



DUAL LANGUAGE LEARNER PILOT SURVEY RESULTS

March 21, 2016

Agenda

I. WELCOME

II. INTRODUCTION

III. TIMELINE

IV. SURVEY RESULTS

V. CONCEPTUAL MODEL

VI. NEXT STEPS

| Date | Activity | Intent |
|---------------------|---|---|
| July 2015 – Ongoing | DLL discussion, research, and prep work | To 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 DLL Pilots |
| 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 Pilots |



Timeline

| Date | Activity | Intent |
|------------------------------|---|--|
| 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 F5CA | 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 |



Proposed Timeline

| Date | Activity | Intent |
|------------|---|--|
| March 2016 | Share Survey Results with DLL Input Group | To inform and receive initial feedback on results from group |
| March 2016 | Internal Literature Review | To determine evidence-base for Pilot |
| April 2016 | Literature Crosswalk including Pilot Recommendations | To 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 2016 | Commission Meeting Information Item | To inform and receive feedback from the F5CA Commission |



Proposed Timeline

| Date | Activity | Intent |
|-------------------------|---------------------------------------|--|
| April 2016 | Develop Logic Model and Key Questions | To document rationale for DLL Pilot implementation |
| May – June 2016 | DLL Input Group Call or Meeting | Update and provide information on Commission Item |
| June to 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 |

Guiding Principles

First 5 California Dual Language Learner Pilot – 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.

Guiding Principles

- I. Authentic family and community engagement
- II. Culturally and linguistically responsive
- III. Intentional support of home language
- IV. Equity of access to services
- V. Results-based accountability
- VI. Integrated learning
- VII. Intentional teaching

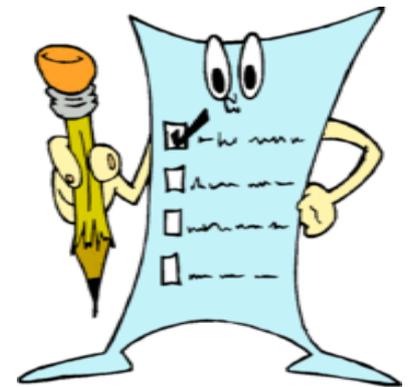
Questions?



Survey Purpose

To inform development of the DLL Pilot by identifying:

