Dual Language Education Policies and Guidelines

Massachusetts Department of Early Education and Care

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Hampshire Educational Collaborative

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Introduction

The Department of Early Education and Care (EEC) in partnership with the Head Start State Collaboration Office (HSSCO) contracted with Hampshire Educational Collaborative in 2010 to develop language policies and practices that support best practices in early education and care programs serving dual language learners, from birth to 8 and their families, and for implementation by providers and programs throughout the mixed delivery system within the Commonwealth of Massachusetts.

The vision for this project relates to the three year strategic directions outlined in the February 2009 "Department of Early Education and Care Strategic Plan: Putting Children and Families First." In this document, three year strategic directions are delineated to "create and implement a system to improve and support quality statewide, increase and promote family support, access, and affordability, and create a workforce system that maintains worker diversity and provides resources, supports, expectations & core competencies that lead to the outcomes we want for children." The Strategic Plan supports the following indicators found in these policies:

- Standards for quality in early education and care programs are research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system;
- Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents;
- Families that are limited or non-English speaking have access to information about early education and care and the services available;
- The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscapes and needs of the families and children.

Statement of Need

The need for language policies at the early childhood level is paramount for improving the practices and outcomes for dual language learners [DLLs][1] (See Appendix A for frequently used acronyms and terms; such as DLL). The population of infants, toddlers and preschool children whose home language is a language other than English is growing at a significant rate (Espinosa, 2010). Most educators are not prepared to work with children from linguistically and culturally diverse backgrounds (Hollins and Guzman, 2005). This challenge coupled with the growth in dual language learners requires that the needs of this population and the preparation and readiness of its educators be addressed.

Infancy represents an immense period of human development. By the first year of life, babies begin to produce sounds, utter their first words and very quickly, string words together to form sentences and express meaning about the world around them (Stechuk, Burns and Yandian, 2006). The same is true for DLLs. "From birth, infants have capacity to learn more than one language" and by 9-12 months, infants can develop two languages and hear the distinct sounds of each (Espinosa, April 2010). By the age of three, young children have mastered many sounds and are able to use words to communicate with ease. Bilingualism, however, is often viewed as a complex endeavor. Parents, caregivers, and others often ask themselves: What is best for children? Is it speaking in one language or both languages? While children seem to miraculously master the basic usage of words

[1] The terms Dual Language Learner [DLL], English Language Learner [ELL], language minority [LM], and Limited English Proficient [LEP] are used interchangeably when referring to a child who is primarily developing language and literacy in a language other than English. The term Dual Language Learner is commonplace among infant, toddler, pre-school nomenclature and shifts to English language learner when describing K-12 students who learn English as an additional language.

and vocabulary and are able to speak in ways that are culturally appropriate, we often view using more than one language as a problem instead of an asset (Stechuk, et al, 2006; Espinosa, 2010; Zacarian, 2011). Language policies and procedures that are developed for the purpose of creating and sustaining programs for infants, toddlers, preschool, and out-of-school-time English language learning children is a much needed endeavor.

Considering the Issues

Early childhood educators must strive to meet the needs of all learners including DLLs. To do this, it is important to have an understanding about the population of DLLs in Massachusetts. The following questions guided the creation of the Massachusetts Department of Early Education and Care policies found in this work:

- Who are Massachusetts' early-childhood-aged dual language learners?
- Typically, who are their early education and child care providers/educators?
- What are providers'/educators' levels of expertise in this area?
- Are there commonalities for language and literacy development in early education and child care settings for DLLs?
- How do these policies take into account the eight competencies put forth by the MA Department of Early Education and Care?
- How are these policies linked or aligned with the MA Quality Rating Improvement System and Standards?

Who Are Dual Language Learners?

Dual language learners [DLLs] represent a large and growing population in our nation's early education and care programs. Between 1995 and 2005, the number of the nation's school-aged ELLs grew by 57% (EPE Research Center, 2009), grew significantly in Massachusetts (National Center for Educational Statistics) and continues

to grow at a rapid rate. These statistics are relevant for infant, toddler, preschool and out-of-school-time programming as they parallel the type of growth that is occurring nationally (Espinosa, 2010) and in Massachusetts.

