

A group of young children, mostly Black, are sitting on the floor in a classroom. They are looking towards the left of the frame, where a person's hand is visible holding a book. Some children are clapping. The background shows colorful classroom decorations and furniture.

*Developing Policies that Enhance Learning for  
Multilingual Learners in a Continuous  
Improvement System*

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# Discussion Topics

- Welcome and Introduction
  - Brief Overview of NIEER's Work on Dual Language Learners
  - Who's in the Room?
- Why Focus on Policy for Multilingual Learners? Research Rationale and Policy Landscape
- State to State: Learning from an Initiative in Colorado
- Barriers and Solutions to Effective Policies for Serving MLs

# Overview of NIEER's involvement/research

- Periodic policy briefs:
  - PreK Effects for DLLs, Coherent P-3 Policy, State DLL Policies, Latine Access to Quality ECE, etc.
- Edited volume: *Developing the research agenda for Young English Language Learners*.
- Classroom assessment instruments: CASEBA (research) & SESEBA (self-reflection/coaching tool)
- Building Early Learning Latiné Educators (BELLE)
- Using data to improve policy and practice for MLs in school districts
- Multiple research Studies
  - Two Way Immersion RCT, Sci-Math DLL, DLL Staffing Study, CASEBA Validation Study, Latina Voices, Statewide Evaluation of Classroom Practices Using CASEBA



# Who's in the room?

Please raise your hand if you:

- Work for a state agency?
- Used to work for a state agency?
- Are currently assisting with developing, refining or planning to develop state policies or guidance for MLs?

# Pair share

- Please think of an experience when you felt a shift in your thinking because you were exposed to a new aspect of a culture or language.
- Talk about the experience to the person next to you.
- How can we draw from these experiences to shape policy development?

Why focus on policy for MLs?



# Demographics

- One in three children under the age of 5 are Hispanic (Park, Hofstetter, & Giang, 2022).
- DLLs vary by race, country of origin, generational status, citizenship, parent education, exposure to and use of English at home, proficiency in English, and family living arrangements, all which impact young children's development differentially (Park, Zong, & Batalova, 2018).
- Population of young DLLs also represents the group with the largest achievement gaps when compared to native-English speaking peers (Reardon & Gallindo, 2009).



# Benefits of Bilingualism

Increased language and print awareness, classification and reasoning skills, concept formation, visual-spatial skills, creativity

Bilingual children maintain strong connections to parents, grandparents and extended family leading to improved academic outcomes.

Language is central to children's identity. Security with the home language contributes to positive identity formation.