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

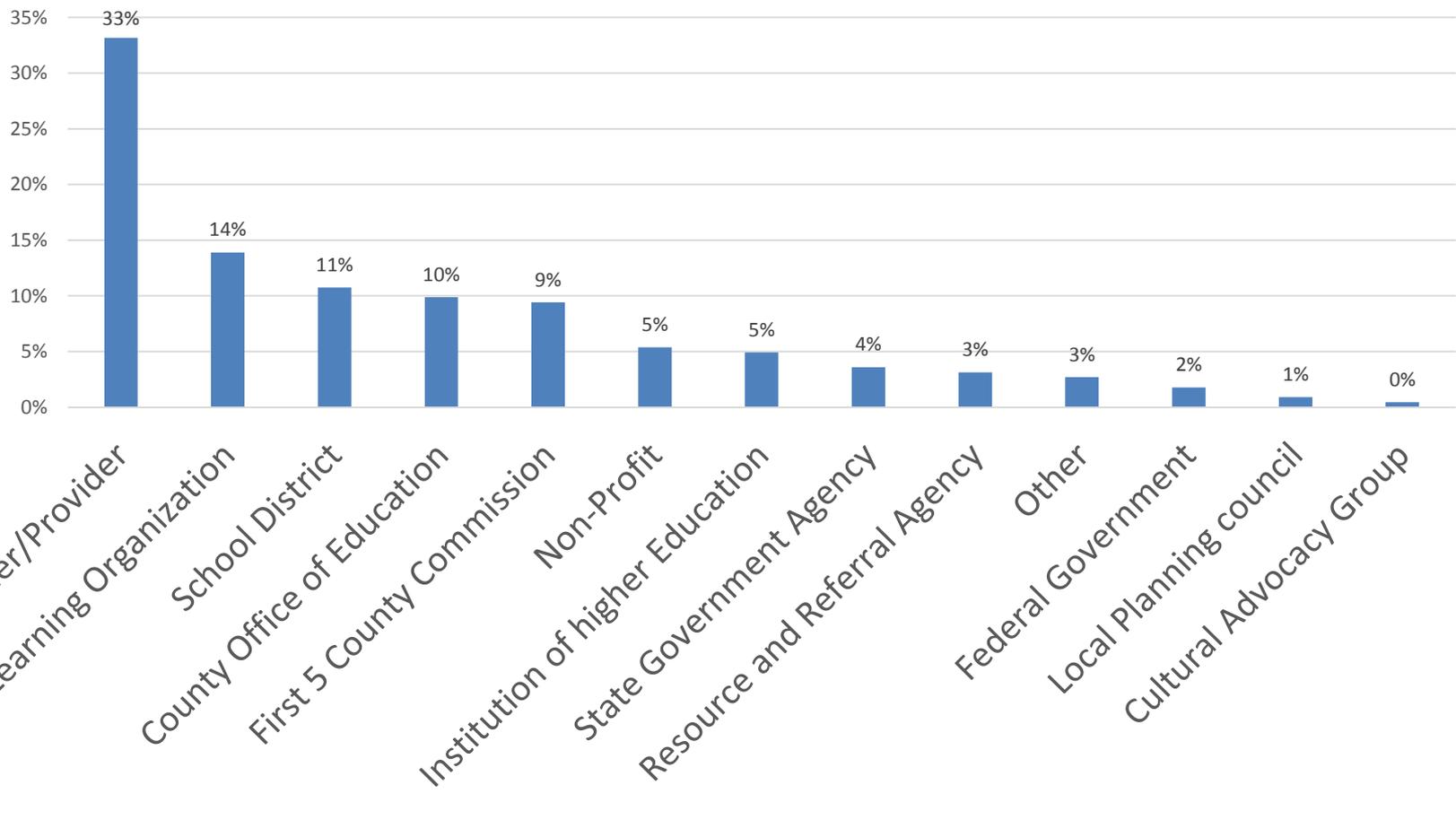


Survey Highlights



Question 1

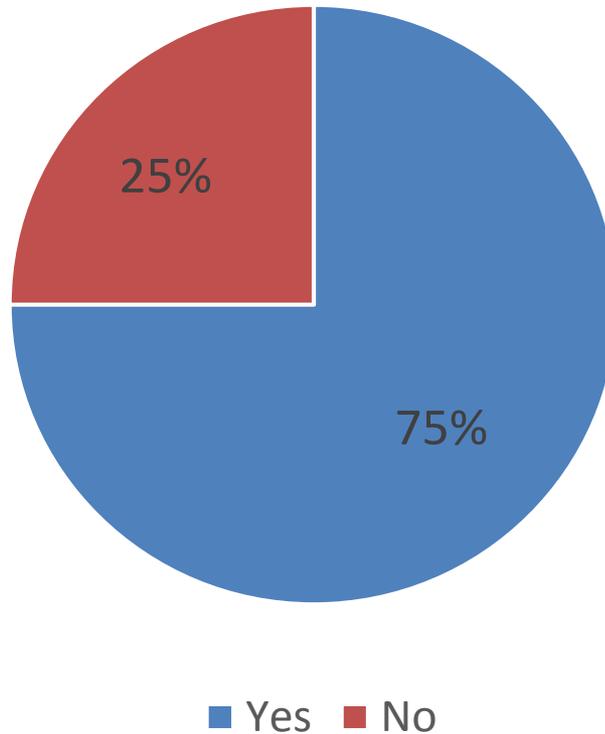
“Which of the following best describes your organization? (select one)”



N = 223

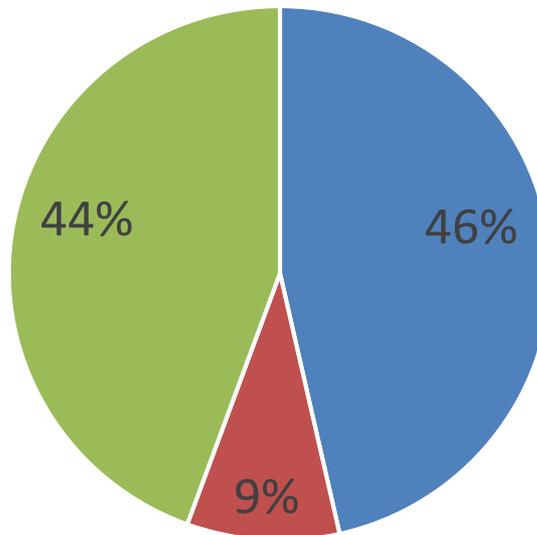
Question 4

“Does your agency fund or support an early learning program serving DLLs?”



