



Young Dual Language Learners: Strengthening Early Childhood Education Systems and Practices

U.S. Department of Education

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Presenters



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Presenters Cont.



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RAISE THE BAR: Lead the World

KEY FOCUS AREAS

ACHIEVE ACADEMIC EXCELLENCE

- » Accelerate learning for every student
- » Deliver a comprehensive and rigorous education for every student

BOLDLY IMPROVE LEARNING CONDITIONS

- » Eliminate the educator shortage for every school
- » Invest in every student's mental health and well-being

CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

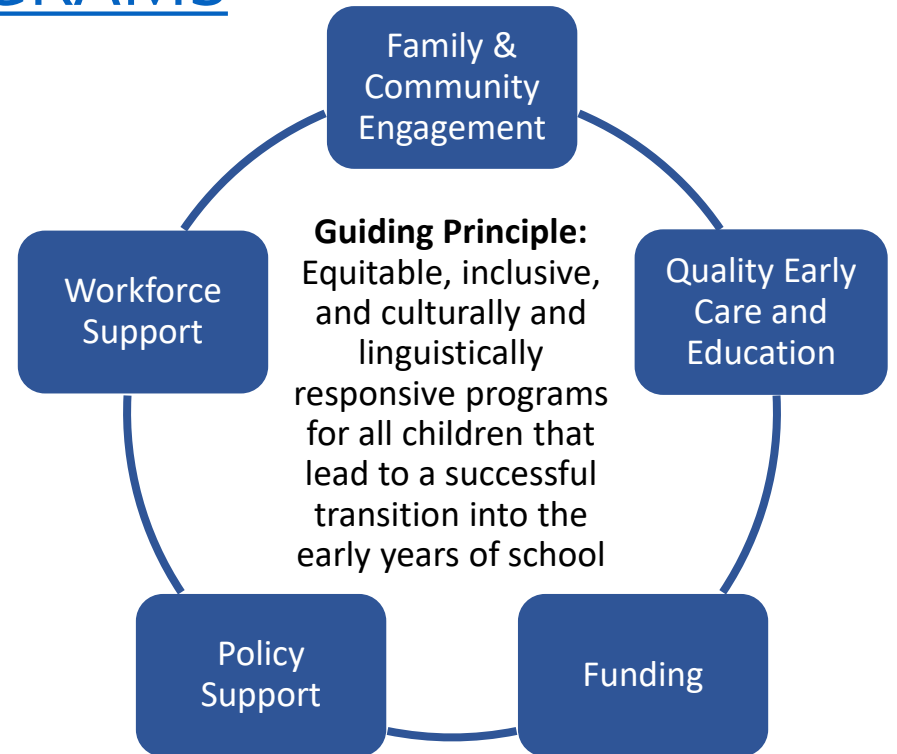
- » Ensure every student has a pathway to college and a career
- » Provide every student with a pathway to multilingualism

Please visit [ED.gov](https://www.ed.gov) to learn more about the specific strategies outlined in our plan, get connected to resources, and find links to grants that can support the efforts and strategies of states and districts.



POLICY STATEMENT ON SUPPORTING THE DEVELOPMENT OF CHILDREN WHO ARE DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD PROGRAMS

Coming Soon:
A Framework to Support
Dual Language Learners



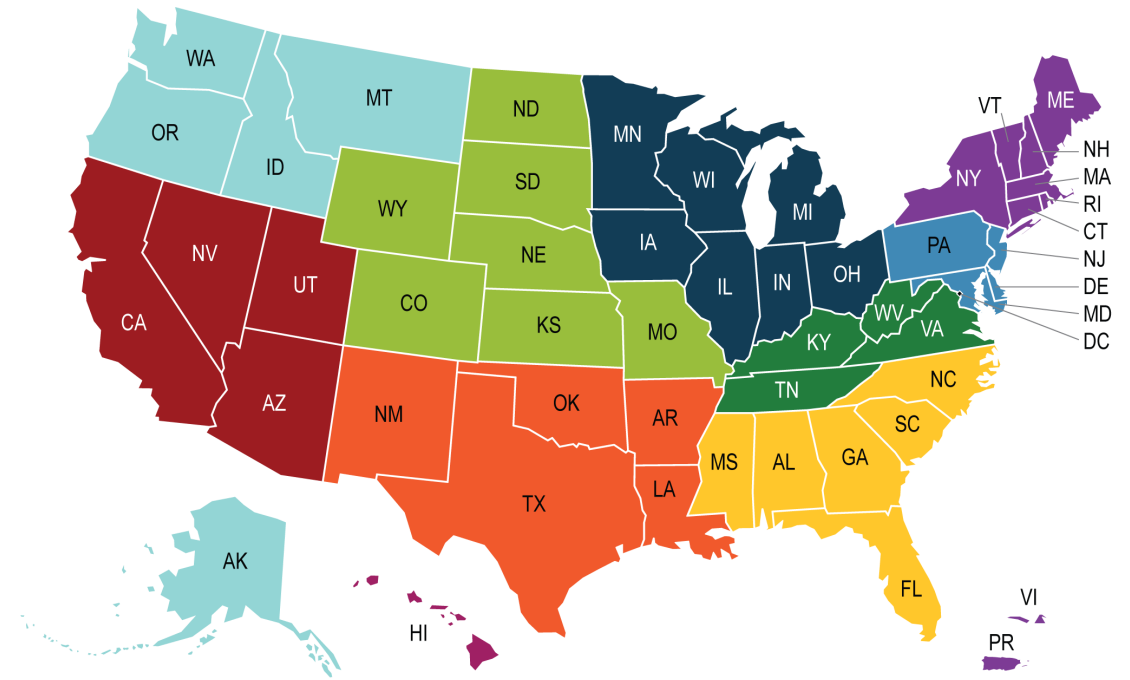
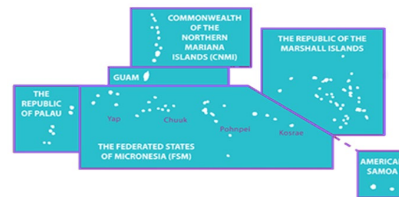
OELA Resources



- [National Professional Development Program](#)
- [Native American and Alaska Native Children in School Program](#)
- [National Clearinghouse for English Language Acquisition](#)
- [Teaching Practice Brief – Effective instructional practices, examples, and practice shifts for early childhood education teachers](#)
- [Webinar- Enhancing Language Instruction in Early Childhood Education: Effective Practices and Examples from NCELA's Teaching Briefs](#)
- [Fact Sheet – Dual Language Learners In Early Care and Education](#)

Regional Educational Laboratory West

- Conduct applied research
- Provide technical support around data collection, evidence use, and research
- Facilitate dissemination of actionable research evidence



