



April 28, 2016

<p>SUBJECT</p> <p>DUAL LANGUAGE LEARNER PILOT</p> <p>Strategic Priority Area 1. Children and Families Support children prenatal through age 5 and their families by providing culturally and linguistically effective resources, knowledge, and opportunities for them to develop the skills needed to achieve their optimal potential in school and life.</p> <p>Goal 1.2. Early Learning Children birth through age 5 benefit from high-quality early education, early intervention, family engagement, and support that prepares all children to reach their optimal potential in school and life.</p> <p>Objective 1.2.2. Support and pilot culturally and linguistically effective strategies to engage Dual Language Learners (DLL) in the classroom.</p>	<p><input type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Information</p>
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SUMMARY OF THE ISSUE

Staff will provide an overview of the First 5 California (F5CA) Dual Language Learner (DLL) Pilot development, and summarize the concerns and challenges presented for many young DLLs, their educators, and providers in California.

DLLs are children who learn two or more languages at the same time. DLLs come from a variety of cultures, and their individual learning needs and language development differ widely. The population of young DLLs has tripled in the last several decades, and these children now account for one quarter of all young children in the U.S. (Migration Policy Institute, June 2014). In California, 57 percent of children birth through age 5 live in a household where English is not the primary language. This DLL population is the fastest growing demographic in our state.

As a result of the demographic changes, many programs have recognized the importance of not only closing but preventing the achievement gap. Teachers and providers want to know and understand cultural and linguistic best practices and evidence-based strategies to better connect with DLL children and their families.

The paradigm is slowly morphing through increased awareness and learning opportunities for educators and providers to support the acquisition of English, while simultaneously encouraging the development of the DLLs' home language, and cognitive, social-emotional, and physical development. Equally important, is the desire for educators to know what constitutes best practices that support DLLs, including encouraging home language preservation and restoration (Espinosa, 2013). However, meeting these responsibilities can be a challenge when there is a language barrier between an educator and child. Providing professional development opportunities for educators will enhance the skills needed to support multiple DLL programs. Ensuring educators and administrators are adequately trained to address the concerns is an important part of the proposed F5CA DLL Pilot.

In California, DLL students are already behind their peers on measures of school readiness when they enter kindergarten as well as reading assessments at the end of kindergarten and first grade (Administration for Children and Families U.S. Department of Health and Human Services, 2013). Achievement gaps are still evident in third grade, when in California, 79 percent of English learners are below proficient in English-Language Arts and 49 percent are below proficient in math on state standardized tests (California Department of Education [CDE], Assessment and Accountability Division, 2013.) Developing the child's home language provides the foundation for reading and writing, while preparing children to be biliterate. Additionally, all educators regardless of home language, can implement effective strategies while preserving the home language of children served in the program, even while working in a multilingual classroom (Espinosa, 2013). Statistics, research, and common sense says investing in a DLL Pilot to help California understand how to best meet the needs of our DLL children would be a wise investment.

RECOMMENDATION

This is an information only item. F5CA staff is not requesting action at this time. F5CA staff will return in July 2016 with an action requesting Pilot funding.

BACKGROUND OF KEY ISSUES

California's early learning programs serve children from a wide variety of backgrounds and experiences shaped by the culture, traditions, and routines in their family and community. According to the U.S. Census, in 2013 there were 249 languages spoken in California, an increase of 17 percent since 2000, though English and Spanish remain the most commonly spoken languages (U.S. Census, 2009 – 2013). Most classrooms in California are not just bilingual classrooms, but classrooms where a number of languages are spoken. California is home to the largest population of DLLs, serving more than one in four of the nation's DLLs. "Comparisons between successive or sequential bilinguals and monolinguals have indicated there is considerable variation in the rate and patterns of development among these children, and that this variation is often associated with the age of onset of second language acquisition, and the amount and quality of exposure to each language" (Hammer, Hoff, Uchikochi, Gillanders & Castro, 2014). During the preschool years, children's vocabulary, grammar, and pragmatic language skills develop rapidly. However, the quantity and quality of input

they receive in each language is a key factor in how children develop in both their home language and in English (DeHouwer, 2009).

DLLs' level of development across languages vary substantially depending on many factors, including when and how children are exposed to different languages. Most young children throughout the world successfully learn more than one language during their earliest years. Learning and thinking in two languages results in advanced executive function skills such as planning, initiating, waiting, and self-regulation. Language acquisition happens at the earliest stages of brain development. babies under 8 months of age from different cultures can detect sounds in any language from around the world, an ability lost by adulthood (Kuhl, 2011).

Furthermore, research demonstrates during the pre-K years children are rapidly developing language skills and can quickly absorb new languages to which they are exposed. There are many benefits to bilingualism and biliteracy. "Young DLL children typically demonstrate advantages in executive function skills such as attention and inhibitory control compared to their monolingual peers, and have different developmental trajectories than monolingual children in language and literacy development" (Child Trends, 2014). Home language helps preserve family ties and knowing more than one language results in economic benefits later in life. The challenge is we have many children who do not have a strong base in home language or English.

A growing body of research suggests DLL programs have significant, positive impacts on the development of DLLs' English and native language proficiency and academic trajectories, regardless of the model (Germaine-Rutherford, 2016). There is a surge of interest in the pre-K – 12 school system as educators are recognizing the benefits of multiple language acquisition for younger children. However, the school system is met with challenges such as budget limitations, and few schools offer non-English language development in the primary years. In an increasingly global world, children will benefit from knowing more than one language, including a strong foundation in their home language. Additionally, cultural identity is closely connected to the ability of a child being able to communicate with extended family.

California was the first state in the nation to provide specific approaches in early learning instruction by including English-Language Development (ELD) within the Preschool Learning Foundations.¹ The accompanying curriculum frameworks also address the ELD needs of young DLLs. CDE also published "Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning," which provides teachers with knowledge and tools to educate preschool English learners most effectively. These publications were developed to help teachers effectively interact with and educate DLLs.

Research has just scratched the surface on understanding how to most effectively support DLLs and decrease the achievement gap. However, it is known that early childhood educators can play a role in addressing this situation. The benefits of early childhood education have been found to greatly reduce the achievement gap. In 2013,

¹Developed by the CDE, which describe what all young children are able to learn with appropriate support.

the Commission approved a new Strategic Plan which includes support for a DLL Pilot. Through the DLL Pilot, F5CA has an opportunity to provide incredible value to the early learning field about the best ways to support both primary and secondary language acquisition, literacy skills, strengthening home language, social-emotional development, and strategies to engage families.

California has made progress in supporting DLLs, and is often looked to nationally for best and promising practices in this area. A recent New America Foundation report indicates California's policies on supporting DLLs in pre-K through grade three are some of the strongest in the country. Nevertheless, these policies do not directly translate to young DLLs receiving the early supports they need.

In efforts to continually work toward the goals defined in the Strategic Plan, F5CA invited a group of experts and stakeholders to participate in the DLL Pilot Input Group.² The purpose of the DLL Input Group is to identify emerging priority areas for consideration and feedback, and give direction toward the development of the Pilot (see Attachment B).

To date, the DLL Input Group has played an integral role in identifying gaps, focus areas, and system supports to institutionalize best practices around supporting young DLLs. In addition, the DLL Input Group helped develop the Dual Language Learner Pilot Guiding Principles (see Attachment A). The intent of the F5CA DLL Pilot was shaped through the underlying values listed in the Guiding Principles. The Guiding Principles convey authentic engagement that honors diversity of children and families, equity of access, and intentional planning and development that integrates learning and creates measurable results for the use of monitoring and evaluation as a tool for continuous quality improvement. The DLL Pilot aims to support children and families through positive outcomes of school readiness, effective assessment strategies, best practices in early learning environments, and the learning of two or more languages.

The DLL Pilot already is gaining great interest from others both in California and across the United States. Recently, The White House contacted F5CA and expressed an interest in California's DLL Pilot efforts. The White House is preparing a Policy Brief about the benefits of bilingualism and biliteracy. This document is scheduled to be released in May 2016 and F5CA has been invited to participate in the launch.

In collaboration with the DLL Input Group, the Lucas Education Research Division, and the Heising-Simons Foundation, F5CA created a survey to capture a current scan of DLL program practices. The DLL Pilot survey analysis provided key themes most respondents agreed were important to consider in developing the Pilot. The themes from the survey align with the DLL Input Group's recommendations. The themes included professional development, family engagement strategies, evaluation of best practices and teaching strategies, evaluation of curriculum, and appropriate child and program assessment options. Below is a brief summary of the primary themes detailing common obstacles and concerns noted by many respondents.

² The DLL Pilot Input Group included stakeholders from the First 5 county commissions, the CDE, the Department of Social Services, the Health and Human Services Agency, higher education, early learning programs, and advocacy organizations.

Professional Development

Professional development was indicated as the most frequent area of concern for many DLL survey respondents. DLLs benefit from high-quality programs when educators have access to professional development training and resources. Qualified and effective teachers comprise one of the most important features of high-quality early education for young DLLs (Espinosa, 2015). The early care and education workforce often lack training in effective strategies for supporting children's home language development and quality of language instruction, whether they do or do not speak the children's home language. Another issue is the lack of requirements for teachers. There are currently no specific state requirements for bilingual preschool teachers working with DLLs and their families. Of the different certifications, Child Development Teacher Permit, Associate of Arts, or Bachelor of Arts in Early Childhood Education/Child Development, none of the required early learning course work is in language acquisition.

F5CA proposes to implement and evaluate the DLL Pilot to develop and implement best practices for early educators, support DLLs in their home language while developing English language, and to elevate the latest strategies in providing individualized instruction to meet the diverse needs of the DLLs in the classroom and programs. Supports can be provided through professional development training concentrated on the needs of young DLLs.

Family Engagement

Many F5CA DLL Pilot Survey respondents also indicated family engagement as a key area for further study in the DLL Pilot. When children come to school, families do as well. Many DLLs come from immigrant backgrounds, including first and second generation immigration families. "In some states, children of immigrants make up more than one third of all children, including in California, where in 2013, children of immigrants made up half of all children (Urban Institute, 2015)." Research demonstrates high correlation between immigrant status, parents with low educational attainment, and low family income. It is therefore crucial to not only understand the positive outcomes of family engagement, but to be intentional in connecting with families through a strength-based approach, and presuming good-will of parents. As children's first teachers, parents play important roles in supporting academic learning at home and at school.