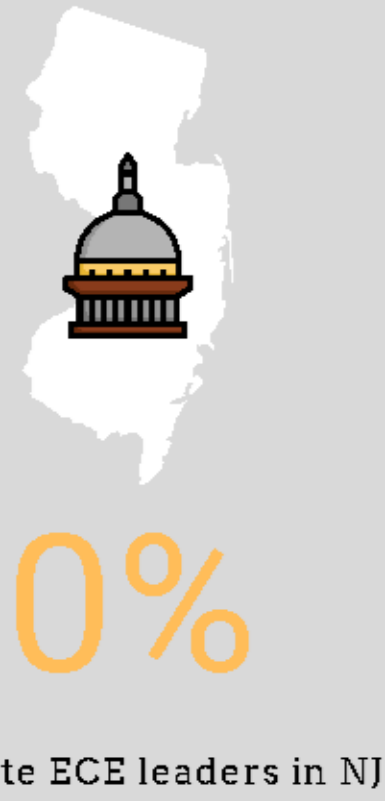
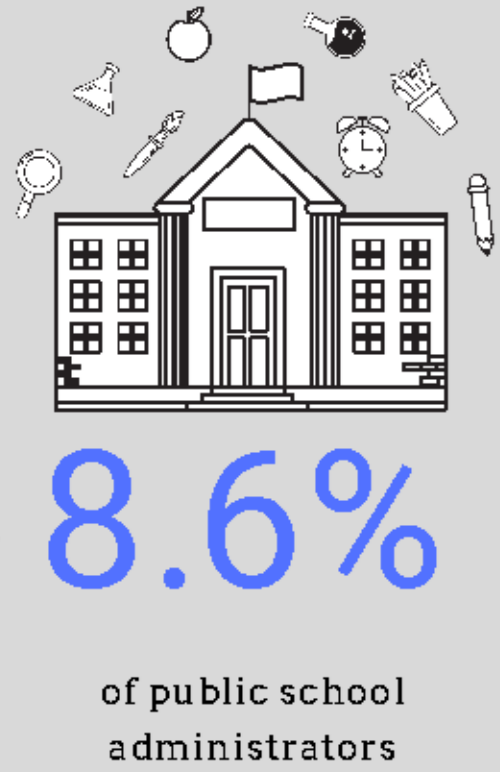
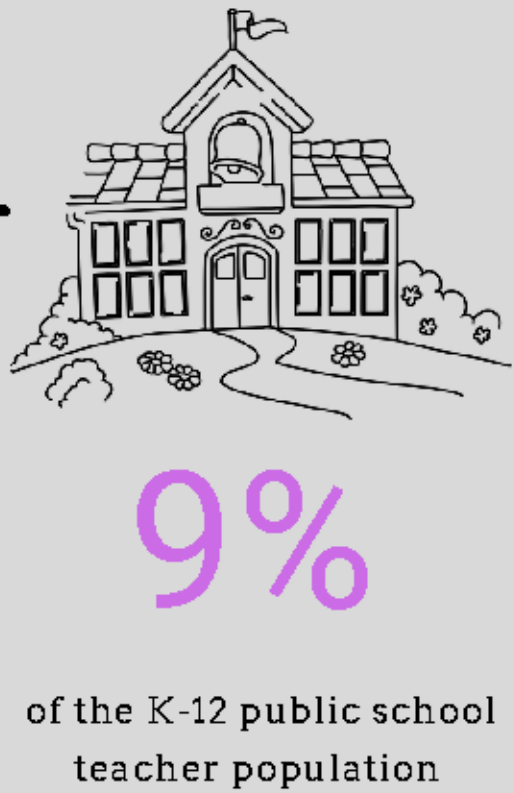
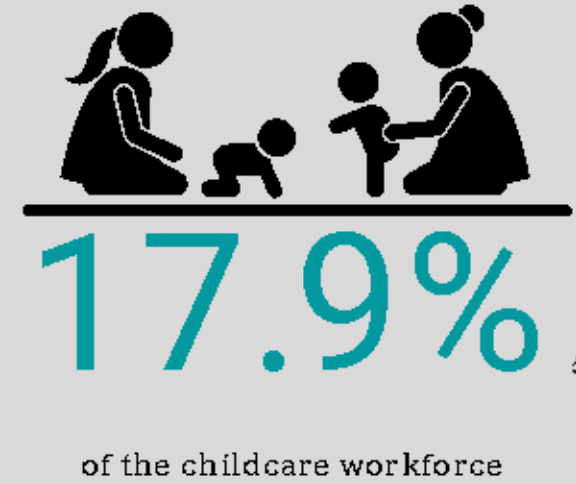


# What we Know from Research

- Attendance in high quality pre-k programs is beneficial for DLLs
- Use of both English and the home language for instruction is associated with positive outcomes
- The way DLLs are configured within a classroom space has implications for their English language acquisition
- Home language inputs provided by a lead teacher increases the benefits of dual language instruction