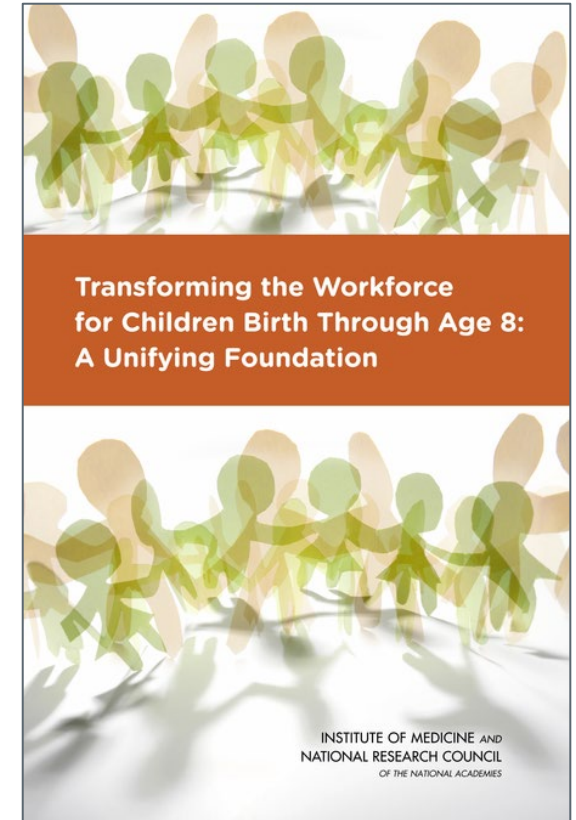
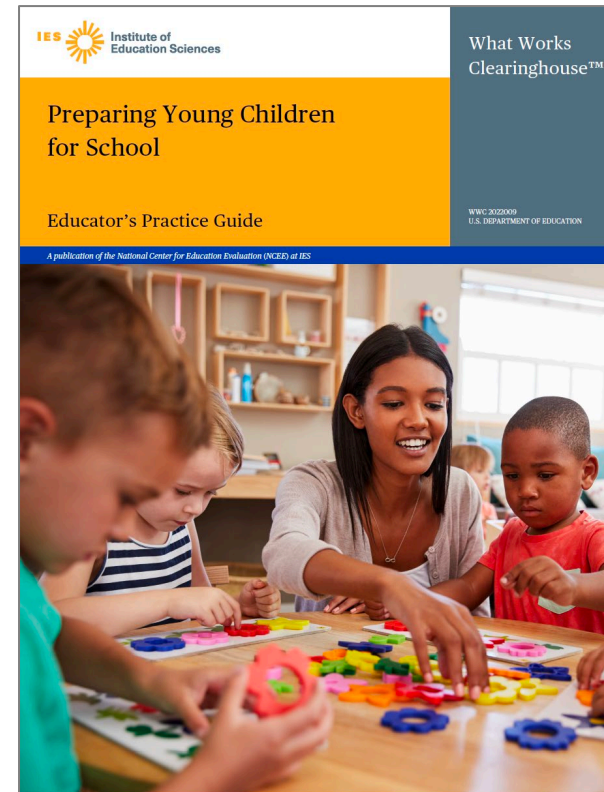
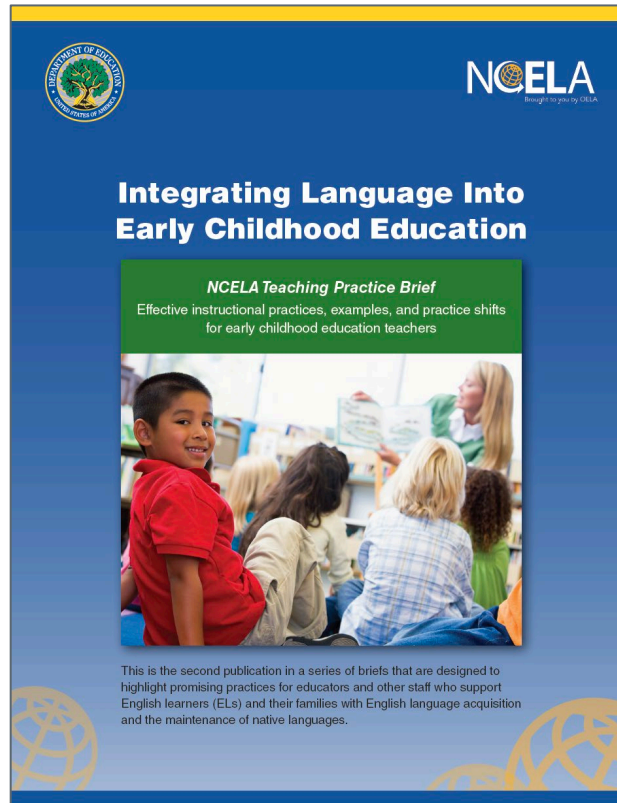
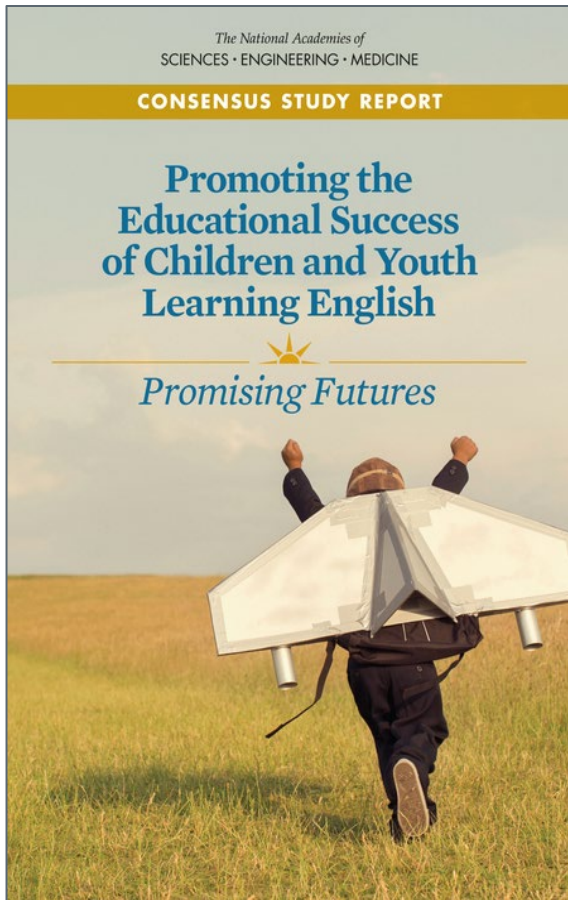
Ten RELs work in partnership with local and state education agencies, and others, to use data and research to improve academic outcomes for students.

Agenda

- Evidence-Based Instruction for Young Dual Language Learners
- Panel discussion:
 - Sarah Neville-Morgan – Deputy Superintendent of Public Instruction, California Department of Education
 - Steven Hicks – Early Learning Coordinator, Sacramento County Office of Education
 - Lupe Villalpando – Preschool Teacher, California State Preschool Bilingual Program
 - Macy Parker – Parent, Transitional Kindergarten Bilingual Program
- Q&A

Evidence-Based Instruction for Young Dual Language Learners

Key Research



Evidence-Based Practices

1. Establish a culturally and linguistically sustaining learning environment.
2. Foster social-emotional learning and mental wellness.
3. Partner meaningfully with parents and families.
4. Promote children's comprehensive language and literacy development—especially oral language, listening comprehension, vocabulary, and foundational skills development.