Given the great diversity of languages spoken across California, parents are critical to supporting bilingualism and primary language development. While many early learning settings have some bilingual teachers and program staff, most do not have teachers that speak the wide range of languages spoken across the state. As a result, it is critical to engage families and to provide the tools and supports they need to help their children develop and maintain bilingualism, and in many cases, tri- and multilingualism.

Moreover, parents and other adult caregivers are important resources for educators as they help children navigate through the schooling process and bridge the connection between school and home. More specifically, when families are engaged, the benefits persist regardless of the family's economic, racial, ethnic, or educational background. Educators must build a foundation of mutual respect and trust, and employ appropriate

family engagement strategies to support DLLs. Educators must reach out to engage families beyond the program, particularly in linguistically and culturally diverse communities.

Best Practices and Teaching Strategies

The third most frequently chosen area for further evaluation from survey respondents is best practices and teaching strategies. These practices and strategies include working closely with families and developing a partnership; providing a positive climate in the program and classroom; fostering a trusting relationship with children and families; providing professional development opportunities to teachers; and access to educated staff who are bilingual, proficient in English, and possess the understanding of sequential and simultaneous language acquisition; while providing individualized instruction for DLLs. Equally important is addressing the unfounded preconceptions, attitudes, and beliefs about DLLs by training staff how to engage with families, and developing cultural competence in staff and administration to address all of these concerns.

Curriculum

Still within the top group of responses, respondents to the DLL Pilot Survey indicated there was a lack of access to resources such as curriculum, specifically developed for use in supporting second or multi-language acquisition. Curriculum design encompasses the entire environment which includes learning goals and opportunities coupled with desired objectives and activities, as planned, by the educators to provide children in the classroom. Content objectives, learning outcomes, knowledge of child development, careful observation, and assessment are used by educators to identify the strengths, needs, and interests of individual children. The approach to curriculum design varies differently for each program. DLLs are unique learners who need individualization because they are learning two or more languages at a time, and many enter early childhood programs with different levels of English language exposure (Espinosa, 2008). Educators need training and curriculum in how to guide and support young DLLs because the composition of the programs reflect a multilingual environment.

Child and Program Assessments

Included within best practices and teaching strategies, many respondents indicated use of child and programs assessments were a crucial area of further study and evaluation. The assessment process informs educators and enhances their teaching while providing positive outcomes for children. Completion of assessments involves a process which informs educators about a child's competencies and assists in creating learning environments which support children in their development. Assessing DLLs can be challenging for several reasons. Conducting the assessment in English masks the child's true language competence in his/her primary language. The majority of assessments for young children are observational and/or rely on teachers asking questions and listening for specific answers. Assessments generate important information about how a learner is progressing. Often, translators are not readily accessible due to insufficient funding, or there is a lack of trained staff who are bilingual. Preparing and training teachers to understand and correctly use assessments is crucial.

In addition to being culturally and linguistically responsive, educators who are assessing DLLs should know the child's home language, be proficient in English, possess knowledge of the developmental stages of language acquisition, and know when to make a referral to a specialist for further evaluation (Espinosa, 2008). Collecting data from both formative and summative assessments help gain insight on strategies that aid in language acquisition. In addition, assessments guide educators to provide responsive individualization based on the needs of the child. The use of ongoing assessment provides the tools to re-align the curriculum to keep children moving along the continuum of learning. Being able to systematically and objectively assess children, teachers, and the environment are important because they affect the overall quality of the classroom and have been shown to affect child outcomes.

Conclusion

There is a limited amount of research on strategies to support DLLs in the classroom, but recent research findings provide specific approaches for instruction and assessment. Although research is limited, there is enough information known from stakeholders, indicating implementation matters as much as program goals and design. The DLL Pilot will aim to increase access to culturally competent training and resources, and identify effective and developmentally appropriate practices for young children through a diverse learning environment that promotes the development of their home language as well as English-language development that is scalable and implementable in programs and classrooms across California and the nation. These strategies will contribute to supporting the development of bilingualism, biliteracy, and school-readiness success.

SUMMARY OF PREVIOUS COMMISSION DISCUSSION AND ACTION

The Commission has not previously discussed or taken action on this subject, although a DLL Pilot is included in F5CA's current Strategic Plan.

FISCAL ANALYSIS

The funding allocation for this project is from the Research Development and Education fund accounts. The anticipated investment in the DLL Pilot may be up to, approximately, \$16 million over four years (FYs 2017 – 2018 through 2020 – 21). F5CA anticipates investing in more than one Pilot focus area.

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ATTACHMENTS

- A. First 5 California Dual Language Learner Pilot – Guiding Principles
- B. Proposed Timeline for Dual Language Learner Pilot Development
- C. Conceptual Model
- D. Dual Language Learner Pilot Development PowerPoint Presentation
- E. First 5 California Dual Language Learner Survey: Findings from the Field

First 5 California Dual Language Learner Pilot – Guiding Principles

The proposed Guiding Principles for the Dual Language Learner (DLL) Pilot are taken from five sources: First 5 California (F5CA) Values as stated in the Strategic Plan, F5CA Principles on Equity, California Preschool Guidelines: Guiding Principles for Supporting Young DLLs, California Department of Education Preschool Curriculum Framework, and the DLL Pilot values from the F5CA Input Group survey.

I. Authentic family and community engagement

Family and community partnerships create meaningful connections and are central to supporting DLLs. Families and other caregivers of children with diverse backgrounds should be involved in the development and implementation of programs. Shared leadership and power helps families become empowered decision-making partners and contributors to their children's education.

II. Culturally and linguistically responsive

The language and culture of students with diverse backgrounds should be supported in all phases of program development, particularly in the classroom. Programs should be culturally relevant to children's home backgrounds and communities, with lessons that are grounded in such knowledge.

III. Equity of access to services

High-quality early learning programs benefit all children, especially young DLLs. Equity of access for all students means children with diverse backgrounds and abilities have access to high-quality, culturally competent, and developmentally appropriate opportunities. Public policies that allocate increased resources help improve outcomes, decrease the opportunity gap, and support DLLs ages 0 to 5. The impact and success of such programs should be supported and made accessible to all children ages 0 to 5 who reside in California.

IV. Results-based accountability

Creating positive, measurable results requires the use of monitoring and evaluation as tools for continuous improvement. Programs should have well-defined and meaningful outcomes that benefit children from diverse backgrounds and abilities and are assessed across all domains, including English-language development.

V. Integrated learning

Curricula should be results-informed and adapted to changing student needs. Building upon proven best and promising practices and creating integrated, continuously improving, innovative, and cost-effective programs will result in the highest-quality services to all children, particularly DLLs. All aspects of the program work together to achieve the goals of bilingualism, biliteracy, and cross-cultural competence while meeting academic expectations.

VI. Intentional teaching

Creating a multilingual and multicultural learning environment supports children's learning experiences. Instructional methods are derived from research-based principles to support DLLs and from research on the development of dual/multi language proficiency. Children benefit cognitively and

socially when they receive instruction that promotes the development of their home language as well as English-language development. Instruction is student-centered and supports the development of bilingualism, biliteracy, and academic achievement.

The DLL Pilot Guiding Principles are rooted in First 5 California’s mission and values. The matrix below indicates the source(s) from which the consolidated guiding principles were drawn: First 5 California’s Values, First 5 California’s Principles on Equity, the proposed DLL Pilot Values, the California Preschool Guidelines: Guiding Principles for Supporting Young Dual Language Learners, and the California Department of Education Preschool Curriculum Framework.

Proposed DLL Pilot Guiding Principles	First 5 California Values from Strategic Plan	First 5 California Principles on Equity	CA Preschool Guidelines: Guiding Principles for Supporting Young DLLs	CDE Preschool Curriculum Framework	DLL Pilot Values from the F5CA Input Group Survey
I. Authentic family and community engagement	✓	✓	✓	✓	✓
II. Culturally and linguistically responsive		✓	✓	✓	✓
III. Equity of access to services	✓	✓	✓		✓
IV. Results-based accountability	✓	✓	✓		
V. Integrated learning			✓	✓	
VI. Intentional teaching			✓	✓	