Question 6

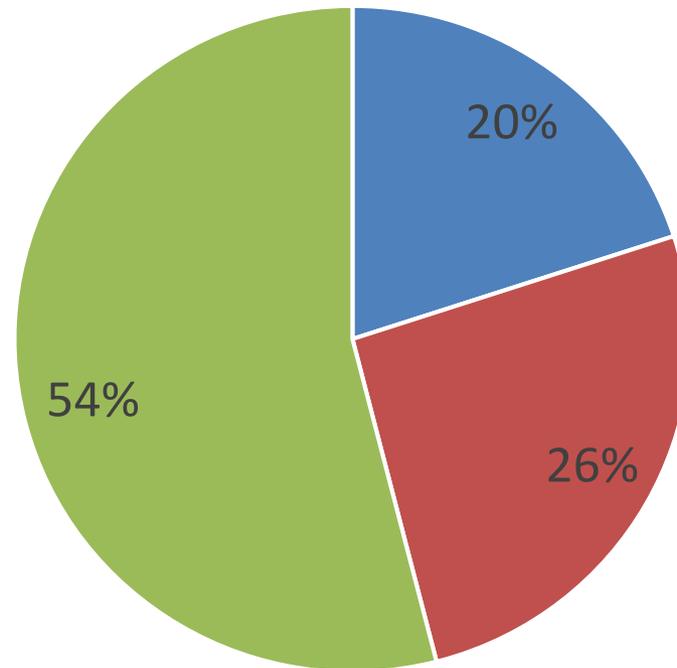
“Which description best fits your DLL program practice?”



- Dual language approach
- English immersion approach
- English language development approach

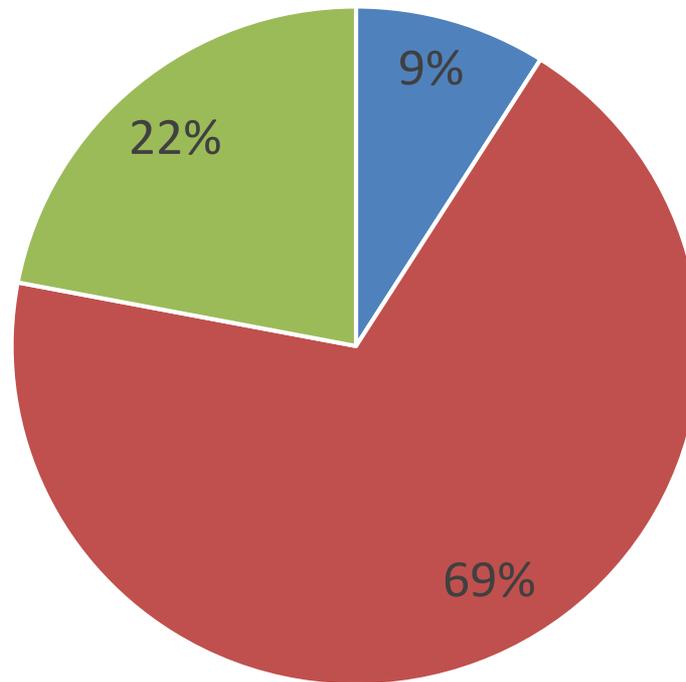
Question 9

**“What DLL age groups are served in your program?
(Select all that apply).”**



■ 0-18 months ■ 19-35 months ■ 35-60 months

“What is your program’s setting?”



■ Family child Care ■ Center-based ■ Other

Question 13

“What is the home language spoken by the majority of DLLs [in your program]?”