What does this look like in the classroom?

Example #1: Classroom libraries of culturally affirming books

- Spotlight on Asian American and Pacific Islander Books

Example #2: Interactive literacy activities in home languages

Mango, Abuela y Yo

Por Meg Medina,
Ilustrado por Angela Dominguez



Ideas para disfrutar el libro en casa

Creado por Pam Spycher

Sobre el Libro:

Esta es una historia encantadora sobre el poder del amor y la apertura a nuevos aprendizajes. Un día, la abuela de Mia llega a vivir con Mia y sus padres. Abuela ha dejado atrás su casa soleada con loros, ríos y palmeras en su país natal. Mia intenta compartir su libro favorito con Abuela y descubre que ella no puede leer las palabras en inglés. Mia no habla suficiente español para hablarle a Abuela de sí misma. Así que Mia decide ayudar a Abuela a aprender inglés y a aprender español de su Abuela. Cuando cocinan empanadas juntas, se enseñan mutuamente algunas palabras nuevas (masa, pasas). Entonces Mia ve un loro en el escaparate de la tienda de animales y tiene la idea perfecta para ayudarles a comunicarse un poco mejor.

¡A disfrutar una lectura divertida!

Invite a su niño o niña a compartir sus opiniones y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niña o niño.

Creado por Pam Spycher, REL West en WestEd, 2021



Antes de leer:

- ¿Qué notas sobre la portada?
- ¿Qué piensas sobre el título?
- ¿Qué crees que descubriremos en este libro?



Mientras leen:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



Después de leer:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?
- ¿Qué crees que el autor quería que aprendiéramos de esta historia?

¡De vuelta a la página para ver ideas de expresión creativa!



Actividades de expresión creativa

Después de leer el libro, ¡desata tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiró el libro en tu mente increíble?

Escritura Creativa	Artes Visuales y Digitales	Amabilidad y Comunidad
<p>¿Qué sucede a continuación en la historia de Mango, Abuela y Mia? Dibuja y escribe lo que podría suceder después de la última página del libro. Aquí hay algunas cosas en que pensar cuando dibujes y escribas:</p> <ul style="list-style-type: none"> • ¿Qué personajes hay en la página? • ¿Dónde están los personajes? • ¿Qué hacen los personajes? • ¿Qué dicen los personajes? <p>Cuando hayas terminado tu página, busca uno o dos amigos. Tármense mostrándose unos a otros lo que han dibujado y para leer lo que han escrito. Después de que cada persona comparta, asegúrate de darles complementos. ¿Qué te ha gustado? ¿Qué te ha despertado la curiosidad?</p>	<p>Mango es un loro colorido e inteligente que ayuda a Mia y Abuela a comunicarse mejor. ¿Qué tipo de loro te gustaría tener? Dibuja, pinta o crea un collage de tu propio loro. Pídele a un adulto que busque algunas fotos o videos de loros en el Internet para ver algunos ejemplos. Aquí hay algunos detalles en que pensar:</p> <ul style="list-style-type: none"> • ¿Cómo vas a llamar a tu loro? • ¿Qué colores usarás para las plumas de tu loro? • ¿Dónde está tu loro? (ideas: en tu casa, en un árbol, en el cielo) • ¿Qué hace tu loro? (ideas: volar, posarse, hablar, observar) <p>Después, puedes escribir una descripción de tu loro, si lo deseas.</p>	<p>¿Tienes un abuelo u otro pariente, amigo de la familia o vecino como la abuela de Mia? ¿Están aprendiendo a hablar mejor tu idioma? ¿Te gustaría hablar mejor su idioma? Aquí hay algunas ideas que pueden intentar para ayudarse mutuamente como hicieron Mia y Abuela.</p> <ul style="list-style-type: none"> • Cocinar un plato juntos, y enseñarse mutuamente las palabras de cada ingrediente. • Enseñarse mutuamente frases comunes, como "Hola. ¿Cómo estás hoy?" y practicar a decirlos en ambos idiomas cada vez que se reúnan. • Escribir juntos un libro A-B-C bilingüe. • Enseñarse mutuamente una canción o poema favorito en cada idioma.
Conciencia Plena y Autoconciencia	Movimiento, Música, y Drama	Juego Imaginativo
<p>Pídele a un adulto o a un hermano mayor que te guíe a través de esta meditación del "pájaro volador" para ayudarte a sentirte tranquilo:</p> <ol style="list-style-type: none"> 1. Busca un lugar tranquilo y siéntate cómodamente en el suelo o en una silla. Deja que tus brazos cuelguen sueltos a los lados de tu cuerpo. Cierra los ojos o mira suavemente hacia la nariz. 2. Respira y fluye: Inhala y deja que los brazos floten lentamente hacia arriba. Exhala y deja que los brazos floten lentamente hacia abajo. Repítelo varias veces. 3. Concéntrate en sentirte ligero como un pájaro y en moverte sin ningún esfuerzo. Siente lo ligeros que son tus brazos y cómo el aire se mueve entre tus dedos. 4. Siéntate quieto y relajado durante unos instantes. ¿Cómo te sientes? 	<p>Es divertido fingir que eres un loro. ¿Has visto alguna vez volar a un loro? Mira este video para ver lo magníficos que son:</p> <ol style="list-style-type: none"> 1. 5 loros guacamayos en vuelo libre (https://www.youtube.com/watch?v=lvwqnc_6MCo) 2. Luego, usa tu imaginación para volar como un loro. Hazlo en un lugar donde haya mucho espacio para que realmente puedas volar. 3. Pídele a un adulto que ponga la música del video que has visto mientras vuelas. Escucha atentamente cómo las diferentes partes de la pieza musical te hacen sentir que te mueves de diferentes maneras. 	<p>Es divertido volver a contar una historia con marionetas. Aquí hay una forma fácil de hacerlos. Asegúrate de pedir ayuda a un adulto, si lo necesitas.</p> <ol style="list-style-type: none"> 1. Dibuja a Mango, Abuela y Mia en un papel. Utiliza las ilustraciones del libro para ayudarte. 2. Dibuja un óvalo alrededor de cada personaje. 3. Recorta cada personaje siguiendo las líneas del óvalo. 4. Pega a cada personaje en un palo o en un trozo de cartón con pegamento o cinta. <p>Ahora es el momento de jugar. Representa la historia con las marionetas. Si quieres, mira las páginas del libro para ayudarte a recordar los detalles importantes.</p>