PROPOSED TIMELINE FOR DUAL LANGUAGE LEARNER PILOT DEVELOPMENT

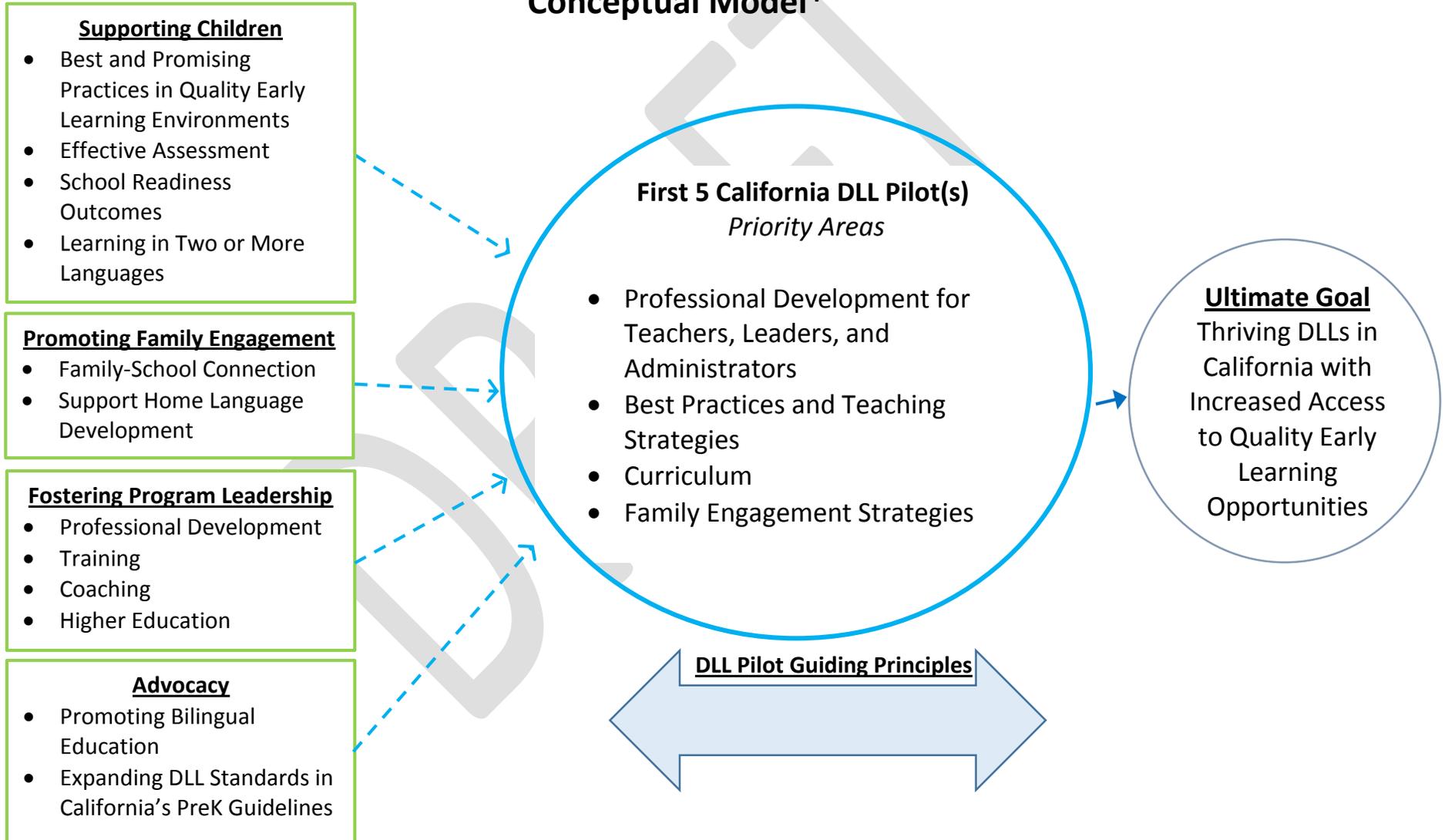
Date	Activity	Intent
July 2015 – Ongoing	DLL discussion, research, and prep work	Review the latest research, have in-house discussions, reach out to experts, and begin to determine what might be the gaps/needs for DLL
October 15, 2015	DLL Input Group Meeting	Convened a group of experts and stakeholders to identify emerging priority areas for consideration, feedback, and analysis to provide direction for the DLL Pilot
November 12, 2015	DLL Input Group Meeting	Convened a group of experts to dig deeply into emerging DLL Pilot focus areas and identify questions for further consideration and information gathering to assist in development of the DLL Pilot
December 2015 – January 2015	Draft the DLL survey with information from the DLL Group meeting and feedback from the draft pre-survey	Complete survey for release
February 2, 2016	Release survey	Distribute survey to experts and statewide stakeholders for feedback
February 19, 2016	Survey responses due back to First 5 California	Receive input from experts and other stakeholders
February 22 – March 2016	Program and Evaluation review and compile the results of the DLL Survey	Determine priority areas for DLL Pilot
March 21, 2016	Share survey results with DLL Input Group	Inform and receive initial feedback on results from group
March 2016	Internal literature review	Determine evidence-base for Pilot
April 2016	Literature crosswalk including pilot recommendations	Support Pilot with evidence-based recommendations
April 2016	Review and analyze survey results, DLL Input Group discussions, literature review, and formulate pilot design	Determine the DLL Pilot implementation strategies
April 28, 2016	Commission Meeting information item	Inform and receive feedback from the F5CA Commission

PROPOSED TIMELINE FOR DUAL LANGUAGE LEARNER PILOT DEVELOPMENT

April 2016	Develop logic model and key questions	Document rationale for DLL Pilot implementation
May – June 2016	DLL Input Group call or meeting	Update and provide information on Commission item
June – October 2016	Develop Request for Proposals (RFP)	Development of procurement method
July 2016	Commission Meeting action item	Present Pilot to Commission for approval
October – November 2016	Release RFP awards	Interested agencies apply
January – February 2017	Announce RFP award and begin pilot	Pilot launched

DRAFT

DRAFT
First 5 California
Dual Language Learner (DLL) Pilot(s)
Conceptual Model*



DUAL LANGUAGE LEARNER PILOT DEVELOPMENT



- According to the U.S. Census, in 2013 there were 249 languages spoken in California, an increase of 17 percent since 2000, though English and Spanish remain the most commonly spoken languages.
- Language acquisition happens at the earliest stages of brain development.
- Helping children who are dual-language learners maintain and build their home languages while learning English simultaneously is important.

- California is home to children from a wide variety of backgrounds, complexities, and experiences.
- In California, the program's compositions consist of multilingual learners.
- Children differ in their linguistic levels.



Proposed Timeline

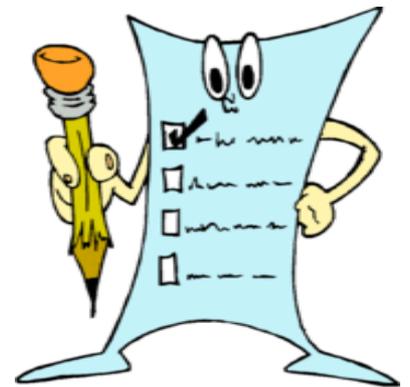
Date	Activity	Intent
April – May 2016	Develop Research Questions and Logic Model	
June – October 2016	Develop Request for Proposals (RFP)	Development of procurement method
July 2016	Commission Meeting Action Item	Present Pilots to commission for approval
October – November 2016	Release RFP awards	Interested agencies apply
January – February 2017	Announce RFP award and begin pilot	Pilot launched

Guiding Principles

- Knowing more than one language benefits children cognitively, socially, and emotionally.
- Developing the primary language is critical to the development of the second language.
- All children have a right to receive high-quality, linguistically, and culturally competent education.

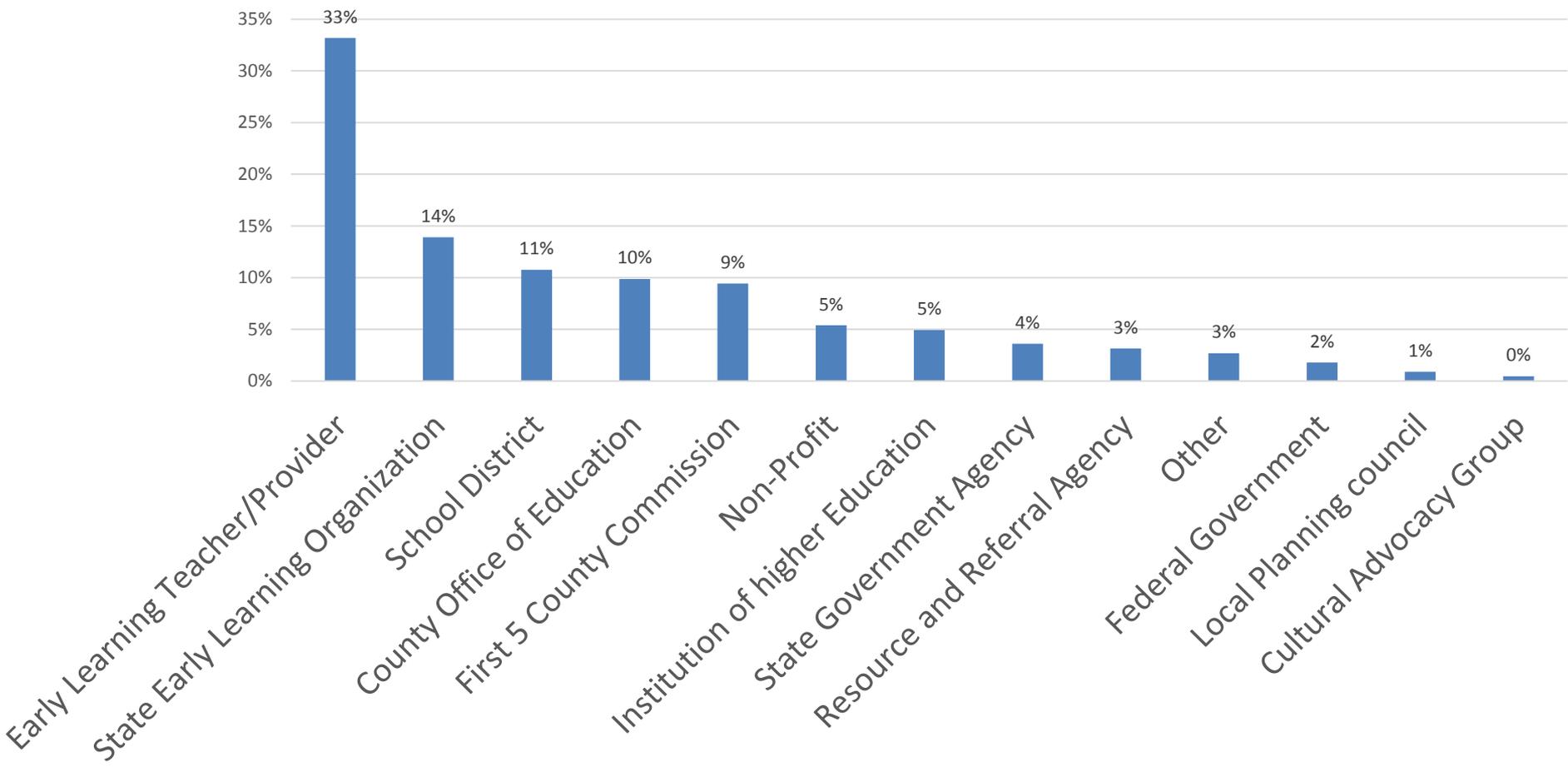
To inform development of the DLL Pilot
by identifying:

- Current DLL efforts in California
- Focus areas, gaps, and best practices for DLLs



