

# From Research to Policy: Evidence-Informed Opportunities for Advancing the Needs of Young Dual Language Learners in California Education Policy



The  
**SOBRATO**  
Family Foundation

**Facilitated by the Glen Price Group (GPG)**

**May 31, 2017**

**10:00 – 11:00am**

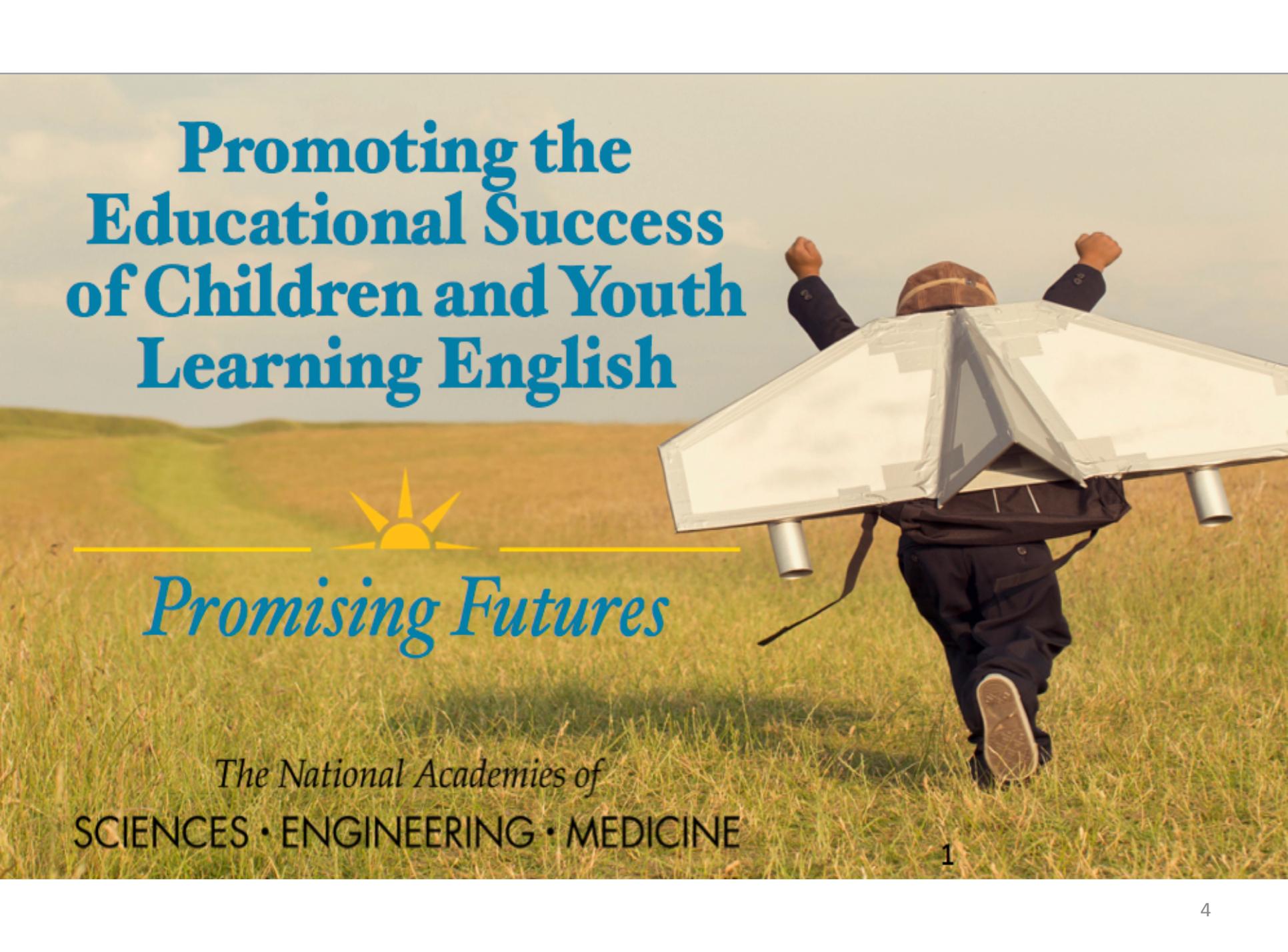
# Agenda

Time	Session	Presenter(s)
10:00am	Introduction and Agenda	GPG Heising-Simons Foundation Sobrato Family Foundation
10:10am	Review of the Essential Elements of the Report	Linda Espinosa Anya Hurwitz
10:30am	Incorporating the Report into Advocacy Work	Vickie Ramos Harris Deborah Kong
11:00am	Adjourn	GPG

# Review of the Essential Elements of the Report

Linda Espinosa, University of Missouri, Columbia (emeritus)  
Anyia Hurwitz, Sobrato Early Academic Language (SEAL)

# Promoting the Educational Success of Children and Youth Learning English



*Promising Futures*

*The National Academies of*  
SCIENCES • ENGINEERING • MEDICINE

# What does this report address?

- Children and adolescents, birth to age 21 (PreK-Grade 12) who are DLLs/ELs
- Demographic diversity of the DLL/EL population
- Evolution of federal policies
- Early language development from birth to five; development of English language proficiency in K-12
- School organizational and classroom factors that support educational success
- Specific populations: Children with disabilities, gifted and talented, homeless, migrant, indigenous heritage language learners
- Assessment issues
- Educational workforce from PreK-Grade 12
- The Committee's recommendations, including research agenda

# Child Development Research: Implications for Early Care and Education (ECE) Practices for DLLs

1. Birth to 5 years are critical for first and second language development
2. High variability in language/literacy development of DLLs
3. Language development of DLLs looks different from EOs