Creado por Pam Spycher, REL West en WestEd, 2021

Example #3: Integrate language and literacy with SEL

Monday	Introduce children to the concept of deep breathing to calm down when they feel upset. Use conversations and role-plays to show how to take a deep breath to calm down when feeling mad or frustrated. Talk about the way it feels inside and how people look when they feel mad versus calm.
Tuesday	Read a story about getting mad and getting into trouble, such as <i>When Sophie Gets Angry</i> , by Molly Bang, or <i>I Was So Mad</i> , by Mercer Mayer. Talk about what the characters could have done to calm down when they felt mad. Let children practice looking mad like the characters and taking a deep breath to feel calm.
Wednesday	Let children draw a picture showing their mad feelings and their calm feelings. Ask children to talk about what made them feel mad and how they calmed down.
Thursday	Set up an obstacle course with some physical challenges. Let children choose how to move between the challenge stations. For children with limited mobility, consider challenges with low or adaptive obstacles. Then have children practice taking a deep breath to calm down when they reach the stations, so they are ready to try the challenge.
Friday	Read another story that involves a character getting mad or frustrated. Let the children talk about how the characters could have calmed down. Role-play a new ending that shows how the characters could take a deep breath to calm down.
Reinforce throughout the week <ul style="list-style-type: none">• Try to model the process of taking a deep breath to calm down 2-3 times per day.• Find 2-3 times during the day when the whole class can practice taking a deep breath to calm down, such as morning circle time or a transition time, like coming inside from outdoors.• Watch for children who take a deep breath and praise those children specifically for that behavior.• Remind children to take a deep breath to calm down when they are starting to get visibly excited or upset.	

Source: *Preparing Young Children for School* (Burchinal et al., 2022)

Example #4: Family literacy and arts events

How do we support the educator workforce to integrate these recommendations?



Supporting Young Dual Language Learners in California

Sarah Neville-Morgan
Deputy Superintendent
Opportunities for All Branch
California Department of Education



California Dual Language Learner (DLL) Landscape

60 percent of the state's children from birth through five years of age are dual or multilingual learners (MLs)

- Approximately 40,000 DLLs enrolled in the California State Preschool Program
- 1.1 million English learners (ELs) in grades TK–12
 - Nearly half of these ELs are currently enrolled in TK through grade three – 41 percent of all EL students in the state.

California Research on Supporting Dual Language Learners (DLLs)

In California, early education supports DLLs:

- At Kindergarten entry, ELs who attended TK demonstrated a:
 - Six-month advantage in math and problem-solving skills (compared to ELs who did not attend TK)
 - Seven-month advantage in literacy
 - Substantial boost in English language development, including speaking, listening, and overall language proficiency
 - *This was true for EL students from all language groups*
- DLLs in high-quality state preschool programs (QCC tier 5) made greater gains in the DRDP assessment than their DLL peers in lower-quality programs

English Learner Roadmap

- **California’s Vision for English Learners:**
Multilingual learners will “fully and meaningfully access and participate in a twenty-first century education from **early childhood through grade twelve** that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.”
- Four guiding principles:
 - Assets-Oriented and Needs-Responsive Schools
 - Intellectual Quality of Instruction and Meaningful Access
 - System Conditions that Support Effectiveness
 - Alignment and Articulation Within and Across Systems

Recommendations from CA's Master Plan for Early Learning and Care

Supporting DLLs in Universal Pre-K

- Proactively identify and report children's language status
- Update early learning guidelines to expand and integrate DLLs throughout
- Collect and use data to support DLLs
- Require specialized training and professional development to address dual language development
- Requirement for bilingual teachers in settings with high proportion of DLL who share the same home language
- Availability of bilingual programs in geographic areas of high concentration of DLL who share the same home language
- Updates to the English Learner Roadmap from birth to age 3

CA State Investments and Policies to Support DLLs in Universal Pre-K (UPK)

State Policy:

California State Preschool Program

Master Plan goal: *“Proactively identify and report children’s language status”*

- AB 1363 established a process for identifying DLLs in the California State Preschool Program
 - Administering the Family Language Instrument and Interest Interview
 - Collects data on language(s) exposed to in the home and child’s primary language
 - Programs also report teacher language(s), language of instruction, and bilingual/DLI program status
 - CDE collects these data in our Preschool Language Information System
 - *CDE is working on an action plan to use these data to inform future Master Plan goals for bilingual teachers and availability of bilingual programs.*
- An increased adjustment factor for DLLs in CSPP

State Investments – Grant Funding

- **UPK Planning & Implementation Grant**
 - Provided specific guidance on supporting DLL in both bilingual and monolingual programs
 - 20% of LEAs planned to implement a Dual Language Immersion (DLI) program for TK
 - 41% planned to offer PD on supporting MLs to site leaders and principals
- **Early Education Teacher Development Grant**
 - Includes specific requirement for PD activities to support DLLs
- **Educator Workforce Investment Grant**
 - Professional learning to support EL Roadmap Policy
- **Dual Language Immersion Grant**
 - Expansion or establishment of DLI Programs, beginning in TK
- **Teacher Residency Grants**
 - Specifically calls out strengthening shortages in the workforce, including bilingual educators

State Investments – Teaching and Learning Standards

Master Plan goal: *“Require specialized training and professional development to address dual language development”*

- Establishing PK-3 Credential
 - Teacher Performance Expectations related to supporting MLs:
 - Collaborating with specialists to interpret assessment for identifying MLs; literacy development in non-English languages; providing instruction aligned with ELD standards

Master Plan goal: *“Update early learning guidelines to expand and integrate DLLs throughout”*

- Updating the California Preschool Learning Foundations and the Desired Results Developmental Profile (DRDP) Assessment
 - Be more inclusive of the experiences of MLs in preschool and TK
 - Embed more foundations in the home language within the Language & Literacy domain
 - Translate the Preschool Learning Foundations in Spanish, Chinese (Cantonese and Mandarin), and Vietnamese

Gracias

谢谢 (Xièxiè)

Cảm ơn

) شكراً لك (shkran lak)

ありがとう (Arigatō)

감사합니다 (gamsahabnida)

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Ευχαριστώ (efcharistó)

Salamat

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Supporting Multilingual Children and Families at the County Level