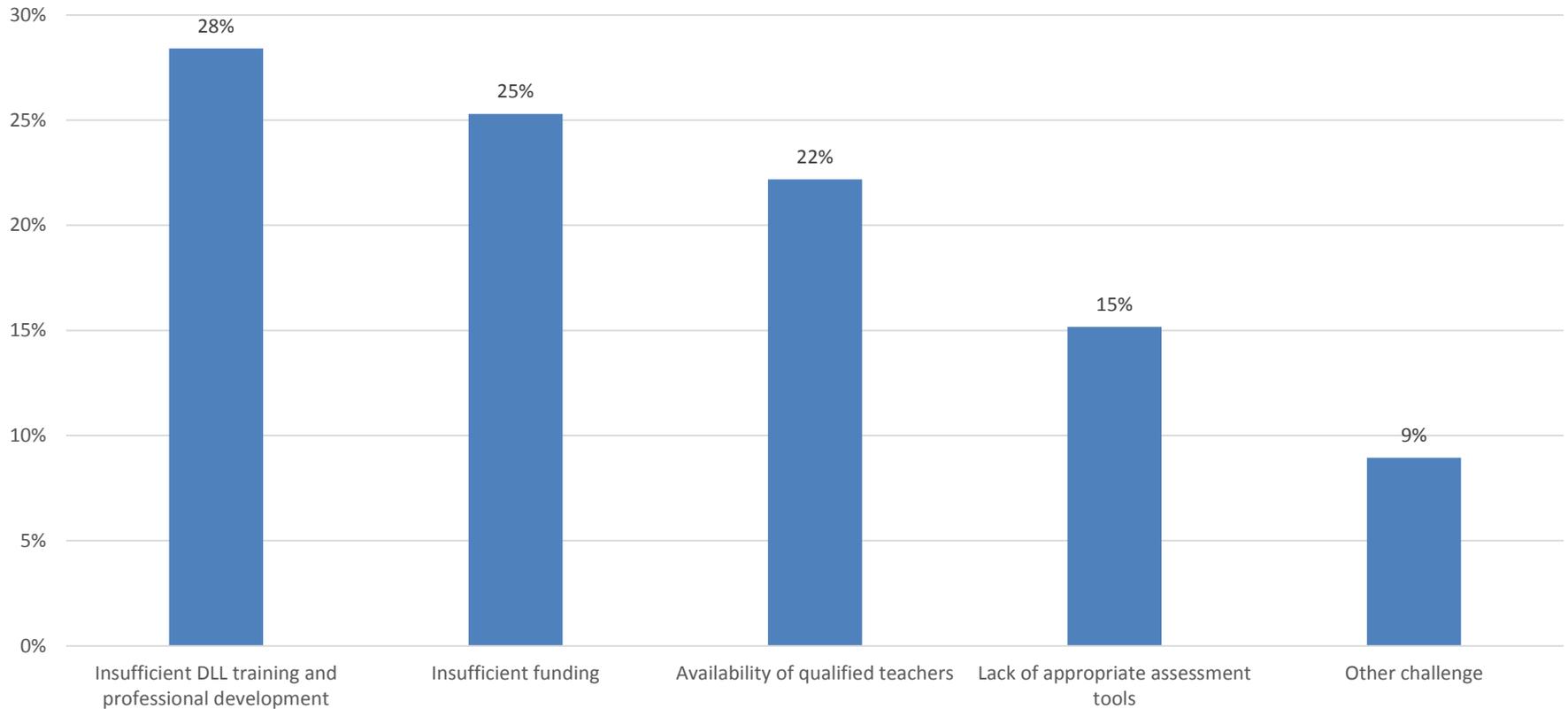
Survey Highlights

“Which of the following best describes your organization? (select one)”



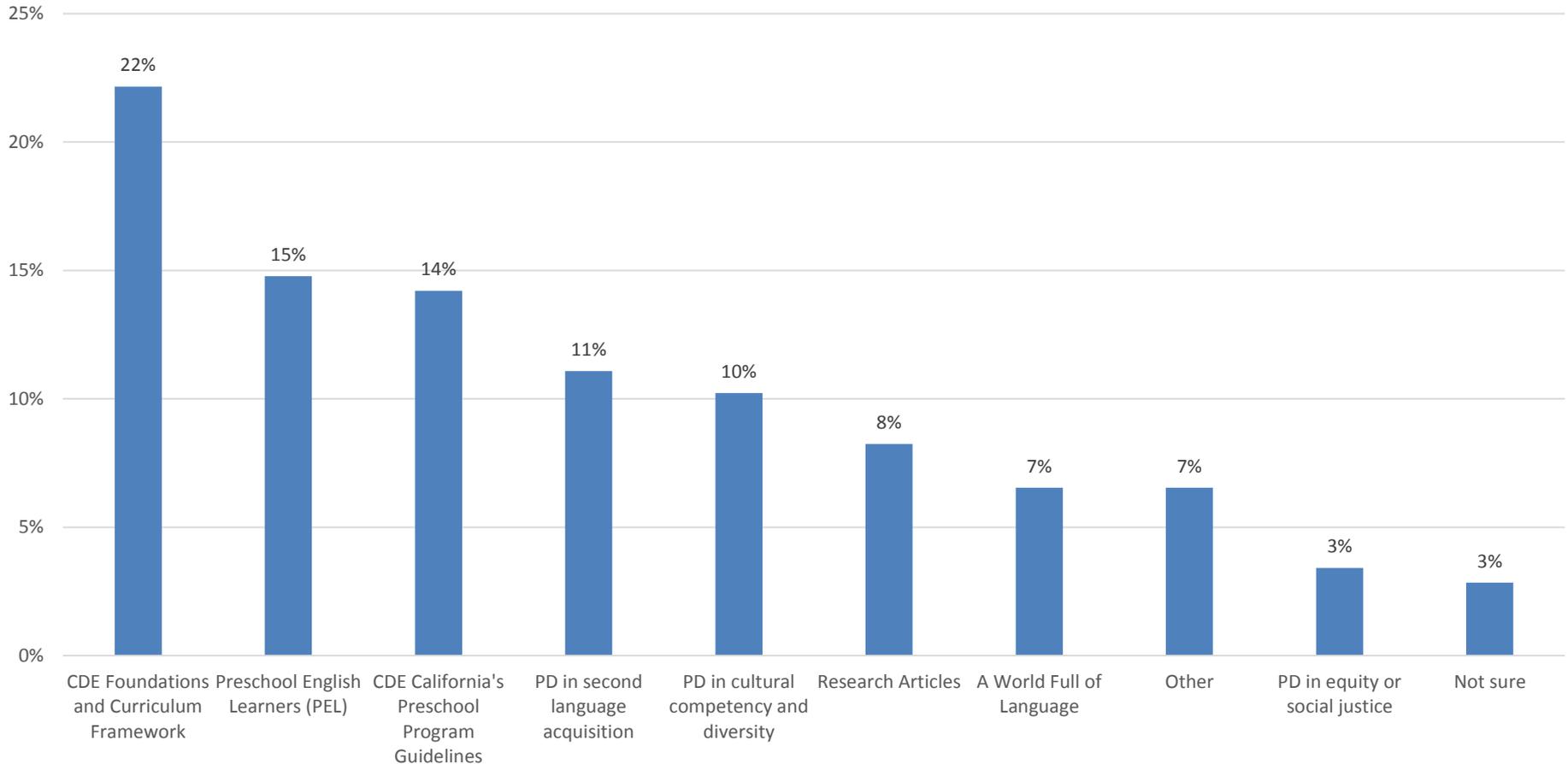
N = 223

“What challenges have affected the implementation of the program serving DLLs? (Select all that apply)”



Survey Highlights

“Select or describe the areas of professional development (PD) provided to teachers supporting DLLs in your program (in-service).”



“Please select how often the assessment tools are used in your program to determine child outcomes, or select N/A if not applicable.”

Assessment Instruments:

- Brigance® Inventory of Early Development III
- Peabody Picture Vocabulary Test™ (PPVT™)
- Phonological Awareness Literacy Screening™ (PALS™)
- Woodcock-Johnson® III
- Desired Results Developmental Profile® (DRDP®) 2015
- Individual Growth and Development Indicators (IGDIs)

