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**Strong Foundations For
Our Youngest Children**

State Early Learning and Development Standards/Guidelines, Policies & Related Practices

How responsive are they to the needs of young dual language learners?

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to advance racial equity for our youngest children.



**Strong Foundations For
Our Youngest Children**

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About BUILD

BUILD supports the people who set policies, provide services and advocate for children from birth to age five.

Taking a systems approach, BUILD partners with state leaders working in early learning, health/mental health/nutrition, and family support and engagement. BUILD provides guidance, leadership training and capacity building.

BUILD also acts as a network that convenes state and community leaders, online and in-person, to share best practices, resources and strategies, with a focus on integrating family and child-serving systems, advancing quality and racial equity. BUILD leverages 50-state learning to provide customized technical assistance that is designed to meet the unique needs of states and communities.

Why it Matters

With increasing evidence from brain science, we know that the first five years of a child's life set the foundation for all future growth and development. We also know that investments in early childhood enable increased health, school readiness, and ultimately, the ability to be a part of an educated workforce critical for our future prosperity. Creating effective early childhood systems in states and in communities is the only way to ensure the healthy growth and development of each and every child.

Addressing Racial Disparities

Today, race and place are predictive of children's healthy development and for success in school and life. To address these disparities, systems-building work at all levels can be neither "colorblind" nor passive. It must intentionally level the playing field in terms of power so that public action, allocation of resources, and oversight are shared responsibilities of a representative leadership. In BUILD's systems work, all actions are assessed to ensure impact is equitable for children and families of diverse racial, ethnic, cultural, and linguistic backgrounds and for families of diverse socio-economic status.

Work with BUILD

With a staff of seasoned experts including researchers and evaluators, BUILD provides customized and targeted technical assistance, financial support and professional development opportunities to early childhood leaders in the public sector and the private advocacy and foundation community.

For additional information, go to www.buildinitiative.org or contact Susan Hibbard, Executive Director, at info@buildinitiative.org.



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Dr. Espinosa has worked extensively with low-income Hispanic/Latino children and families throughout the state of California as a school administrator and program director in San Francisco, San Jose, and Redwood City. She developed and directed the Family Focus for School Success program in Redwood City, California, which has received state and national recognition. She has published more than 90 research articles, book chapters and training manuals on how to establish effective educational services for low-income, minority families and children who are acquiring English as a second language.

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Analysis of state early learning standards to determine their appropriateness for preschool-aged dual language learners

PART I | Narrative Report

Purpose and Audience

This report is designed to answer the following questions:

- 1 To what extent do the states' Early Learning and Development Standards (ELDS) reflect the current research and address the learning needs of preschool-aged dual language learners (DLLs) and
- 2 What next steps can states take to better meet the needs of DLLs? The primary audience for this report is those responsible for developing ELDS and early childhood assessments systems, including kindergarten entry assessments aligned to states ELDS, and those working to build equitable and inclusive early childhood programs and systems.

Introduction

State Early Learning Development Standards or Guidelines (ELDS) are important for all children, families, and early childhood practitioners. They frame the expectations for young children's development, the curricular and instructional approaches implemented, the specific child and program assessments administered and, in most states, the evaluation and quality improvement systems adopted. They articulate an explicit learning trajectory that underlies a vision for preparing children for school and life success. A joint position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education states, "We believe that early learning standards can be a valuable part of a comprehensive, high-quality early childhood system of services for young children." The statement cautions, however, that early learning standards can only support positive development and learning if they: "emphasize significant, developmentally appropriate content and outcomes, are developed and reviewed through informed, inclusive

processes, are implemented and assessed in ways that support all young children's development, and are accompanied by strong supports for early childhood professionals, programs, and families" (NAEYC, 2009, p.2).



We believe that early learning standards can be a valuable part of a comprehensive, high-quality early childhood system of services for young children

States have generally based their ELDS on both developmental theory and empirical research on typical developmental norms and early predictors of future school success, such as important early math or literacy skills that predict later abilities, i.e., number sense, phonological awareness

and strength and breadth of vocabulary. The early childhood years, birth to eight, span critical periods in children's development. This is a time when children have an endless fascination, curiosity and inherent motivation to learn about their world. They are also actively processing the sounds of language—any language present in their environment—to develop social, cognitive, cultural, and linguistic competencies. This is when virtually all typically developing children master the fundamentals of their first or primary language.

Many children also are in the process of acquiring a second or third language. This population of young children is most often referred to as dual language learners (DLLs) in the early care and education system, and as English language learners (ELLs) in the K-12 education system. Dual language learners are learning two or more languages simultaneously from the first months of life or are learning a second language after their first language is established—usually around 2-3 years of age. The term "dual language learners" encompasses other terms, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE) (OHS, 2008).

The purpose of this report and accompanying state ELDS analysis is to review a subset of states' ELDS standards for pre-k-aged children (three to five years of age) to identify the most common approaches to meeting the needs of young DLLs, to determine the extent to which these standards reflect the current scientific research on the development and learning of preschool-aged DLLs, and the extent to which states provide adequate guidance for supporting early childhood programs and professionals in implementing effective programs for young DLLs. As a group, DLLs and ELLs have shown an achievement gap beginning during the preschool years that continues into kindergarten and throughout their schooling. This group of students has struggled to become fully proficient in English, lagged behind their peers on all measures of school achievement, and had school drop out rates almost double those of their native English speakers. In addition, we offer recommendations for strengthening states' ELDS to reflect current research and to fully support the learning needs of DLLs across multiple domains of development. Whenever possible, we provide exemplary standards from states' existing ELDS or accompanying documents that fully articulate a vision with consistent expectations and recommendations for practice. This is provided in order to assist states to further enhance their ELDS for DLLs and to facilitate cross-state collaboration.

Format of the Report

This analysis and report includes the following: Part I, the narrative report, includes the Introduction and Overview, the research basis for the analysis, the program classification and review criteria and the results with recommendations; Part II includes individual state profiles with exemplary language highlighted when possible; Part III provides an "At A Glance" spreadsheet that shows how all states are scored across the program classifications and review criteria.

Research Base for Early Childhood Standards for Dual Language Learners¹



The population of young DLLs has tripled in the last several decades, and these children now account for one quarter of all young children in the U.S. (Migration Policy Institute, June 2014). According to the most recent 2010 census data (U.S. Census Bureau, 2014), the ethnic/racial distribution of the population is: 77.9% white alone or 63% white alone not Hispanic/Latino; 13.1% Black or African American alone; 5.1% Asian alone; 1.2% American Indian/Alaska Native alone; 0.2% Native Hawaiian/Pacific Islander alone; and 2.4% two or more races. Nearly 17% of the population identifies as Hispanic/Latino; for some states these figures are much higher; In California, for example, over 39% of the population is Latino. Nearly 13% of the U.S. population is foreign born and in over 20% of the homes, family members speak a language other than English. Again, in some states these figures are much higher. In California, for instance, over 27% of the population is foreign born and over 43% of families speak a language other than English at home.

As the population of young children who speak a language other than English in the home and are acquiring English as a second or third language continues to increase across the U.S., most states are experiencing the challenges of adapting and revising their ELDS to include young DLLs. Fortunately, during the past decade there has been an explosion of research findings that provide a scientific basis for designing expectations, program approaches, and assessment procedures that support the development of young DLLs. In addition, the field is beginning to incorporate and apply an emerging knowledge base regarding effective instructional and assessment approaches. We now know more about how the development of DLLs is similar to and distinct from monolingual children, and how best to support this development in the early childhood classroom.

Young DLLs are a very diverse group with many different languages, countries of origin, family circumstances, and cultural backgrounds. These important socio-cultural differences influence the development of DLLs across all learning domains. However, all DLLs share a common trait: they are learning at least two or more distinct linguistic systems during a critical and rapid period of linguistic and cognitive development. New, sophisticated brain imaging methods in the field of cognitive neuroscience have produced insights into how exposure to more than one language during the earliest years changes brain functioning. For example, we now know that the brain of a bilingual child processes language differently than that of a monolingual child. We also know that young bilinguals demonstrate advanced executive function abilities, e.g., working memory, inhibitory control, attention to relevant vs. irrelevant

task cues, as well as some improved language skills. These early linguistic advantages have been linked to improved reading and academic performance well into the later school years. A strong foundation in one's home language has been shown to facilitate the acquisition of a second language. Exposure to multiple languages during the first years of life also results in enhanced speech perceptual abilities that enable learners to speak and hear sounds and inflections distinct to those languages (such as the different "r" in French and Spanish). Finally, many important language skills, e.g., phonological awareness, learned in a child's first language facilitate the development of those skills in English.

We also now know that learning more than one language during the early childhood years does not delay the acquisition of English or impede academic achievement in English when all languages are well supported. Almost all young children can successfully learn more than one language, and do not need to give up their home language in order to learn English. In fact, as discussed above, there are significant linguistic, social, cognitive, as well as cultural advantages to early bilingualism. Recent research suggests that these advantages are greater in children with more advanced and balanced skills in each of their two languages. In short, there is compelling scientific evidence of the benefits of learning two or more languages at an early age!

There are also developmental risks associated with loss of a child's first language. Children who do not develop and maintain proficiency in their home language may lose their ability to communicate with parents and family members and risk becoming estranged from their cultural and linguistic heritage. Dual language learners who are proficient in their first language are able "to establish a strong cultural identity, to develop and sustain strong ties with their immediate and extended families, and thrive in a global multilingual world" (Espinosa, 2006, p. 2). Thus, there are compelling reasons to actively support the development of young DLLs' first language as well as the acquisition of English.

Despite all of these well-documented developmental advantages, there are some areas of early language development that unfold differently for DLLs and may look like

delays to the uninformed observer. Young children who are learning through two languages often make slower initial progress in each of their languages than monolinguals. In addition, they typically have smaller vocabularies in each of their languages than monolinguals, but their total vocabulary size (the sum of what children know in both their languages) is frequently similar to monolinguals. Young DLLs also take longer to recall words from memory and have lower scores on verbal fluency tasks, as their language processing is more complex than that of monolinguals. Most often, these differences are temporary and disappear as young DLLs become more proficient in each of their languages.



Almost all young children can successfully learn more than one language, and do not need to give up their home language in order to learn English.

One area of recent focus in the ECE literature is the social and emotional development of young DLLs. Researchers are examining how growing up with more than one language may influence the development of social-emotional competencies with particular attention to the cultural, linguistic, and contextual factors that are unique to young DLLs. Most research on young DLLs has focused on their language, literacy, and cognitive development. While there are relatively few studies that focus on key dimensions of



This section of the report describes general research findings on the development of young dual language learners. The next section of the report provides specific citations for research tied to program classifications and rating criteria.

social-emotional development and young DLLs, the recent research is suggesting an emerging profile of the unique strengths and needs of DLLs. Taken together, the research suggests that Hispanic, Spanish-speaking DLLs have strong social-emotional competencies (at least equal to and in some areas better than monolinguals), but little is known about the specific influences on their social-emotional development. To date, the influence of culturally-based parenting practices that are common among some language groups on DLLs' social-emotional outcomes is relatively unstudied. However, as for all children, positive, nurturing relationships are the basis for healthy social-emotional development and the language used during interactions communicates important cultural meanings.

Further, the use of the child's home language in ECE settings by both the teacher and peers seems to be important for closer, more positive relationships. There is also some evidence that becoming fluent in more than one language is positively associated with fewer behavior problems. Thus, it is important for state ELDS to address how to promote positive relationships and social interactions for their children who are not yet proficient in English.

Assessment of Young Dual Language Learners. Due to the unique developmental patterns of young DLLs, the assessment tools, methods, procedures, and their interpretation must be carefully considered when assessing these students. Accurate, valid and reliable assessments that are aligned to a state's ELDS are critical to individualized instruction and improved outcomes but are often challenging during the preschool years. When a child has language skills and concepts in more than one language, it becomes even more difficult to ascertain with certainty what the child knows, what the child needs to learn, and where to target instruction. Even the process for identifying which children are dual language learners is often not well defined or consistently applied within state ECE systems. Compounding these challenges is the lack of well-established, valid and reliable assessments that have been designed for young DLLs.

Accurate assessment of young children is always a challenging and multi-step process that is further complicated when a teacher is monolingual or does not speak the child's language. However, valid assessment in both languages is essential to the growth and development of young DLLs. Recently, the Office of Head Start, the state of California, the state of Minnesota, as well as most assessment experts have recommended that DLLs be assessed in both their level of English and home language proficiency. The Head Start

Child Development and Early Learning Framework (2010) states, "...programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language" (p.4). It has been well established that assessing a child only in English will most likely underestimate the DLL child's knowledge and true abilities. A recent research overview paper published by the state of California outlines specific decision steps, suggested instruments, and methods for the assessment of young DLLs (Espinosa & Gutierrez-Clellan, 2013).

Valid assessment in both languages is essential to the growth and development of young DLLs.

Family Engagement. Family engagement with schools has been linked to important outcomes for children of all families, including families with children who are DLLs. The term family, instead of parent, is used intentionally because many DLL children in immigrant families live with grandparents, and other extended family members, who participate in the children's upbringing and can be resources to support their learning. The term engagement is used to emphasize the shared and mutual responsibility between families and educational programs to act in a child's best interests over time and across settings. Family engagement approaches can include a range of activities from joint decision making, collaboration and two-way exchange of information to family literacy programs in the home and social-networking opportunities for DLL families. Although prior research has shown that DLL families have lower rates of participation in school events, there is evidence that when culturally- and linguistically-sensitive strategies are implemented, DLL families will actively engage with schools. These increased levels of family engagement have been associated with improved school readiness skills and higher literacy scores, as well as fewer behavioral problems for DLLs.

The policy and practice implications of the foregoing research on current demographics, the impacts and advantages of early bilingualism, assessment, and family engagement have been summarized by Castro & Espinosa, (2014):

1. The young bilingual brain processes language differently from monolingual children and this neural adaptation influences several aspects of cognitive and linguistic development.
2. The acquisition of two languages in young children has no inherent or long-term negative social, linguistic or cognitive consequences, and has been linked to advantages in specific social, linguistic and cognitive domains.
3. There is a scientific consensus that children have the capacity to learn two languages from birth and that this early dual language exposure does not confuse children or delay development in either language.
4. All young DLL children should be provided with high-quality language experiences and support to master both of their languages.
5. Bilingualism confers many cognitive and social advantages for children and adults. These advantages are strongest when children demonstrate a balanced bilingualism and are roughly equally proficient in both languages.
6. Learning more than one language during the early childhood years does not delay the acquisition of English or impede achievement in English when both languages are supported.
7. Young DLLs must be assessed in both of their languages in order to make accurate judgments about their competencies and plan effective learning activities.
8. Family engagement is pivotal to understanding and supporting the development of young DLLs.

9. Parents should be encouraged to continue to interact and speak with their children in their first or dominant language in order to further develop proficiency in that language.