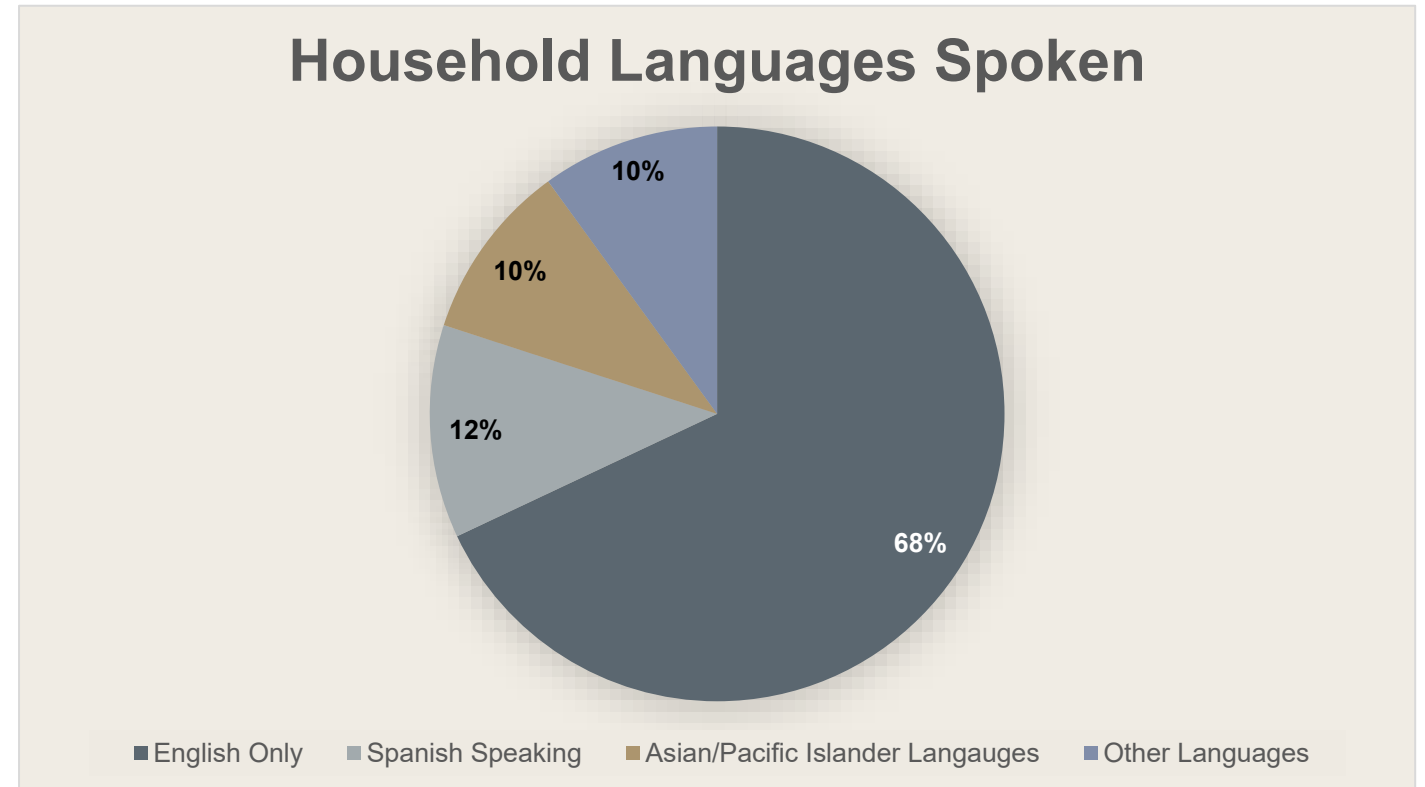
Steven Hicks

Early Learning Coordinator

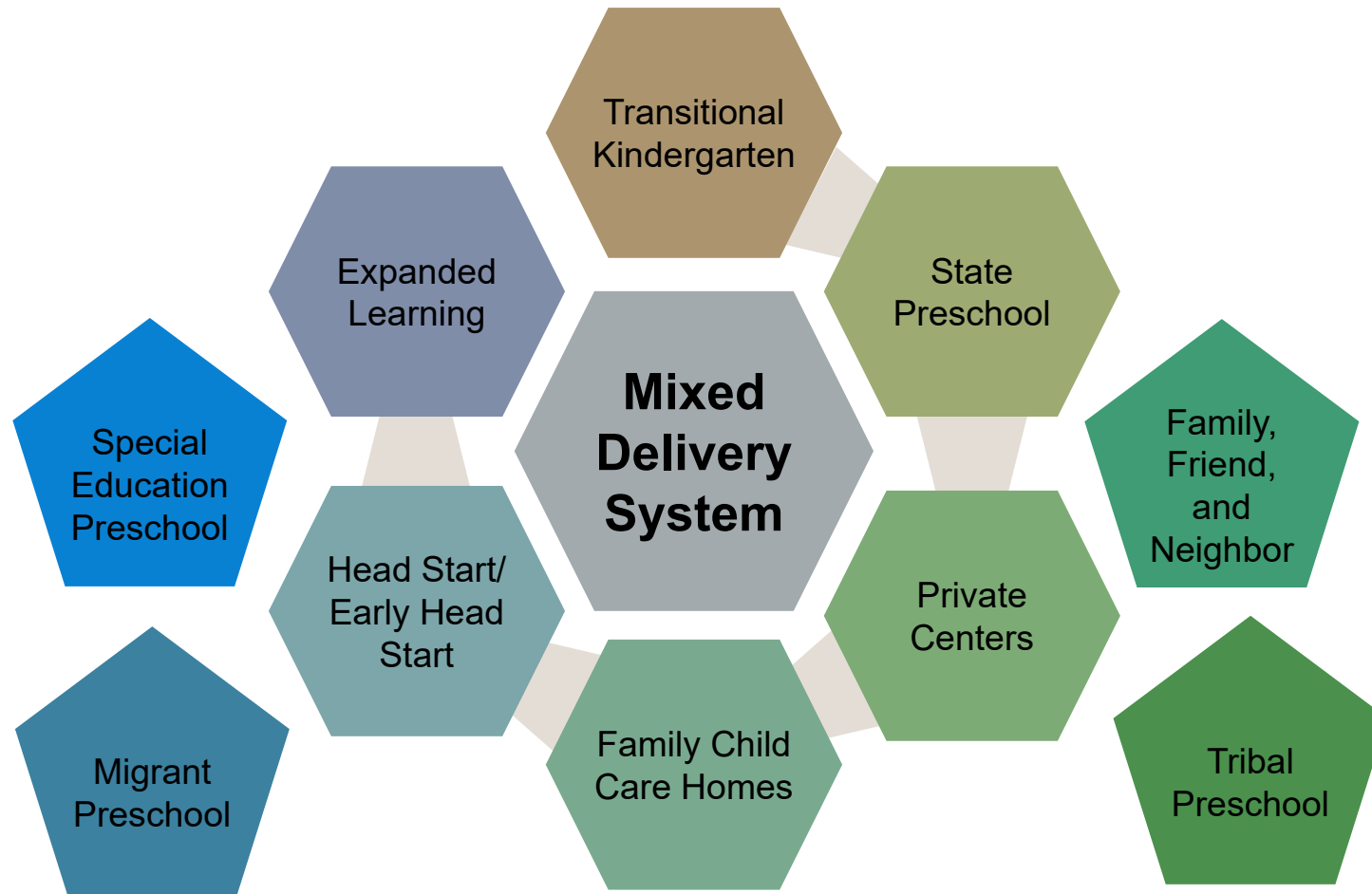
Sacramento County Office of Education

County Offices of Education Work between the State and LEAs to Support Children, Families, and Educators

- In Sacramento County, there are approximately 96,000 children under the age of 5.
- Only 1/3 of the children of working families have access to licensed child care spaces.

