



FIRST 5 CALIFORNIA
Dual Language Learner

PILOT STUDY

Dual Language Learner Pilot Study

Progress Update and New Findings

First 5 California Commission Meeting
October 22, 2020

Heather Quick, Karen Manship
The American Institutes for Research

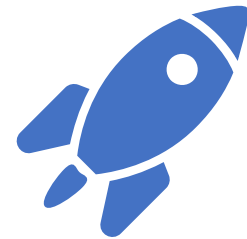
Dual Language Learner Pilot Study Phases



**Landscape/Background
Study: Completed**



**In-Depth Study: In
progress**



**Expansion Study:
Launching soon**



Addressing the In-Depth Study Questions

What strategies for **instruction, professional development (PD), and family engagement** are used for dual language learners (DLLs)?

- Program staff reports on classroom practices, PD, family engagement:
 - Site administrator survey (*as planned*)
 - Educator survey (*as planned*)

What practices support **positive outcomes** for DLLs and their families?

- Child outcomes (*one point in time*):
 - Preschool: Language skills, executive function, pre-academic skills
 - Infant/toddler: Language and overall development
- Child outcomes (*two points in time as planned*):
 - All: Social-emotional development
- Family engagement:
 - Parent survey (*two points in time as planned*)



In-Depth Study: Planned Research Briefs

- Quick Facts: The Landscape of Early Learning and Care for DLLs – *Just released*
- DLL Teachers' Professional Development – *Late October 2020*
- Sites' General Approaches to Supporting DLLs – *November 2020*
- Challenges in Multilingual Child Assessment – *December 2020*
- What We Can Learn from Assessing Math in Two Languages – *January 2021*
- 4–6 additional research briefs in 2021:
 - Relationship between teacher practices (instruction, family engagement) and child and family outcomes
- Final report
- Final summary research brief in English, Spanish, Chinese





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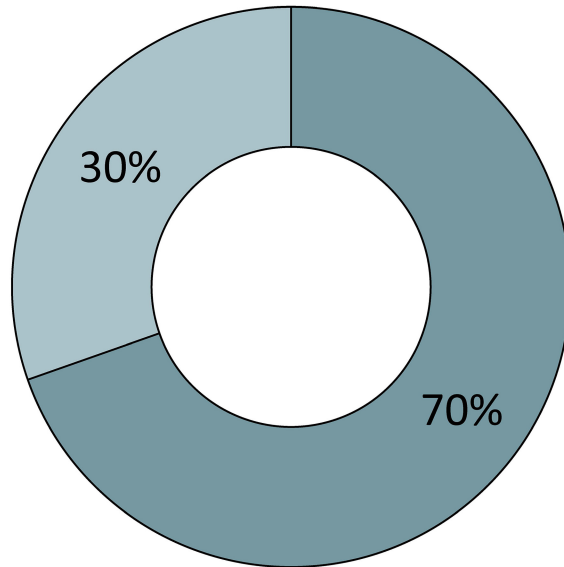
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Early Learning and Care Programs Serving DLLs: Pre-COVID and Now

Findings just released in the study's first *Quick Facts* brief

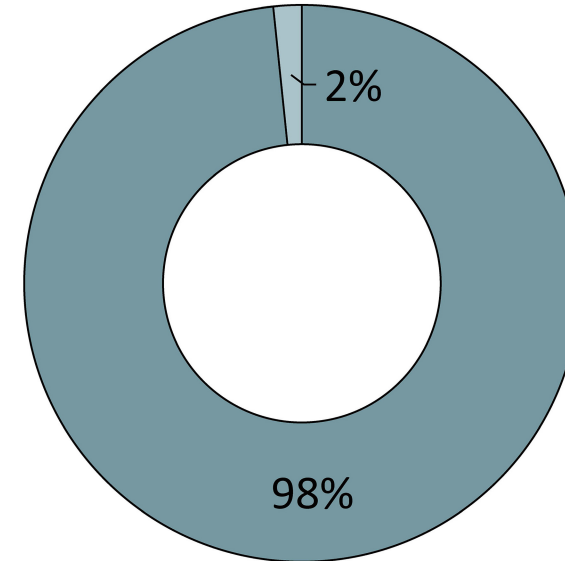
Finding: Nearly All Centers and Most Family Child Care Homes in California Serve DLLs