In addition to reflecting the latest research on development, assessment, and family engagement, state ELDS and related policies must address the issue of what is required to effectively teach young DLLs. Therefore, we will now briefly discuss what is known about competencies for ECE teachers of young DLLs.

Teacher Qualifications and Professional Development. Qualified and effective teachers comprise one of the most important features of high-quality early education for young DLLs. Since across the country, many, if not most, preschool programs include young DLLs, it is imperative that all early childhood educators are qualified to meet the needs of children from culturally and linguistically diverse backgrounds. It is important for states to identify the specific competencies, including the knowledge, skills and dispositions needed in order to effectively promote the learning and development of young DLLs.

The essential knowledge and skills of ECE educators can be learned through effective pre-service or in-service education, and professional development activities as well as continuous learning experiences, such as mentorships, individual consultations and coaching. A focus on improving classroom practices and outcomes for young DLLs needs to be systematic, continuous, and of the highest priority. ECE programs need to provide ongoing professional development to all staff on features of effective programming for preschool DLLs that is drawn from theory and supported by research.



Current research on effective ECE teacher preparation has found that most higher education programs offer very few hours of coursework focused on issues of cultural diversity and second language learners (Ray, Bowman, & Robbins, 2006). These researchers have recommended that all prospective ECE teachers receive focused education and training on the process of second language acquisition as well as more field experiences with young dual language learners. Other researchers have also stressed the importance of increasing the diversity of higher education ECE faculty so they more closely resemble the children and families served across the nation. The consensus of current research is that to be effective with young DLLs, ECE teachers need more focused initial preparation as well as continuous professional development that addresses the following topics:

- Role of home language development in English-language development during the early years;
- Stages of English-language development during the preschool years;
- Early cognitive, literacy, language and overall development for young DLLs;
- Developmental consequences of bilingualism for young children;
- Effective teaching pedagogy and specific strategies for young dual language learners;
- How monolingual ECE teachers can support both English language development and maintenance of home language;
- Early intervention strategies for young DLLs with special needs;
- Cross-cultural competence;
- Assessment strategies for DLLs;
- Interpretation and application of assessment results;
- Engaging families from culturally and linguistically diverse backgrounds; and
- Reflective practices and teaching dispositions (Espinosa, 2015).

Going forward, it will be important for all state ELDS to reflect the current scientific understanding both of how young DLLs acquire two languages from the earliest years and of the program and practice implications of this research. The development of young DLLs shares many similarities with that of monolinguals; however, there are also distinct patterns of language and early literacy development that must be considered when establishing expectations for learning and articulating typical development. It is critically important that states' definitions of "school readiness" encompass the unique developmental characteristics of dual language learners

who are on track for school success, but have a different set of competencies than monolingual children—while also upholding high expectations for young DLLs. Therefore, the developmental profiles of DLLs at kindergarten entry will look different (especially in the language, literacy, and communication domains), but may still be at normative levels for their age and dual language status. In fact, if DLLs have strong skills in their home language and are making progress in English acquisition, they may be poised for high levels of learning and achievement in English. In order to reduce the achievement gap during the preschool years and at kindergarten entry, state ELDS and their assessment systems must accurately represent both the developmental patterns of young DLLs as well as their unique learning needs.

METHODOLOGY

The research summarized above shows the clear need to develop ELDS that include specific standards that address the learning strengths and needs of DLLs, and supporting documents aligned to ELDS that will guide programs and professionals to implement high-quality services for young DLLs. In order to analyze the current status of state ELDS in addressing DLLs, we selected 21 states and the District of Columbia and reviewed their ELDS. These initial states represent those states that are part of the North Carolina-led K-3 Assessment Consortium, as well as those that have high proportions of DLL populations, and are among those most likely to have ELDS that address the specific needs of DLLs. Therefore, the following states are included in this initial analysis: Alaska, Arizona, California, Delaware, Georgia, Hawaii, Illinois, Iowa, Maine, Maryland, Massachusetts, New Jersey, New York, North Carolina, North Dakota, Oregon, Rhode Island, South Carolina, Texas, Washington, Wisconsin, and the District of Columbia.

We reviewed each state's published Early Learning and Development Standards/Guidelines for pre-K-aged children for its specific language addressing DLLs. Some states used different terminology, such as English Learners or English Language Learners for the same population of children. Additionally, states' ELDS varied considerably in nomenclature, organization, and content. When supporting documents were available that provided further guidance on implementation of the ELDS, such as state curriculum frameworks or pre-K program guidelines, those were included in this review.

Comprehensive ELDS include the expectations for what children should know and be able to do, as well as instructional and assessment guidelines to support their learning. Since within the ECE field we are in the early stages of both understanding the developmental characteristics of young DLLs and how to best support their learning and achievement, it will be important for states to provide detailed guidance on all aspects of both the learning expectations as well as how to support and monitor DLLs' progress. Simply stating a learning expectation, e.g., *will maintain home language proficiency*, without detailed guidance on how to assess what the child should know and what instructional guidelines will help achieve that learning expectation, does not constitute a standard (and likely will leave programs frustrated when it is communicated as an expectation for them). As part of the review, we looked for specific guidance, within the ELDS documents or other sources aligned to the ELDS, regarding appropriate assessment, teacher qualifications, instructional strategies, and DLL identification procedures.

Further, we have included recommendations for future ELDS development as well as exemplars that illustrate "best practices" for DLLs wherever possible. It is our intention to help inform the work of the K-3 Formative Assessment Consortium as well as to provide a much-needed analysis with suggestions for improving states' ELDS appropriateness for DLLs. With the federal and state expansion of ECE services and a priority on those children with the highest degree of need including DLLs, states urgently need more detailed guidance on how to design systems and inform programming that will result in effective outreach and high-quality services that will improve outcomes for a unique population of children and families.

*Classification System and Program Criteria.*ⁱ

In reviewing the ELDS, each state's approach to serving DLLs was first categorized as:

- 1) *Dual Language Approach*,
- 2) *English Language Development, or*
- 3) *English Immersion*.

Only a state's official ELDS documents were reviewed for the purposes of determining each state's approach to serving DLLs. All states included in this review referenced DLLs to some extent in their ELDS; most typically, references were found in the introduction to the ELDS or in the language, literacy, and communication domain. Other sources beyond the ELDS were considered as evidence of whether or not a state met the program criteria described below. For the purposes of this analysis,

the following definitions were used for each category.

Dual Language Approach. States that explicitly promoted early bilingualism and included the goals of children becoming fully bilingual and biliterate were classified as implementing a dual language approach.

A Dual Language approach can include both native English speakers and young Dual Language learners, all of who are expected to achieve linguistic proficiency and academic competencies in both languages. Inherent in this approach to ECE for DLLs is the need to instruct and assess children in both of the target languages. In this language model children should spend approximately 50% of the instructional day in the home language for a balanced approach to both home language maintenance and English acquisition. This approach requires qualified bilingual teachers and curriculum materials in both languages, and devotes sufficient time in each language to promote bilingualism and early biliteracy. This Dual Language approach requires a coherent set of ELDS that clearly articulate the goals for DLLs and is supported by an infrastructure of curriculum materials, assessment procedures, and professional development. The distinguishing characteristic of this statewide approach is that it explicitly promotes balanced bilingualism for DLLs and supports that goal throughout its ECE system. This classification does not require that all components of the program criteria be totally developed and implemented, but it does require a clear set of expectations in the ELDS.

English Language Development (ELD).ⁱⁱ This language approach recognizes the current conditions facing most ECE programs in the U.S. today. The vast majority of programs do not have the capacity to offer Dual Language approaches for DLLs for a variety of reasons: the majority of the ECE teaching force is English-speaking monolingual while there are often multiple languages represented by children and families; there is an inadequate supply of certified ECE bilingual teachers; there are limited program resources and materials; and, sometimes, community and parental values and priorities play a role. In the ELD approach, instruction and interactions are primarily in English, with an explicit goal of English acquisition in combination with intentional support of ongoing home language development. This approach recognizes the benefits to both acquiring English during the preschool years as well as the continued development of the home language. States that employ this approach frequently offer targeted instructional enhancements and recommend specific strategies for integrating the child's home language

during classroom activities. These instructional methods strategically use the home language to help young DLLs comprehend the meaning of English lessons while explicitly promoting English language development, thus helping children learn important new concepts while they are still in the process of acquiring full English proficiency. Ideally, states that implement this approach also provide detailed guidance on how to provide culturally and linguistically appropriate instruction and assessment.

The ELD approach to the education of young DLLs can be compared to the Transitional Bilingual Education (TBE) approach in K-12 education. Historically, this has been the most common type of bilingual program in the United States. In this language model, the goal is to use features of the home language to help the child learn enough English to successfully transition to an all-English learning environment. The goals of TBE programs do not include full bilingualism, but do use the home language to facilitate and speed up the process of learning English. The educational goals do not include eventual bilingualism or biliteracy, but focus on academic achievement in English. In some states, like California, there are limits as to how much time a K-12 ELL student can spend in a TBE program. As a student acquires proficiency in oral English, instruction gradually shifts from using the child's home language to all English. Typically in a TBE approach beginning in kindergarten, students are expected to transition to mainstream classrooms where all academic instruction is presented in English.

The traditional English as a Second Language (ESL) approach could also be considered a K-12 version of what we are calling an English Language Development approach. ESL models usually provide modified instruction in English to individuals or small groups of students. The goal of ESL programs is to promote English proficiency as quickly as possible. In K-12 bilingual or ESL language models, there are several instructional support models that offer specific recommendations for adapted instruction that give ELL students access to grade-level academic content while they are learning English, i.e., Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). Some of these instructional strategies have been adapted to be developmentally appropriate for preschool-aged children and are showing promise.

For the purposes of this report, the term English Language Development (ELD) approach was chosen because the preschool years encompass a unique period of rapid linguistic, cognitive, and conceptual growth that is distinguished

from the features of first and second language development for older children. For example, typical TBE programs are implemented over a three-to-five-year span and preschool programs extend over one to two years. In addition, the methods often employed in K-12 TBE programs may not be appropriate for young children, e.g., subject matter divided into blocks of time and presented exclusively in one language or pull-out ESL practices. What we are labeling a preschool English Language Development approach can be thought of as a hybrid that encompasses features of both traditional TBE and ESL language models, but is more reflective of the characteristics of typical preschool classrooms and appropriate to the developmental characteristics of preschool children. There is also an emerging knowledge base about specific instructional enhancements and strategies that can be implemented during the preschool years that will promote both English language development as well as ongoing home language maintenance.^v

English Immersion. When states' ELDS emphasize English acquisition without substantive attention to the role of the home language, we have classified them as English Immersion. Assumptions underlying this approach include the often-unstated belief that earlier and intensive immersion in a second language will lead to more rapid acquisition and higher levels of English proficiency than Dual Language approaches or approaches that support the maintenance and development of the home language. Inherent in the English Immersion approach is the goal to teach DLLs English as rapidly as possible so that they can be educated in English-only classrooms without attention or responsibility for home language maintenance. In early childhood settings, there often is an English Immersion approach by default, as there is no staff capacity to communicate in any language but English and monolingual staff has not learned specific strategies that will support home language maintenance.

Program Criteria³

As the vast majority of state ELDS were classified under an English Language Development approach, we further analyzed the ELDS and supporting documents with regard to whether they provide: a) a clear statement of philosophy, b) procedures for identification of the DLL population,

² See Espinosa, (2015), for a more complete description of specific instructional strategies for young DLLs.

³ For this initial review states were given credit for addressing the program criteria when they had specific language in any of their ELDS or supporting documents that addressed the criterion. This resulted in a wide range of depth for states that were rated as meeting the criterion.

c) a separate domain for DLLs language development, d) inclusion of DLLs in the language, communication, literacy domain, e) inclusion of DLLs in the social and emotional development domain, f) family engagement strategies for DLL families, g) specific teacher qualifications for teachers of DLLs, and h) detailed recommendations for instructional and assessment practices. Each of these criteria are defined and linked to recent research findings below. It is important to note that for this initial review, states were rated as meeting the program criteria when they had specific language addressing the needs of DLLs in their ELDS or supporting documents. Some states had extensive rationale statements with supporting research citations while other states included statements that addressed the unique needs of DLLs, but were not elaborated on or supported by relevant research.

Statement of Philosophy.^{vi} It is important for states to articulate a rationale for their approach to the education of preschool-aged dual language learners. Effective educational systems that include learning expectations, instructional models, assessment recommendations, and evaluation methods need a coherent, consistent foundation based on sound research, theory, and/or set of beliefs. This philosophy statement typically will reveal which specific research or theory of language development underlies the learning expectations for young DLLs. Since there are a variety of approaches to the education of DLLs, it is important for each state to clearly present what it is promoting and why. In some states, the philosophy statement is written in terms of principles that guide the standards, instruction and assessment of linguistically- and culturally-diverse children. In some states, a carefully crafted perspective is outlined with specific research references. In all cases, the statements should be clear and accessible to ECE professionals and families. These statements will help guide local and programmatic decision making when ambiguous situations arise. There should be no confusion about what the major educational goals are for DLLs, which values are being promoted in the documents, and how this approach will meet the short- and long-term needs of young DLLs.

Method for Identifying Dual Language Learners Clearly Described.^{vii} Whenever special interventions or curricular adaptations are recommended for subgroups of children, it is critical to know specifically which children are targeted. It is important to identify specific eligibility criteria so that children who need the adapted instruction receive needed services and those who do not need instructional modifications are not inappropriately served. Not all Latino children with Hispanic surnames are dual language learners, nor are all recent immigrants limited in their English proficiency. Ethnicity,

immigration and generational status, as well as family language history all are correlated with language proficiencies, but none is sufficient to identify which preschool children are, in fact, dual language learners. This is a specific group of children who demonstrate unique developmental characteristics and are in the early stages of acquiring more than one language. Ideally, the identification process will yield information on language experiences and abilities in both of the child's languages.^{viii}

Separate Language Domain for DLLs.^{ix} As most state ELDS reflect expectations and benchmarks that are based on research focused on the development of monolingual English speaking children, there is a need to carefully lay out what a typical progression of second language acquisition looks like during the preschool years. Fortunately, this is where the research summarized above can guide the development of appropriate learning expectations for dual language learners. For example, California has addressed this need by including the specific developmental patterns and learning needs of DLLs in a separate English Language Development domain in its Preschool Learning Foundations, and in other components of its Early Learning and Development System: the Preschool Curriculum Framework, the Desired Results Developmental Profile (California ECE assessment system), and the new Preschool Program Guidelines. In some cases, states may decide to integrate the consideration of DLLs throughout their ELDS. This approach is rarely seen in practice but could promote careful consideration of the unique needs of DLLs across all domains of development.

