Dual Language Learner Professional Development Initiative

The 2018 California State Budget included a one-time $5 million investment to provide early childhood educators with professional development (PD) to support their work with dual language learners (DLLs). DLLs are children birth to age 5, who are learning two (or more) languages at the same time or are learning a second language while continuing to develop their first (or home) language. Under the direction of the California Department of Education and with the support of Early Edge California, the Dual Language Learner Professional Development (DLL-PD) initiative supported six grantee programs across the state from February 2019 through June 2020. The DLL-PD grant allowed approximately 1,400 early educators from across the state to participate in training focused on improving their instructional and family engagement practices to support DLL children from birth to age five. Educators from across a variety of early learning settings, including center-based and family childcare homes, participated in the trainings. Grantees included the California Preschool Instructional Network; California State University, Channel Islands; Faculty Initiative Project; Language Learning Project; Preschool Guided Language Acquisition Design; and Sobrato Early Academic Language Model (SEAL).

Who Was Served

- 80% of educators had a Child Development Permit issued by the California Commission on Teacher Credentialing
- 57% of participants were lead or assistant teachers, 14% administrators, and 17% other support staff (e.g., specialists)
- 48% of educators identified as a person of color

1,400 early educators participated in a DLL-PD

Addressing Unmet Needs

60% of children 0-5 in California are DLLs

However, early educators have limited access to professional development specific to meeting DLLs’ needs.

Improved Parent and Family Engagement

After participating in the DLL-PD, educators reported greater confidence in their ability to engage and communicate with diverse families.

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<th>Before DLL-PD</th>
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<tr>
<td>Confi...</td>
<td>35%</td>
<td>84%</td>
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After participating in the DLL-PD, educators reported increased knowledge of strategies to support home language and literacy development “to a great extent”.

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<td>Knowl...</td>
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Increased Knowledge and Confidence

After participating in the DLL-PD...

- 99% felt better equipped to support DLLs and their families
- 82% reported increased knowledge in supporting DLLs “to a great extent”
- 79% reported increased confidence in supporting DLLs “to a great extent”

I take with me many “aha” moments, amazing resources, and strategies to put into practice in my family childcare home. I feel very confident in supporting and implementing a dual-language program in my business.

- Educator

My biggest takeaway from the DLL-PD was learning how to motivate families to participate in the classroom and share their culture and home language.

- Educator
of those who shared lessons learned reported that their colleagues were **implementing strategies** in their own classrooms.

**Educators reported sharing information and strategies from DLL-PD with co-teachers, supervisors, program directors, staff, and parents.**

**Indirect Impacts**

**Scale and Sustainability**

Demands for DLL-PD is greater than the resources available.

**Common Challenges**

Grantees, trainers, and educators identified several common challenges to implementing the DLL-PD and related learnings in the classroom.

- Paid time for PD
- Available substitutes
- Time to update curricula
- Educator access to technology

As a result of COVID-19, some in-person DLL-PD trainings were able to shift to virtual learning. This shift expanded reach to additional educators; however, grantees continued to report demand for trainings exceeded their capacity. The shift to virtual training also created challenges to participation for some educators already enrolled in the DLL-PD who had limited access to technology.

**Evaluation Methods Overview**

A total of 1,411 educators participated in the DLL-PD evaluation. The evaluation included a pre- (n=1,252) and post-surveys (n=300)* for educators who participated in the DLL-PD and three focus groups. Ten educators participated in either an English- or Spanish-speaking focus group and eight trainers in an English-speaking focus group.

*Post-survey data collection was disrupted by COVID-19

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1. 32% of participating educators were from southern California (minus Los Angeles), 12% from Los Angeles, 24% from central California, 20% from northern California (minus the Bay Area), and 12% from the Bay Area.
2. Any participant that identified as American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, or another race other than white is included in this statistic.