Family Child Care Homes



■ At least 1 DLL enrolled ■ No DLLs enrolled

Centers

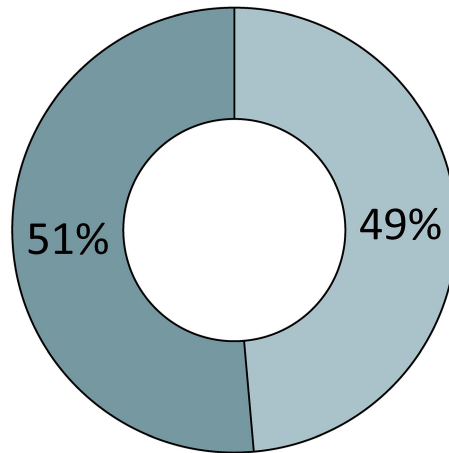


■ At least 1 DLL enrolled ■ No DLLs enrolled



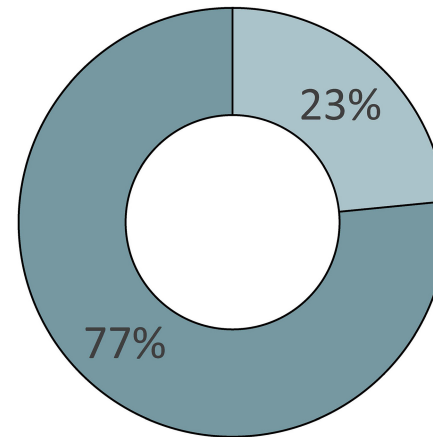
Finding: The Concentration of DLLs in Early Learning Programs Varies Widely