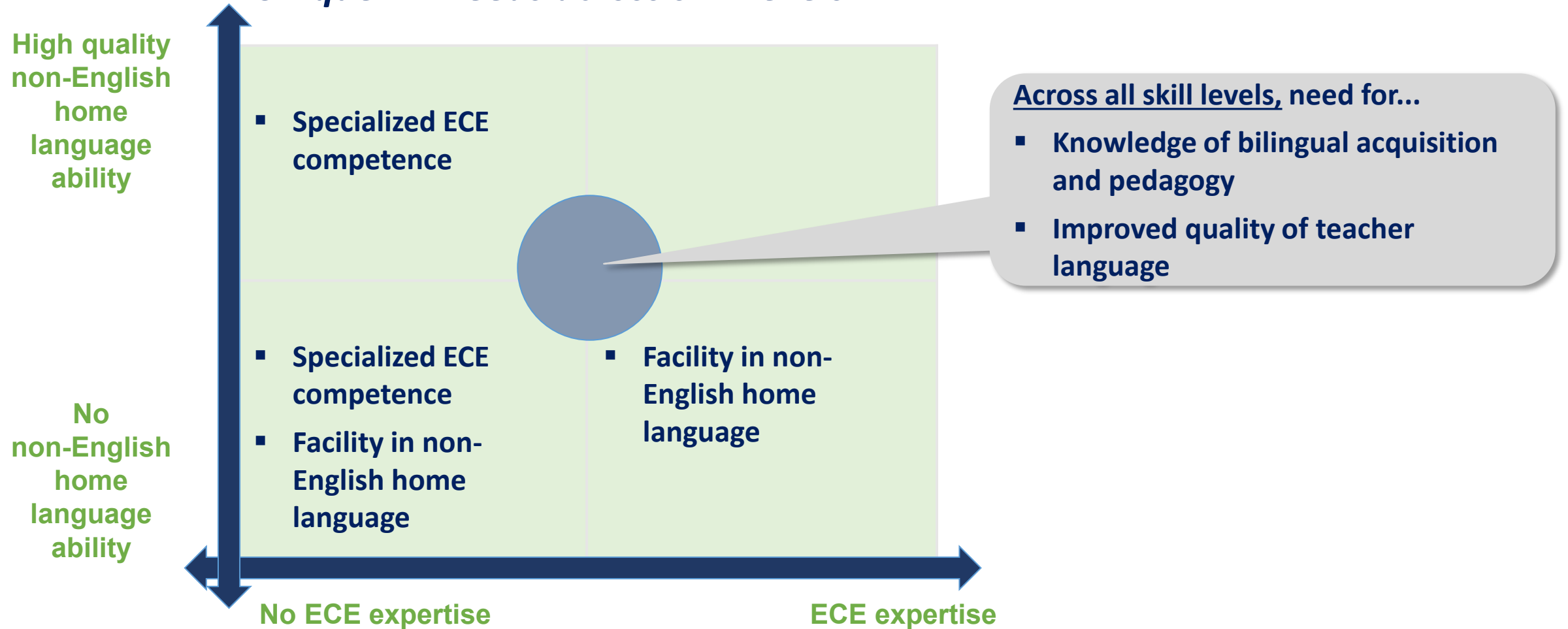


# Latine Educators by the Numbers



# Building a qualified workforce for young DLL: the challenges

## *Unique PD needs across skill levels*





## Professional learning experiences as Latina teachers working with DLLs

- Typical experiences with district-provided PL was arbitrary and boring and often left a desire for deeper and more congruent experiences.
- Desire to have more agency about topics and differentiation- that their years of experience warranted opportunities that may be different from those of more novice teachers



# Latina teachers' language, culture, lived experiences as common ground for working with DLLs

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- Connection to families who have more recently emigrated and going through what they felt they had already been through, mostly as children in public schools learning English
- Trust of families
- Teachers and assistant teachers alike recognized the distinct differences between and among Latine cultures and regional language differences
- All teachers felt supported and encouraged to use their home language but also that they were expected to do this inherently and not because they have received training or coaching