DLLs Addressed in Language, Literacy, Communication Domain.^{xi} The rationale for including this criterion is similar to that in the preceding discussion. When important early language and literacy skills such as “recognizes the alphabet”



or “children are able to construct complex personal narratives” are part of the goals for preschool, it is important for states to explicitly describe how these expectations will be met for children who are in the early stages of learning English. The Office of Head Start and some states have made it clear that DLLs can demonstrate mastery of these language skills in any language. The important part of the goal is that children understand features of language and how it is used orally and applied to literacy skills—not in which language the child has learned these skills. As described above, current research has shown that once a child understands how phonologies operate in any language, she can then apply this knowledge to a second language. Within the overall set of language, literacy, and communication expectations, states ELDS need to provide guidance to ECE teachers and programs on how to evaluate the progress of DLLs and design effective instruction.

DLLs Addressed in Social-Emotional Domain.^{xiii} There is some research showing that early bilingualism affects other aspects of development in addition to language, literacy, and communication. As described above, it is especially important that state ELDS address the specific strengths and needs of DLLs in the social-emotional domain. While some aspects of social-emotional functioning have shown advanced development for DLLs, it is only with careful language supports and attention to positive, nurturing relationships that these potentials will be realized. In addition, when children do not understand the language of instruction, they may not respond to verbal requests or actively participate in group activities, which may influence teachers’ judgments about their competencies in other areas of development.

Instructional Enhancements Recommended.^{xiii} As described above, there are several approaches to serving young DLLs that range from comprehensive dual language models that intentionally promote bilingualism and biliteracy to intensive English Immersion that does not use the native language and promotes rapid English acquisition. Regardless of the language approach taken, all ECE programs that serve DLLs must provide additional language supports as well as specific instructional adaptations. While the features of high-quality preschool such as intentional teaching, positive teacher-child and home-school relationships, qualified teachers, individualized adult-child conversations that promote language and positive relationships, opportunities for children to learn and practice new vocabulary, and frequent assessment that documents individual progress and informs instructional planning are important for all children, they are not sufficient for equitable achievement for DLLs. Since these

children are in the early stages of English comprehension and proficiency, instructional practices will need to be enhanced in order for DLLs to benefit linguistically, socially and cognitively. Current research indicates that all teachers, whether they are bilingual or monolingual English-speaking, can implement a variety of strategies to support young dual language learners appropriately and effectively. However, most ECE teachers need specific guidance on exactly how to support dual language learners, especially when they do not speak or understand the child’s home language. Therefore, it is important for states to provide detailed recommendations on specific teaching practices that will help DLLs comprehend the content of lessons, develop advanced oral language skills, and grow in their English language development. Some states have provided this guidance in accompanying curriculum frameworks or supplementary documents and some have integrated suggested teaching practices throughout their ELDS.

Assessment Instruments and Procedures Recommended.^{xiv} All ECE teachers and support staff need to accurately assess young DLLs’ development and achievement in order to individualize instruction, improve the quality of education, and improve academic school readiness. Assessment of young DLLs is a multi-step process that requires all program staff to be knowledgeable about aspects of the linguistic and cultural development of young DLLs (see above) as well as the specific characteristics and appropriateness of the assessment instruments they use. Those responsible for conducting assessments will need to understand the stages of English language development for young dual language learners and the importance of home language development for overall language development and future academic achievement. They will also need to be skilled in implementing authentic observational assessment methods that are aligned with curriculum goals as well as in linking ongoing assessment results to individualized instruction. A major consideration when setting assessment benchmarks or kindergarten entry expectations is the unique developmental profiles of children who are acquiring English as a second language during the preschool years. It is inappropriate to expect young DLLs to learn and demonstrate knowledge and skills in the same manner as monolingual children. The unique linguistic, social, and cultural characteristics of young DLLs need to be considered when assessments are conducted and the results are interpreted. Clearly this is a complex process that requires both knowledgeable and trained professionals, as well detailed guidance from states to local programs.

Family Engagement Strategies.^{xv} To successfully educate children of all ages, schools and families must work collaboratively. Engaging parents in the importance of maintaining their home language while their child is learning English is critical to the long-term development of DLLs. All states have recognized the importance of successful school-family partnerships and some have provided recommendations for increased levels of school engagement among families with young DLLs. Traditionally, Hispanic Spanish-speaking and linguistically-isolated families have been less engaged with school functions. Many barriers have been reported that help to explain these lower levels of involvement: no provisions for language translations or interpreters, culturally inconsistent practices, social feelings of exclusion, lack of transportation, inconvenient schedules, etc. However, recent work has highlighted specific practices that can reduce the barriers and lead to strengthened family-school partnerships such as:

1. Addressing the bilingual/bicultural needs of DLL families;
2. Developing warm and mutually respectful relationships with DLL families;
3. Engaging in regular two-way communication;
4. Approaching DLL families using a strengths-based framework;
5. Encouraging families to support their children's development at home; and
6. Utilizing community resources to support family engagement.

Again, many ECE staff members have little or no training or professional preparation that has addressed the specific family engagement practices that are effective with families of DLLs. Some states have provided separate documents or program guidelines that emphasize strategies such as those listed above. The important point is that all families are committed to the success of their children and DL families are critical partners and need to be engaged with sensitivity and attention to their specific strengths and needs.

Teacher Qualifications.^{xvi} As described above, ECE teachers who work with DLL children and families need specialized competencies. Although it remains a challenge to recruit and retain qualified staff that are bilingual, bicultural, or have relevant credentials, it is still important for states to have some guidelines on who should be teaching young DLLs. While states vary enormously in their professional requirements for the ECE workforce, almost all require some background or preparation in child development and teaching methods. As we are learning more about the specific types of qualifications and competencies that are

linked to improved growth and development of DLLs, it is important for states to outline in some detail what the expectations are for teachers of DLLs. In the long run, these plans will need to be coordinated with the Institutions of higher education and accompanied by comprehensive professional development.

Findings

These findings are drawn from the review described above; the findings are also represented in the data presented in the "At A Glance" spreadsheet, Part III.

State Classifications

As shown in Table 1, of the 21 states and the District of Columbia reviewed, only one state, New Jersey, was classified as a Dual Language Approach state. Sixteen states were classified as English Language Development states and the District of Columbia and 4 additional states were classified as English Immersion.

Table 1

Classification	Number of States plus District of Columbia
Dual Language Approach	1
English Language Development	16
English Immersion	5

Program Criteria

As shown in Table 2, neither the states nor the District of Columbia met all program criteria as defined for this review. The majority of states, 15, included language to varying degrees, about the needs of dual language learners in their language, literacy, or communication developmental domain, with an additional 3 states addressing the needs of DLLs in a separate domain of learning in their ELDS. Most, 13, also had a clear statement of philosophy in their ELDS that articulated their pedagogical approach to DLLs. Only 6 states had any language about DLLs and their social and emotional development in the standards. This review of ELDS and supporting documents found that 12 states provided some level of guidance regarding appropriate instructional strategies specific to young DLLs. Seven states provided specific recommendations for engaging families that were not native English speakers. Fewer states, 7, offered specific guidelines on how to assess young DLLs.

A minority of states, 5, had specified qualifications for teachers of DLLs or clear procedures for identifying who is a dual language learner, 3.

These results present a picture of highly variable approaches toward the education and care of young children who are acquiring English as a second language. The majority of these states have some language and guidance in their Early Learning and Development Standards/Guidelines and supporting documents that acknowledges the unique learning needs of DLLs, but no state, including the one state classified as having a Dual Language Approach, has responded comprehensively to a rapidly expanding research base on the developmental patterns and educational needs of young DLLs.

Table 2

Program Criteria	Number of States plus District of Columbia
Statement of Philosophy	13
Identification Procedures	3
Separate DLL Domain	3
DLLs Addressed in Language, Literacy, Communication	15
DLLs Addressed in Social & Emotional Domain	6
Family Engagement Approaches for DLLs	7
Teacher Qualifications	5
Teaching Practices/Strategies	12
Assessment Recommendations	7

SUMMARY AND RECOMMENDATIONS

This analysis of state Early Learning and Development Standards reveals a great range of attention to the learning profiles and needs of young DLLs. Only one state was classified as a Preschool Dual Language state; the vast majority met the definition of an English Language Development state. This means that most states have recognized the need to set appropriate expectations for the development of young DLLs, and have designed language to guide program practices. However, few states have actually integrated this perspective throughout all aspects of their ECE systems. Therefore, most local programs are probably left with vague expectations about “supporting the child’s use of the home language” without sufficient clarity or

support about exactly how to accomplish this goal. Since only seven states provided guidance on adapting assessment methods for DLLs, programs are also likely to be confused about how to conduct “linguistically appropriate” assessments for children who know more than one language. It is unclear whether the states classified as English Immersion states are informed of current research on best practices for preschool DLLs.

State Program Classifications: As we continue to expand our knowledge base on the development of young DLLs and how to improve their academic school readiness and school performance, it will be important for states to explicitly state their goals for the growing numbers of children who speak a language other than English at home. ECE programs need explicit language that can shape their classroom practices. Otherwise, confusion and inconsistent approaches are likely to prevail.

The following states’ ELDS clearly outline their overall approaches with a detailed rationale for the education of preschool DLLs:

(1) *Illinois’s* ELDS include a separate domain on English language development and home language development that outlines the research and specific goals regarding development of the home language, for example, “For young children who are English Language Learners (ELLs), the home language is the vehicle by which they are socialized into their families and communities. It is the medium that fosters their earliest and most enduring relationships, their initial ideas about how the world works, and their emerging sense of self and identity. When preschool ELLs enter English-only preschool classrooms, they may lose their desire and eventually their ability to speak their home language. The development of linguistic, cognitive, and literacy skills in the child’s first language provides the foundation for learning these skills in English. The knowledge and skills children demonstrate in their home language can be applied to the learning of English for social and academic purposes. Therefore, a child’s understanding and ability to use her home language is the first step in acquiring English proficiency and English literacy skills.”

(2) *New Jersey’s* standards include statements on promoting goals in both languages, both in its ELDS philosophy and in the word language domains. For example, the ELDS state, “Students who speak other languages at home, especially those students with limited English proficiency, have specific linguistic needs that must be addressed, that supports their optimal learning and development to ensure

that they are provided a quality educational experience. It is important that administrators and teachers acquire knowledge of the stages of second language development and developmentally appropriate strategies, techniques and assessments to maintain, develop and support the home language and proficiency in English. Effective instructional practices that provide young English language learners with linguistic and cognitive support must be embedded within the context of age-appropriate classroom routines, hands-on activities and lessons. Strategies for working with English language learners can be found in each section of the standards... Sensitivity to and support for diversity in culture, ethnicity, language and learning must be woven into the daily activities and routines of the early childhood classroom”, and elaborated on further in the world language domain, “In preschool, children are just beginning to learn about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this learning will focus on the languages they encounter in their community. With the growing number of young children in New Jersey who speak and understand different home languages, preschool teachers and classrooms must be equipped to support children’s learning in more than one language. Being bilingual can be an asset for all children.”

Program Criteria: The criteria that few states address are: separate DLL domain (3), clear identification procedures (3), and teacher qualifications (5). This means that the vast majority of states have no clear process for identifying who is a dual language learner, what the typical developmental trajectory looks like for preschool DLLs, or specific qualifications for teachers of young DLLs.

The following states have addressed these criteria and used language that may be informative for other states:

Clear identification procedure: *Illinois’s* Administrative Code provides guidance on identification of young DLLs. An excerpt from this section of the code is as follows: “Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district’s schools or any of the district’s preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or, for preschool programs, by the first day the student commences participation in the program.”

Teacher qualifications: The *Texas* Administrative code makes clear the regulations for pre-k teachers in the state:

“(a) School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a Second Language programs in accordance with the Texas Education Code (TEC), §29.061, concerning bilingual education and special language program teachers. School districts that are unable to secure a sufficient number of certified bilingual education and English as a Second Language teachers to provide the required programs, shall request emergency teaching permits or special assignment permits, as appropriate.”

Separate DLL domain: *California’s* separate domain for DLLs includes clear guidance for ECE professionals regarding use of the standards in this domain, in conjunction with the standards in other domains, such as: “The preschool learning foundations in English-language development are foundations in language and literacy for preschool children whose home language is not English. These foundations for English learners are intended for use with children who arrive at preschool functioning predominantly in their home language, not English, and set the stage for further English language acquisition described within the foundation. These foundations are organized to align with the content categories of California’s English language development standards, which cover kindergarten through grade twelve, and are divided into the following three categories (1) listening and speaking; (2) reading; and (3) writing. As with the K-12 standards, the preschool learning foundations in English language development are designed to assist classroom teachers in their understanding of children’s progress toward English language proficiency. They are meant to be used along with the language and literacy foundations, not in place of them.”

While more states have addressed assessment recommendations (7) and family engagement strategies for DL families (7), provided guidance on instructional practices (12), and included language about adaptations for DLLs in their language and literacy domains (15), no state has included all these criteria in their ELDS and supporting documents. The following states have provided specific language in these areas that may help other states as they strengthen supports for DLLs:

Assessment recommendations: In *California*, a curriculum framework provides information about the Desired Results Assessment System as part of the California Early Learning and Development System. Information includes that children should be assessed in their home language across all domains except for the ELD domain. It provides much guidance to teachers on how to document and assess

competencies that DLLs demonstrate using their home language while they are in the process of the acquisition of English (See CA profile for reference). In addition, some states have adopted the WIDA Early English Language Development standards, (referenced in the state profiles) that provide guidance on assessment of DLLs.

Family engagement strategies: *California's* Curriculum Framework's English–Language Development domain includes a subsection titled, “Engaging Families,” that offers recommendations on ways to engage families with children who are DLLs. In addition, a separate document that supports implementation of the foundations titled, *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* includes a section “Preschool English Learners, Their Families, and Their Communities” that provides information on the role of families in language and literacy development; the diversity of the immigration experience; connecting school and the home language; varieties of language; and recommended practices (See CA profile for source).

Instructional practices/strategies: The *New Jersey* standards provide instructional strategies specific to DLLs for many standards for several domains within their ELDS (See NJ profile for references). For example, the “Children Identify and Solve Problems Standard” states, “Stretch children’s thinking and use interesting language and vocabulary in conversations, while keeping the needs of dual language learners in mind, e.g., ‘Alejandra, I noticed that you found the book about butterflies in the science area. Were you able to find a picture of a butterfly that is yellow with black designs like the one you drew? Do you know the words that go with the picture? Let’s look at the pictures and read the words again to see if we can find clues to help us learn the name of your butterfly. Then, maybe we can write them down in English and in Spanish so we can remember how to write the words to go with your drawing’” (p. 65). And, “Supplement verbal feedback with gestures and facial expressions for children who are just learning a second language” (p. 66).

