



EARLY EDGE
CALIFORNIA



Fresno Unified
School District



Connecting Policy and Practice to Support Dual Language Learners: Two California School District Examples

November 8, 2019

Agenda



- Introductions/Overview
- Who are Dual Language Learners (DLLs)?
- Overview of DLL Research & State Policies
- Overview of 2 Key Programs
- Audience Q&A





Introductions/Overview



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Presenters



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Who are Dual Language Learners?

Dual Language Learner (DLL) refers to children, **birth to age 5**, who are learning **two (or more) languages** at the same time.



Source: U.S. Office of Head Start

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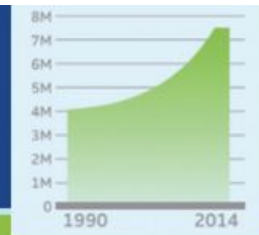
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Why Should We Focus on DLLs?

BETWEEN 1990 AND 2014 THE NUMBER
OF DLL CHILDREN IN U.S. GREW

+79%



60% OF CALIFORNIA
CHILDREN ARE DLL

50% OF CHILDREN IN
STATE PRESCHOOLS

57% LIVE IN LOW-INCOME
FAMILIES



Sources: Pompa, Delia, Maki Park, and Michale Fix. 2017. *New Opportunities? ESSA and its implications for Dual Language Learners and ECEC Workforce Development*. Washington DC: Migration Policy Institute; Park, Maki, Anna O'Toole, and Caitlin Katsiaficas. 2017. *Dual Language Learners: A Demographic and Policy Profile for California*. Washington, DC: Migration Policy Institute.



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Achievement Gap

On average, DLL children enter kindergarten behind their peers in language, literacy, and math.



Other than parents, teachers have the most significant and long-lasting impact on a child's educational trajectory.

Sources: U.S. Department of Health and Human Services & U.S. Department of Education Policy Statement on *Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs* (2017)

AIR 2017 Research Brief "*Transitional Kindergarten in California: The Impact of Transitional Kindergarten on English Learner Students*"



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Most Teachers/Providers Have Not Received DLL-Specific Training

Research shows that without specific training, teachers are not adequately prepared to teach DLL children



Sources: Center for the Study of Child Care Employment, University of California at Berkeley & California Child Care Resource and Referral Network, *California Early Care and Education Workforce Study: Licensed Child Care Centers and Family Care Providers, Los Angeles County* (2006); NASEM Report *Promoting the Educational Success of Children and Youth Learning English: Promising Futures* (2017)



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English Learner (EL) Statistics

- ELs make up 20% of California's K-12 public education system, totaling 1.3M students.
- In 2018, nearly 90% of ELs across all grades in California did not meet English and math standards.
- 4 in 10 of California's K-12 students are current or former ELs.



A photograph of two young children in a bright, indoor play area. In the foreground, a young girl with dark, curly hair is smiling broadly at the camera while holding a wooden rocking horse. She is wearing a white shirt with orange polka dots. Behind her, a young boy is looking down, also holding the rocking horse. He is wearing a white shirt. The background features a wooden bookshelf filled with books on the left and a white playhouse on the right. The scene is well-lit with natural light from a window.