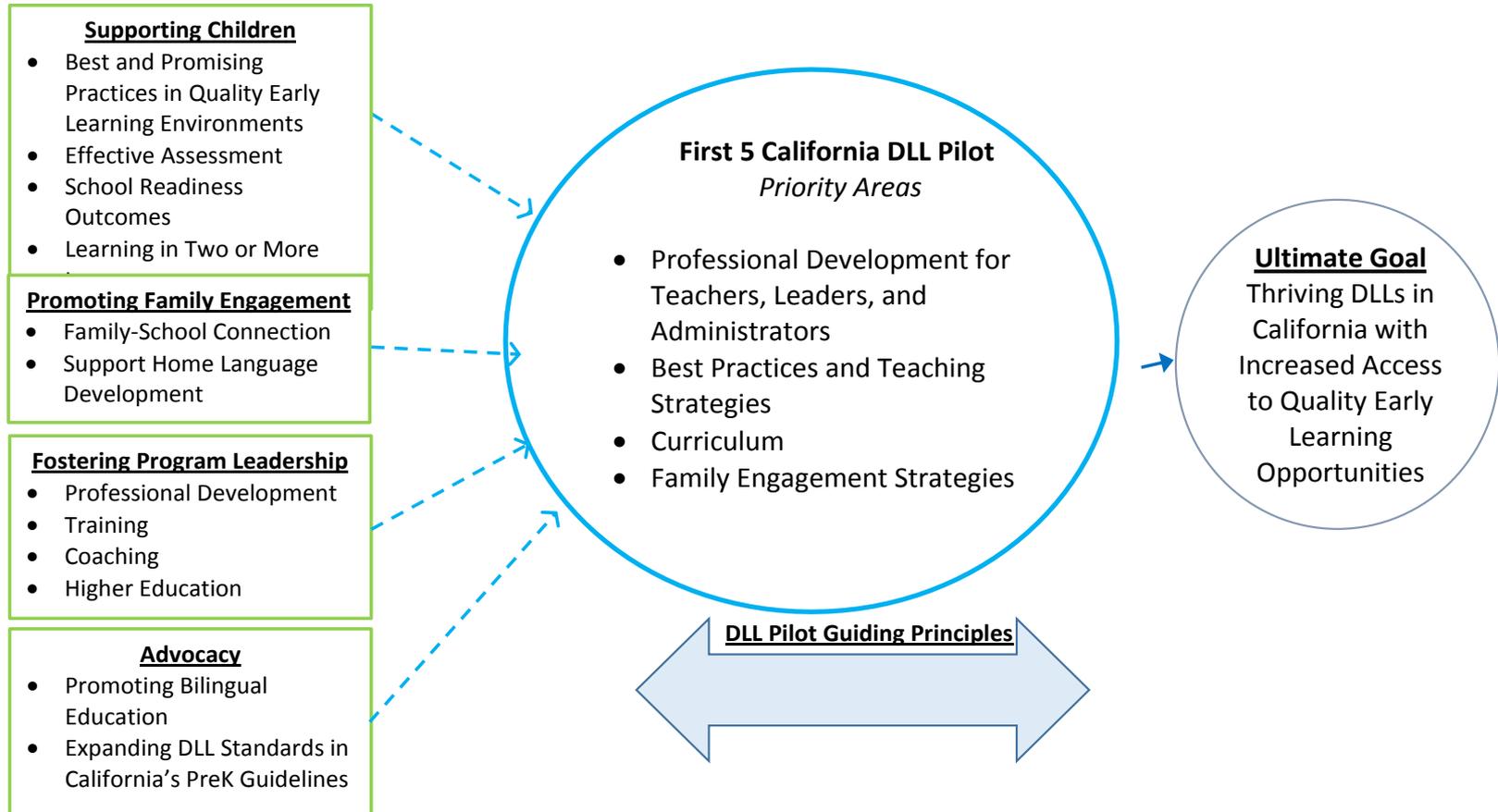
Findings:

- DRDP is used by almost all programs described (93% of respondents)
- All other instruments are used less often (less than 15% of Respondents)
- Use of instruments for DLLs beyond DRDP could be a topic for professional development

Survey Highlights

“From the menu below, check the top five areas you believe need further study to ensure dual language learners are developmentally, academically, and socially prepared to succeed in school and life.”

Rank	Study Area	Weighted Rank
1	Professional development in dual language acquisition	420
2	Effective strategies for engaging families	364
3	Evaluation of best practices and teaching strategies	323
4	Evaluation of curriculum supporting dual language acquisition	322
5	Professional Development for leadership/administration	249
6	Identification and development of assessment tools	239
7	Teacher preparation coursework	231
8	Home language preservation	231
9	Access to high quality programs	216
10	Evaluation of curriculum supporting language acquisition	164
11	Outreach to engage families	142
12	DLL permit or credential requirements	95
13	Home language restoration	38



- Complete research questions and Logic Model
- Develop Request for Proposals (RFP)
- Return to the Commission with Funding Request
- Release RFP
- Announce RFP award and begin Pilot



Questions?

First 5 California Dual Language Learner Survey: Findings from the Field



March 2016

First 5 California Dual Language Learner Survey: Findings from the Field

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1. Executive Summary

First 5 California (F5CA) is well into the process of conducting a participatory process to inform the development of its Dual Language Learner (DLL) Pilot, as outlined in its [Strategic Plan](#). That process began with convening an input group of experts and key stakeholders to identify emerging priority areas for consideration, feedback, and analysis. The process also included the development and administration of a comprehensive survey as a means to conduct a scan of what is currently happening to DLLs around the state, and to identify gaps, focus areas, research questions, and necessary system-supports to institutionalize best practices for supporting DLLs.

Through the DLL survey, F5CA collected information from a wide range of stakeholders throughout the state.¹ Detailed information on the survey design and dissemination process, and a summary of key findings and survey responses are included in the body of this report. This executive summary serves to highlight the major implications from the survey data that F5CA will consider, as appropriate, as it continues to develop the DLL pilot. These considerations fall into two general categories:

1. Pilot considerations based on the current DLL program landscape in California
2. Pilot considerations based on identified gaps, focus areas, research questions, and necessary system-supports to institutionalize best practices around supporting DLLs

F5CA will affirm these considerations through its ongoing literature review and research to craft an evidence-based pilot that will best suit the needs of California's youngest DLLs.

Pilot considerations based on the current DLL program landscape in California

- *While Spanish is the most prevalent home language spoken in DLL program settings, over 35 languages were represented in this survey:* In designing the pilot, F5CA will consider how it can support all DLLs, regardless of their home language. This is particularly important because most DLL program settings do not have early educators or staff who speak all the home languages represented by their students. This makes it critical for F5CA to consider how the pilot can serve as a tool to institutionalize support for primary language development without bilingual supports (supports in both primary and second language).
- *The language models² used in California's DLL programs vary greatly across the state:* While some programs serving DLLs use bilingual supports, others use English language development strategies in English-only settings. F5CA will consider how the pilot can inform and develop tools and strategies that benefit children across the diversity of language models.

¹ F5CA shared the survey on February 2, 2016, and received 224 responses. All respondents shared suggestions of areas that F5CA should consider for further study, but only respondents that fund or support programs serving DLLs went on to answer specific questions about their programs and practices.

² "Language model" is used here to describe the combination of home and second language supports (e.g., dual immersion programs, English immersion, etc.).

- *Educational/pre-service requirements for early educators supporting young DLLs vary greatly:* F5CA will consider how differences across training requirements would impact the ability to translate findings related to professional learning from the pilot into practice because early educators supporting DLLs do not share the same training experiences.
- *California's young DLLs are in a variety of care settings:* The majority of respondents to this survey support center-based DLL programs; nevertheless, given that most children in California do not attend center-based care, F5CA will consider how the pilot can inform practices to support DLLs across all care settings.

Pilot considerations based on identified gaps, focus areas, research questions, and necessary system-supports to institutionalize best practices around supporting DLLs

- *Key stakeholders from the field believe the highest priorities for further study to ensure DLLs are developmentally, academically, and socially prepared to succeed in school and in life are:*³
 - Professional development in dual language acquisition
 - Effective strategies for engaging families
 - Evaluation of best practices and teaching strategies
 - Evaluation of curricula supporting dual language acquisition
 - Professional development for leadership/administration
- *The greatest challenge facing programs serving DLLs is insufficient DLL training and professional development:* F5CA has an opportunity to design a pilot that invests in training and professional development to mitigate this challenge.
- *There is a need to elevate the importance of dual language acquisition:* Respondents noted that while much work has been done and should be built upon, there is still significant progress needed to elevate the importance of dual language acquisition. F5CA will consider how the pilot can be used to promote the importance of growing a bi-, tri-, and multi-lingual population in California.
- *Family Engagement is critical to home language acquisition, development, and support:* In many of the open response sections, respondents noted that family engagement needs to be a significant part of this pilot, emphasizing the importance of parents as their child(ren)'s first teachers. F5CA will consider how the pilot can support early educators and administrative competency in cultural diversity so they can successfully engage families to support their child(ren)'s first language development.
- *DLL programs in California are using a variety of assessment tools, but many do not believe these tools adequately assess DLLs:* F5CA will consider how the pilot can intentionally support assessments and accountability by exploring the reliability, suitability, and cultural and linguistic appropriateness of assessments for DLLs and using assessment

³ For the full list of areas for further study by ranking score, see Section 2.2.

results to identify appropriate supports for DLL students. F5CA also will consider how the pilot can include DLL-specific assessments of early educators and classroom quality, and use assessment results to inform training and other improvement supports.

This survey data, coupled with the robust feedback collected through the participatory input group meetings, provides F5CA with a great deal of context and content-specific information to inform the DLL pilot design. As F5CA designs and implements its DLL pilot, the statement made by one survey respondent will likely resonate with many others in the field: “[We are] excited to see attention and focus being placed in this area and look forward to the research findings and outcomes.”

2. Overview

In July 2015, First 5 California (F5CA) began developing a participatory process to inform the design of its Dual Language Learner (DLL) Pilot, as outlined in its [2014 Strategic Plan](#). F5CA engaged in a two-pronged engagement and input process to collect information and learn from the field in order to develop a DLL pilot that would meet the needs of California’s youngest DLLs. This two-part strategy included convening an input group of experts and key stakeholders to identify emerging priority areas for consideration, analysis, and additional learning; and developing a survey, with help from the input group, as a means to:

- Conduct a scan of what currently is happening with regard to DLLs around the state
- Identify gaps, focus areas, research questions, and necessary system supports to institutionalize best practices around supporting DLLs

This report provides an overview of the survey design and dissemination process, and highlights key findings to inform pilot design and provide F5CA with a better understanding of the DLL program landscape across the state.

2.1. Survey Design

F5CA worked with the DLL input group to create a survey that would achieve the two objectives above (scan the current landscape and inform pilot design). F5CA developed an initial draft of the survey, and during the November input meeting, members of the input group provided feedback on the survey design and suggested individuals and organizations with whom to share the draft. The Lucas Research and Heising-Simons Foundations also provided valuable input. F5CA incorporated the suggested revisions and used the suggested contacts to disseminate the final survey.

2.2. Survey Participation

F5CA distributed the survey on February 2, 2016, and received 224 responses from a diverse group of stakeholders. Survey respondents indicated which stakeholder group best described their role from a provided list. Respondents also had the option of “other” if none of the provided choices adequately described their role. The list below indicates the number of

respondents belonging to each organization type.^{4 5} **Table 1** shows the percent of respondents by organization type.

