

The following questions were posed by webinar attendees but due to time, were not answered. Presenters have shared their answers below:

**Q:** Are the recommendations for 0-5, or is there one specific to 0-3?

**A:** The report includes recommendations specific to both 0-5 and 0-3, although the report was not able to site 0-3-specific studies, as little to no research has been completed for that age group specifically. *Chapter 4: Capacities and Influences on Language Development* reviews the evidence on young children's underlying capacity for dual language development and examines the factors that may influence the full expression of this capacity among DLLs in the United States. *Chapter 5: Promising and Effective Early Care and Education Practices and Home Visiting Programs for Dual Language Learners*, reviews relevant research on guiding principles, programs, practices, and strategies that promote positive developmental and educational outcomes for DLLs in home visiting programs and ECE settings and provides relevant research on features of high-quality ECE for infants and toddlers generally, combined with the developmental literature on DLLs reviewed in earlier chapters, to arrive at findings and conclusions about effective practices for the youngest DLLs.

**Q:** How does loss of first language impact self identity?

**A:** Most literature is on the relationship between language, culture, and identity- the role of language as a marker of identity and vehicle of cultural connection. As such, the loss of one's home/family language will have deep implications on their identity. Nevertheless, there is not a robust research base on language loss and its cultural/identity ramifications. Wong-Fillmore's article, *When Learning a Second Language Means Losing the First*, which is cited in the NASEM report, does explore this issue. The article can be accessed here:

<http://somalikidsbook.com/wp-content/uploads/2015/03/When-second-language-mean-losing-first-.pdf>

**Q:** For the AIR report - do we know if these children also had a preschool experience as well as TK?

**A:** The [AIR TK Study](#) finds that

- TK improves mathematics knowledge and problem-solving skills for EL students, giving them almost a six-month advantage in problem-solving skills over EL students who did not attend TK.
- TK also improves literacy skills for EL students, putting them ahead of their peers who did not attend TK by more than seven months at kindergarten entry.
- Participating in TK gives EL students a substantial boost in their English language development, including in speaking skills, listening skills, and overall language proficiency. This benefit holds true for EL students from all language groups.

The findings of the study are based on analyses of two sources of data: 1) direct assessments of a sample of EL students in 20 school districts across California in the fall of 2014 and 2015 (2,647 students), and 2) statewide English proficiency data on all EL students who took the California English Language Development Test (CELDT) in school years 2013–14 and 2014–15 (54,854 students).

Using a regression discontinuity framework (see [Study Methodology box](#)), AIR compared outcomes for students who were born between October 1 and December 2 (and were therefore eligible for TK) to those who were born between December 2 and February 2—those who missed the cutoff for TK but who entered kindergarten at the same time as the TK students. Controlling for the slight age difference between these two groups, the primary factor that distinguishes them is eligibility for TK. The RD method controls for age such that differences detected in outcomes cannot be attributed to the small differences in age between the groups. All models controlled for available student demographic characteristics and clustered standard errors account for clustering of students within schools. The regression discontinuity model therefore identifies differences in outcomes which can be attributed to participation in TK.

**Q:** Can you provide the citation information for the research on bilingual benefits are greatest when L1 and L2 are equal? From the first presentation

**A:** The full report, including all citations, is available for download at the National Academies of Sciences, Engineering, and Medicine website.  
<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

**Q:** When we think about opportunities to engage parents of DLL early in process (with policy makers and the like), what are some of the potential opportunities coming along the pipeline in CA this year? And/or what are some key targets right now who could benefit hearing from parents of DLLs?

**A:** As mentioned on the webinar, California is developing its state plan for the Every Student Succeeds Act (ESSA), which would benefit from parent and family advocacy on the part of DLLs and ELs. At the local level, it is critical to involve parents and families in the development of district Local Control Accountability Plans (LCAPs), particularly in priority setting and resource allocation around DLLs and ELs. We encourage everyone to sign up for DLL updates at the end of the feedback survey so we can notify you of additional upcoming opportunities.

**Q:** The Family Child Care providers are able to obtain the Associate Teacher Permit, but no higher when they are unable to dominate the English Language.

**Questions and Answers**

Can we consider a Dual Language Teacher credential that allows them to complete General Ed courses in their home language? They are eager and smart, but denied higher education in a home language.

**A:** This is a major challenge in considering how to support and develop a multi-cultural and linguistically diverse workforce. At this time, presenters are not aware of programs in California that would allow early educators to complete general education courses in their native languages. There are efforts to provide financial and academic supports to individuals taking general education requirements at community colleges that may be hindered by language development.

**Q:** Does the report highlight resources and curriculum for families with young (preschool to grade 1) dual language learners? What recommendations do presenters have on such resources, agencies, and programs supporting families?

**A:** Chapter 4 and 5 have the greatest focus on young Dual Language Learners. *Chapter 4: Capacities and Influences on Language Development* reviews the evidence on young children's underlying capacity for dual language development and examines the factors that may influence the full expression of this capacity among DLLs in the United States. *Chapter 5: Promising and Effective Early Care and Education Practices and Home Visiting Programs for Dual Language Learners*, reviews relevant research on guiding principles, programs, practices, and strategies that promote positive developmental and educational outcomes for DLLs in home visiting programs and ECE settings. In addition, *Chapter 7: Programs for English Learners in Grades Pre-K to 12* includes a section on Family Engagement in English Learners' Education. Other helpful materials include:

- Advancement Project's My First Teacher program - <http://advancementprojectca.org/what-we-do/educational-equity/parent-engagement-in-the-southeast-cities/my-first-teacher-2/>
- First 5 San Francisco's family engagement resources - <http://www.first5sf.org/family-support/>
- San Mateo County Office of Education parent resources - <http://www.smcoe.org/learning-and-leadership/early-learning/early-childhood-language-development-institute.html>
- Resources from key family engagement organizations such as [Families in Schools](#) and Abriendo Puertas