Overview of DLL Research

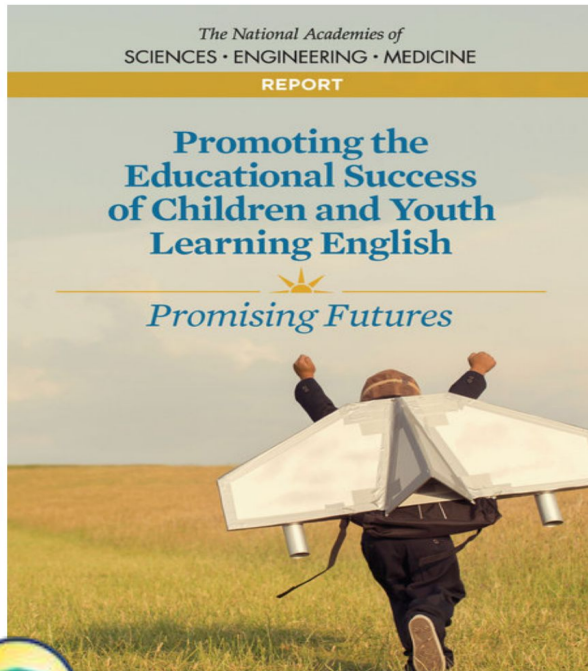


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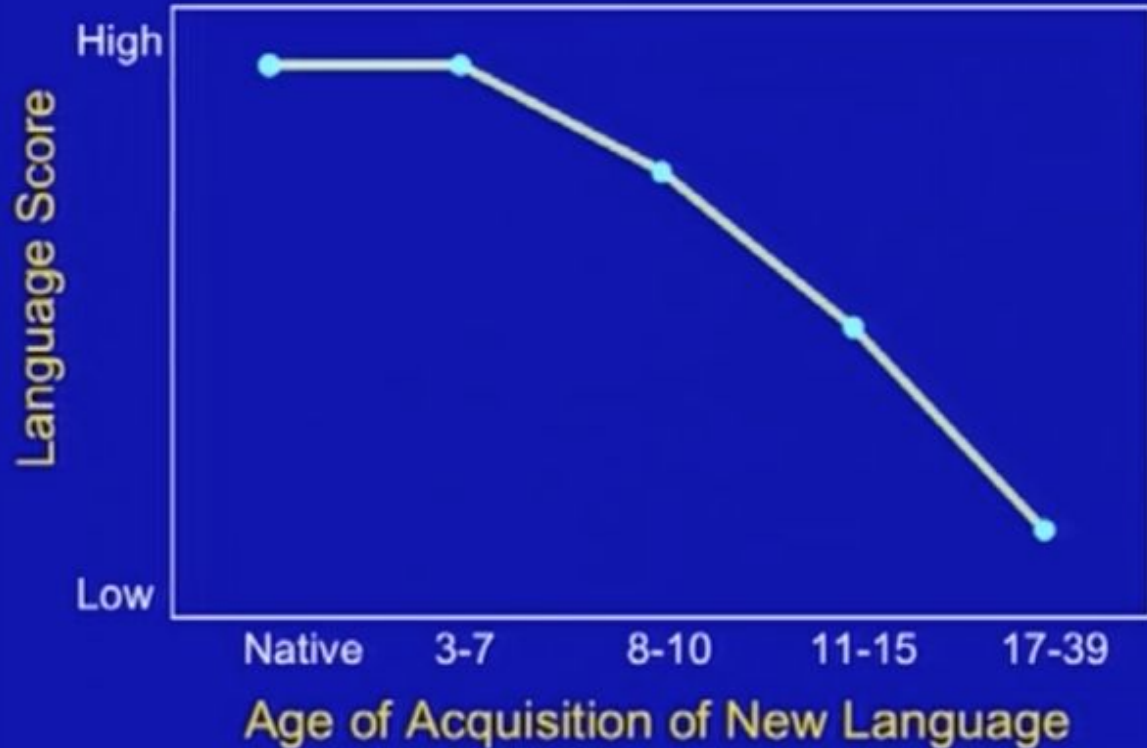
“Evidence-based” consensus
of a multi-disciplinary
committee of experts



- Children are wired to learn any language and can successfully learn more than one language
- Strong home language supports learning English and academic achievement
- Learning two languages is associated with improved cognition, executive function and social interactions



Early Years: Critical Period for Language Learning



Key Research Findings

- Early and continuous **English AND home language development** in high-quality early childhood programs can help reduce the achievement gap
- **DLLs are at risk of losing their home language**, reducing levels of competence, and advantages associated with bilingualism, if home language is not supported in Early Learning settings.
- What is known about high-quality ECE in general is the foundation for effective practices for DLLs. However, that basic high-quality ECE instruction **must be enhanced** to meet the unique linguistic and developmental needs of DLLs.