DLLs addressed in Language and Literacy Domain: The *Texas* guidelines include specific standards for DLLs within this domain, including instructional techniques and child behaviors aligned with each standard (see TX profile for references). An example for one standard is provided below:

“II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL).

Examples of Child Behaviors

The child:

- participates as a speaker and listener in group activities including child-initiated imaginative play (plays the role of the store clerk or a waiter in a restaurant).
- follows directions when introduced to a situation.
- responds appropriately to simple instructions given by the teacher (follows two consecutive instructions, or chooses two flowers from the tray and draws pictures of them).
- follows a command using actions.
- sequences story picture cards.
- retells a story in his own words.
- role plays or pantomimes stories.
- listens attentively and responds to stories and poems (tells a story; enacts a poem; draws a picture to illustrate a story of poem).

Examples of Instructional Strategies

The teacher:

- finds out if new words learned in English are only new labels for concepts already known or if the concept itself must be taught.
- illustrates meanings with pictures or diagrams.
- uses artifacts and hands-on manipulatives.
- uses anchor charts, graphic organizers, and semantic mapping.
- role plays or pantomimes.
- makes drawings on the dry erase board.
- makes use of how things are said (volume, pitch, rate, and emphasis), using as many cues as possible to help child gain the meaning.
- uses the Spanish word and has the child repeat the new word in English, if necessary, e.g., “El tiene hambre;” “He is hungry;” “Hungry.”
- uses facial expressions, hand gestures or acts out stories to promote child’s understanding.
- restates important information by using synonyms, cognates, paraphrasing, and visual cues.
- uses the child’s home language as base to support the development of listening skills in English.
- provides instruction or command in the child’s home language followed by the command in English (as needed).”

The majority of states had a statement of philosophy that outlined their approach toward the education of young DLLs (13). However, it is important to note that the range of breadth and depth on this criterion was quite large. Some states had elaborated statements that included a well-developed rationale with research citations and some

had a few sentences that addressed the need to maintain the home language. The following states had exemplary language in their statement of philosophy about the education of young DLLs:

New Jersey: New Jersey Preschool Teaching and Learning Standards state that, “Students who speak other languages at home, especially those students with limited English proficiency, have specific linguistic needs that must be addressed, that supports their optimal learning and development to ensure that they are provided a quality educational experience. It is important that administrators and teachers acquire knowledge of the stages of second language development, and developmentally-appropriate strategies, techniques and assessments to maintain, develop and support the home language, and proficiency in English. Effective instructional practices that provide young English language learners with linguistic and cognitive support must be embedded within the context of age-appropriate classroom routines, hands-on activities and lessons. Strategies for working with English language learners can be found in each section of the standards...Sensitivity to and support for diversity in culture, ethnicity, language and learning must be woven into the daily activities and routines of the early childhood classroom.”

Rhode Island: Early Learning and Development Standards state that, “In Rhode Island, the ethnic diversity within communities also means that young learners bring a wide range of linguistic experiences to their early care and education settings. Children who speak a language other than English in their homes and communities have varying levels of exposure to and competence in English when they enter early care and education programs. While confirming the importance of supporting these children to learn English, the Standards also clearly recognize these children’s home language as a source of tremendous strength, and the guidelines and indicators promote the continued development and growth of every child’s home language as the child learns English—thus the term “dual language learners” (DLLs). A child’s home language can be thought of as a foundation for the acquisition of English. In fact, research shows that when they have a strong background in their first language, children learn a second language more easily; in addition, they have cognitive, academic, personal, and cultural advantages (Ada & Zubizarreta, 2001; Collier, 1987; Cummins, 1984). In other words, the stronger the foundation in the home language, the better able children are to learn to understand and speak English—and to learn across all domains. Clearly, programs need to ensure the continued development of children’s home language, while promoting their acquisition of English. Additionally,

children who are dual language learners should have the opportunity to interact and demonstrate their abilities, skills, and knowledge in any language—English and their home language.”

Part II. Individual State Profiles

For each state and the District of Columbia, an individual profile was developed that provides a summary of the key features of the state’s ELDS and supporting materials, including a rationale for the state’s classification as an English Language Development, Dual Language Development, or English Immersion state. For each of the criteria, all references to DLLs were included, unless otherwise indicated, i.e, some states had too many references to include all of them in their profile. The profile also includes references and for all source materials reviewed for this report. The individual state profiles should be used in conjunction with the At-a-Glance Matrix to more deeply understand how a state responded to an individual criterion as well as the overall approach of a state in providing clear and consistent guidance for programs and professionals on the range of criteria. These profiles are also useful for reviewing additional exemplars from states ELDS, as not all of the exemplars were included in the report narrative.

Part III. At-a-Glance Matrix

This matrix displays the ratings across all states and program criteria. As previously stated, states vary in the depth of support provided in response to each of the criterion, and not all states that were recognized for responding to a particular criterion should be considered as a best practice or exemplary. The At-a-Glance matrix is a resource for states to be able to easily view other states that responded to specific criteria. It is a tool to be used in conjunction with the individual states profile to guide states in the selection of other state individual profiles to review.

RECOMMENDATIONS

Clearly, as a country, we have much work to do in integrating the recent research on supporting improved achievement for young dual language learners. Fortunately, we have an emerging knowledge base that should guide our efforts to make ELDS more coherent and appropriate for DLLs. Given the growing proportion of children who speak a language other than English at home, the chronic academic underachievement of these children at all stages of their school lives, and the recent expansion of research

about how to support their development, states are in an excellent position to strengthen their ELDS for DLLs, and provide programs and practitioners with more clarity and support for serving DLLs and their families. As a first step, states can review their approaches toward the education of DLLs and determine whether there is a shared commitment to this specific approach. Frequently, there are unstated assumptions implied in state ELDS. For instance, there may be contradictory statements about “using the child’s home language whenever possible,” and expecting rapid acquisition of English. Or statements about valuing the home language as a basis for English acquisition, but then not providing any information about how to assess a child’s progress in the home language as well as in English. All states should have clarity at the state level about their goals for DLLs and their expectations for program implementation. We strongly urge all states and the District of Columbia to review their ELDS and supporting documents to determine if they represent a clear position that is based on recent research.

Key questions to guide this dialogue:

1. What do we believe is in the best interests of young DLLs?
2. Have we derived these beliefs from sound research?
3. Do we all agree on these approaches?
4. Do our ELDS and supporting documents reflect these beliefs?
5. What additional expertise do we need to finalize our deliberations?

After reviewing their approach and agreeing on their goals for DLLs, states can review their ELDS and other supporting documents to see if they address the program criteria described above in a way that is consistent with the definitions and research presented in this report.

An analysis of where we are and where we want to go would be helpful at this point. All of the criteria are important, but each state will need to decide which ones are most feasible and urgent within its particular context. A look at how other states with similar approaches and philosophies address the needs of DLLs for specific criteria could also help states make decisions about areas where they would like to enhance or develop new guidance. Based on their combined experience, the authors recommend that states attend to the ELDS themselves to make sure the language regarding the support of DLLs is explicit, consistent, and integrated throughout all domains.

The specific guidance provided on how to assess DLLs’ progress is also critical. Experience and research has shown that what is included in assessment requirements strongly influences what teachers focus on. While the valid assessment of young DLLs presents many technical challenges, several states and the Office of Head Start have provided clear guidance in this area. Many states have built out from their ELDS to further support implementation by creating aligned curriculum frameworks, pre-K program operating guidelines, statewide standards training, or supplemental guidance specific to implementation of the ELDS for DLLs (see individual state profiles for examples). In instances where the ELDS themselves have been recently updated and modifications cannot be made in the near term, these additional documents provide a way for states to provide clear guidance on how to interpret the ELDS for young DLLs.



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Goldenberg, C. 2012. "Research on English Learner Instruction," in *Breaking Through: Effective Instruction & Assessment for Reaching English Learners*, edited by M. Calderón, 39–61. Bloomington, IN: Solution Tree Press.

Espinosa, L. & Magruder, E. Chapter 4, Practical and Proven Strategies for teaching Young Dual Language Learners (pp. 76-113) in Espinosa, L. (2015). *Getting It Right for Children from Diverse Backgrounds: Applying Research to Improve Practice with an Emphasis on Dual Language Learners*. Upper Saddle River, NJ: New Jersey, Pearson.

iii. For a review of K-12 educational approaches to English language learners, see:

August, D., and T. Shanahan, eds. 2006. *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language—Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Lindholm-Leary, K. and Genesee, F. Alternative Educational Programs for English Learners, IN *Improving Education for English Learners: Research-Based Approaches*. California Department of Education: Sacramento, 2010, pp. 323-382.

iv. For example, see:

the Sobrato Early Academic Language (SEAL) program approach that is designed to build the capacity of preschools and elementary schools to powerfully develop the language and literacy skills of young Spanish-speaking English Learner children, and to close the academic achievement gap by fourth grade. SEAL program description available at:

<http://www.acoe.org/acoe/files/EdServices/ELL/6thAnnualELC/Olsen - Session 2 Handout 2.pdf>

v. For specific instructional strategies for preschool DLLs, see:

Espinosa, L. & Magruder, E. Chapter 4, Practical and Proven Strategies for teaching Young Dual Language Learners (pp. 76-113) in Espinosa, L. (2015). *Getting It Right for Children from Diverse Backgrounds: Applying Research to Improve Practice with an Emphasis on Dual Language Learners*. Upper Saddle River, NJ: New Jersey, Pearson.

vi. Please see CA, IL, NJ, NY, NC, RI, TX for examples of exemplary statements of philosophy

vii. Please see IL identification procedures for example of specific screening and scoring criteria used to identify preschool aged DLLs who are eligible for special language services, and ME, TX for further examples of states DLL identification procedures that are consistent with their stated philosophy.

viii. Please see the ELDS for CA and IL for examples of domains that are specific to DLLs. Note that OR has adopted the Head Start Child Development and Early Learning Framework as the state's ELDS, which also includes a separate domain pertaining to DLLs. Please see new California Preschool Program Guidelines that will be available in summer 2015 for example of complete ECE systems that address the needs of DLLs.

ix. Please see IA, NY, NC, RI, TX for examples of states that have included specific indicators or benchmarks specific to DLLs within this domain.

xii. See Sandhofer & Uchkoshi (2013). Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development. In *California's Best Practices for Young Dual Language Learners: Research Overview Papers*, Child Development Division, California Department of Education (CDE). Available online at <http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

- xiii. Please see CA, NC, NJ, NY, TX for exemplars for providing guidance on appropriate instructional strategies/ enhancements for DLLs.
- xiv. Please see CA and OR for exemplary guidance on appropriate assessment for DLLs.
- xv. Please see CA, NC, TX for sample language on how states provide guidance on family engagement specific to parents of DLLs.
- xxi. Please see IL, ME, TX for exemplars for providing guidance on the qualifications of teachers of DLLs.



State Early Learning and Development Standards,
Policies and Related Practices:

How Responsive are they to the Needs of Young Dual Language Learners?

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Alaska Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. The Alaska Early Learning Guidelines were reviewed for this analysis. The guidelines provide a clear statement of philosophy and offer strategies for caregivers to support English language development across multiple domains. Within the Communication, Language, and Literacy domain there is a separate goal outlining expectations for progress in the home language and English. In addition, the Social and Emotional Development domain includes indicators for children and recommendations for teaching practice that address dual language learning. The table below highlights examples from the source document for the criterion, but is not exhaustive.

Clear statement of Philosophy	<p><i>The introduction of the Alaska Early Learning Guidelines states:</i></p> <p>“Children are capable of learning to function in more than one cultural context simultaneously. However, if teachers set low expectations for children based on their home culture and language, children may not develop and learn optimally. Education should be an additive process and build on students’ strengths. For example, children whose primary language is not English should be able to learn English without being forced to give up their home language (NAEYC 1996a). Likewise, children who speak only English benefit from learning another language. The goal is that all children learn to function well in the society as a whole and move comfortably among groups of people who come from both similar and dissimilar backgrounds” (pp. 19-20).</p> <p>“The Guidelines attempt to build upon and represent the rich cultural heritage and knowledge of children and families in Alaska. Efforts have been made to include the unique learning needs of children with disabilities. In addition, for children who have a home language other than English, the Guidelines recognize the importance of community decisions to foster the home language while acquiring English as a second language” (p. 25).</p>
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	In the Communication, Language, and Literacy Domain, there is a goal (74) titled “English Language Learners: Dual Language Acquisition,” outlining expectations for “Children Demonstrate Competency in Home Language While Acquiring Beginning Proficiency in English” (pp. 196-197).
DLLs addressed in social-emotional development domain	<p>In the Social and Emotional Development Domain, there are indicators for children that address dual language learning.</p> <p><i>Example:</i></p> <p>“Notices that other children might use different words for the same object” (e.g., “mother” is said differently in different languages) (p. 77).</p> <p>There are also recommendations for teaching practices and strategies specific to supporting the social and emotional development of DLLs throughout the domain in the “Some Strategies for Caregivers” sections.</p>

	<p>Examples: “Support the English Language Learner by giving him/her key words for play in English (e.g., doll, block)” (p. 63). “Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities” (p. 65). “Engage child in songs, rhymes, and counting games in a second language” (p. 77). “Incorporate books on feelings that reflect the language and cultural background of child” (p. 89).</p>
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	<p>Alaska guidelines offer recommendations for teaching practice/strategies within the “Some Strategies for Caregivers” sections across the following domains: Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Communication, Language, and Literacy.</p> <p>Cognition and General Knowledge Example: “Create charts and pictures, with child’s help, showing names of objects in child’s home language and in home languages of other children in child’s circle of contact” (p. 153).</p>
Recommendations for Assessment	Not addressed.

Sources:

Alaska Early Learning Guidelines, 2007



Arizona Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Two documents were reviewed for this analysis, the Arizona Early Learning Standards and the Guidelines for Comprehensive Early Education Programs. The Language and Literacy domain within the standards includes a resource section that has a topic area focused exclusively on DLLs. This section helps to articulate the state’s philosophy and provides guidance on teaching strategies. Additionally, the standards suggest family engagement strategies related to DLLs. The table below includes all examples from the standards for each of the criterion.

Clear statement of Philosophy	<p>Arizona Early Learning Standards state that, “All children have acquired knowledge as a result of the language used in their home since birth. The richer the home language and background experiences, the easier it is for children to learn a second language. Children develop language much the same way they acquire other skills, along a continuum, at different rates, and with individual learning styles. Some children may experience a silent period while they learn English; other children may practice their knowledge by mixing or combining languages; still others may quickly acquire English-language proficiency. Each child’s progress in learning English needs to be respected and viewed as acceptable, logical, and part of the ongoing process of learning any new skill. The language skills needed for young English language learners to become proficient in English are fully embedded in the Arizona Early Learning Standards. Using the standards to plan enriching experiences will enhance children’s proficiency in English and enable them to become successful learners in Kindergarten – 12 schools” (p. 12).</p> <p>“We recognize that regardless of what language children come to us speaking, they have previously acquired knowledge and learning as a result of the language spoken in their home. Through that language, young children have established meaningful relationships and have begun to construct a knowledge base. The home language is linked to the child’s values, attitudes, and cultural traditions. It is critical to be respectful and supportive of the cultural heritage and home language of a child while encouraging English language acquisition. This ensures a partnership between the home and the learning environment. Research shows the stronger the native language foundation, the greater the academic success in English language development (p. 192).</p>
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	In the introduction to the Language and Literacy standard, the following reference is included: “The preschool environment is respectful and supportive of children’s cultural heritages and home languages while encouraging English language acquisition” (p. 58).
DLLs addressed in social-emotional development domain	Not addressed.