86% of respondents indicated Spanish is spoken by the majority of DLLs in their program

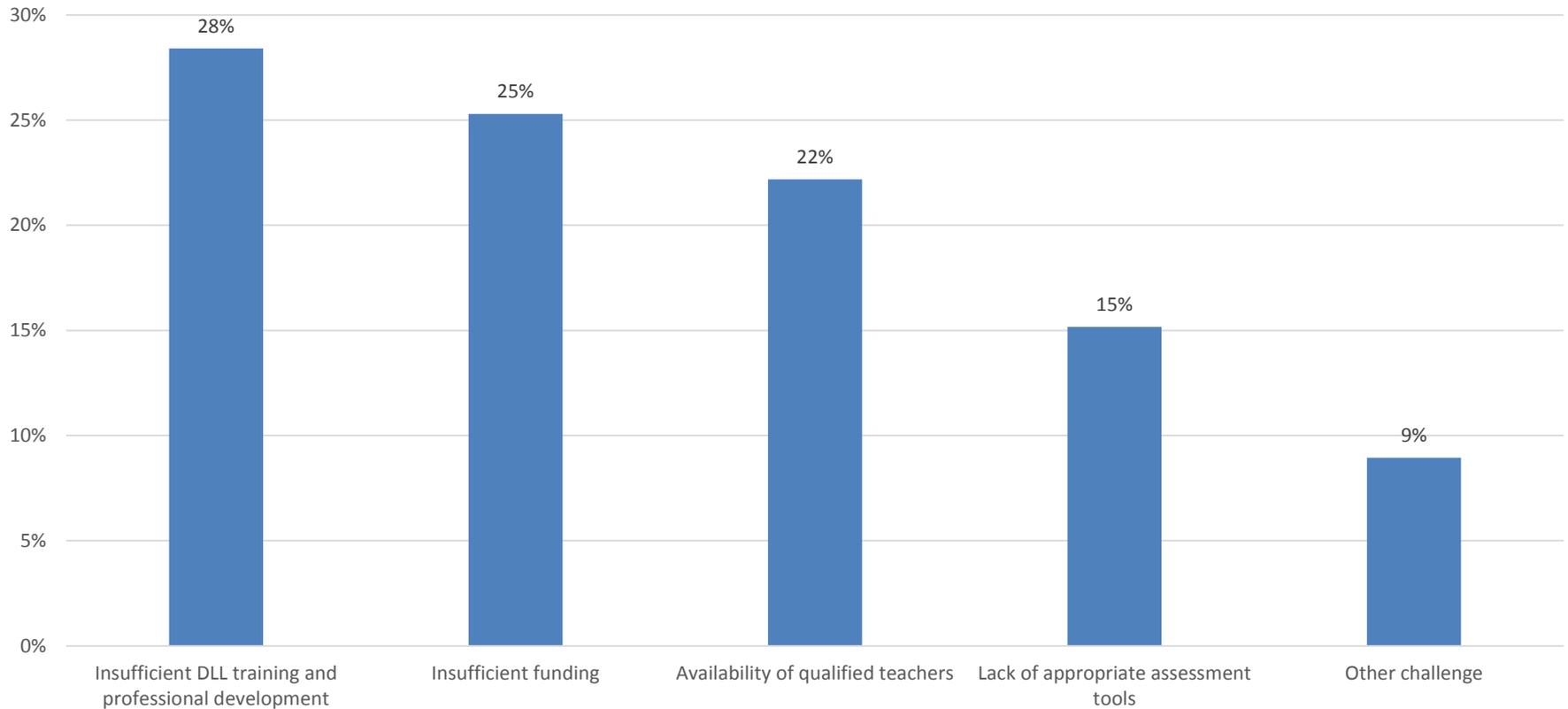
Question 14: “What other home languages are spoken in your program? (Select all that apply)”

Besides Spanish and English, the top 5 languages spoken are:

