



EARLY EDGE
CALIFORNIA

**CHILDREN'S EQUITY
PROJECT**

UNIDOS US
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IMMEDIATE ACTIONS THE BIDEN ADMINISTRATION CAN TAKE FOR DLLS



WELCOME

APRIL 30, 2024

AGENDA



- Opening Remarks
- Overview of Brief
- Panel Discussion
- Q&A

OPENING REMARKS



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OVERVIEW OF BRIEF



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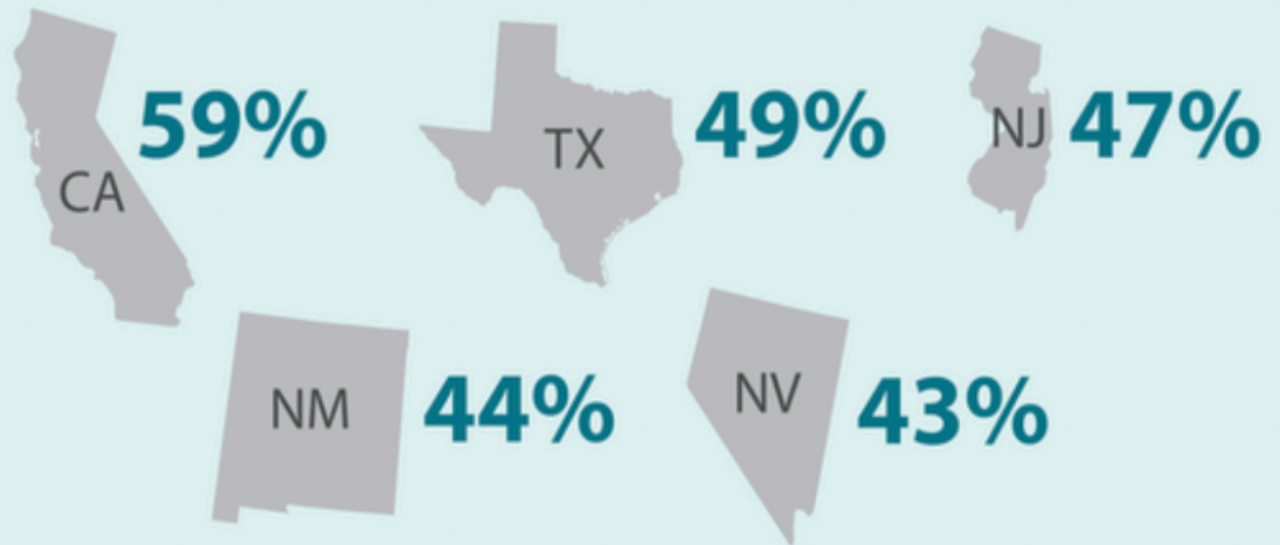
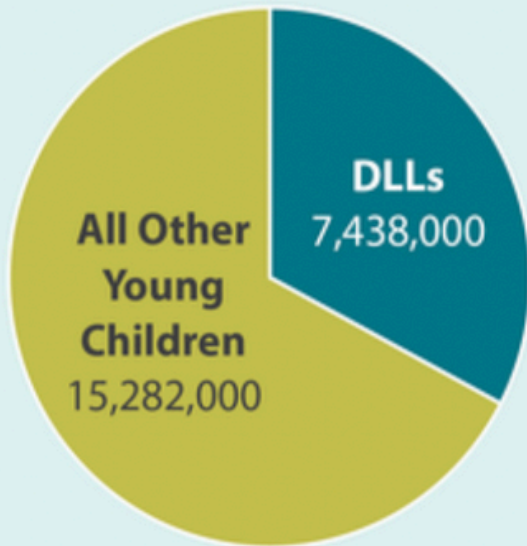
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DLLS IN THE U.S.

Did you know...

One-third of all U.S. children ages 0–5 are DLLs, and DLLs make up even bigger shares in states such as



Migration Policy Institute. (2022). *Learning More about Dual Language Learners*.