Family engagement strategies described	<p>Listed as an indicator in the Guidelines for Comprehensive Early Education Programs:</p> <ul style="list-style-type: none"> o “All written communication (notes/newsletters) is translated, either orally or written, into the languages of the families enrolled whenever possible” (p. 25). o “Every effort is made by the program to translate all communication into those languages spoken and read by the families” (p. 28). o “If appropriate, family members are referred to classes in literacy, English acquisition, General Education Diploma (GED), citizenship, job training, and parenting” (p. 40).
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	<p>Arizona Early Learning Standards include a general resource section, with one of the topics addressing DLL teaching strategies. For example, to support oral communication (p. 193):</p> <ul style="list-style-type: none"> o Encourage the child to use words from her/his native language when she/he cannot find the appropriate word in English. o Provide support in the child’s native language when needed. This support provides access to his/her knowledge and experience. It also shows a respect for the language/ culture and establishes rapport. o Increase wait time. Give English language learners more “wait and think” time. Additional strategies for vocabulary development, learning environment, and book use with DLLs are provided (pp. 192-195).
Recommendations for Assessment	Not addressed.

Sources:

Arizona Early Learning Standards, Third Edition, 2013

Guidelines for Comprehensive Early Education Programs, 2008



California Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Multiple documents were reviewed for this analysis, including California Preschool Learning Foundations, California Preschool Curriculum Framework, Desired Results Development Profile, and a separate guide on principles to guide teaching and learning for dual language learners - the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning. Taken together, these documents outline a strong research base for supporting the home language, and provide guidance on instructional strategies, assessment, and family engagement strategies specific to DLLs. California is one of only a few states that included a separate English Language Development domain in its standards. The resource guide is developed primarily for preschool teachers to “understand the preschool English learner more fully.” Each chapter provides important information about the development, abilities, and everyday experiences of the preschool English learner that is based on current and rigorously conducted research.” The table below includes examples from each of the source materials for the criterion, but is not exhaustive.

<p>Clear statement of Philosophy</p>	<p>The California Preschool Foundations (“Foundations”) in the introduction to the English Language Development domain state that “children are first introduced to language and literacy in the home language, and those experiences provide an important foundation for success in learning literacy in English.” The introduction also provides a synopsis of research around the value and fragility of the home language and the stages around which children develop proficiency in a second language (pp.103-111).</p> <p>The California Preschool Curriculum Framework (“Framework”) also provides additional evidence of the state’s philosophy for dual language learners. The Framework is organized around eight overarching principles, one of which is focused on: responsiveness to culture and language support children’s learning (p.5). The Framework also has specific guiding principles within the English-Language Development domain to assist practitioners in their work with children who are English learners. “The Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning” offers a set of core beliefs and principles that inform teaching approaches and strategies for the education of English Language Learners (pp. 3-4).</p>
<p>DLL Identification Procedures</p>	<p>Not addressed</p>
<p>Separate domain for DLLs</p>	<p>The English-Language Development domain in the Foundations (pp. 103-142) includes four subsections, Listening, Speaking, Reading, and Writing. The Foundations provide standards for children that are organized by three levels of ELL development (i.e., Beginning, Middle, and Later) and include examples of child behavior or knowledge acquisition.</p> <p>The Framework provides additional information, including vignettes, highlights teachable moments, and offers instructional strategies to support preschool children who are English learners (pp. 177-230).</p>
<p>DLLs addressed in communication, language, literacy domains</p>	<p>References to dual language learning within the Language and Literacy domain section of the framework (pp. 97-176).</p>

DLLs addressed in social-emotional development domain	<p>The introduction of the Social-Emotional Development domain of the Foundations highlights the link between culture (family values, practices, language, etc.) and social-emotional development and further discusses the impact on dual language learners (pp. 1-5).</p> <p>The Foundations further provide standards in the domain related to dual language learning and offer examples that give a range of possible ways in which children can demonstrate the standard (pp. 6-20).</p>
Family engagement strategies described	<p>The Framework’s English–Language Development domain includes a subsection titled, “Engaging Families,” that offers recommendations on ways to help to engage families with children who are English learners (pp. 194-195; 204-205; 217-218; 222-223).</p> <p>Furthermore, the “Preschool English Learners, Their Families, and Their Communities” section of the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning provides information around the role of families in language and literacy development; the diversity of the immigration experience; connecting school and the home language; varieties of language; and recommended practices (pp. 9-18).</p>
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	The Framework includes vignettes, highlights teachable moments, and provides instructional strategies specific to supporting DLLs throughout the Social-Emotional domain (pp. 38-96); Communication, Language, and Literacy domain (pp. 97-176); and English-Language Development domain (pp. 177-230).
Recommendations for Assessment	The Framework provides information about the Desired Results Assessment System as part of the California Early Learning and Development System and states that children should be assessed in the home language across all domains. It provides much guidance to teachers on how to document and assess competencies that English learners demonstrate when using their home language and in the acquisition of English (pp. 33-34 and 186-187).

Sources:

- California Preschool Learning Foundations, 2008
- California Preschool Curriculum Framework, Vol 1, 2010
- Desired Results Development Profile (DRDP), 2010
- Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2009



Delaware Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Multiple documents were reviewed for this analysis, including the Delaware Early Learning Foundations for Preschool and the Comprehensive Early Childhood Curriculum Guidelines and Rubric. Taken together, these documents provide a clear statement of philosophy and offer guidance on instructional strategies in support of dual language learning. The table below includes all examples from each of the source materials for the criterion.

Clear statement of Philosophy	The Delaware Early Learning Foundations state: “Preschoolers who have a strong foundation in their first language generally are able to learn a second language easier. Best practices indicate that instruction for language and literacy development should be given in the child’s primary language first” (p. 16). “When (instruction in the child’s primary language) is not possible, parents are strongly encouraged to use their primary language at home while the preschooler learns a second language outside the home” (p.16).
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	The Expressive Communication sub-domain of the Language and Literacy domain of the Delaware Early Learning Foundations states: “Reinforce child’s native language” as a way to support a child’s development (p.18).
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed

<p>Recommendations for teaching practice/ strategies</p>	<p>Delaware Early Learning Foundations also states in the Language and Literacy domain introduction:</p> <p>“Many languages differ in their structure from English. Therefore, early childhood professionals should be aware of such differences as they plan their instruction and should avoid referring students to special education programs” (p.16).</p> <p>“Overall, a rich multicultural variety of materials such as signs, posters, books, and pictures in two or more languages should surround the English Language Learners as much as possible” (p.16). Also, the My Family and My Community Culture sub-domain of the My Family, My Community, My World domain lists the following things you can do to support a child’s development: “Make word charts of everyday words (with pictures) in English and languages spoken by children” and “Display print that is representative of language and culture of children in the group” (p. 35).</p> <p>The Comprehensive Early Childhood Curriculum Guidelines and Rubric provides the following guidance: “The curriculum should also be appropriate or provide for adaptations for children with varied abilities including children that are English Language Learners or children with disabilities” (p. 2).</p>
<p>Recommendations for Assessment</p>	<p>Not addressed</p>

Sources:

Delaware Early Learning Foundations: Preschool, 2010

Comprehensive Early Childhood Curriculum Guidelines and Rubric, 2013



District of Columbia Pre-K Standards Analysis for DLLs English Immersion Approach

After reviewing the state standards, the authors have classified them as using an English Immersion approach. The District of Columbia Common Core Early Learning Standards were reviewed for this analysis. The standards do not make any reference to use of the home language as a bridge into English, or reflect support for bilingualism. The standards make two references that are applicable to DLLs: “They apply for all children, including English language learners, children with disabilities, and children who are developing typically, but children may meet the Standards at different times and in different ways” (p. 2), and a teaching strategy is provided in the introduction specific to diversity and multiculturalism.

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Not addressed
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	Not addressed
Recommendations for Assessment	Not addressed

Sources:

District of Columbia Common Core Early Learning Standards, 2012



Georgia Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Multiple documents were reviewed for this analysis, including the Georgia Early Learning and Development Standards Resource Guide, Georgia Early Learning and Development Standards Resource Guide for 3- and 4-year-olds, the Georgia Early Learning and Development Standards Presentation, and the Georgia Pre-K Providers’ Operating Guidelines. A general statement contained within each domain of the standards indicates support for use of the home language for bridging into English. The table below includes all examples from each of the source materials for the criterion. Finally, through the state’s Race to the Top-Early Learning Challenge grant, the state has adopted the World-Class Instructional Design and Assessment (WIDA) Consortium Early English Language Development Standards (ELD).

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	<p>In the Georgia Early Learning and Development Standards Resource Guide, listed as adaptation instructions under the Communication, Language, and Literacy (CLL) domain it is stated: “Use vocabulary and phrases in the child’s native language when introducing new ideas and concepts” (p. 50).</p> <p>The Early Reading Strand of the CLL domain of The Georgia Early Learning and Development Standards Resource Guide for three- and four-year-olds states: “A print-rich environment gives three-year-olds the opportunity to recognize letters and text everywhere. Class books, menus and labels in the home languages of children and children’s names all help children build connections” (p. 33).</p> <p>“Lesson Planning with GELDS” in the Georgia Early Learning and Development Standards Presentation states: “For dual language learners, place books in the reading area or recorded stories in the listening area that are written/narrated in that child’s home language.”</p>
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	Listed as adaptation instructions in the Physical Development and Motor Skills, Social and Emotional Development, Approaches to Play and Learning, Cognitive Development and General Knowledge domains, the Georgia Early Learning and Development Standards Resource Guide states: “Use vocabulary and phrases in the child’s native language when introducing new ideas and concepts” (p. 21).

Recommendations for Assessments	Not addressed
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Sources:

- Georgia Early Learning and Development Standards Resource Guide, 2013
- Georgia Early Learning and Development Standards Resource Guide for 3- and 4-year-olds, 2013
- Georgia Early Learning and Development Standards Presentation (n.d.)
- Georgia Pre-K Providers' Operating Guidelines, 2013-14



Hawaii Pre-K Standards Analysis for DLLs

English Immersion Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Immersion approach. Multiple documents were reviewed for this analysis, including the Hawaii Early Learning and Development Standards and the Family Partnership Guidelines. The standards do not make any reference to use of the home language as a bridge into English, or reflect support for bilingualism. The state does provide guidance in a supplemental document, “Family Partnership Guidelines,” that takes into account linguistic diversity. The table below includes all examples from the standards for the criterion.

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Not addressed
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	<p>Family Partnerships Guidelines</p> <p>PRINCIPLE 2: COMMUNICATING EFFECTIVELY. Families and staff engage in effective reciprocal and ongoing communication to support the success of the children in their care.</p> <p>Indicators</p> <p>2.1 Families and staff work together to identify and implement curriculum and family engagement strategies that are responsive to the values, cultures, and home languages of enrolled children and families.</p> <p>2.2 Program/school has written policies that are provided to families during orientation and revisited several times during the year to support families’ understanding of them. Every effort is made to use interpreters and/or translators as needed.</p> <p>2.3 Program/school engages with families in active, 2-way communication on an ongoing basis, using a variety of methods to accommodate individual families’ preferred means of communication.</p> <p>PRINCIPLE 5: SHARING DECISION-MAKING. Families and staff are partners in decisions that affect children and families. Together they inform, influence, and create policies, practices, and programs that benefit children and result in improved child health and learning outcomes.</p>

	<p>Indicators</p> <p>5.1 Families and staff discuss the program’s/school’s philosophy regarding child development and education, as well as long-term goals and objectives, during orientation. Every effort is made to use interpreters and/or translators as needed.</p> <p>5.3 Families and staff work together to identify and implement curriculum and family engagement strategies that are responsive to the values, cultures, and home languages of enrolled children and families.</p>
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	Not addressed
Recommendations for Assessment	Not addressed

Sources:

Hawaii Early Learning and Development Standards (HELD), Framework and Continuum from Birth to the End of Kindergarten, 2014 Family Partnership Guidelines, 2013



Illinois Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Multiple documents were reviewed for this analysis, including the Illinois Early Learning and Development Standards and Illinois State Board of Education Bilingual Rules, 23 Illinois Administrative Code Part 228. The Illinois Early Learning and Development Standards include a separate domain on English language and home language development that includes research and specific goals for DLLs. In addition, the state has developed a set of administrative rules governing its state preschool program. These rules require a transitional bilingual education model for preschool programs operated by local education agencies, when the school district has an enrollment of 20 or more English learners of any single language classification other than English, in an attendance center or a non-school-based facility. If they have 19 students or fewer, the school district must provide English as a Second Language instruction, and may include home language instruction (see ISBE rules Part 228 for additional information). Language from the Illinois Administrative Code is included below for several criteria. The table below includes examples from each of the source materials for the criterion, but is not exhaustive.