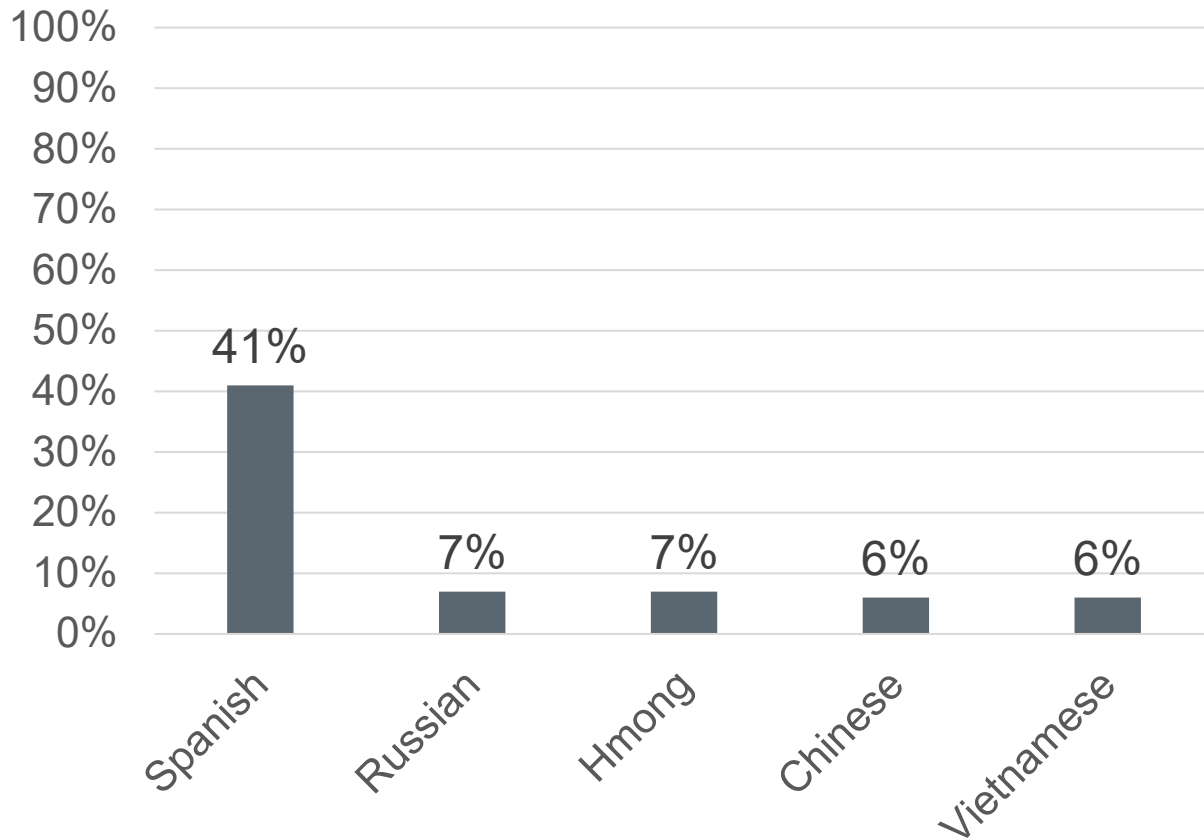


A Mixed Delivery System of Early Learning and Care

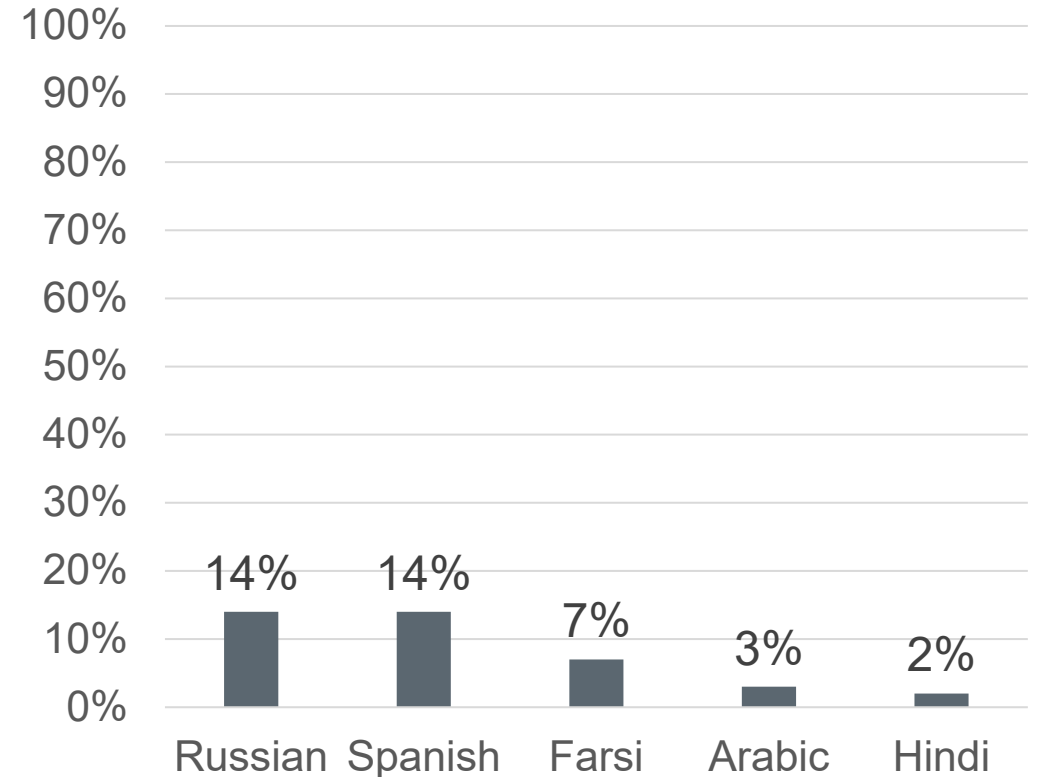


Promoting Language Support in Early Learning and Care Programs

Percent of Child Care Center Staff Speaking Languages

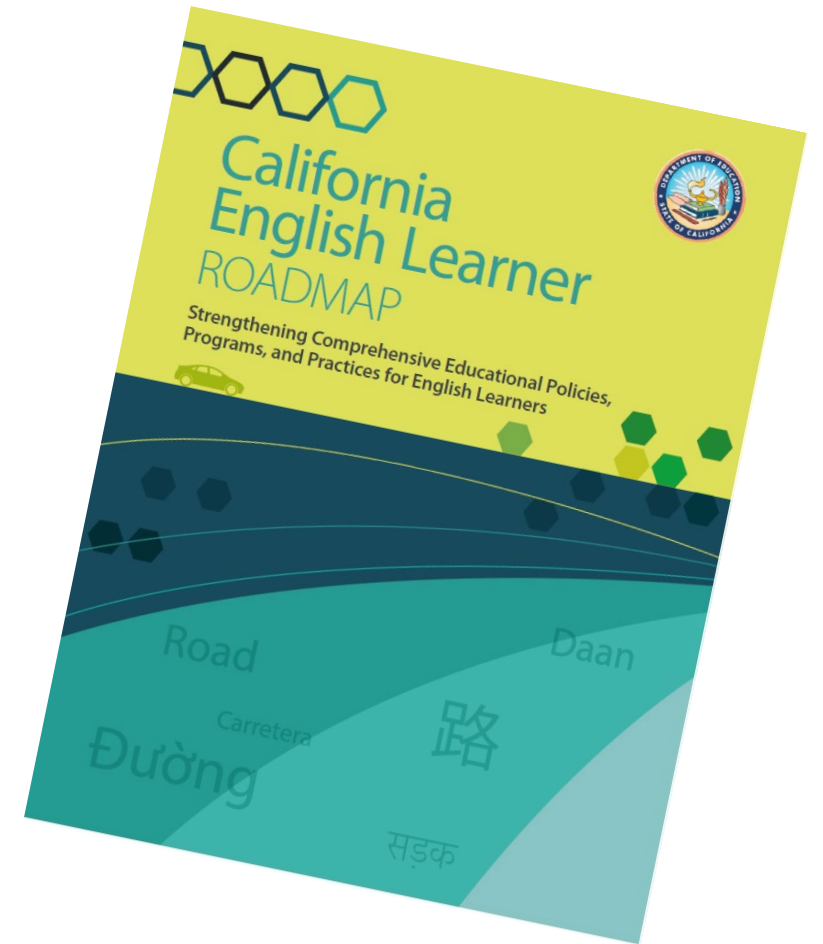


Percent of Family Child Care Home Staff Speaking Languages



California English Learner Roadmap

- At SCOE, we have implemented a facilitated process bringing together staff across divisions to make meaning of the *English Learner Roadmap* policy and its application across-departments within the county office.
- Developing a shared vision and plan for infusing the *Roadmap* into work with LEAs.
- The cross-division group is convened during the year to reflect upon progress and refine plans for coherent and meaningful implementation of the Roadmap across the County Office work.



ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE

Strengthening Program Quality for Multilingual Families and Children

- Communities of Practice have been established for Spanish and Russian providers
 - Classroom Assessment Scoring System (CLASS)
 - Ages & Stages Questionnaires (ASQ)
 - Business Practices for Family Home Child Care Providers
 - Learning Through Relationships w/Infants & Toddlers
- Professional Learning for educators to support dual-language learners
 - Personalized Oral Language Learning (POLL)
 - Preschool Guided Language Acquisition Design (GLAD)
 - California Preschool Instructional Network (CPIN)
- Partnering with Child Action, our Resource and Referral Agency, to provide support for families and educators in Spanish, Russian, Farsi, and Arabic.

Building a Diverse Workforce

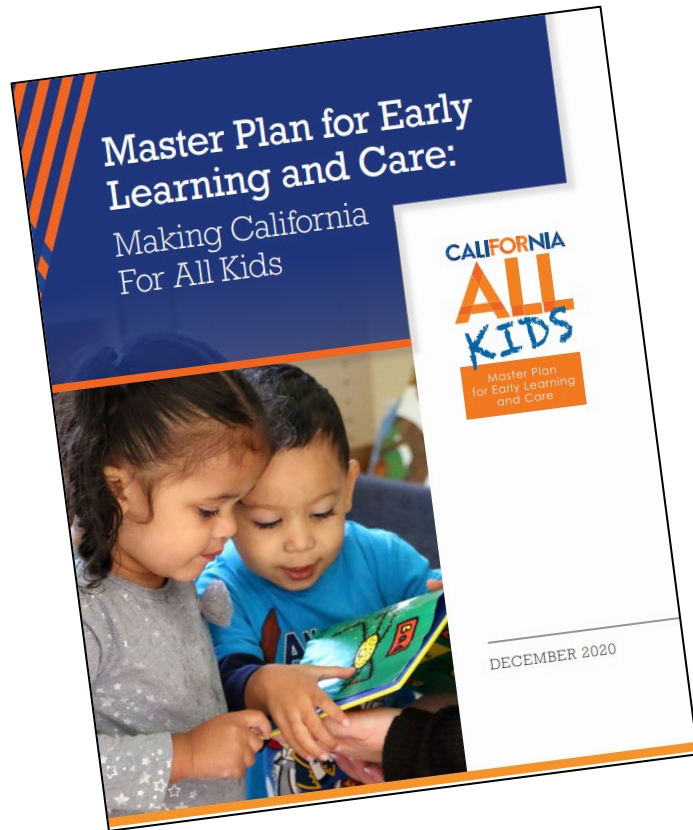
- **Workforce Pathways Grant**

- Stipends for early childhood education/child development college units at any accredited university
- Stipends for professional learning
- Reimbursements for new family child care home providers

- **Early Education Teacher Development Grant/Sacramento Consortium for Empowering Early Educators or SacE3.**



Using the Master Plan for Early Learning and Care



Promote school readiness through preschool for *all* three-year-old children experiencing poverty and universally for *all* four-year-old children.