Centers



- Serving less than 30% DLLs
- Serving 30% or more DLLs

Family Child Care Homes

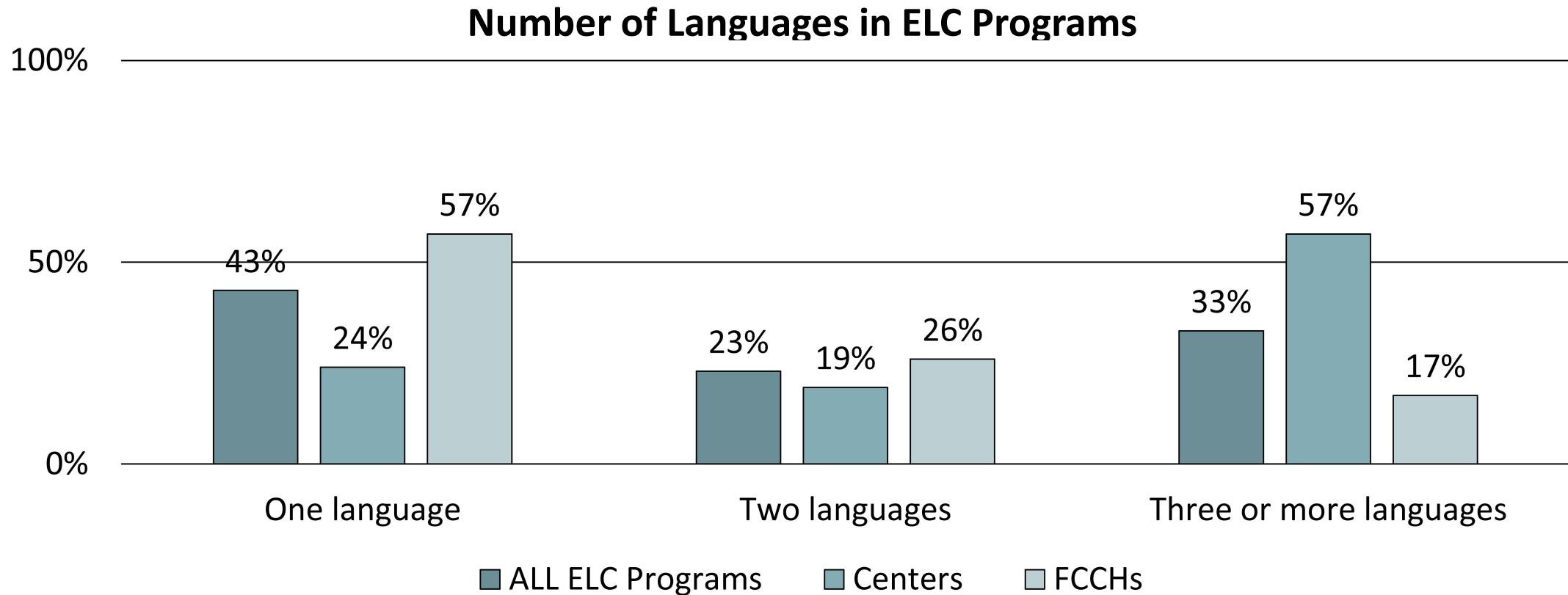


- Serving less than 30% DLLs
- Serving 30% or more DLLs

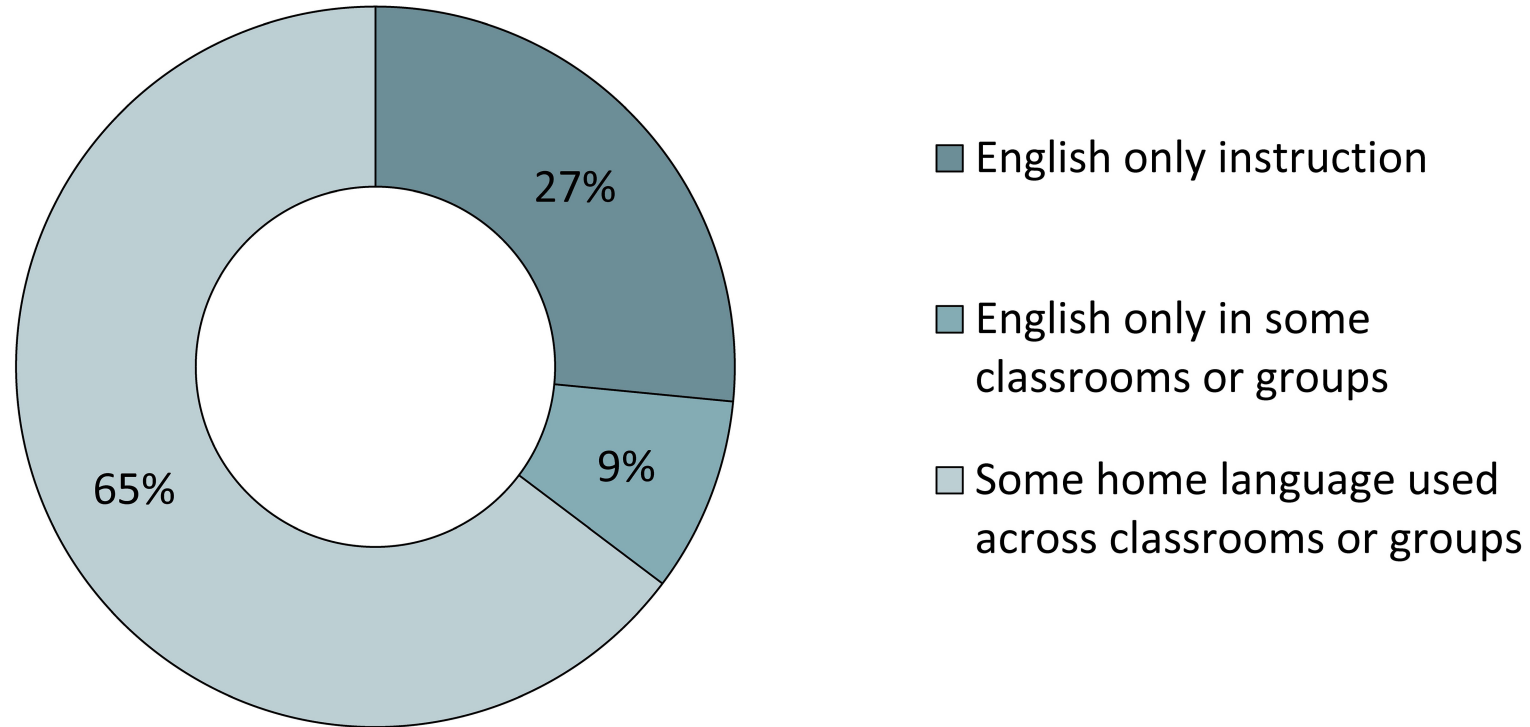
The average early learning program serving DLLs enrolls **53%** DLLs.



