Include best practices and strategies for inclusive learning and supporting children with disabilities; iv. Strengthen dual language strategies and practices and promote authentic, reciprocal relationships with families as their children's first and most important teachers; and, v. Promote authentic, reciprocal relationships with families as their children's first and most important teacher.	
	Action Plan 1.D.III. Update early learning guidelines to expand and integrate throughout DLLs and children with disabilities.	1.D.III.c. Provide bilingual materials and resources for early learning and care professionals working with DLL children and families. ● **From the DLL Knowledge Brief**: Develop and disseminate resources to assist providers and early educators to support dual language learners and their families.	**Bilingual resources for the workforce**
	Action Plan 1.D.III. Update early learning guidelines to expand and integrate throughout DLLs and children with disabilities.	1.D.III.d. Update the English Learner Roadmap to address birth to age three to fully address the learning and development continuum for DLLs, acknowledging that language development begins at birth.	**Updating the EL Roadmap**
	Action Plan 1.D.IV. Collect and use data to support DLLs and children with disabilities and address issues of equity.	1.D.IV.b. Ensure that continuous quality efforts reflect early learning guidelines that address the unique needs of DLLs and children with disabilities (i.e., a programmatic approach). ● **From the DLL Knowledge Brief**: Include DLL indicators and supports as part of the redesign of Quality Counts California.	**DLLs in QCC**
	Action Plan 1.D.V. Guarantee equitable access to early learning and care for all.	1.D.V.f. Create additional incentives and supports for providers and programs, such as grants for professional development and access to targeted technical assistance related to supporting DLLs and children with disabilities.	**Incentives and supports to the workforce**
Goal 2: Support Children's Learning and Development by Enhancing Educator Competencies, Incentivizing and Funding Career Pathways, and Implementing Supportive Program Standards			
STRATEGY A. Enhance Educator Competency to Optimally Support Child	Action Plan 2.A.II. Revise workforce standards as part of revisions to licensing, program,	2.A.II.c. Focus child development training on critical skills for the California workforce. Ensure that child development training includes a focus on serving DLLs and children with disabilities, and on how to	**Critical Competencies for supporting DLLs**

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Learning and Development	and funding standards.	provide trauma-informed care.	
STRATEGY B. Incentivize, Support, and Fund Career Pathways	Action Plan 2.B.I. Complete development of a comprehensive professional learning system that supports multiple pathways for early learning and caregivers and professionals.	2.B.I.c. Continue to develop a robust online professional learning platform, building on current funding from PDG-R and CCDF. The development process will include partnerships with state and community-based partners and yield a platform that: 1) provides a rich ecosystem of responsive, engaging content that supports competency development, career advancement, and degree attainment; and, 2) ensures the full workforce has access to content on critical topics, including child development and learning that is culturally and linguistically informed; knowledge about how to effectively serve DLLs; practices to address resilience/ trauma-informed care and implicit bias; and, include and meet the needs of children with disabilities.	**Career pathways and online PD/resources to the workforce**
Goal 3: Unify Funding to Advance Equity and Opportunity			
STRATEGY A: Adopt a Tiered Reimbursement Rate with Appropriate Adjustments	Action Plan 3.A.I. Adopt a tiered reimbursement rate with appropriate adjustments.	3.A.I.e. Determine adjustments for child characteristics, including factors for DLL, children with disabilities, foster youth, poverty, and other factors. The setting of such adjustments addresses costs and provides incentives for inclusion.	**Costs associated with serving DLLs (Tiered Reimbursement)**
Additional Recommendations from the DLL Knowledge Brief			
Program Approaches that Support Home Language and Promote Bilingualism		Develop a public awareness campaign that focuses on the benefits of bilingualism.	**Public Awareness Campaign**
Preparing the Early Learning and Care Workforce to Serve DLLs	Transition to a competency-based workforce preparation model.	Develop a bilingual authorization to prepare and certify early educators with the necessary linguistic proficiency and pedagogical skills to teach in a dual-language program.	**Bilingual Authorization**
	Build the capacity of coaches, trainers, and higher education faculty. To better prepare aspiring early educators serving	Fund demonstration projects to train and build the DLL capacity of faculty at colleges and universities.	**Demonstration projects / IHE pilots**

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	children birth to age five, it is necessary to enhance the capacity of coaches, trainers, and higher education faculty to provide DLL-specific content.		