Planning for a UPK that meets the needs of all Children



- The Sacramento County Local Planning Council has formed a workgroup to develop a plan to expand high-quality preschool universally in a mixed-delivery system.
- A key focus of the Workgroup will be to create a plan that assists programs in **meeting the linguistic and cultural needs of multilingual families and children.**
- In our UPK planning for outreach to families, enrollment, high-quality environments, professional learning and workforce development, we are considering the implications for multilingual or dual language children.

An Educator Perspective

Lupe Villalpando

Preschool Teacher

California State Preschool Bilingual Program

Lennox School District

Supporting oral language development: Reads Alouds

- Choosing engaging, age-appropriate books with rich vocabulary and other language
 - Bilingual books
 - Books that represent the diversity in the classroom and world
- Interactive read alouds
- Comprehension questions: Literal and inferential
- Think-pair-share: Children talking to each other about comprehension questions



Supporting oral language development: Child created books

- Creating books about the children and their families
- Engaging families as partners: Families provide information
- Teachers use the information to engage children in talking about their families
- Forming the preschool family

Supporting oral language development: Songs, poems, chants

- Lots of singing, poems, chants
- Dramatic play with props
- Recite together many times, over and over, with partners, in groups
- Total body involvement: Dance it, move it, gestures, tone of voice, facial expressions
- Both languages to support multilingualism
- Send the songs home to enjoy with families
- Realia for children to interact while reciting the poems, songs, chants

Supporting oral language development: Oral dictation

- Anchor book read daily throughout the week
- Lots of activities where children talk about it, orally retell, draw/compose in a journal.
- Each child then dictates their own version of the book.
- Creations are posted on the walls in a gallery for all the children in the preschool classroom community to enjoy.