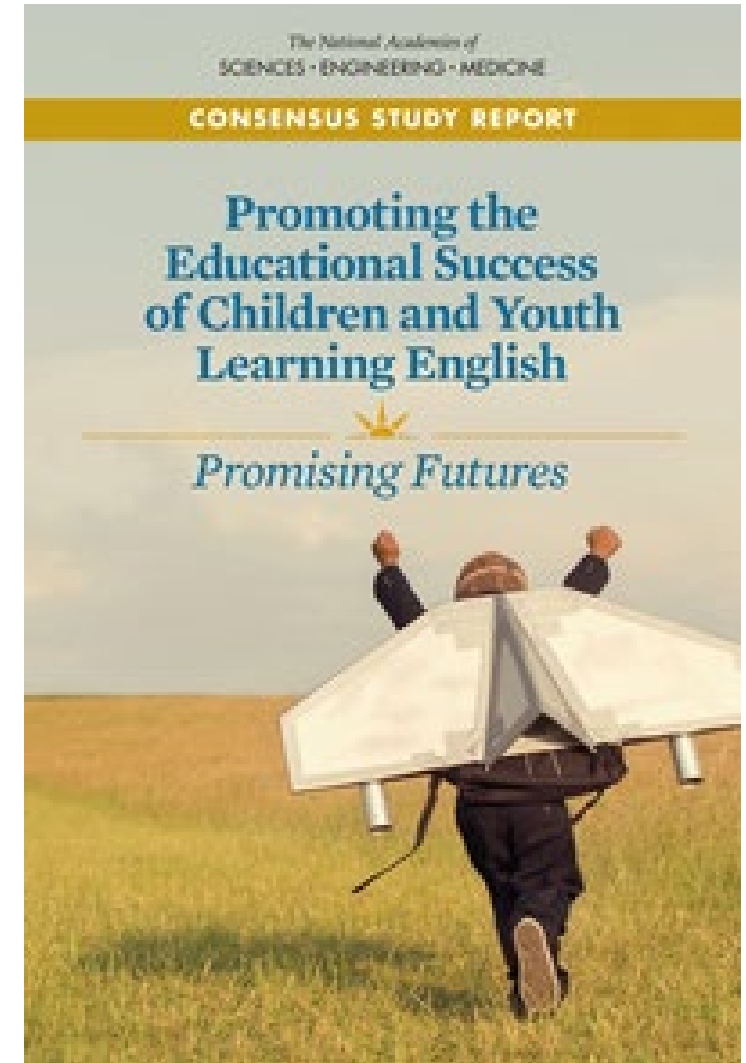




*"Everything that pretty much I do culturally is based on my own, like everyone else. It's not like [there were] workshops on it. You know how [the district] has the dual language program in certain centers? It was just like, "Here you go. Teach in Spanish." That's it. Okay. Never taught in Spanish, but all right. I'll wing it. I did it. I did it for 14 years..."*

## National Academies of Science, Engineering, and Medicine Report (NASEM, 2017)

1. Policy for English learners must be asset-oriented, where policy drives schools to be responsive and aware of students' strengths, needs, and identities.
2. High quality instruction is key and not strictly focused on language.
3. The alignment and articulation within and across systems is critical for creating policy that is maximally supportive of DLLs and ELs.



Where are we on policy and guidance?



# State DLL Policies (2017)

NIEER DLL Benchmarks (Friedman-Kraus, 2018)	Number of States Meeting Benchmark
Approved written plan for supporting DLLs required	17
Extra funding for supporting DLLs	11
Monitoring on quality of Bilingual instruction	14
Children screened in HL	21
Children assessed in HL	19
DLLs placed with other DLLs with the same HL	4
Policies to support families of preschool DLLs	33
Staff require training qualifications for working with DLLs	7
Total programs with No DLL benchmarks met	17

Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). *The State of Preschool 2017: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

# Districts Need Policy, Guidance and Resources

- **Developing a Vision** for dual language instruction to guide teachers and support families
- **Engaging with families** about the importance of the home language for instruction
- **Selecting a model of language instruction**
- **Using data** to identify MLs' characteristics, progress to inform practice
- Providing **on-going, comprehensive professional development** that provides concrete strategies for working with MLs for teachers, assistant teachers, principals, and coaches
- **Continuous improvement system** that tracks MLs characteristics, teaching practices, quality of coaching, child progress



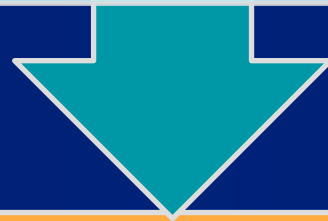
## So . . . Why focus on policy for MLs?