4. All children have capacity and experience cultural, linguistic, cognitive, and communicative advantages benefits from bilingualism
5. Advantages of bilingualism are greatest when DLLs have similar levels of proficiency in L1 & L2
6. Amount and quality of language interactions from competent speakers related to DLLs' language development

# Research Studies on Effective Practices for DLLs 0-5

- Birth to Three
  - No known studies of effective program practices for DLLs
  - For all children, positive relationships, responsive, enriched language interactions, and strong family partnerships promote healthy development
  - Ideal time to learn a second language
  - Most DLLs attend informal ECE settings where quality is lower, but providers more likely to support L1

# Research on Effective Practices for Preschool DLLs

- High quality ECE programs help to reduce achievement gap at K entry for DLLs
- Emergent literature on effective interventions and specific instructional practices for DLLs
- Strong L1 and English skills at kindergarten entry predict best long-term outcomes
- Dual language approaches show as much growth in English as EO approaches as well as strong L1 growth; EO show losses in L1

# Basic Principle of Best Practices for ECE for DLLs

Early proficiency in both L1 and English at kindergarten entry is critical to becoming academically proficient in second language

**Systematic exposure to English and ongoing support of L1 is critical.**

# Language Approaches for DLLs

- ***Dual language*** models recommended, but often not possible
- ***Primarily English with support for L1***
  - Set of strategies that all ECE staff can implement:  
Examples: Bring home language into classroom; focus on oral language; many opportunities for individual and small group interactions; bridging L1 knowledge to English; interactive story-book reading; scaffolding strategies to improve comprehension; frequent formative assessment