According to the National Academy of Early Childhood Programs [NAECP], the importance of supporting language development in the primary language of children in addition to English is critical. Urban settings that were once dominated by American speakers of English are rapidly shifting to dominant incidences of culturally and linguistically diverse learners (Tucker, 1990). At the same time, small and rural areas that never had DLLs are beginning to have them. Thus, throughout the Commonwealth, DLLs are increasing significantly. Table 1.1 represents the population of children and youth whose primary language is not English.

Table 1.1 Population of children and youth in the Commonwealth of Massachusetts

	Total # of students	Students in DLL/ELL program	% of total population	Children identified as DLL or ELL	% of total population	Students whose first language is not English	% of total population
General Education Total	**803,104**	**49,657**	**6%**	**49,954**	**6%**	**126,484**	**15.7%**
Ages 3 to 5	74,306	7,034	**9%**	7,338	**10%**	12,952	17.4%
Ages 6 to 21	728,798	42,623	**6%**	42,616	**6%**	113,532	15.6%

Source: (A. Barton, MADESE. Personal communication June 29, 2010 about data produced from the MA Department of Elementary and Secondary Education databases on 6/21/10 about FY 09).

National data about public school ELLs describes the type of significant growth that has occurred. Between 1992 and 2005, the number of public school English language learners jumped from 1.2 million to 5.1 million and by 2009, represented 10% of the total

population (Nieto, 1992; Maxwell, 2009; Garcia, Jensen, and Scribner, April 2009). While most live in urban areas (Capps, et al, 2005), U.S. census data indicates that over 50% attend schools where the total population of ELLs accounts for less than one percent of the total student population (NCES, 1994 and 2000). These realities have deep implications for policies regarding infants, toddlers, preschool, and out-of-school-time children.

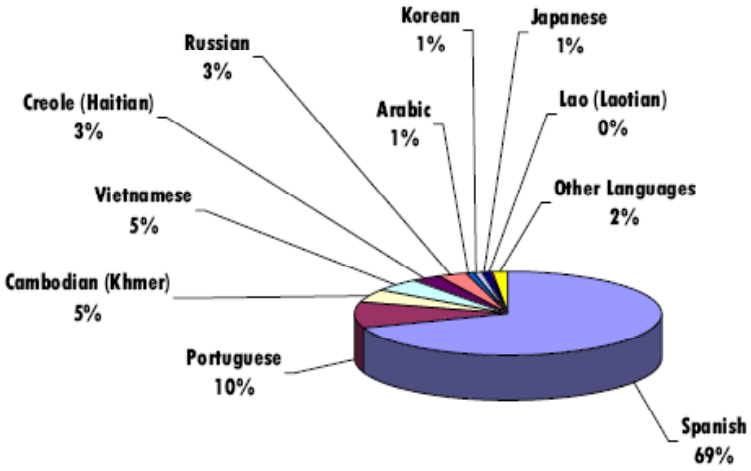
Over 350 languages are represented among the nation's English language learners (Garcia, et al, April 2009). The majority, close to 70%, is Latino, 14% are non-Hispanic white, 12.6% are Asian-Pacific Islander, 3.5% are Black, and 1.2% classified as "other." Also, while 200 different countries are represented among the nation's ELLs, many are born in the United States (Quality Counts, January 8, 2009, p. 15). The same diversity is true for dual language learners. Close to 70% are Latino (Espinosa, 2005).

Some early education and care programs have DLLs from a wide range of language groups, while others have infants, toddlers, preschool, and out-of-school-time children from one or two. Neighboring programs may have very different languages represented among their DLLs (Zacarian, 2011). This diversity among the languages that are represented in Massachusetts reflects that of the nation. As seen in Table 1.2, 69%, almost the same percentage as the nation, are Spanish speaking. In 2007, Massachusetts reported that there were over 115 languages represented among public and public charter school ELLs.