Overview of State Policies



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Recent Policies that Support Bilingualism/DLLs

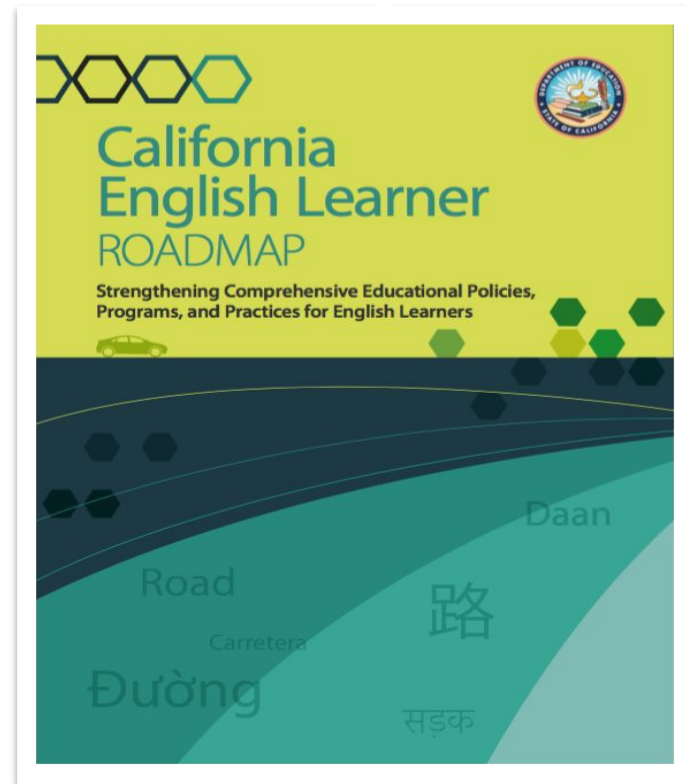


- **Proposition 58** – (*Education for a Global Economy* initiative) passed by voters in November 2016 (73.5%)
- **The California English Learner Roadmap Policy** – adopted by the State Board of Education in July 2017
- **The State Seal of Biliteracy**
- **Global California 2030**



California English Learner Roadmap

- Early childhood to 12th grade policy
- Aligned with state priorities, policies and current research
- Bilingualism & biliteracy as a goal
- DLL/EL students are the shared responsibility of all educators



The Benefits of Dual Language Programs in the Early Years



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Overview of 2 Key Programs



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Fresno USD Language Learning Project

Fresno Language Project

Goal of the Fresno Language Project: Improve professional development and training for early learning educators to better support the needs of young Dual Language Learners (DLLs).

The Fresno Language Project was created as a multi-agency collaborative to ensure all children have a strong foundation in both English and their home language upon entering kindergarten.

The project is implementing innovative practices—including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support language learning in multiple environments.



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Fresno USD Language Learning Project

Professional Development Sessions

All participants engaged in five three-hour Saturday professional development sessions each year. The training sessions focused on the following topics:

1. The Value of Linguistic and Cultural Diversity

1. Family Engagement

2. Personalized Oral Language(s) Learning (POLL)

3. Support for Home Language



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Fresno USD Language Learning Project

Ongoing Coaching Support

The project included one coach designated to support the 19 learning settings participating in the Fresno Language Project. In addition to the five Saturday professional development trainings, all educators received a minimum of three coaching contacts a month to support the implementation of POLL strategies.

The coaching format is designed around the following:

1. Collaborative Learning
2. Coaching Portfolios



BRINGING TOGETHER EVERYONE WHO
SUPPORTS CHILDREN



AND OUR **COMMUNITY** BECOMES



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Language Learning Project

COMPONENTS

Language Learning
Project: Leadership
Orientation

DLL Toolkit

Fours statewide
orientations
(Orange county, LA,
Sacramento, and
Central)

Language Learning
Project Cohorts
(Kern & Tulare)

State Evaluation



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LAUSD

Dual Language Program Pilot

- Supported by the White House Report on Dual Language Learners
- Support from board members and district senior leadership
- Developing a board resolution
- Learning from others
- Thoughtful investments



LAUSD

Dual Language Program Pilot

Highly collaborative process

- Partnerships
- Securing Funding
- On-going support

Workforce development

- Training for all
- Full cycle professional development
- Resources



LAUSD

Dual Language Program Pilot

Students at the center

- Alignment
- Culturally relevant
- Resources
- Developmentally appropriate
- Pathways to the seal of biliteracy





Questions?



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Thank You!

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