- 1) Vietnamese
- 2) Arabic
- 3) Tagalog
- 4) Mandarin
- 5) Korean

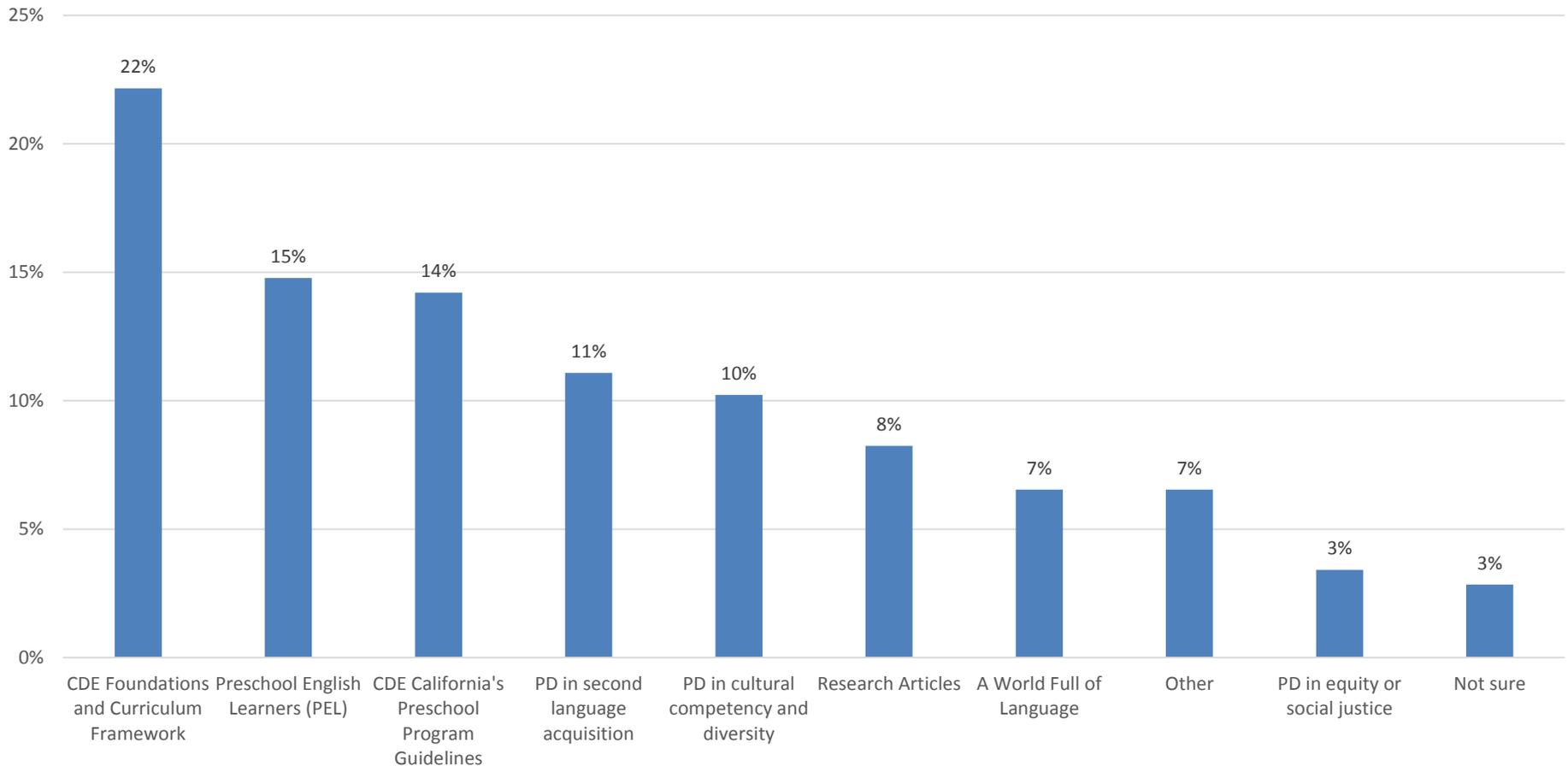
Question 18

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



Question 21

“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

Question 3

“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.”