BENEFITS OF BILINGUALISM

- Learning two or more languages is associated with:
 - Improved cognition and executive function
 - Communicative competence
 - Sociocultural benefits and strengthened family connections
 - Stronger identity development
 - Academic benefits in K-12 and postsecondary path
 - Economic benefits in adulthood




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POLICY BRIEF OVERVIEW

Immediate Actions the Biden Administration Can Take for DLLs



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IMMEDIATE ACTIONS THE BIDEN ADMINISTRATION CAN TAKE FOR DLLs

America's families speak many languages. Nearly 7.5 million children between birth and age five in the United States (one-third of all children in this age range) are Dual Language Learners (DLLs)¹. The Biden Administration has an important opportunity to develop and extend essential and overdue supports for DLLs and their families.

Although extensive research evidence demonstrates children's capacity for multilingual development, misinformation is common, while systems and services are historically under-resourced. The recommendations outlined here were compiled by a group of DLL policy leaders (listed on page 4), reflecting their review of the research evidence and examples of successful policy and program implementation.

GOVERNANCE

1) The Health and Human Services Agency (HHS) and the Department of Education (DOE) should commit to **supporting DLLs across early childhood systems**, ensuring that new and existing federal policies meaningfully include DLLs with and without disabilities. This plan should address, at a minimum, articulation of how DLLs are included and prioritized in:

- funding,
- programmatic standards,
- monitoring and accountability,
- data reporting requirements,
- research,
- technical assistance, and
- professional development systems.

Immediate Actions The Biden Administration Can Take for DLLs • 1

- Immediate Actions:
 - Governance
 - Data
 - DLL Children with Disabilities
 - Workforce
 - Assessments
 - Technical Assistance
 - Supporting Prenatal to Age Three
- Budget Request

GOVERNANCE

- The Department of Health and Human Services Agency (HHS) and the Department of Education (ED) should:
 - commit to supporting DLLs across early childhood systems
 - prioritize expanding dual language education
 - issue formal guidance and update their joint policy statement on DLLs



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DATA

- HHS and ED should collect more consistent, higher quality data on DLLs and the programs that serve them:
 - language exposure
 - language of instruction
 - teacher language backgrounds

DLL CHILDREN W/ DISABILITIES

- The Offices of Civil Rights at HHS and ED should double down on protecting the civil rights of young DLLs with and without disabilities
- The Office of Special Education Programs (OSEP) should provide guidance for Early Intervention and Early Childhood Education systems



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WORKFORCE

- Develop pathways of entry and advancement in the early childhood space for immigrant workers:
 - accessible community-based pathways
 - apprenticeships
 - competency recognition
 - instruction in languages other than English



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ASSESSMENTS

- Define which assessment methods and tools are valid for DLLs/ELs
- Provide guidance on research-supported strategies to implement when valid assessments are *not* available in children's home language
 - Particular guidance for usage of these tools with DLLs/ELs with disabilities

TECHNICAL ASSISTANCE

- Establish a new DLL/EL Technical Assistance Center
- Require existing relevant HHS and ED early childhood technical assistance centers to expand their work in support of DLLs
- Develop targeted training, technical assistance, and outreach for Family Child Care and Family, Friend, and Neighbor care



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SUPPORTING PRENATAL TO AGE 3

- Invest in research, training and technical assistance, and issue policy guidance specifically focused on emerging bilingual infants and toddlers
- This should include policy analyses and new supports and funding in the major settings that serve infants and toddlers



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BUDGET REQUEST

- Expand Early Head Start and Head Start
- Expand early childhood bilingual programs
- Grow and strengthen the bilingual workforce
- Establish DLL/EL Technical Assistance Center
- Protect and grow Title III



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PANELISTS



MODERATOR:
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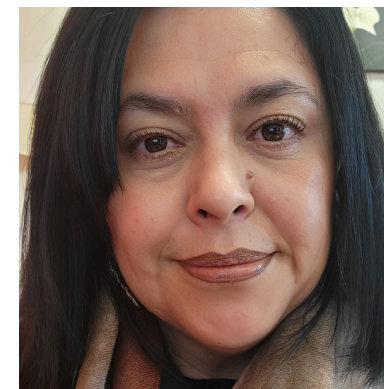
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THANK YOU!



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