# Report Recommendations

## Actors

Federal, state, and local agencies and intermediary organizations

## Actions

Conduct social marketing campaigns

Provide specific evidence-based program guidance, practices, and strategies

## Goals

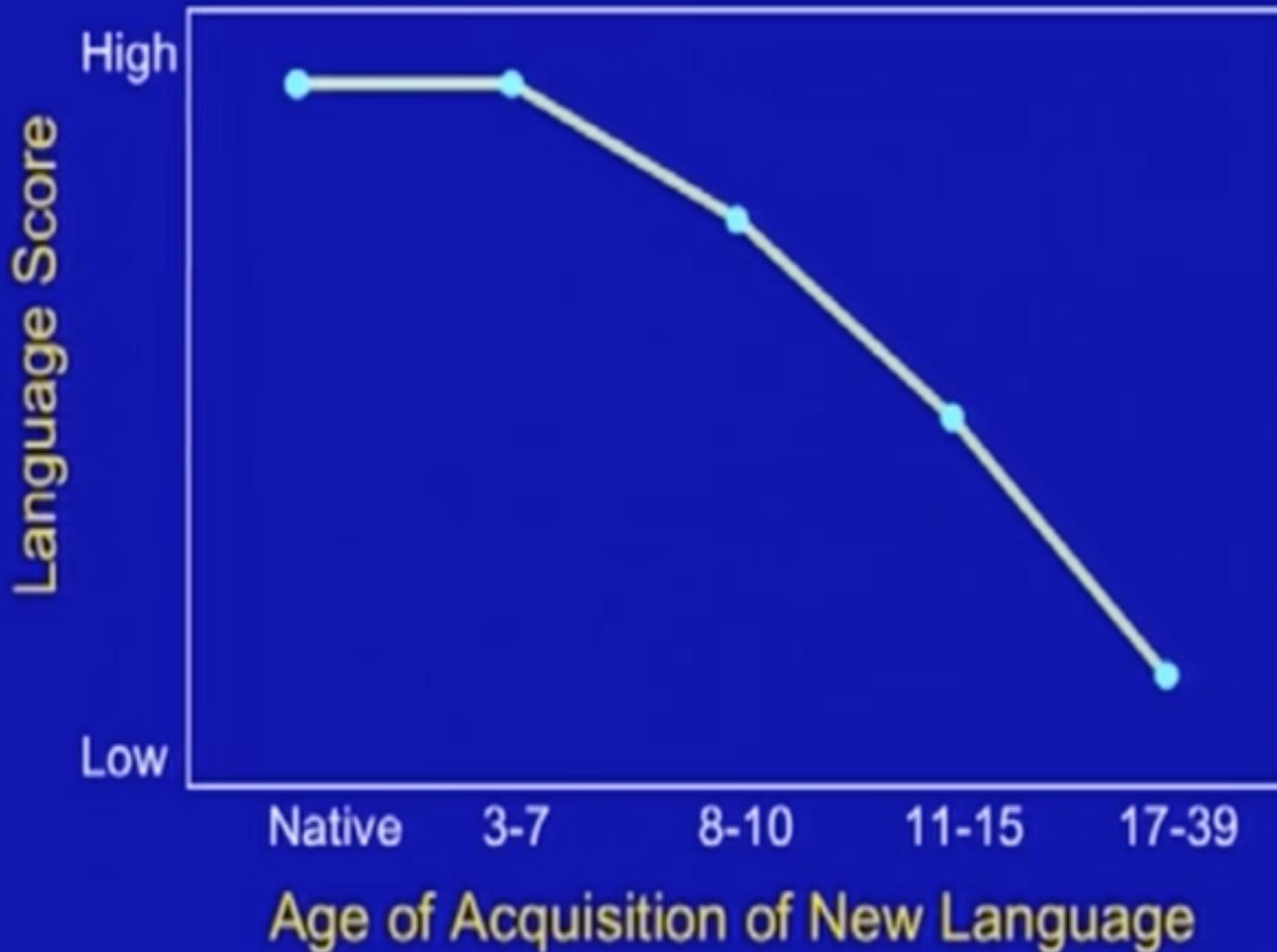
**To provide information about the capacity of infants, toddlers, and preschoolers, including those with disabilities, to learn more than one language**

**Engage and serve DLLs and their families and monitor program effectiveness**

# Highlighted Findings:

- Development of the home language should be maintained throughout the preschool and school years as DLLs/ELs learn English
- Language Loss– DLLs/ELLs are at risk of losing L1 in these early years
- Programs, school and district practices can support the academic success of DLLs/ELs
- Planning and investments to build an educator workforce to meet the needs of DLLs/ELs is an urgent need
- Fears, misunderstandings and competing attitudes about the benefits of bilingualism and dual language learning require public information and social marketing efforts

## The 'critical period' for language



# Guiding Principle

## *Complexity and Cascades:*

Language is a complex system, takes time to develop, and has cascading effects across domains of the well-being of children and youth.