Stakeholder Groups:

- Early Learning Teacher/Provider Group (74)
- State Early Learning Organization (31)
- School District (24)
- County Office of Education (22)
- First 5 County Commission (21)
- Nonprofit (12)
- Institution of Higher Education (11)
- State Government Department or Agency (9)
- Resource and Referral Agency (7)
- Federal Government Department or Agency (4)
- Local Planning Council (2)
- Linguistic/Cultural Advocacy Group (1)

Other:

- Consultant to stakeholder agencies (2)
- Adult literacy program (1)
- Local government public library (1)
- Parent/child education learning program (1)
- Teen parent high school program (1)

Table 1: Percent of Respondents by Organization Type

Respondent Type	Number of Respondents	Percent of Total Respondents
Early Learning Teacher/Provider Group	74	33.04%
State Early Learning Organization	31	13.84%
School District	24	10.71%
County Office of Education	22	9.82%
First 5 County Commission	21	9.38%
Nonprofit	12	5.36%
Institution of Higher Education	11	4.91%
State Government Department or Agency	9	4.02%
Resource and Referral Agency	7	3.13%
Other (Please describe):	6	2.68%
Federal Government Department or Agency	4	1.79%
Local Planning Council	2	0.89%
Linguistic/Cultural Advocacy Group	1	0.45%

⁴ Survey responses were re-classified in cases where a respondent’s answer of “other” and the associated description could be reclassified into one of the existing categories.

⁵ Throughout the report, the number in parentheses, (X), is used to denote the number of separate survey respondents who supplied this answer.

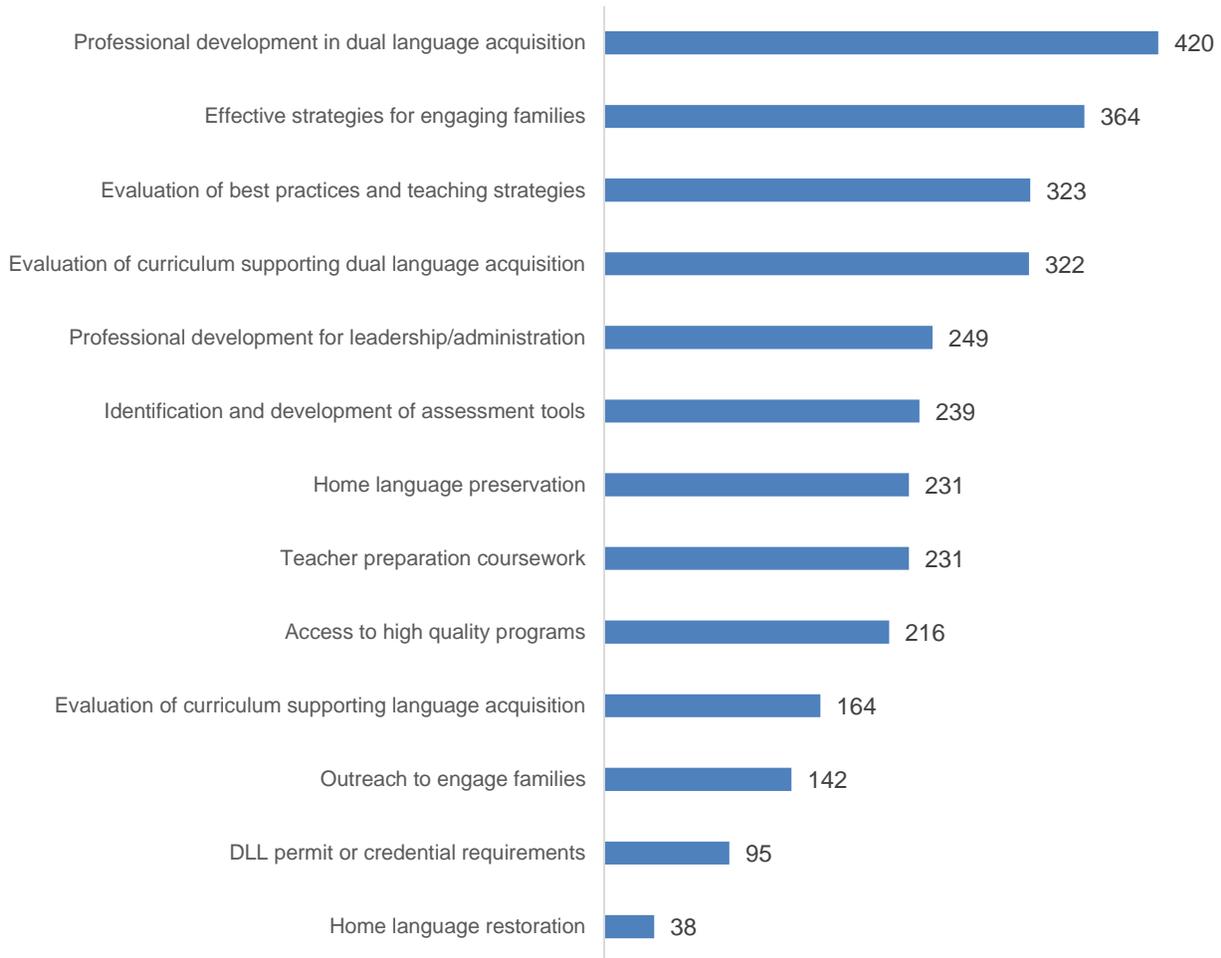
The survey also asked respondents if their agency funds or supports an early learning program serving DLLs. Only those respondents answering yes to this question (144 respondents out of 244 total) went on to answer questions related to programs serving DLLs.

3. Findings to Inform Pilot Design

3.1. Areas for Further Study

F5CA intends to use the findings in this survey to identify gaps, focus areas, research questions, and necessary system-supports to institutionalize best practices around supporting DLLs. As such, the survey asked participants to rank the top five areas needing further study to ensure DLLs are prepared to succeed in school and life. **Figure 1** below identifies the areas for further study that were ranked the highest by survey participants.⁶

Figure 1: Areas for Further Study by Sum of Ranking Score



⁶ To develop a score for each of the options, respondents' answers were weighted depending on the rank each item was given. The scores presented here are a composite of those weighted ranks.

Respondents were given the opportunity to elaborate or provide further nuance on their selection. In their write-in responses, the following themes arose as possible ideas and areas for further study:

Professional Development: The ability and time to offer comprehensive training and implementation is more important than developing new professional development models or curricula.

Assessment: Dual language speakers need to be assessed in their home language, which requires more bilingual staff to support families and children.

Curriculum: DLL educators need tools and strategies to support second language acquisition, including concrete, linguistically based English Language Development (ELD) strategies that are specific to language level.

Additionally, other respondents shared the need for a focus on system-wide topics like the **promotion of emerging bilingual education**, improving **compensation for early educators who stay in the field**, and creating **longitudinal studies of DLLs and their success in elementary school**.

3.2. Program Models to Research

To focus and target research efforts, survey respondents were asked to write in the name of a model program supporting DLLs that would benefit from further research. Many respondents either skipped this question, or submitted “n/a” or “I don’t know of any specific programs,” which indicates either there is a dearth of specific program models or many in the field are unaware of programs that do exist to support DLLs. Many respondents also responded more generally by writing in program types such as “dual language models” or “two-way immersion programs.” This may demonstrate a need for information sharing and capacity building for program staff specifically serving DLLs on best practices in the field.

In cases where a respondent did recommend a specific model program, two specific model programs were listed most often: Guided Language Acquisition Design (GLAD) strategies and the Sobrato Early Academic Language (SEAL).⁷ GLAD is a professional development model, used in Kindergarten through grade twelve, in the area of language acquisition and literacy that was developed and field-tested for nine years by the United States Department of Education. Preschool GLAD model is the Be GLAD PreK, a specialized program to meet the unique developmental needs of children 3 to 5 years old. The Be GLAD PreK model has been developed from the original strategies of Project GLAD, which are adjusted for the focus of the abilities of children in this age group.

⁷ For more information on these models see the following websites:

GLAD: <http://begladtraining.com>

SEAL: <http://www.sobrato.com/sobrato-philanthropies/sobrato-family-foundation/seal/overview/>

GLAD strategies and models promote language acquisition, academic achievement, and cross-cultural skills. SEAL is a replicable model of professional development and program design aligned with Common Core standards that enables student’s preschool through third grade to attain age-appropriate literacy in both English and Spanish (wherever possible), and a grade-level mastery of academic material—becoming more motivated, confident learners by the end of third grade. For a full list of suggested model programs, see Appendix A.

3.3. Challenges Faced by Programs Serving DLLs

To identify the gaps and system supports needed to institutionalize DLL best practices, survey respondents were asked to identify the challenges their programs faced and how they attempted to mitigate these challenges. Respondents were presented with a list of choices when identifying challenges, and could select multiple options. Respondents also had the opportunity to identify additional challenges and describe the reasons behind their sections. The results of this question are captured in **Table 2**; themed responses to the open-ended questions are included below the table.

Table 2: Challenges Affecting DLL Program Implementation

Answer Choice	Responses
Insufficient DLL training and professional development	65.77%
Insufficient funding	58.56%
Availability of qualified teachers	51.35%
Lack of appropriate assessment tools	35.14%
Other	20.72%
n=111	

3.3.1 Themes from Responses on Challenges Facing Program Implementation

Many open-ended responses included challenges that could be categorized as insufficient funding or insufficient training and professional development. Respondents also shared the challenge of providing a comprehensive range of services or adequately training their teaching staff with limited funding. Themes from write-in answers to the open-ended question on challenges include:

Insufficient Funding: Many programs lack resources, including both funding and time, which directly impacts their ability to deliver more training and professional development to early educators, offer extra services to DLL students, conduct meaningful evaluation, and provide parent education and supportive services to DLL families.

Professional Development: While a number of programs have the resources to offer one-time professional development trainings, respondents noted that single trainings are insufficient for early educators with developing skills, including classroom assistants who work with DLL students.

Early Educator Preparation: To adequately prepare a workforce that can support California’s DLL students, colleges need more DLL-specific content, along with instructors who have in-depth knowledge of this content and a strong cultural understanding of DLL students and their families.

Program Fidelity: In order to best serve DLLs, programs must secure staff buy-in to use and deliver a consistent program model.

Curriculum: Educators of DLLs need a high-quality, research- and play-based curriculum with a developmentally appropriate scope and visual tools that support the learning process to guide their teaching.

Access: Limited access to materials, programs, and supports further disadvantages families who face linguistic, geographic, and financial barriers.