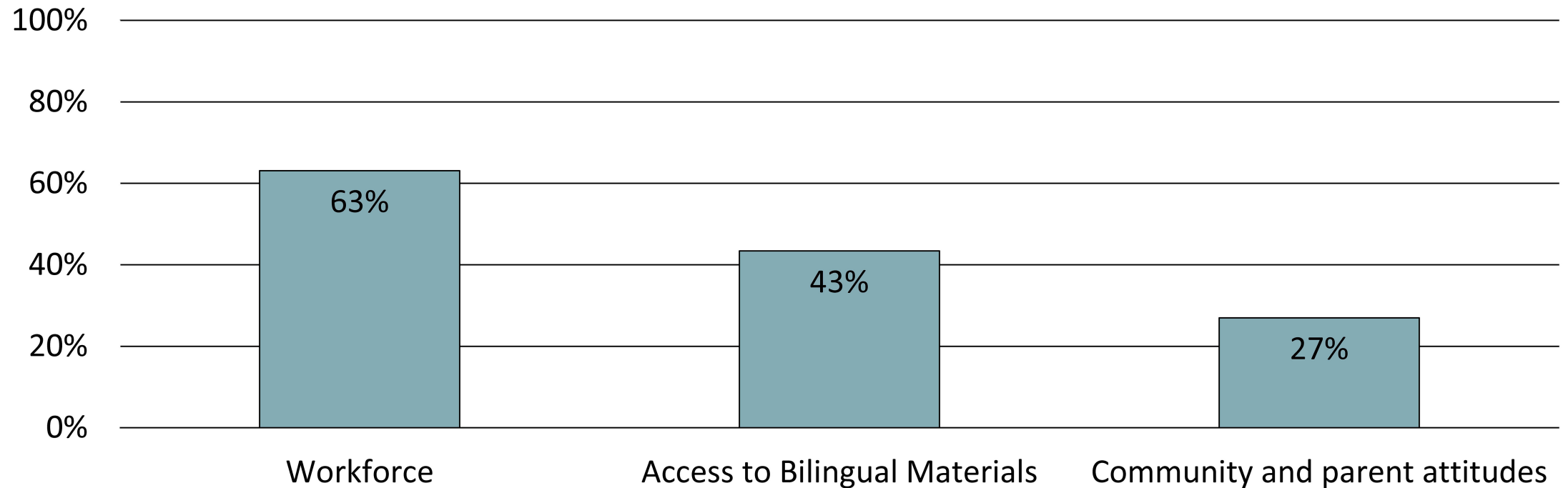
Finding: Multilingual Sites Are Common



Finding: More Than One Quarter of DLL-Serving Programs Use Only English for Instruction



Challenges Directors Report in Serving DLLs



Few Requirements for DLL-Focused PD

- Directors of most programs reported that their staff were not required to participate in PD specifically focused on DLLs.
 - This varied by QCC participation and program funding.
- More details on professional development will be presented in the next research brief (early November 2020).



Impact of COVID-19 on DLLs

- Supplemental survey of a representative sample of early learning programs about COVID.
- Programs reported facing significant financial challenges:
 - 68% reported that their programs' financial stability represented a moderate or major challenge during the pandemic.
 - 58% reported laying off or furloughing staff.
 - 36% had to reduce staff pay (64% of FCCHs, 10% of centers).
- Program closures and new group size requirements have led to fewer children being served:
 - 35% of programs reported that they were closed for in-person care, and 16% of those noted that they were not at all or only slightly likely to reopen.
 - 81% of California's DLLs are no longer being served in the programs in which they were enrolled prior to COVID-19, compared with 73% of non-DLLs.