# Guiding Principle

*Policy Contexts Matter:* National, state, and local policies, including those governing standards, instructional practices, educator preparation, and assessment methods, determine the educational opportunities for ELLs.

# Promising Practices Bridging ECE and K-3

- Emphasis on oral language as foundation of literacy
- Explicit instruction on key aspects of language and literacy
- Integration of language development and content learning
- Visual aids and supports to make content comprehensible
- Facilitate peer-engaged learning
- Build on home-language knowledge and cultural assets
- Small group opportunities and support to enhance participation and responsiveness and target scaffolds for comprehension

# Bridging Early Learning to Elementary Education: Alignment, Articulation PreK-3

- Importance of alignment, articulation and consistency of language development across the systems and age/grade/developmental span
- P-3 initiatives align standards, curriculum, instruction and language approach
- Alignment between CA Preschool Foundations and ELA/ELD Framework
- ESSA directs states to forge closer connections between early learning and K-3
- Proposition 58 calls for articulated pathways to biliteracy
- SEAL program example

# Recommendations *(selected)*

- Invest in the Workforce, Build Capacity!
  - Preparation and In-Service PD for teachers to work effectively with DLLs/ELs
  - Foster assessment literacy – ability to understand and interpret results of academic assessments administered to DLLs/ELs
- Media Campaign to address misconceptions about need for Dual Language programs

# Incorporating the Report into Advocacy Work

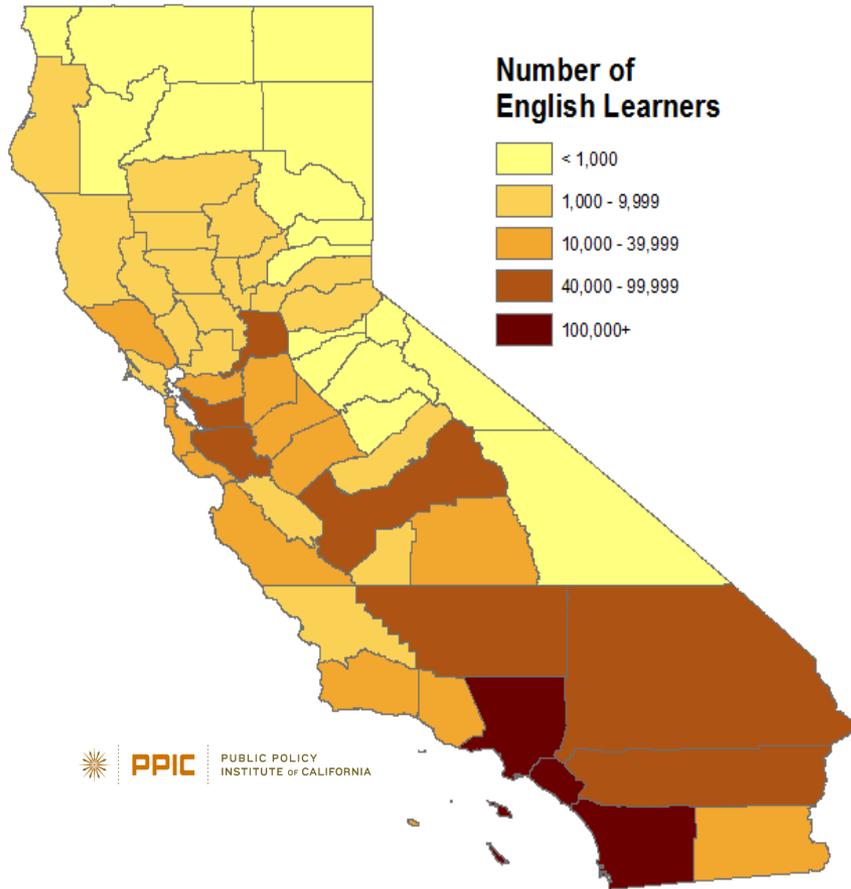
Vickie Ramos Harris, Advancement Project  
Deborah Kong, Early Edge

# Report Takeaways

Creating pathways to biliteracy and multilingualism beginning in early childhood is foundational for long term academic success.