In addition, some survey respondents addressed the culture and climate around DLLs and the associated educational supports for these students, noting a perception that the needs of DLLs and the educators supporting them are less important than their English-speaking counterparts, resulting in some organizations' unwillingness to implement a dual language approach program. In designing its DLL pilot program, F5CA has the opportunity to elevate the importance of supporting DLL students and their educators, along with the critical need for funding in this area.

3.3.2 *Strategies to Overcome Challenges Facing Program Implementation*

F5CA also asked respondents to provide information on the strategies they use to overcome the challenges facing program implementation, described previously, as a means to inform strategies to address gaps in program offerings and system-supports. The following themes summarize survey participants' responses to this open-ended question:

Funding: Programs pursue a myriad of out-of-the box strategies to counteract limited funding, including fundraising, reducing the number of administrative and support staff, decreasing educator pay, and collaborating with other local agencies to jointly apply for funding and share resources, best practices, and ideas.

Training: Given the funding landscape, many programs hold small-group trainings for all DLL early educators, staff, and administrators; develop their own training and professional learning programs; or network with other agencies and professionals as a cost-effective method of professional development.

Curriculum: While many programs do not have a specific curriculum to support DLLs, many have incorporated English Language Development strategies into existing curricula, allowing programs to adapt to the changing and individual needs of children.

Assessment: Programs use a range of tools, including the Desired Results Developmental Profile (DRDP) and the Bilingual Syntax Measure (BSM I and II) to assess students' oral language skills and increase the quality of conversations in the classroom.

Working with DLL Families: DLL families are a rich resource of program input and support. Some programs try to connect DLL families with one another to provide support and build engagement.

Despite creative strategies, insufficient funding remains a critical impediment to adequately serving DLL students and their families.

3.4. Respondent Input on Pilot Development

To capture all ideas about gaps, focus areas, research questions, and system-supports, survey participants were asked to share any additional comments about the pilot. F5CA will consider the following, as appropriate, during the development and implementation of the DLL pilot:

Overarching Considerations: A successful pilot is critical for California as a multicultural state and should build on existing resources and bodies of work. The pilot also should take the opportunity to elevate the importance of growing a bi-, tri-, and multi-lingual population in California.

Cultural Diversity and Family Engagement: Family engagement needs to be a significant part of this pilot, emphasizing the importance of parents as their children's first teachers. Successfully engaging families requires early educator and administrative competency in cultural diversity and supporting a child's first language development while also introducing them to a second language.

Early Educator Training and Support: A good pilot needs staff with strong language and interaction skills and some knowledge of the cultures represented, such as those represented in the Dual Language Learner Teacher Competencies. Early education staff must be fully qualified in English as well as in their own home language to ensure high-quality, phonological English instruction.

Assessment: Creating a DLL pilot program is the perfect opportunity to be intentional around assessment and accountability, and to link assessments with appropriate supports for DLL students.

4. The Landscape of Dual Language Learner Supports in California

F5CA included a number of questions in the survey to gather information about the current landscape of programs supporting DLLs around the state. This information will help F5CA better understand the current gaps in DLL programming and consider opportunities to best support the field through the DLL pilot.

4.1. Program and Language Models

To give a sense of the distribution of program models used by programs throughout the state, survey participants were asked to identify the language model their program uses from the following choices: dual language approach, English immersion approach, or English language development approach. **Figure 2** shows the number of respondents by these language models. **Figure 3** shows the percent of respondents by ratios of English to Spanish in their language model: 80/20, 50/50, Mostly English, English-only, or other, demonstrating a wide

variety of language models used depending on the population served and/or the district in which a program operates.

Figure 2: Number of Respondents by DLL Program Model

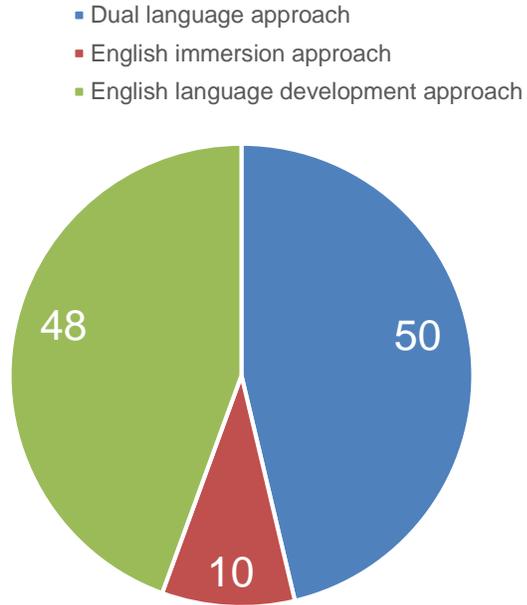
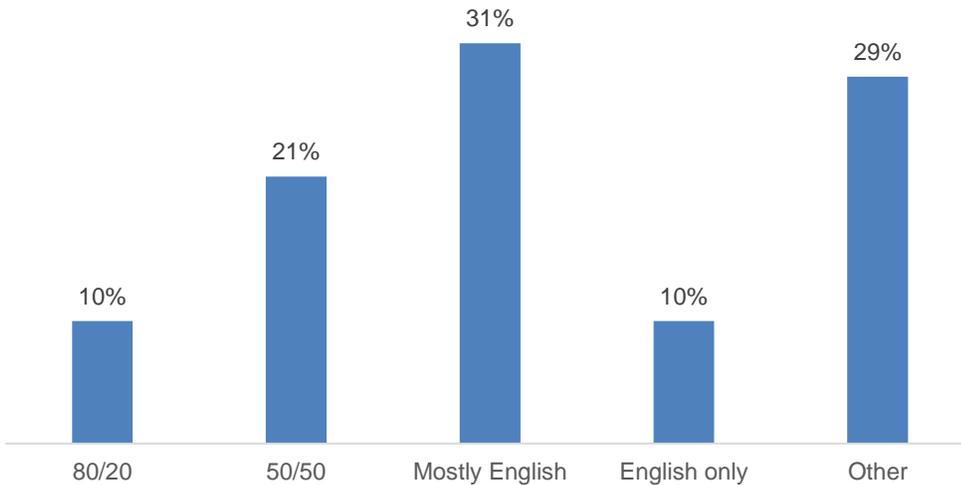


Figure 3: Language Model Used by Respondents



As illustrated in Figure 3, a significant number of respondents selected “other.” Their write-in responses included some common themes:

Variation Across Sites: A number of respondents indicated their organization supports multiple programs/sites, and that the language model used varies from site to site based on student needs and program model.

Language Model Transitions Over the Course of the Year: Some respondents noted the language model used evolves throughout the year to support student language development. For example, one respondent shared their program begins with 90 percent of instruction in Spanish and 10 percent in English, transitioning to 50/50 by the end of the academic year.

Language Supports Depend on Educator Ability: Some respondents noted programs used an English-only approach, but bilingual early educators provided primary language supports where necessary.

Full Non-English Immersion: A few respondents noted their programs taught in 100 percent Spanish or 100 percent Cantonese.

Due to the diversity of language models used in programs supporting DLLs across the state, F5CA will consider how the pilot could inform and develop tools and strategies that would benefit children across the diversity of language models.

4.2. Population Served and Program Setting

Survey respondents were asked what DLL age groups their program serves, and were able to select more than one option. The majority of survey participants (75 percent) are affiliated with a DLL program that serves children age 36–60 months, while 36 percent of respondents serve children age 19–35 months, and 27 percent serve 0–18-month-olds.

4.2.1 Care Settings

Respondents also were asked about the program setting in which DLLs were served. The survey indicated the vast majority of programs are center-based (83.76 percent), with only 11.11 percent as family childcare. In the open-ended responses associated with the question, some respondents who are affiliated with more than one DLL program noted a mix of care settings, with other respondents indicating that their programs serve DLLs in transitional kindergarten and kindergarten classrooms.

4.2.2 Home Languages

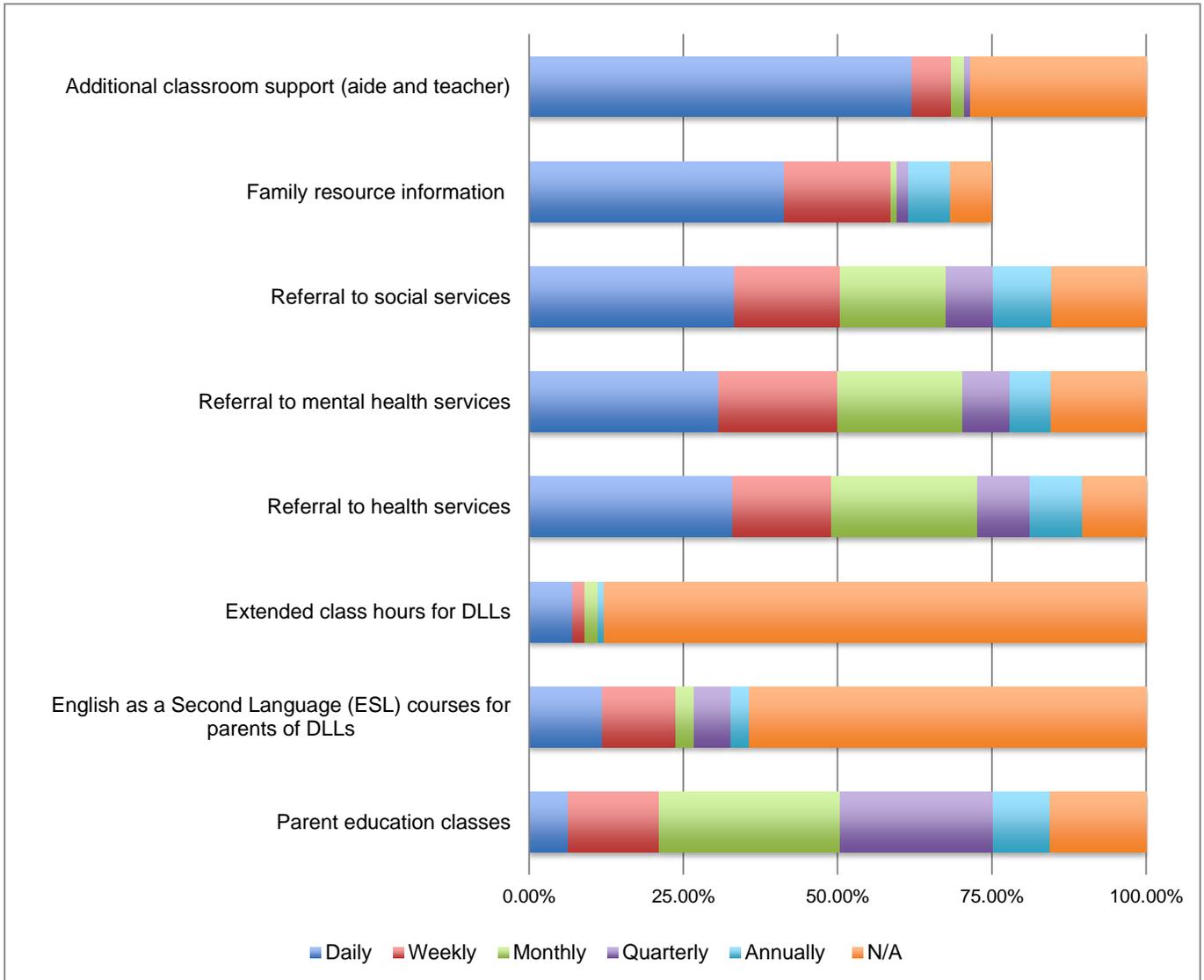
To identify the specific language needs of programs serving DLLs, survey respondents were asked to specify the home languages spoken by their program participants. The vast majority (86 percent) indicated that most DLLs in their program speak Spanish. Respondents also were asked what other home languages are spoken in their program. Besides Spanish and English, the top five languages spoken at home were Vietnamese, Arabic, Tagalog, Mandarin, and Korean.

