

Dual Language Learner Professional Development Initiative

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Prepared By **Harder+Company Community Research** for **California Department of Education** and **Early Edge California**

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 state¹ 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

1,400 early educators participated in a DLL-PD

- **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 color²

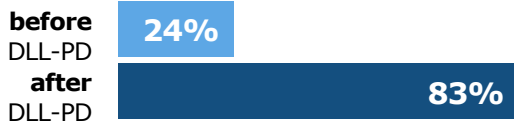
Addressing Unmet Needs



60% of children 0-5 in California are DLLs³

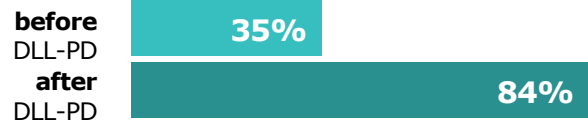
However, early educators have limited access to professional development specific to meeting DLLs' needs.

After participating in the DLL-PD, educators reported increased knowledge of strategies to support home language and literacy development "to a great extent".



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.⁴

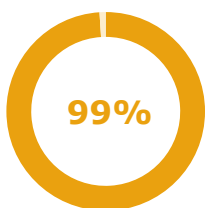


“ My biggest takeaway from the DLL-PD was learning how to motivate families to participate in the classroom and share their culture and home language.

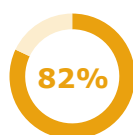
- Educator

Increased Knowledge and Confidence

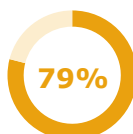
After participating in the DLL-PD...



felt **better equipped** to support DLLs and their families



reported increased **knowledge** in supporting DLLs "to a great extent"



reported increased **confidence** in supporting DLLs "to a great extent"

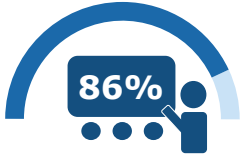
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I take with me many "aha" moments, amazing resources, and strategies to put into practice in my family childcare home. I feel very confident in supporting and implementing a dual-language program in my business.

- Educator

Indirect Impacts

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



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

Scale and Sustainability



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

An ongoing investment in DLL-PD is needed to ensure educators have the tools to meet the needs of California's DLLs.

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 trainers also created challenges to participation for some educators already enrolled in the DLL-PD who had limited access to technology.

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Implementing these new strategies takes more time. Teachers should be paid for the extra time and passion that we put in or be given additional classroom support to prepare the materials.

- Educator

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



Thank you to the DLL-PD philanthropic partners:

- California Community Foundation
- Heising-Simons Foundation
- Los Angeles Partnership for Early Childhood Investment
- The David and Lucile Packard Foundation
- Sobrato Philanthropies

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.

³ Holtby, S., et al. (2017). *Families with Young Children in California: Findings from the California Health Interview Survey, 2011–2014*, by Geography and Home Language. Los Angeles, CA: UCLA Center for Health Policy Research.

⁴ Confidence is associated with improved teachers' competence in the classroom, with a greater impact on student achievement than teacher-student relationships, home environment, and parental involvement. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.