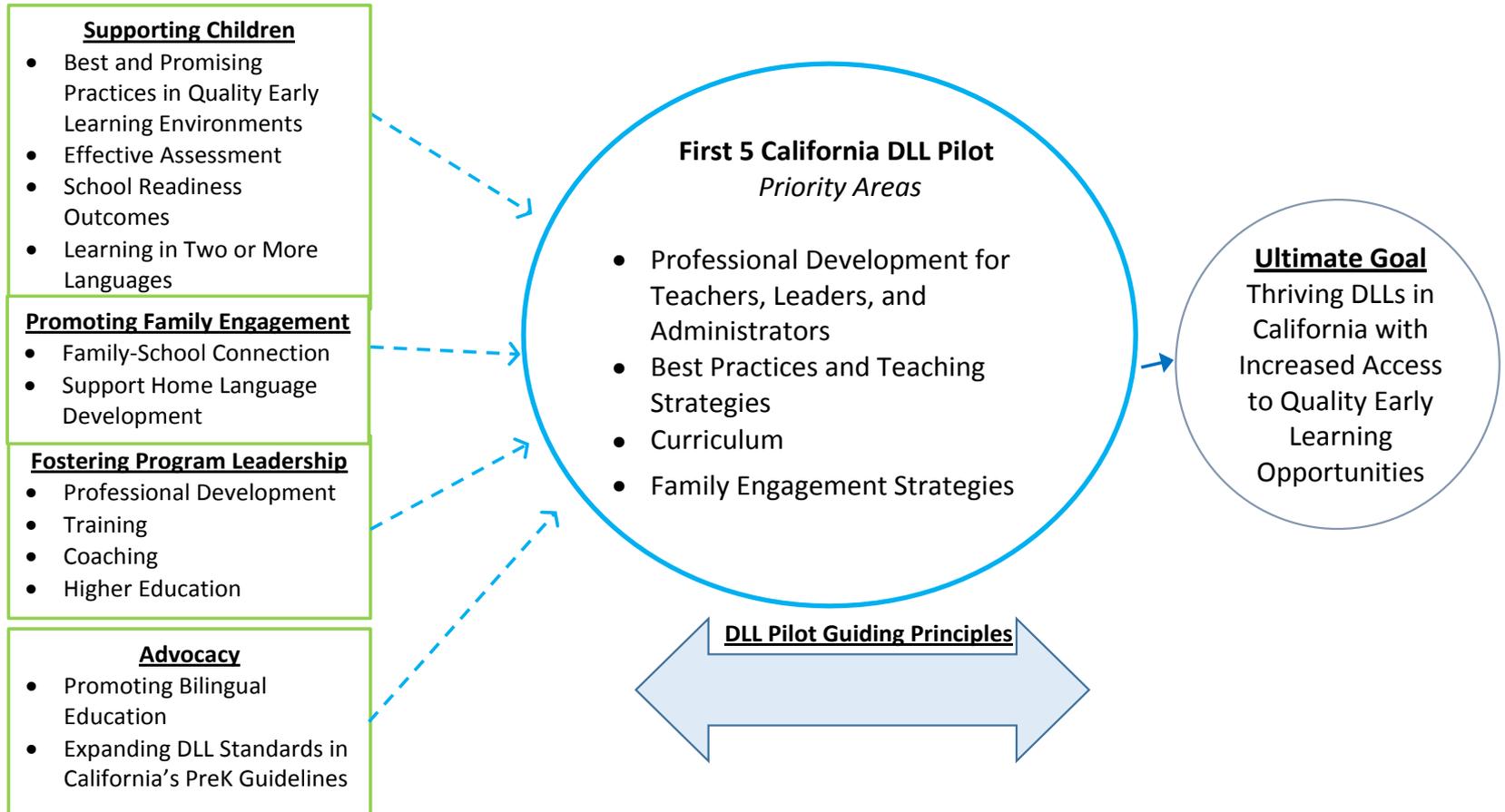
| Rank | Study Area | Weighted Rank |
|------|---|---------------|
| 1 | Professional development in dual language acquisition | 420 |
| 2 | Effective strategies for engaging families | 364 |
| 3 | Evaluation of best practices and teaching strategies | 323 |
| 4 | Evaluation of curriculum supporting 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 |

Question 17

“From the menu of family engagement strategies below, rank the areas from most important to least important (1 = most important strategy; 6 = least important strategy). Drag and drop to rearrange by order of importance.”

| Ranks | Family Engagement Strategy | Weighted Rank |
|-------|---|---------------|
| 1 | Facilitate children’s social and emotional development | 482 |
| 2 | Observe and respond to early warning signs of child abuse and neglect | 399 |
| 3 | Link families to services and opportunities | 357 |
| 4 | Strengthen parenting skills | 350 |
| 5 | Respond to family crises | 323 |
| 6 | Facilitate friendships and mutual support among families | 306 |

Conceptual Model



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Questions?



Next Steps

- Commission Meeting, April 28, 2016
- Proposed meeting in June 2016, for DLL Input Group
- Commission Meeting, summer/fall, 2016

Thank you!

If you have questions or comments send an email to: First5CA_DLLPilot@ccfc.ca.gov