Table 1.2 Languages spoken among Massachusetts public and public charter school ELLs

(Source: Office of English Language Acquisition, Language Enhancement, and Academic Achievement for limited English proficient students. National Clearinghouse for English language Acquisition and Language Instruction Education Programs (2006).

Language	Number of LEPs
Spanish	25,307
Portuguese	3,649
Cambodian (Khmer)	1,876
Vietnamese	1,800
Creole (Haitian)	1,093
Russian	1,067
Arabic	337
Korean	337
Japanese	262
Lao (Laotian)	131
Other Languages	604
Total LEP Enrollment Reporting Languages	36,463



The primary language that a young child and his family speaks is but one descriptor. Families who speak Spanish, for example, have distinct cultures and dialects, and come from many countries in Central and South America, as well as the Caribbean and the United States. The same diversity is true for young children and families from any language group. There are additional factors that are also important to consider.

Dual Language Learners from Literacy-Oriented Backgrounds

Some families have had rich literacy and prior schooling experiences (Pransky, 2009; Zacarian, 2011). Typically, they are oriented to developing their children's language and literacy. Speaking frequently in their home language is highly valued because it is known to be important for a child's communicative development (Vohs, 2010). Reading is commonplace and parenting is focused on developing the communication skills that their

children will need in school. Typically, literacy-oriented parents read a variety of texts and their children observe these literacy behaviors as part of their development. Indeed, home life resonates with everyday school practices such as a parent, relative, or caregiver reading aloud to children, taking children to the library or book stores, and routinely engaging in conversations and activities that are targeted to developing a child's language and higher order thinking skills (Haynes and Zacarian, 2010 and Zacarian, 2011). Thus, one segment of DLLs is introduced to high quality, rich, and continuous language interactions, early literacy, and academically oriented thinking skills from birth. However, this does not negate that they and their families need cultural and language sensitivity so as to feel welcomed and not alienated from their early education and care environments or their language learning needs (Zacarian, 2011; Haynes and Zacarian, 2010).

Dual Language Learners from Non-Literacy-Oriented Backgrounds

There is also a large group of infants, toddlers, preschool, and out-of-school-time DLLs that are non-literacy-oriented (Pransky, 2009). Typically, the parents, relatives, and caregivers from this group are less educated than those from literacy oriented homes, and the children are less exposed to language, literacy and print-rich environments. This is not to say that all parents, relatives, and caregivers do not love and nurture children. Rather, among the population of

DLLs, there are distinct groups, and one of these is not as literate or oriented to language and literacy development as the other. While DLLs from non-literacy-oriented experiences also need cultural sensitivity and language support, they need rich oral and literacy experiences for developing language, vocabulary, literacy, and conceptual skills

as well (Vohs, 2010; Pransky, 2009) and their families benefit from literacy support.

Dual Language Learners from Culturally Disrupted Experiences

In addition to the literacy and non-literacy oriented groups of DLLs, there is also a large number who have experienced major disruptions, such as war, natural disasters, and long-term stress (Pransky, 2008, 2009). These experiences have a major impact on a child's language and literacy development, in addition to other developmental targets that would have otherwise occurred (Pransky, 2008, 2009). When children from these disrupted experiences enroll in early education and care programming, it may be their first exposure to the type of language and literacy practices that will be needed for them to develop school readiness skills.

Dual Language Learners Who Live in Poverty

Poverty is also a big concern for DLLs. Nationally, close to 66% of school-age English language learners come from families whose income is 200% below the poverty level (Quality Counts, 2009, p.15). Infants, toddlers, preschoolers, and out-of-school-time DLLs, like older aged ELLs, are among the very poorest in our country**.** Two studies of preschool children were conducted on language abilities: the ECLS-K cohort and the Head Start National Reporting System studies (Espinosa, 2010). The findings from both indicated that the educational and socio-economic resources that families have available greatly influence their child's academic readiness for kindergarten (Espinosa, 2010). These findings speak strongly about the long-term influences of non or limited literacy and poverty.