<p>Clear statement of Philosophy</p>	<p>The introduction to English Language Learner Home Language Development domain of the Illinois Early Learning and Development Standards (IELDS) describes the state’s core beliefs and expectations guiding development and learning for DLLs. For example, the section states, “For young children who are English Language Learners (ELLs), the home language is the vehicle by which they are socialized into their families and communities. It is the medium that fosters their earliest and most enduring relationships, their initial ideas about how the world works, and their emerging sense of self and identity. When preschool ELLs enter English-only preschool classrooms, they may lose their desire and eventually their ability to speak their home language. The development of linguistic, cognitive, and literacy skills in the child’s first language provides the foundation for learning these skills in English. The knowledge and skills children demonstrate in their home language can be applied to the learning of English for social and academic purposes. Therefore, a child’s understanding and ability to use her home language is the first step in acquiring English proficiency and English literacy skills” (pp.89-90). Additionally, the introduction to the domain includes research findings on the benefits of bilingualism.</p>
<p>DLL Identification Procedures</p>	<p>The Illinois Administrative Code provides guidance on the identification of eligible students, including use of a home survey and further screening for English language proficiency. For example, “The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English by using the prescribed screening instrument applicable to the student’s grade level (i.e., kindergarten or any of grades 1 through 12), as set forth in Section 228.10, or the prescribed screening procedures identified by the preschool program. This screening shall take place within 30 days either after the student’s enrollment in the district or, for preschool programs, after the student commences participation in the program, for the purpose of determining the student’s eligibility for bilingual education services and, if eligible, the appropriate placement for the student.”</p>

Separate domain for DLLs	<p>The IELDS, the English Language Learner Home Language Development domain of the IELDS includes goals, learning standards, and preschool benchmarks for “using home language to communicate and to make connections and reinforce knowledge and skills across academic and social areas.” The state also includes “example performance descriptors” for each of these goals (pp. 89-92).</p> <p>For example: “GOAL 28: Use the home language to communicate within and beyond the classroom. LEARNING STANDARD 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes. Preschool Benchmarks 28. A.ECa May demonstrate progress and mastery of benchmarks through home language. 28. A.ECb Use home language in family, community, and early childhood settings. 28. A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.”</p>
DLLs addressed in communication, language, literacy domains	The introduction of the Language Arts domain of the IELDS states, “They are attentive to the child’s home language (if it is not English) and turn to the English Language Learner Home Language Development domain of the IELDS to best address the child’s overall language needs” (p.22).
DLLs addressed in social-emotional development domain	Not addressed in the social-emotional domain; however, the English Language Learner Home Language Development domain includes an explicit reference to the development of knowledge and skills across both academic and social areas.
Family engagement strategies described	Not addressed
Teacher qualifications	The Illinois Administrative Code provides guidance on hiring qualified staff for DLLs.
Recommendations for teaching practice/strategies	Not addressed
Recommendations for Assessment	Not addressed

Sources:

Illinois Early Learning and Development Standards, 2013;

Illinois State Board of Education Bilingual Rules, 23 Illinois Administrative Code Part 228



Iowa Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Multiple documents were reviewed for this analysis, including the Iowa Early Learning Standards, Pre-K Standards Training Curriculum, and the Iowa Quality Preschool Program Standards. The Iowa Early Learning Standards include specific benchmarks in support of dual language learning within the Communication, Language, and Literacy domain. Further, Iowa is one of few states that offer strategies for educators and other adults working with DLLs within the Social and Emotional Development domain. The state also includes further guidance for the assessment of DLLs in the Iowa Quality Preschool Program Standards. The table below highlights examples from each of the source materials for the criterion, but is not exhaustive.

Clear statement of Philosophy	Iowa Early Learning Standards state that “the ongoing support and development of a child’s home language serves as a foundation for learning the English language,” and that “all the recommended adult supports should incorporate English and each child’s home language” (p. 10).
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Additional benchmarks for DLLs (10 expectations addressing expressive/receptive English, communication in first language) are included in the Communication, Language, and Literacy domain of the Iowa Early Learning Standards (pp. 112-114).
DLLs addressed in social-emotional development domains	The Social and Emotional Development domain of the Iowa Early Learning Standards states: “All children including children with diverse needs such as children who are learning English, children with disabilities, or children at risk for disabilities, need the opportunity to make choices. Learning to make choices will allow children to grow and develop into independent selves, connected with their parents, family, community, and society” (p. 104). The IELS recommends the following adult supports specific to DLLs: <ul style="list-style-type: none"> • Model respect for diversity. • Provide opportunities for each child to express his/her thoughts and feelings and feelings about experiences through a variety of methods, including the use of words in his/her home language. • Support children’s cultural identities through working with family members to support children’s needs. • Learn key words and phrases in each child’s home language especially those related to emotions and behavior. • Attempt to communicate with and foster relationships with each child, irrespective of their ability to speak a child’s home language. • Create opportunities that allow English language learners to engage with their peers (pp. 105-111).
Family engagement strategies described	Not addressed

Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	Iowa Early Learning Standards provide guidance in the Social and Emotional Development domain and the Communication, Language, and Literacy domain for adults working with DLLs (pp. 111 - 114).
Recommendations for Assessment	<p>Iowa Early Learning Standards state that, “Families whose home language is not English should expect that their children will be assessed in their home language. They should also expect that results of any assessments will be provided to them in a manner which is easy and meaningful for them to understand” (p. 22).</p> <p>Iowa Quality Preschool Program Standards state that, “Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children” (p. 20).</p>

Sources:

Iowa Early Learning Standards, revision 2012

Pre-K Standards Training Curriculum, 2013

Iowa Quality Preschool Program Standards, 2007



Maine Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. The documents reviewed for this analysis included the State of Maine Early Childhood Learning Guidelines and the Recommended Quality Standards of Program Practice. In addition, the state has developed a separate resource (Serving Maine’s English Learners: Resource Guide) for serving dual language learners eligible under Title III of the Elementary and Secondary Education Act. This is primarily a document for K-12, but the guide makes clear that policies also apply to pre-k-aged children served in public schools. This guide provides robust information pertaining to DLL identification procedures, teacher qualifications, and family engagement strategies. The table below highlights examples from the source document for the criterion, but is not exhaustive.

Clear statement of Philosophy	The State of Maine Early Childhood Learning Guidelines state that, “Children whose home language is not English face the challenge of experiencing an early childhood learning environment that may not be consistent with their home culture and language. As early childhood professionals work to incorporate practices that support all of the Early Childhood Learning Guidelines, they should demonstrate a respect for and appreciation of the language skills, knowledge, and culture that the young child learning English brings to the early childhood environment, while encouraging the development of the child’s home language” (p. 6).
DLL Identification Procedures	“As in any Pre-k-12 public school program, schools are required to administer the Home Language Survey (HLS) to all new enrollees to identify English learners (EL), and once a student is identified as an EL, to provide services and programming to all ELs” (p. 39).
Separate domain for DLLs	Not addressed



DLLs addressed in communication, language, literacy domains	<p>The State of Maine Early Childhood Learning Guidelines' introduction to the Early Language and Literacy domain states: "While some children whose home language is English may be interested and ready to learn words of another language, many children in today's early childhood settings are English language learners—speaking a language other than English in their homes. The goal of all early childhood learning environments is to help all children gain proficiency in English, while honoring their home language and culture" (p. 17).</p> <p>Listed as indicators in the Early Language and Literacy domain:</p> <ul style="list-style-type: none"> o "Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same" (p. 18). o "Demonstrates increased proficiency in home and English languages (English Language Learner)" (p. 18).
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	<p>Listed in the Recommended Quality Standards of Program Practice:</p> <ul style="list-style-type: none"> o "Programs have written policies and procedures that demonstrate intentional practices designed to foster strong reciprocal relationships with families (e.g., application information, family orientation, parent conferences, parent education, newsletters, PTA participation, home visits, family events, program evaluations, resource and referral), and these policies and procedures are to be translated in a language understandable to parents/guardians." <p>Serving Maine's English Learners: Resource Guide provides additional requirements for school-based pre-k programs with respect to providing interpreters/translation services (p. 9).</p>
Teacher qualifications	<p>Listed as part of the Recommended Quality Standards of Program Practice:</p> <ul style="list-style-type: none"> o "Program development and services to any and all English learners are overseen by an English as a Second Language-endorsed teacher." <p>From Serving Maine's English Learners: Resource Guide:</p> <p>"To ensure appropriate staffing:</p> <ul style="list-style-type: none"> o A SAU must provide adequate staff necessary to properly implement its chosen program. o All programs must be under the supervision of an ESL-endorsed teacher. o Instructional plans of all EL students must be developed by a licensed teacher with an endorsement in ESL or bilingual education. o Teacher aides and tutors must be under the supervision of an ESL-endorsed teacher. EL students should not receive long-term instruction from aides but rather from ESL-endorsed teachers" (p. 9).
Recommendations for teaching practice/strategies	Not addressed
Recommendations for assessment	Not addressed

Sources:

State of Maine Early Childhood Learning Guidelines, 2005

Recommended Quality Standards of Program Practice

(www.maine.gov/doe/publicpreschool/establishing/quality-standards.html), 2014

Serving Maine's English Learners: Resource Guide, 2012

Maryland Pre-K Standards Analysis for DLLs

English Immersion Approach

Summary:

After reviewing the state's standards, the authors have classified them as taking an English Immersion approach. The Maryland Model for School Readiness: Framework and Standards for Prekindergarten was reviewed for this analysis. The standards do not make any reference to use of the home language as a bridge into English, or reflect support for bilingualism. The state's website indicates that state has adopted the World-Class Instructional Design and Assessment (WIDA) Consortium English Language Development Standards (ELD) but, as of the time of this writing, it was unclear whether the state had adopted the Early - ELD standards.

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Not addressed
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	Not addressed
Recommendations for Assessment	Not addressed

Sources:

Maryland Model for School Readiness: Framework and Standards for Prekindergarten, 2009

Massachusetts Pre-K Standards Analysis for DLLs

English Immersion Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Immersion approach. Multiple documents were reviewed for this analysis, including the Guidelines for Preschool Learning Experiences and the Early Childhood Program Standards for Three- and Four-Year-Olds. The standards do not indicate support for home language; however, the state appears to be moving toward an English Language Development approach. The WIDA Early – English Language Development (ELD) Standards for pre-k were adopted in November 2013, and the state has conducted statewide training on the WIDA Early ELD standards. In addition, the Massachusetts Department of Elementary and Secondary Education has a resource specific for English language learners, the Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, that is applicable to pre-k-aged students where appropriate. The table below highlights examples from the source document for the criterion, but is not exhaustive.

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	<p>Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, 2013 states that the need for administration of a “home language survey (HLS) to find out whether a student speaks a language other than English at home and should be assessed for English language proficiency... Districts must administer the survey to the parents of all new students enrolling in pre-K through 12th grade” (p. 4).</p> <p>Students “whose HLS indicates that a language other than English is spoken at home must be assessed for English language proficiency.” Schools must use “results of the language screening assessment and other pertinent information to determine whether the student is or is not an ELL...” Also, recommends language screens that are appropriate for pre-K-aged children (p. 5).</p>
DLLs addressed in communication, language, literacy domains	Not addressed
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	<p>Family Involvement guidelines (part of Early Childhood Program Standards for Three- and Four-Year-Olds) states: “Whenever possible, written information is translated into the parent(s)’ native language and/or translation supports are provided or referred” (p. 19).</p> <p>The guidelines also state that the program should establish an orientation process, and “assist families whose primary language is other than English, or who require use of alternative communication methods, to understand the program” (p. 19).</p>

Teacher qualifications	<p>Professional Standards for Teachers (part of Early Childhood Program Standards for Three- and Four-Year-Olds) includes: “Assesses the significance of children’s differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary” (p.75).</p> <p>Listed under Subject Matter Knowledge Requirements for Early Childhood: “Theories of First and Second Language Acquisition and Development” (p. 73)</p>
Recommendations for teaching practice/strategies	<p>Adaptations for children with language disabilities are listed under the “Adaptations for Children With Disabilities,” with a note that states, “Many of these strategies are also helpful for children without disabilities and for English language learners” (p.45).</p> <p>Under program guidelines it is stated: “Staff provide all children, including those with disabilities or whose first language is not English, with equal opportunities to take part in all activities” (p. 7).</p>
Recommendations for Assessment	Not addressed
Separate domain for DLLs	Not addressed

Sources:

Guidelines for Preschool Learning Experiences, 2003

Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, 2013

Early Childhood Program Standards for Three and Four Year Olds, 2003



New Jersey Pre-K Standards Analysis for DLLs

Dual Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking a Dual Language Development approach. Multiple documents were reviewed for this analysis, including the New Jersey Preschool Teaching and Learning Standards and the New Jersey Department of Education Preschool Program Implementation Guidelines. Taken together, these documents provide a clear statement of philosophy which includes statements on promoting goals in both languages, guidance around teaching strategies, family engagement, and identification of DLLs and teacher qualifications, which are also consistent with a Dual Language Development approach. The Preschool Program Implementation Guidelines also encourage use of bilingual education models. The review did not find evidence of guidance related to assessment in both languages nor did we find a specific reference to goals for the acquisition of English language or literacy skills for DLLs. However, based on the strength of the other sections regarding expectations for DLLs to develop proficiency in two languages, the state was given this classification. The table below highlights examples from the source document for the criterion, but is not exhaustive.

Clear statement of Philosophy	<p>New Jersey Preschool Teaching and Learning Standards state that DLLs have specific linguistic needs that must be met. They provide examples and suggest that strategies for working with DLLs should be embedded into activities and routines (p. 8).</p> <p>NJ Preschool Program Implementation Guidelines state that: “Bilingualism should be a goal for all students. Schools must create learning environments that are culturally- and linguistically-relevant and that build upon the culture, language, strengths and practices of all the children and families that they serve” (p. 35). Furthermore, research on the benefits of bilingualism and dual language programs are presented (p. 37).</p> <p>They also state that, “It is critical that teachers provide support for children’s home language in the preschool years because it impacts the child’s basic language foundation and their ability to understand and grasp content knowledge...” (pp. 36-37). In addition, research on the importance of the home language is presented.</p>
DLL Identification Procedures	<p>New Jersey Preschool Teaching and Learning Standards state: “The home language survey should be included at the time of registration for families whose first language is other than English... The home language survey should be followed up with an individual conversation between the teacher and the primary caregivers to develop a better understanding of the child’s home language environment and to help families understand the school district’s linguistic, social-emotional and academic goals for the families. The home language survey and information gleaned from family conversations should also be used by preschool teachers to inform instruction that addresses the linguistic needs of each child” (pp. 37-38).</p>
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Not addressed
DLLs addressed in social-emotional development domain	<p>The “children demonstrate self-confidence” standard in the New Jersey Preschool Teaching and Learning Standards lists the following effective teaching practice for social/emotional development: “Adapt materials and activities to support English and non-English language speakers” (p. 21).</p>

Family engagement strategies described	New Jersey Preschool Teaching and Learning Standards state that , “All program information is provided to families in lay terms, in the language most comfortable for each family...” and “Documentation of each child’s progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family” (p. 10).
Teacher qualifications	NJ Preschool Program Implementation Guidelines state that “Master teachers with a specialization in bilingual education should possess bilingual or English as a Second Language certification and either possess or pursue early childhood certification” (p. 11). Additional examples are listed on pages 33 and 38. NJ Preschool Program Implementation Guidelines also provide hiring recommendations on pp. 10-11 and 38-39.
Recommendations for teaching practice/ strategies	<p>New Jersey Preschool Teaching and Learning Standards state that there should be daily routines that “provide opportunities for conversation and self-expression in English and in the child’s home language, if other languages are spoken at home” (p. 14). Recommendations are made for supporting multiple means of creative expression (p. 64). Additional strategies are listed under the Children Identify and Solve Problems Standard (pp. 65-66) and under the World Languages domain (p. 89).</p> <p>NJ Preschool Program Implementation Guidelines state that: “Bilingual staff must be encouraged to use the children’s home languages to provide a classroom environment with rich and explicit vocabulary instruction embedded in the context of developmentally appropriate activities to build comprehensible input, and promote expressive language... Teachers should also provide hands-on, small group literacy instruction focused on comprehension and emergent literacy experiences in the home language, as well as rich exposure to both languages... Non-bilingual teachers and teacher assistants should develop some basic communication skills in the home languages of the children in their classrooms” (p. 39).</p>
Recommendations for Assessment	Not addressed

Sources:

New Jersey Preschool Teaching and Learning Standards, 2013

New Jersey Department of Education Preschool Program Implementation Guidelines, 2010



New York Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Two documents were reviewed for this analysis - the New York State Prekindergarten Learning Standards and the New York State Early Learning Guidelines. The standards provide a clear and compelling rationale for development and maintenance of the home language, including by encouraging bilingual education models. Additionally, the Communication, Language and Literacy domain has a subdomain titled Dual Language Acquisition which outlines specific benchmarks for English language development for DLLs. The table below highlights examples from the source document for the criterion, but is not exhaustive.