COVID-19 Challenges: Teacher Perspectives

Reduced Enrollment

“One of the big issues is the loss of income [our program] endured during the last two months and the fears parents have to bring their child to [our program] again.”

Training

“I didn't receive training in virtual learning. I had to learn this technology with trial and error.”

Technology

“I myself can't participate in meetings or trainings because I have no computer. I use wi-fi and [it] is very limited. I can't help my students or parents.”



Adaptations and Investments in Professional Learning

- Teachers described training available to them (and often required) on how to support families virtually and strategies for distance learning.
- Many programs reported staying in close touch with families while programs were closed.



Expansion Study



Expansion Study: Research Questions

Implementation. What factors drive successful local implementation of strategies to (1) build the capacity of ECE educators to support DLL children, and (2) engage and support DLL families, particularly those most in need? How can these factors inform statewide policy?

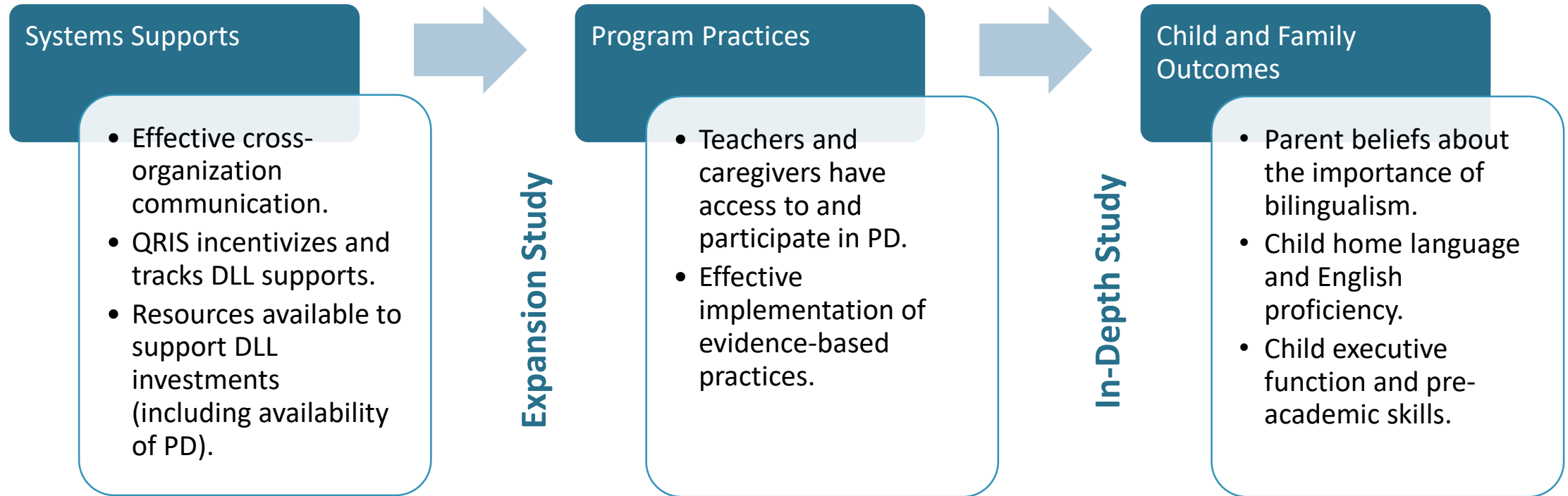


Expansion Study: Research Questions

- **Systems Change.** To what extent, and in what ways, did the DLL expansion projects help change child-, family-, and provider-serving local systems in support of DLL children? How can these outcomes inform statewide implementation?
- **Sustainability and Scalability:** What are the local lessons learned with regard to scaling and sustaining practices for DLL children and families in the context of COVID-19 and in a post-COVID landscape? What are the implications for state policy?



Focus of Expansion Study



Informing Policy

- What approaches to instruction and family engagement are most closely associated with positive outcomes for DLLs?
- What kinds of supports do family child care homes and centers most need?
- What are the barriers to and facilitators of successfully implementing effective practices?





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Questions?

www.CaliforniaDLLStudy.org