Identification of Dual Language Learners is Complex

All early education and care [EEC] programs have important goals for children's language, literacy, cognitive, and social-emotional development (Espinosa, 2008). With an increased emphasis on student outcome is also an increased push for documenting growth. Identifying DLLs and marking their growth, therefore, is an important dimension of any EEC program. While identification and assessment sound logical and perhaps easily accomplished, it is a complex issue particularly with linguistically and culturally diverse children under the age of six (Espinosa, 2008). There are many reasons for the complexities. Many tests were not created for a population other than English speaking, were not normed for a diverse population, and do not measure the type of milestones that are appropriate for children from diverse languages and cultures. Further, some tests place an unrealistic emphasis on English (Espinosa, 2008). This is particularly true in Massachusetts, where the laws regarding teaching public and public charter school ELLs were reformed in 2002 and called for an increased emphasis on an English-only model of instruction known as sheltered English instruction and a move away from bilingual education. An outcome of all of these complexities is that many children are not assessed properly, resulting in under and over identifying DLLs. One remedy is for providers to rely more heavily on parent input about their child's language and literacy development (Genesee, Faradis, and Crago, 2004; Gutiérrez-Clellen and Kreiter, 2003). In addition, observing children's language use can be a critical means for identifying and assessing DLLs as opposed to using tests that were not created for a DLL population or specific DLL populations. Thus, parent interview and observational data should be part of any high quality policies regarding the education and care of DLLs.

Over and Under Identification of DLLs with Learning Disabilities Is a National Concern

The challenge of under or over identifying DLLs with disabilities is of national concern (Klinger and Harry, 2008). It is commonplace to misidentify a DLL as having a disability or to stall a DLL with a disability from being identified as having one (Garcia, Jensen and Scribner, 2009).

In sum, the nation's ELLs come from a wide range of personal, linguistic, cultural, educational, and socio-economic experiences. They continue to grow at a significant rate as a percentage of our nation's children. In addition, identifying and assessing DLLs is a complex endeavor. Further, we often misidentify DLLs as having a learning disability when they do not or we wait to refer those who do. To advocate for the best program and support for Early Childhood educators, language policies need to reflect their DLL populations from a cultural and linguistic perspective. They need to understand that infants, toddlers, preschool, and out-of-school-time children come from diverse experiences. They also need to specifically address the affects of poverty on learning and provide help for children to overcome them. Finally, they need to take into account the competencies put forward by the MA Department of Early Education and Care.

Who are the educators and early child care providers of DLLs?

Nationwide, there is a range of preparedness among early education and child care educators/providers. Some family child care and center-based educators have a high school education and may or may not be fluent in English, whereas others may be highly educated and experienced with infants, toddlers, preschoolers and out-of-school-time

children. However, most of the nation's educators have had no formal training and/or experience working with a growing population of ELLs (Hollins and Guzman, 2005; Zeichner, 1992; and Ladson Billings, 1995). The same is likely true for DLLs. Most educators of infants, toddlers, preschool and out-of-school-time and school-aged children, regardless of educational background, are not sure how to address the English language learning needs of children or how to adapt curriculum for them. Because many have no experience working with culturally or linguistically diverse children, including children who live in poverty and families with no or very limited literacy skills and no prior formal schooling, they have no experiential framework from which to draw. These factors pose complex challenges for early childhood educators, advocates, and leaders.

While many infant, toddler, preschool and out-of-school-time educators do not have college degrees, the lack of training in and understanding about second language acquisition and literacy development speaks to the need for language policies to guide effective early education and care practices.

What program models have been found to be the most effective?

At the national level, there is sweeping diversity among the manner in which programming is delivered. Some programs, for example, include 50% of the day in English and 50% in the home language whereas others include 90% in the home language and 10% in English as well as the reverse. There is little consistency at the national level as to the amount of language support that is provided (Espinosa, 2007).