# California Landscape



## English Learners (ELs)

- US = 4.5 million
- CA = 1.4 million (23%)

## In California

- 70% of CA's ELs are in elementary schools
- Nearly 60% of CA's children birth to age 5 are DLLs

California has an important leadership role to play in DLL/EL education for the US.

# California Landscape



Families, schools, business leaders, and policymakers are increasingly seeing the value of biliteracy to prepare all California students for today's interconnected and interdependent global economy.

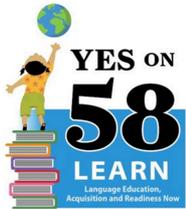
# California's Important Initial Steps



**2012: CA's Seal of Biliteracy** - official recognition of high school students who graduate proficient in English and a second language



**2015: DLL Pilot** - First 5 CA announced \$20 million investment in a DLL Pilot



**2016: Prop. 58** - CA ballot initiative passed (73.5%) to create opportunities for all students to learn another language.

# California's Important Initial Steps

**2017: The California English Learner Roadmap -**  
Currently, CA is developing a state English Learner roadmap to strengthen and build comprehensive educational policies, programs, and practices for ELs/DLLs.



# The achievement gap persists for far too many DLLs.

## What we can do:

- Move away from practices and policies rooted in myths and misinformation
- Apply the science of the NASEM report to policy and practice in ECE and K-12 systems, including:
  - quality, access, affordability
  - curriculum, instruction and assessments
  - workforce development
  - CA's ESSA State Plan



# Opportunity to Offer ESSA Feedback

**Draft ESSA State Plan Public Comment Toolkit:**

<http://www.cde.ca.gov/re/es/draftplantoolkit.asp>

**Public Comment Survey on Draft California  
ESSA State Plan:**

<http://surveys2.cde.ca.gov/s.asp?k=149548456192>

# Advocacy in California

- Proposition 58, what voters decided is further supported by the new research
- Additional California-specific research shows beneficial effects of pre-K programs for DLLs

# Effect of TK on DLLs and ELs in California

- Transitional Kindergarten (TK) in CA benefits DLLs
- TK: prepares 4 year-olds developmentally, academically, and socially for school in the year before
- Gives ELs advantage in kindergarten in comparison to peers who did not attend TK

# So what can advocates do?

- Spread the word that infants, toddlers, and preschoolers have an inherent capacity to learn more than one language from birth
- Counter to myths about confusion, etc.
- Value multilingualism as a precious asset for them, and for our nation

# Where and when?

- Conversations with policymakers, funders at all levels -- local, state, federal
- Make the case for why
- Should always be part of the conversation re: funding, policy
- Specific Opportunities: State budget and legislation, State Board of Education, Commission on Teacher Credentialing, local school board, with superintendents or principals

# Resources

- Emerging SSPI/SBE EL roadmap and DLL roadmap document from Heising-Simons Foundation
- NASEM study provides roadmap for states to strengthen child development and education systems, close achievement gaps, embrace language and culture of their children as assets

# Area of Focus:

**Support investments and policies that prepare early childhood educators in all settings where children are:**

- Advocate for increasing pipeline of teachers who are well prepared to promote improved outcomes for DLLs
- Improve pre-service and in-service training

# We can and must do better by dual language learners.

- Education is the path to a better future
- Teach our children to celebrate diversity in all of its forms



# Thank you!

**The recording of this webinar and presentation materials will be available soon.**

**Please share feedback on this webinar using the following link:**

**<http://bit.ly/2r7Zq8i>**