Dual Language TK: A Parent Perspective

Macy Parker

Parent

Oakland Unified School District



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

STUDENTS

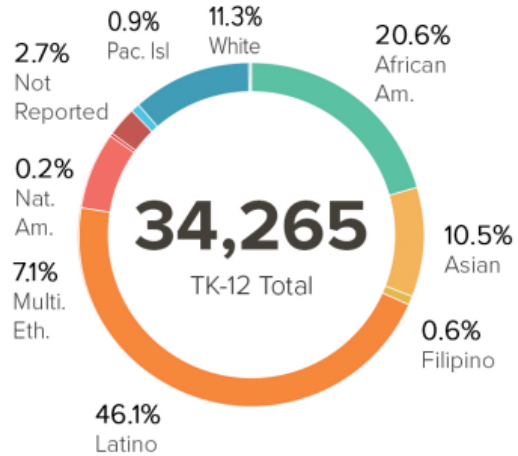
34,265 Total in OUSD District-Run Schools & Programs



● 755 in TK, ● 17,011 in K-5,
● 6,742 in 6-8, ● 9,632 in 9-12.

170 Foster & 1,592 Homeless

STUDENTS BY ETHNICITY



CHILD NUTRITION

77.8%

STUDENTS ELIGIBLE FOR FREE & REDUCED PRICE LUNCH IN 2022-23

HOME LANGUAGES

49.3%

SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME

33.0% speak Spanish, 4.2% speak Mam, 3.2% speak Cantonese, 2.4% speak Arabic, 1.7% speak Vietnamese.

At least **64** languages other than English are spoken at home.

ENGLISH LANGUAGE LEARNERS

34.4%

ENGLISH LANGUAGE LEARNERS IN 2022-23

11,798 Students Total. 57.9% of 4,989 Grade 6-12 ELLs are Long Term English Language Learners.

NEWCOMERS

2,695 NEWCOMERS IN 2022-23

16 schools with Newcomer Programs.
14 schools with Elementary Newcomer Teacher Leaders (ENTLs)

193 Refugee students, **220** Asylee students, **733** Unaccompanied Immigrant Youth.

DUAL LANGUAGE

6 Dual Language Elementary Schools
2 TK-8 Dual Language Schools
2 Early Exit Bilingual Elementary Programs

For more information see Oakland Unified [Office of English Language Learner and Multilingual Achievement](#)

Our Family's Experience



- 402 Students
- Grades TK-5
- 50/50 Spanish / English DLI in all grades
- 70.9% socioeconomically disadvantaged
- 41% ELs
- Shared campus with another elementary school and a state preschool program

Joyful Learning

- Whole child, playful approach
- Oakland uses The Creative Curriculum in PreK/TK
- Building early literacy, early math, and SEL skills in two languages

Celebrating Culture

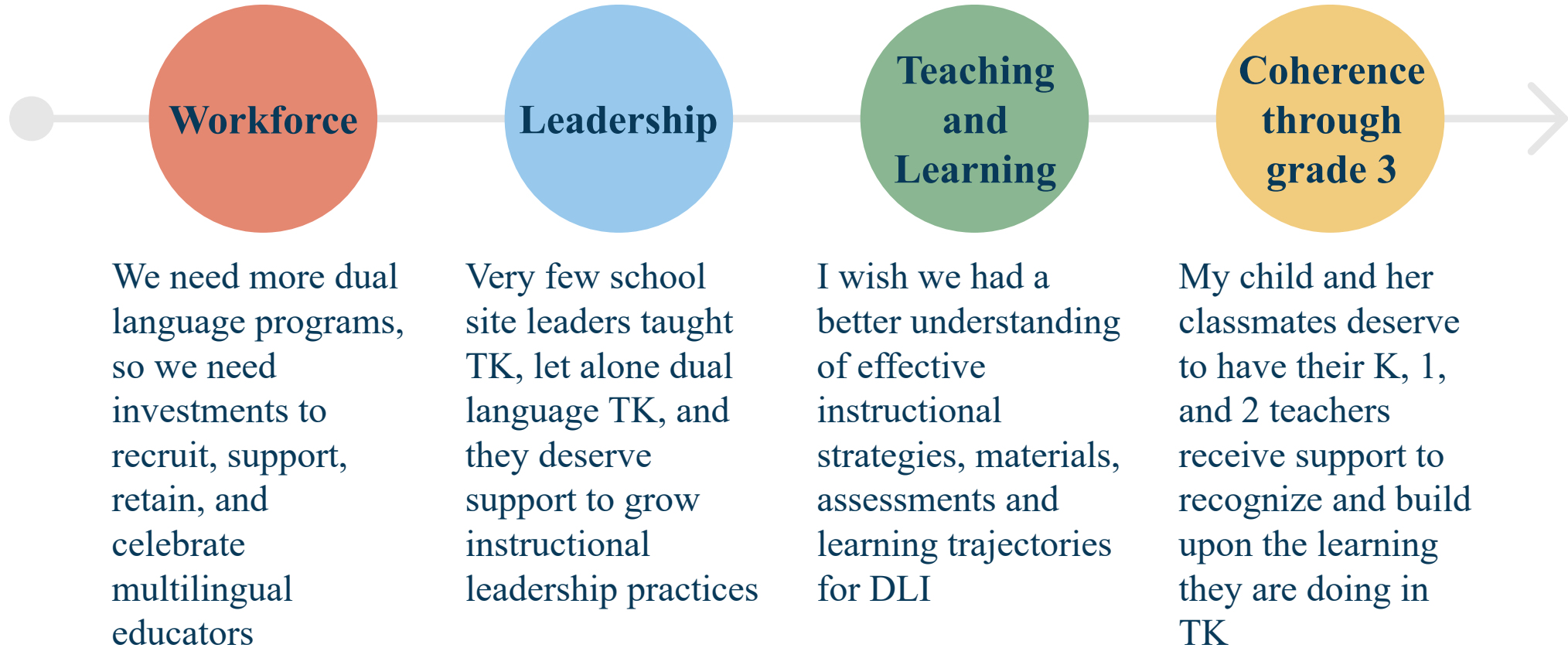
- Bilingual and Spanish monolingual classmates are language leaders
- Bilingual staff are models of Latinx love and leadership
- Truly culturally and linguistically sustaining programming

Transition Support

- Facilities are little kid appropriate
- My child can learn her way around the school, make friends, and prepare for kindergarten
- Family engagement and relationship building have been a gift

Dual Language TK means children's home language and culture are truly treated as assets to be sustained and celebrated.

What do I wish policymakers knew?



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Thank you

Gracias

谢谢 (Xièxiè)

Cảm ơn

) شكراً لك (shkran lak)

ありがとう (Arigatō)

감사합니다 (gamsahabnida)

Ua tsaug

Salamat

唔該 (Mm goy)

Merci

Thank you!

Q & A, Resources, Feedback

Q & A



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again!