Clear statement of Philosophy	<p>New York State Prekindergarten Learning Standards state, “Early childhood education plays an essential role in preparing young English language learners (ELLs) for later success in school. It provides children with the opportunity to develop basic foundational skills in language and literacy before they enter kindergarten ready to learn. Young English language learners can begin to develop these essential foundational skills, even before they have developed strong English language skills. It is, therefore, essential to encourage continued first language development in our children by providing them with appropriate education settings such as a bilingual classroom or an integrated English as a Second Language (ESL) program, which support language and literacy learning in English. Those children who have had rich first language experiences seem to learn a second language, such as English, more easily than children who have had limited experience with the language they have used in their homes since birth. Like other skills, children develop language along a continuum with many factors contributing to the language acquisition process. The background knowledge that each child brings to the task of learning English has to be respected and acknowledged as part of the ongoing learning process (p. 5).</p> <p>“The New York State Prekindergarten Learning Standards acknowledge the central role of language in the achievement of benchmarks as laid out for each of the domains and highlight the needs of learners who are still developing proficiency in English. These standards use students’ first languages and cultures as the foundation for developing academic language proficiency, and encourage the education of young English language learners in a bilingual setting. The New York State Prekindergarten Learning Standards envision language proficiency that builds on language complexity, cognitive engagement, and context within the key areas of language development (speaking, listening, viewing, representing, reading, and writing). The contexts of interaction, as defined by the benchmarks and performance indicators, are found within each of the domains of this document. These contexts allow for a range of language complexity and varying degrees of cognitive engagement as young English language learners interact with peers and adults in an encouraging and supportive environment for the purpose of negotiating meaning as well as exploration and discovery “(p. 5).</p>
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed

DLLs addressed in communication, language, literacy domains	<p>In the Language, Communication, and Literacy domains of the NY State Early Learning Guidelines:</p> <p>“The youngest children seem born with an aptitude to learn multiple languages simultaneously, and research shows that young native speakers learn English as a second language in rich classroom settings with relative ease, provided that the teacher creates opportunities and experiences to support this. Also during this time, a child’s young peers are highly effective teachers, modeling language and providing a safe climate for new English speakers to experiment with their new language in non-threatening ways, especially during free-play opportunities. In the beginning, supportive and nurturing teachers learn a few important words and phrases in the child’s native/home language to help create an environment that is safe and trusting. Phrases about using the bathroom, parents, and food are most helpful. Children who have a rich and supportive language environment in the classroom are likely to build proficiency in the second language more easily and quickly” (p. 97).</p> <p>Under the Dual Language Acquisition sub-domain, several indicators are listed that refer to what children between the ages of 36-60 months should be able to do as they learn English (p. 98).</p> <p>Additional examples are provided under the Receptive Vocabulary (p. 99) and Conventions of Social Communication (p. 114) sub-domain.</p>
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	<p>The Dual Language Acquisition sub-domain lists, “Sample strategies to promote development and learning” for children 36-60 months, including:</p> <p>“Help child develop reasoning skills through use of home language” (p. 98).</p> <p>Additional strategies to promote development and learning are provided (pp. 100, 101, and 111).</p>
Recommendations for Assessment	Not addressed

Sources:

New York State Prekindergarten Learning Standards, 2011

New York State Early Learning Guidelines, 2012

North Carolina Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as using an English Language Development approach. Multiple documents were reviewed for this analysis, including the North Carolina Foundations for Early Learning and Development, NC Guide for Early Years, North Carolina Approved Early Childhood Formative Assessment Tools, and NC Pre-kindergarten Program Requirements and Guidance. The North Carolina Foundations for Early Learning and Development include a section specific to dual language learners that provides a research base for an English Language Development approach, and guidance around teaching strategies and family engagement strategies. In addition, the Foundations indicate that DLLs can demonstrate progress on the Developmental Indicators in either their home language or in English. Other supplemental documents offer guidance on assessment of DLLs and hiring bilingual educators although the state does not require programs to hire staff with specific competencies for working with DLLs. The table below includes examples from each of the source materials for the criterion, but is not exhaustive.

Clear statement of Philosophy	Within the introduction of North Carolina Foundations for Early Learning and Development (“Foundations”) titled, “Effective Use of Foundations with All Children,” a subsection, “Children From Diverse Language and Cultural Backgrounds,” describes the state’s core beliefs and expectations guiding development and learning for DLLs (pp. 16-17). The Foundations also contain a separate section focused exclusively on DLLs, “Supporting Dual Language Learners,” that describes state’s core beliefs and research that should guide teacher’s work with DLLs (pp.149 – 154).
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	The introduction of the Language Development and Communication domain in Foundations states: “Many families speak languages other than English at home. Children need to continue to learn and speak their family’s language because learning their home language lays the foundation for learning English, plus they will learn other concepts more easily. Children whose families speak a language other than English will probably demonstrate progress on the Goals and Developmental Indicators included in Foundations in their home language, so it’s really important to encourage children and their families to continue to use their own language while they are learning English” (pp. 90-91). The domain is divided into three sections: Learning to Communicate (pp.93-103); Foundations for Reading (pp. 104-110); and Foundations for Writing (pp. 111-115). The Learning to Communicate section includes developmental indicators, text boxes specific to DLLs.
DLLs addressed in social-emotional development domain	The Foundations highlights the influence of home language on social-emotional development and states: “Children who are learning English in addition to their home language may need some help communicating with peers who do not speak their home language. Teachers and caregivers must be “in tune” with each child as an individual in order to fully support children’s emotional and social development” (p. 51). In addition, the standards include strategies for adults to use with DLLs: “Observe children in the classroom and facilitate their entry into social groups with their peers. Serve as broker between Dual Language Learners and children who speak English to facilitate their engagement in play with others” (p.60).

Family engagement strategies described	<p>Family engagement strategies are detailed in the “Supporting Dual Language Learners (DLLs)” domain of Foundations in the section titled, “The Importance of Families” (pp. 152-153).</p> <p>For example, “First, it is important to ensure that families have the support that they need, including translation of written documents and interpretation services for oral communications, to fully participate in their child’s education (p.152).</p>
Teacher qualifications	<p>In NC Pre-kindergarten Program Requirements and Guidance, the state provides some guidance on (but does not require) hiring qualified staff for DLLs: “Sites that serve children and families who do not speak English or have limited English proficiency are encouraged to hire staff that are fluent in the child’s native language” (p. section 6-3).</p>
Recommendations for teaching practice/ strategies	<p>Recommendations for instructional strategies in support of DLLs are offered within Foundations in the following domains: Approaches to Play and Learning (pp. 26-47); Emotional and Social Development (pp. 48-65); Language Development and Communication (pp. 88-115); and Cognitive Development (pp. 116-147). For example: “4. Before reading a book or introducing a new concept, determine which words the Dual Language Learners in your class might not know that are important to understand the book. Plan strategies to teach these words.”</p> <p>In addition, within the “Supporting Dual Language Learners (DLLs)” domain of Foundations, there are recommendations for educators included throughout the section along with a chart that offers information on “Dual Language Learning Stages and Suggestions for Teaching Strategies” (p. 151).</p>
Recommendations for Assessment	<p>The North Carolina Guide for Early Years references and promotes seven recommendations by NAEYC and NAECS/SDE for improving assessment practices for DLLs (pp. 93-94).</p> <p>The NC Department of Health & Human Services has also provided guidance regarding Approved Early Childhood Formative Assessment Tools and has developed criteria used for tool approval that addresses linguistic diversity (p. 2).</p>

Sources:

- North Carolina Foundations for Early Learning and Development, 2013
- NC Guide for Early Years, 2009
- North Carolina Approved Early Childhood Formative Assessment Tools, 2013
- NC Pre-kindergarten Program Requirements and Guidance, 2012

North Dakota Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Two documents were reviewed for this analysis - the North Dakota Pre-Kindergarten Content Standards and Selecting a Comprehensive Preschool Curriculum: A Decision-Making Guide for Early Learning Educators. Taken together, these documents provide recommendations for teaching practice and offer guidance on appropriate curricula and assessment methods for DLLs. The Pre-Kindergarten Content Standards also reference use of the home language to demonstrate meeting standards within the Language and Literacy and Social Competence domains. The table below highlights examples from each of the source materials for the criterion, but is not exhaustive.

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Specific goals for DLLs are not addressed; however, DLLs are included in examples of child behaviors that demonstrate meeting standards within the Language and Literacy domain. <ul style="list-style-type: none"> o “Speak clearly enough to be understood in English and/or home language” (p. 10). o “Use English and/or home language to communicate” (p. 10).
DLLs addressed in social-emotional development domain	The following is listed as an indicator of Social Competence: “Use words, in English and/or home language, and non-verbal communication to communicate needs, ideas, experiences, and emotions” (p. 1).
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed



<p>Recommendations for teaching practice/ strategies</p>	<p>The Language, Literacy, Communication and Social and Emotional Development domains include teaching strategies for DLLs, such as:</p> <ul style="list-style-type: none"> o “Share family’s rules, daily routines, home language, and traditions, while recognizing that different families practice different traditions” (p. 15). <p>The “Selecting a Comprehensive Preschool Curriculum” resource includes guidance for early learning educators specific to selection of an appropriate curricula for DLLs, such as:</p> <ul style="list-style-type: none"> o “Does the curriculum include tools and materials in languages represented in the program? Does it offer guidance on how to support young ELLs/DLLs with curriculum materials?” (p. 15). o “Being exposed to a curriculum that values a child’s background “contributes to children’s identity development through active support for home cultures and languages,” (pp. 58, 89) and prepares them for a culturally-diverse world beyond preschool” (p. 16). o “When considering the linguistic sensitivity of a curriculum, NIEER points out that reviewers need to consider the goal of the program in supporting ELLs and DLLs. “Is the goal of the program to provide dual language instruction? Or, is it to acknowledge and support the home language as much as possible, but primarily teach English? ...Or, is the goal to maximize acquisition of concepts and oral language in the home language and teach English as a second language?” The goal of the program may impact the type or amount of materials that are needed to best support teachers and instruction. Regardless of the goal, however, there should be linguistically-sensitive curricular supports” (p. 17).
<p>Recommendations for Assessment</p>	<p>The curriculum guidance document states: “For English Language Learners (ELLs) and Dual Language Learners (DLLs), materials and implementation methods should incorporate the child’s first language to ensure that assessment results reflect children’s actual knowledge of the content being assessed, and not just their ability to understand and speak English” (p. 10).</p>

Sources:

North Dakota Pre-Kindergarten Content Standards, 2013

Selecting a Comprehensive Preschool Curriculum: A Decision-Making Guide for Early Learning Educators, n.d.



Oregon Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. At the time of this writing, the state used the Head Start Child Development and Early Learning Framework as its Early Learning and Development Standards, which include multiple references to use of the home language for bridging into English, and a separate domain for English language development. Thus, the analysis is based on this framework. An updated version of the Head Start Early Learning Outcomes Framework was released in 2015 does not include a separate domain for English Language Development. Oregon is currently in the process of developing an alignment of Common Core and Head Start Early Learning frameworks. A part of this work will include further clarifying expectations for DLLs. The state’s pre-k program requires adherence to Head Start Program Performance Standards. Therefore, the state provides support for DLLs in family engagement, assessment, and teacher qualifications consistent with the Head Start performance standards. The table below highlights examples from the source document for the criterion, but is not exhaustive.

Clear statement of Philosophy	Head Start Child Development and Early Learning Framework states that, “Programs use the Framework to guide curriculum, assessment, and other programming decisions, keeping in mind that they are serving children who need to continue to develop their first language while they acquire English. Programs are to ensure that children who are DLLs progress on each of the domain elements in the Framework. Also, programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language...At the same time, Head Start programs need to promote the acquisition of English for children who are DLLs” (p. 4).
DLL Identification Procedures	Not addressed
Separate domain for DLLs	<p>Head Start Child Development and Early Learning Framework states that, “While 10 of the 11 domains apply to all children, one domain—English Language Development— applies only to children who speak a language other than English at home, also referred to as children who are dual language learners” (p. 3).</p> <p>“Learning English lays the foundation for a successful start as children transition to public school. When children are able to understand and speak some English, they are better prepared to learn from teachers and engage with peers in English-speaking environments. Because the home language serves as a foundation for learning English, ongoing development of the home language also is essential” (p. 21).</p> <p>Additionally, examples of behaviors that individual children may demonstrate in the process of learning English are presented—specifically, examples of receptive and expressive English language skills, and engagement in English literacy activities (pp. 21-22).</p>
DLLs addressed in communication, language, literacy domains	The Head Start Child Development and Early Learning Framework states that, “In the domain of Language Development/ Literacy Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language” (pp. 13-14).
DLLs addressed in social-emotional development domain	The Head Start Child Development and Early Learning Framework states that, “In the domain of Social & Emotional Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language” (p. 9).

Family engagement strategies described	The Head Start Program Performance Standards state: “Communication with parents must be carried out in the parents’ primary or preferred language or through an interpreter, to the extent feasible” (p. 139). Other references are included throughout the performance standards.
Teacher qualifications	The Head Start Program Performance Standards state: “Teachers must demonstrate an understanding of the child’s family culture and, whenever possible, speak the child’s language (see 45 CFR 1304.52(g)(2))” (p. 125). “When a majority of children speak the same language, at least one “classroom staff member or home visitor interacting regularly with the children must speak their language” (p. 141).
Recommendations for teaching practice/ strategies	Not addressed
Recommendations for Assessment	The Head Start Child Development and Early Learning Framework states that, “When assessing children who are DLLs, staff needs to understand that the purpose of assessment is to learn what a child knows and is able to do. With the exception of assessing a child’s English language development, assessment does not depend on a child’s understanding or speaking abilities in English, but on the specific knowledge, skills, or abilities that the assessment measures. For example, a child can demonstrate an understanding of book knowledge or science concepts in the home language. Assessing a child who is a DLL only in English will rarely give an accurate or complete picture of what the child knows or can do. Programs need to choose assessment instruments, methods, and procedures that use the language or languages that most accurately reveal each child’s knowledge, skills, and abilities. The assessment data gathered in the home language can be used to inform instructional practices and curriculum decisions to maximize the child’s learning. Programs are to use culturally and linguistically appropriate assessments to capture what children who are DLLs know and can do in all areas of the Framework” (p. 5). The Head Start Program Performance Standards states that: “Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child’s native language or mode of communication, unless it clearly is not feasible to do so” (p. 167).