- Demographics of children
- Benefits of bilingualism
- MLs benefit from high quality Pre-K
- Teaching and leadership workforce don't match the population
- Teachers need different skills to be fully qualified for MLs
- They aren't currently getting access to PD to develop the skills
- States, districts and programs need guidance on policy development

# CDEC Vision and Mission

## Vision

All Colorado children, families, and early childhood professionals are **valued, healthy and thriving.**



## Mission

The Colorado Department of Early Childhood ensures the delivery of an **inclusive, community-centered, data-driven, high quality, and equitable** early childhood system that supports the **care, education, and well-being** of all Colorado's young children, their caregivers, and early childhood professionals in all settings.





## 1,905 Providers in A True Mixed Delivery Universal Preschool System

"Universal preschool has been a support to me in allowing me to retain 4-year-olds in my family child care program as a preschool. I have lost students when they are 4 years old in the past because I lacked the funding to offer full tuition to those families. UPK has allowed me to be competitive and have the funding I need so I can pass that benefit on for the family. It has also helped me to afford to stay in the family childcare business."

Jennifer Reyelts

Academy de las Estrellas (A Dual Language Preschool in Garfield County)



**COLORADO**  
Department of Early Childhood



## Welcome to the New Colorado Shines Professional Development Information System (PDIS)

### Log in to the PDIS

\* USERNAME

Enter Username

\* PASSWORD

Enter Password 





## STABILIZATION GRANTS

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*grants to steady the child care sector, sustain the child care workforce,  
and benefit families of young children by providing financial relief*

*The Child Care Operations Stabilization Grant helps offset existing operational expenses, and providers are encouraged to pass along financial relief to families in their care.*

**3823**

*total  
applications*

**88.6%**

*percentage of  
licensed  
providers  
receiving grants*

**242m**

*total funds  
awarded*

**30.8m**

*bonus funds  
awarded*

**64**

*CO counties  
receiving funds*

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## WORKFORCE RECRUITMENT & RETENTION

*scholarships supporting access to the education and training needed to enter the early childhood workforce*

Colorado experienced an unprecedented **11.6% increase** in the early childhood workforce in one year — going from **21,617** qualified early childhood professionals in **July 2022** to **24,151** by **June 30, 2023**. The goal for next year is to increase to 25,117 (+4%).

This year's increase is a result of strategies that focused on expanding access to professional development opportunities; reducing financial hardship through loan forgiveness and scholarships; and strengthening work environments through peer mentoring, coaching, and apprenticeship opportunities.

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<b>6,614</b>	<b>3,452</b>	<b>126</b>	<b>48</b>	<b>\$1.5m</b>
<i>enrollments in free ECE 1011/1031 courses</i>	<i>ECE Higher Education scholarships &amp; Prior Learning Assessment development</i>	<i>EC Mental Health Scholarships awarded</i>	<i>Coaching Scholarships awarded</i>	<i>student loan forgiveness</i>

THANK YOU!

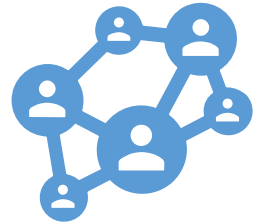


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What are some of the barriers you face in developing effective policy for MLs in your state?



# Table Talk

Pick one barrier and list potential solutions.

If there is time, work on another.





Discussion



Thank you!