Although Spanish is by far the most commonly spoken home language by DLLs, the incredible diversity of California’s children and families will be an important consideration as F5CA works to support universal strategies for early educators to support DLL students regardless of what language is spoken by the educator or child. Many respondents reported employing program staff proficient in Spanish, but these programs have limited numbers of staff who speak other home languages of their students, making universal strategies to support primary and secondary language development more difficult. The full list of languages spoken by DLLs captured in this survey is included in Appendix B.

4.3. Engaging Families

The importance of engaging families emerged as a common theme throughout responses to a number of questions on the survey. The survey specifically asked participants to share information on the types of specialized supports provided to DLL children and their families, and to indicate which family engagement strategies they feel are most important. Respondents were asked how frequently they provided specialized supports, including additional classroom support; English as a Second Language (ESL) courses for parents of DLLs; family resource information; and referrals to health, mental health, and social services. The most commonly reported answers to this question are shown in **Figure 4**, although a number of respondents noted that these services are provided on an “as needed” basis in the open response section.

Figure 4: Frequency of Specialized Supports to DLL Children and Families



When asked to rank the most important areas around which to engage families, the following areas were identified as the top three most critical:

- Facilitation of children’s social and emotional development
- Observation and response to early warning signs of child abuse and neglect
- Connection to family services and opportunities

Beyond these specific family engagement questions, respondents noted in many other open response sections that family engagement needs to be a significant part of this pilot, emphasizing the importance of parents as their children’s first teachers. F5CA will consider how the pilot could support early educator and administrator competency in cultural diversity so they can successfully engage families to support their child’s first language development.

4.4. Early Educators and Assessments

To gain a deeper understanding of the DLL program workforce and program model fidelity, the survey asked respondents several questions about early educator educational requirements and assessment tools. Themes emerging from responses to these questions are detailed below.

4.4.1 Early Educator Requirements

Survey respondents were asked to select or describe the pre-service educational requirements for early educators who support DLLs in their program. The majority of respondents require the Child Development Permit, with some programs requiring an Associate of Arts or Bachelor of Arts in Early Childhood Education or a related field. Of the participants who wrote in an answer, some of the most common requirements for early educators included professional development workshops and bilingual proficiency.

The survey responses indicate educational/pre-service requirements for educators supporting young DLLs vary greatly across programs serving DLLs. F5CA will consider how differences across training requirements will impact the ability to translate and disseminate findings from the pilot that relate to professional learning.

4.4.2 Assessments

Survey respondents were asked to report on the type of assessment tool used in their program to determine child outcomes, as a means to understand the extent to which the pilot should focus on the development and/or evaluation of assessments for DLLs. **Table 3** shows the most commonly used tools to assess child outcomes as reported by respondents.⁸

Table 3: Assessment Tools Used to Determine Child Outcomes

Answer Choice	Number of Respondents Who Use this Assessment	Total Number of Responses to Question	Percent of Total
Woodcock-Johnson® III	6	76	8.0%
Peabody Picture Vocabulary Test™ (PPVT™)	8	78	10.3%
Brigance® Inventory of Early Development III	9	80	11.3%
Individual Growth and Development Indicators (IGDIs)	13	79	16.5%
Phonological Awareness Literacy Screening™ (PALS™)	15	80	18.8%
Desired Results Developmental Profile® (DRDP®) 2015	98	105	93.3%

Of the programs that do not use any of the above assessments to measure the progress of DLL students, most report using the Ages and Stages Questionnaire (ASQ). Other programs

⁸ Though 106 survey participants responded to some part of this question, not all participants responded to all parts. The number of respondents for each answer choice is highlighted in Table 2.

use a variety of less formal assessments, including locally designed speech and language screeners, educator check-ins, and classroom observation.

When asked if they thought the tools identified above adequately assess DLLs, 60 percent of survey respondents reported that they do. Of those who disagreed, the most common reason was that the DRDP is up to personal interpretation and does not specifically address DLLs, though some respondents countered that the 2015 version of the DRDP addresses DLLs in a way that previous versions did not. Some survey respondents reported that early educator and staff concerns, including inadequate support, lack of time for implementation, and inadequate preparation to administer the assessment are major barriers that prevent adequate assessment.

Survey respondents also were asked about the tools they use to assess educators, coaches, or classroom quality to inform the pilot’s evaluation of assessments for educators and program staff. Table 4 shows the most commonly used tools to assess teachers, coaches, or classroom quality as reported by respondents.⁹

Table 4: Assessment Tools Used to Assess Teachers, Coaches, or Classroom Quality

Answer Choice	Number of Respondents Who Use this Assessment	Total Number of Responses to Question	Percent of Total
Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)	2	79	2.5%
Teacher Survey of Early Education Quality (TSEEQ)	2	79	2.5%
Self-Evaluation Assessment of Supports for Emergent Bilingual Acquisition (SESEBA)	3	79	3.8%
Preschool Rating System for Science and Math (PRISM)	4	79	5.1%
Early Language and Literacy Classroom Observation (ELLCO)	9	79	11.4%
Classroom Assessment Scoring System® (CLASS®)	66	92	71.7%
Environmental Rating Scale (ERS) – ECERS, ITERS, and FCCERS	94	101	93.1%

As can be seen in Table 4, there is a wide variety in the usage of assessments for educators and classroom quality, with a large majority using assessments like CLASS® and ERS and

⁹ Though 102 survey participants responded to some part of this question, not all participants responded to all parts. The number of respondents for each answer choice is highlighted in Table 3.

very few programs using CASEBA or TSEEQ. When asked if they thought the tools identified above adequately assess educators, 57 percent of survey respondents reported they do. Of those who disagreed, the most cited reason was the assessment tools are not specific to teaching DLLs. Some survey respondents recommended using more than one assessment tool to provide a more detailed understanding of program quality.

To address these issues, F5CA will consider how the pilot could intentionally support assessments and accountability by demonstrating the reliability and suitability of assessments for DLLs and their educators and linking assessments with appropriate supports for DLL students. F5CA also will consider how it could support the use of assessments through professional learning opportunities that would lead to appropriate administration of these assessments.

5. Conclusion

The results described above provide an important foundation for F5CA's next steps in developing its DLL pilot. By better understanding the current landscape of programs serving DLLs in California, F5CA can make strategic decisions about the pilot to ensure it meets the needs of California's youngest DLLs. This information, coupled with the valuable insights provided by the DLL input group and the additional research completed by F5CA, will result in a pilot that develops, supports, and preserves the great diversity of languages found in the Golden State.

Appendix A: Model Programs

Please provide the name of a model program¹⁰ supporting DLLs that might benefit from additional research and evaluation.

- Dual immersion programs
- The Sobrato Early Learning Project (SEAL)
- Guided Language Acquisition Design (GLAD) Strategies
- Head Start
- Adaptation of Systematic ELD
- APOLO Program, LAUSD
- CCSF Dual Language Learning in Early Childhood class
- California Preschool Learning Foundations
- California Reading and Literature Project
- DRDP 2015
- Even Start Programs
- Every Child Ready to Read
- Georgia Brown School Readiness Program
- Home language immersion
- Montessori-based Dual Language Environments
- Migrant Education Family Biliteracy Program
- Napa Valley Early Learning Initiative
- Pacific Oaks Children's Center
- Parents as Teachers
- San Mateo County Office of Education Early Childhood Language Development Institute
- Seal of Biliteracy
- TALLK Project
- UCLA Laboratory School
- Walnut Valley Unified School District
- Zero to Three

¹⁰ Though the question asked survey respondents to provide the name of model programs, the list above reflects respondents' write-in answers and may include elements other than programs.

Appendix B: Home Languages

What is the home language spoken by the majority of your DLLs? What other home languages are spoken in your program?

- American Sign Language
- Amharic
- Arabic
- Arabic dialects
- Armenian
- Bangalore
- Cambodian
- Cantonese
- Chaldean
- Chinese dialects
- English
- Farsi
- Filipino dialects
- French
- Gujarati
- Hindi
- Hmong
- Hungarian
- Japanese
- Khmer
- Korean
- Lao
- Mandarin
- Mixteco
- Mongolian
- Pashto
- Portuguese
- Punjabi
- Russian
- Spanish
- Tagalog
- Tigrinya
- Triqui
- Ukrainian
- Urdu
- Vietnamese
- Zapoteco