Sources:

The Head Start Child Development and Early Learning Framework, 2010

Head Start Program Performance Standards, Office of Head Start, Administration for Children and Families



Rhode Island Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. Multiple documents were reviewed for this analysis, including the Rhode Island Early Learning and Development Standards, Comprehensive Program Curriculum Framework Overview, and the Standards for Approval of Preschool and Kindergarten Programs. Taken together, these documents provide a clear statement of philosophy in support of dual language learning. The literacy and language development domains outline specific components and learning goals for DLLs. The standards for preschool programs and curriculum framework provide further information on the state’s approach to supporting DLLs in family engagement, assessment, and teaching strategies. The table below includes some examples from each of the source materials for the criterion.

Clear statement of Philosophy	Rhode Island Early Learning and Development Standards state that, “In Rhode Island, the ethnic diversity within communities also means that young learners bring a wide range of linguistic experiences to their early care and education settings. Children who speak a language other than English in their homes and communities have varying levels of exposure to and competence in English when they enter early care and education programs. While confirming the importance of supporting these children to learn English, the Standards also clearly recognize these children’s home language as a source of tremendous strength, and its guidelines and indicators promote the continued development and growth of every child’s home language as the child learns English—thus the term “dual language learners” (DLLs). A child’s home language can be thought of as a foundation for the acquisition of English. In fact, research shows that when they have a strong background in their first language, children learn a second language more easily; as well, they have cognitive, academic, personal, and cultural advantages (Ada & Zubizarreta, 2001; Collier, 1987; Cummins, 1984). In other words, the stronger the foundation in the home language, the better able children are to learn to understand and speak English—and to learn across all domains. Clearly, programs need to ensure the continued development of children’s home language, while promoting their acquisition of English. Additionally, children who are dual language learners should have the opportunity to interact and demonstrate their abilities, skills, and knowledge in any language—English and their home language” (p. 6).
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed

DLLs addressed in communication, language, literacy domains	<p>The following is stated in the Language Development domain: “Unlike most of the other progressions in this document, however, specific age thresholds do not define the indicators for English language development (or for development in any other language). Children who become dual language learners are exposed to their second language for the first time at different ages. As a result, one child may start the process of developing second language skills at birth and another child may start at four, making the age thresholds inappropriate. So instead of using age, the Standards use research-based stages to outline a child’s progress in English language development. It is important to note that there is no set time for how long it will take a given child to progress through these stages. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child’s motivation to learn English, and other factors” (p. 27). A similar statement is included in the introduction to the literacy domain. Strategies are included under the Language Development domain, Receptive Language (p. 28), Expressive Language (p. 29), Language Development of Dual Language Learners (pp. 32-33), and Literacy Development for Dual Language Learners (p. 40) components.</p>
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	<p>The following is listed in the program standards: “The written program level plan shall describe how program actively seeks and utilizes input from families in the following areas... establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language” (p. 28).</p> <p>“Teaching staff shall use a variety of resources to communicate with families who speak languages different from their own and, whenever possible, provide information for families in their primary language” (p. 29).</p>
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	A standard in the Program Curriculum Framework Overview states that, “Teaching staff shall implement curriculum in a manner that... supports the development and maintenance of children’s home language whenever possible while promoting English language acquisition” (p. 7).
Recommendations for Assessment	<p>The following is listed in the Standards for Approval of Preschool and Kindergarten Programs: “The assessment methods used by the program shall be... sensitive to and informed by family culture, experiences, children’s abilities, and home language” (p. 25). “Teachers shall assess the developmental progress of each child using assessment data from natural classroom environments and situations consistent with children’s culture, language, developmental abilities and everyday experiences” (p. 25).</p>

Sources:

Rhode Island Early Learning and Development Standards, 2013
 Comprehensive Program Curriculum Framework Overview, 2014
 Standards for Approval of Preschool and Kindergarten Programs, RI Department of Elementary and Secondary Education, 2013

South Carolina Pre-K Standards Analysis for DLLs

English Immersion Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Immersion approach. The Good Start Grow Smart: South Carolina Early Learning Standards for 3, 4, & 5 Year-Old Children were reviewed for this analysis. The standards do not make any reference to use of the home language as a bridge into English, or reflect support for bilingualism. There was one reference to DLLs in the pre-K standards document: “Recent brain research emphasizes the intertwining of intellectual and language growth during the child’s earliest years, as well as the wide variations in development due to the child’s innate abilities, temperament, and home language and literacy experiences”(p. 42).

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Not addressed
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	Not addressed
Recommendations for Assessment	Not addressed

Sources:

Good Start Grow Smart: South Carolina Early Learning Standards for 3, 4, & 5 Year-Old Children, 2009

Texas Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as taking an English Language Development approach. It was not classified as a dual language development approach because, rather than stating an explicit goal of longer term bilingualism and biliteracy, the state articulates that transitional bilingual education models operated by school districts are to be used as the vehicle for English language proficiency. Multiple documents were reviewed for this analysis, including the Texas Pre-k Guidelines and the Texas Administrative Code, Commissioner’s Rules Concerning State Plan for Educating English Language Learners, Chapter 89 Adaptations for Special Populations. The Texas Pre-k Guidelines include a clear philosophy statement, address DLLs in several domains, and provide guidance around instruction, assessment, and family engagement strategies. The Texas Administrative Code sets requirements for DLL identification procedures for preschool programs operated by school districts. The administrative code also includes language requiring school-district-operated preschool programs to share information with families about their child’s progress in both English and the home language at least annually. The table below includes examples from each of the source materials for the criterion, but is not exhaustive.

Clear statement of Philosophy	The introduction of the Texas Prekindergarten Guidelines describes use of the guidelines to support learning for children who are English language learners (p. 4) and reflects on state policy, beliefs and expectations guiding the instruction of DLLs (p.5). For example, “Children who are English Language Learners (ELL) should receive instruction in a manner they can understand and that is commensurate with their proficiency level in English. Children’s current strengths and skills should serve as the starting point for new experiences and instruction rather than become a limitation. To use these guidelines to the best advantage and to extend the learning of skills and concepts, teachers must build on children’s existing competencies” (p. 5). Furthermore, there is a specific section as part of the introduction titled, “How Texas Prekindergarten Guidelines Support Instruction for English Language Learners (ELL)” that offers additional information (pp. 9-12).
DLL Identification Procedures	The Texas Administrative Code includes identification procedures that refer to preschool-age children enrolled in the school district, such as, use of a home language survey and administration of oral language proficiency tests in the home language.
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	The introduction of the Language and Communication domain of the Texas Prekindergarten Guidelines addresses dual language learners. It states, for example, “The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten) requires that we take what students already know and understand about literacy in their home language and ensure that this knowledge is used to help them gain literacy skills in a second language” (p. 49). Also, embedded within the guidelines are instructional techniques and child behaviors that are specific to supporting DLLs. The sections are indicated by a book-shaped icon and are meant to provide further guidance when working with DLLs during instruction in English (p. 49). References to dual language learning are present throughout the following subsections of the Language and Communication domain: Listening and Comprehension (pp. 50-51), Speaking (Conversation) Skills (pp. 52-54), Speech Production Skills (pp. 55-56), Vocabulary Skills (pp. 57-61), and Sentences and Structure Skills (pp. 62-65). Support for DLL instruction also continues within the Emergent Literacy Reading domain (pp. 66-77).

DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	The introduction of the Texas Prekindergarten Guidelines has a section titled, “Families: Critical Players in Children’s School Readiness and Prekindergarten Experience” that includes the National Association for the Education of Young Children (NAEYC) recommendation to provide translation services for families when needed. This section also includes a statement regarding family engagement strategies for educators, including communication with families in their native language about their children’s progress and specific ideas about how they can help out at home (pp. 6-8).
Teacher qualifications	The Texas Administrative Code provides guidance on hiring qualified staff for DLLs. It states, for example, “School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language programs...”
Recommendations for teaching practice/strategies	The “How Texas Prekindergarten Guidelines Support Instruction for English Language Learners (ELL)” section of the Texas Prekindergarten Guidelines introduction, contains a subsection titled “Instructional Recommendations” that provides recommendations for teaching practice/strategies related to DLLs (pp. 10-12). Also, as addressed above, embedded within the Guidelines are instructional techniques that are specific to DLL children and are represented by a book-shaped icon (p. 12). Guidance for instruction of dual language learners is provided in Language and Communication (pp. 49-65) and Emergent Literacy Reading (pp. 66-77) domains as discussed above and also continues within the Mathematics domain (p.83-95).
Recommendations for Assessment	The Texas Prekindergarten Guidelines state, “Whenever possible, skill levels of children who speak a language other than English should be assessed in both their home language and English. Measurement of home language skill level is essential when children are enrolled in bilingual instructional programs “ (p. 24).

Sources:

Texas Pre-k Guidelines, 2008

Texas Administrative Code, Commissioner’s Rules Concerning State Plan for Educating English Language Learners, Chapter 89 Adaptations for Special Populations



Washington Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors have classified them as using an English Language Development approach. The Washington Early Learning and Development Guidelines were reviewed for this analysis. The guidelines provide a clear statement of philosophy and offer recommendations for teaching practices in support of dual language learners. The guidelines also provide specific examples for how DLLs could meet the standards set in the Communication (Literacy) domain. The table below highlights examples from the source document for the criterion, but is not exhaustive.

<p>Clear statement of Philosophy</p>	<p>In the introduction of the Washington State Early Learning and Development Guidelines, there is a section dedicated to “How Children Learn” with a subsection titled, “Young Children can Learn More than One Language” that focuses on “learning tribal language when English is spoken at home” and “respecting the home language and adding English” (p. 8). The following example is from the section on respecting home language and adding English: “Caregivers, child care professionals, and teachers need to respect and foster the languages of their children. Doing so can go a long way toward supporting children’s social and emotional development and academic achievement.”</p> <p>One of the guiding principles for the Washington State Early Learning and Development Guidelines is “promoting the retention of home language and culture” (p. 12).</p>
<p>DLL Identification Procedures</p>	<p>Not addressed</p>
<p>Separate domain for DLLs</p>	<p>Not addressed</p>
<p>DLLs addressed in communication, language, literacy domains</p>	<p>DLLs are addressed in the Communicating (Literacy) domain. The introduction states: “Communication skills begin before birth. Language is an important part of cultural identity. Language skills begin in the child’s home language(s). Tribal children may be learning their tribal language at the same time as a home language. Bilingual and bicultural families may speak more than one language at home” (p. 62).</p> <p>The following examples of how three- and four-year-old DLLs meet the standards are provided:</p> <p>Children ages three to four (pp. 62-63): Speaking and listening (language development) Children may:</p> <ul style="list-style-type: none"> • Show preference for the home language. • Know three to seven words in tribal language (if the family has one) and use them regularly. <p>Reading Children may:</p> <ul style="list-style-type: none"> • Listen to and follow along with books in a different language. <p>Writing Children may:</p> <ul style="list-style-type: none"> • Attempt to copy one or more letters or characters of the home language.

	<p>Children ages four to five (pp. 76-77): Speaking and listening (language development) Children may:</p> <ul style="list-style-type: none"> • Know and use several hundred words in home language. Use new words on own. <p>Reading Children may:</p> <ul style="list-style-type: none"> • Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text. <p>Writing Children may:</p> <ul style="list-style-type: none"> • Explore writing letters in different languages.
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	In the “Ideas to Try with Children” section of the Communicating (Literacy) domain of the standards, teaching strategies for preschool-age children, include: : “Use tribal language or home language for frequently used terms such as “yes,” “wash your hands,” “hello,” “see you later,” “thank you,” “are you hungry,” and so on” (p. 62).
Recommendations for Assessment	Not addressed

Sources:

Washington Early Learning and Development Guidelines, B-third grade, 2012



Wisconsin Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary:

After reviewing the state’s standards, the authors classified them as taking an English Language Development approach. The Wisconsin Model Early Learning Standards were reviewed for this analysis. The standards cite research in the Language Development and Communication domain that is explicit about support of the home language for building proficiency in language and literacy skills in English. The state is also listed as supporting the development of World-Class Instructional Design and Assessment (WIDA) Consortium Early English Language Development Standards (ELD). However, there is no evidence of formal adoption of these standards at the time of this writing. WIDA Early ELD standards could help provide further guidance on ELD learning and teaching expectations for DLLs in the state. The table below includes all examples from the source document for the criterion.

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	The Language Development and Communication domain introduction in the Wisconsin Model Early Learning Standards states: “Children whose home language is not English may demonstrate literacy skills in their primary language before they do so in English” (p. 42). PERFORMANCE STANDARD C. EL.1: Experiences a Variety of Routines, Practices, and Languages (listed as a behavior children may exhibit) of the Wisconsin Model Early Learning Standards states: “Child imitates and repeats the language most commonly heard in their family (This may be a specific dialect or a blend of languages)” (pg. 73). PERFORMANCE STANDARD C. EL.1: Experiences a Variety of Routines, Practices, and Languages (listed under sample strategies for adults) states: “Honor the language of the child and access resources to enhance learning in his/her primary language as well as other languages” (p. 73).
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/ strategies	Not addressed
Recommendations for Assessment	Not addressed

Sources:

Wisconsin Model Early Learning Standards, 2013

PART III | At-A-Glance Matrix

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	Dual Language Development	English Language Development									English Immersion
		Clear statement of philosophy	DLL Identification procedures are clearly identified	Separate domain for DLLs	DLLs are addressed in communication, language, and literacy domain	DLLs addressed in social-emotional development domain	Family engagement strategies are described	Teacher qualifications	Recommendations for teaching practice/strategies	Recommendations for assessment	
Alaska		X			X	X			X		
Arizona		X			X		X		X		
California		X		X	X	X	X		X	X	
Delaware		X			X				X		
District of Columbia											X
Georgia					X				X		
Hawaii*											X
Illinois		X	X	X				X			
Iowa		X			X	X			X	X	
Maine		X	X		X		X	X			
Maryland											X
Massachusetts*											X
New Jersey*	X										
New York		X			X				X		
North Carolina		X			X	X	X	X	X	X	
North Dakota					X	X			X	X	
Oregon		X		X	X	X	X	X		X	
Rhode Island		X			X		X		X	X	
South Carolina											X
Texas		X	X		X		X	X	X	X	
Washington		X			X				X		
Wisconsin					X						

*These states have additional criterion, please refer to the state's individual profile for more information.

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