In an effort to better understand student outcomes, Collier and Thomas (2002) looked at the performance of over 200,000 English language learners on standardized tests. The

students were from five different urban and rural locations in the northeast, northwest, southeast and south central regions of our country and were enrolled in four different program models. The models also included an English component as this is a federal requirement for K-12 programming. The findings from their study provide important information about the types of DLL programming that are most likely to yield the best outcome.

1. **Monolingual program model in the home language.** While Collier and Thomas did not study monolingual programs in a DLL's primary language, they found that programs with a heavy emphasis on the home language had the best outcomes. Further, students from literacy- oriented homes who participated in programming that used rich first-language literacy experiences were much more likely to have better outcomes than alternative models. Collier and Thomas and other scholars, including Jim Cummins and Stephen Krashen, point to the importance of a child's first language. Drawing from these findings, the program model that is likely to be the most successful at the early education and care level is one that is taught solely in the student's primary language.

In descending order of outcome, the additional models that they studied included the following:

2. **Bilingual maintenance/immersion** models in which students continue to develop their home or primary language and learn content in their home language while they also learn a target language. It has been found that this model is the most optimal when children from PreK to grade 2 receive 90% of their instruction in the home language and 10% in English (Soltero, 2004).

Bilingual immersion models are commonly referred to as Dual Language and Two Way models. In these models, there is generally a balance of children from two language groups. Optimal bilingual immersion programs have a solid balance of DLLs and fluent speakers of English. The Center for Applied Linguistics [CAL] (2002) and Center for Research on Education, Diversity and Excellence (Howard and Christian, 2002) recommend that the total population of monolingual speakers of a language other than English (i.e., DLLs or ELLs) be ideally half of the total and no less than of 1/3 of the total.

3. **Transitional bilingual education** refers to a model in which there is a gradual reduction of the primary language as students learn English.

4. **Sheltered English Instruction** refers to a program model in which English and content are taught in English by trained teachers. In these classrooms, lessons are planned and delivered for English and content. Some sheltered English instruction models also include clarification in a child's native language.

5. **English instructed general education programming** occurs in programs with no additional support to learn English as a new language. This is commonly referred to as a 'sink or swim' method.

In Collier and Thomas's study, students enrolled in bilingual maintenance programs were the highest performing group, followed by students in transitional bilingual education, sheltered English instruction, and, finally, general education programming provided in English only. Indeed, the students in the latter groups were far less successful than those enrolled in bilingual maintenance and transitional bilingual education programming (Collier and Thomas, 2002).

Survey and Site Visit Findings

The Massachusetts Department of Early Education and Care conducted a survey of providers (see Appendix H for the survey). The purpose of the survey was to learn about DLLs, their families, and EEC providers and programs in the Commonwealth's mixed delivery system. The survey was sent to providers of center-based, school-age, public preschool, private preschool, Head Start and Early Head Start, as well as family child care programs. Over 12,000 providers received the survey and it was posted on the EEC webpage. Six hundred and ninety-three responded, and an analysis was conducted of these.

In addition, visits were conducted at seven different sites to capture a more detailed picture of early education and care programming. These included public preschool, family child care, centers serving children from birth to kindergarten, out-of-school-time and Head Start program providers across the Commonwealth. The sites ranged from urban, suburban, to rural settings and from bilingual maintenance to English-only models. Some of the sites have children from diverse language groups while others have children from one. The percentage of children who are dual language learners varied as follows: 100% DLL from one language and dialect group, 50% DLL and 50% monolingual speakers of English, to 66% or 2/3 monolingual speakers of English and 34% or 1/3 DLLs from 13 home languages, to 66% or 2/3 monolingual speakers of English and 33% speakers of other home languages including American Sign Language.

The sites also varied in terms of the language(s) spoken in the classroom, the language(s) in which the educators are fluent, the amount of the home language and

English used to teach DLLs, education/experience of the staff, and the expertise of the staff in providing a literacy rich environment for children.

The level of education and expertise of early education and care educators in these sites also reflected a wide range of experiences, from those with high school degrees with relatively low literacy levels to those with Associates and Bachelor's degrees in early education and care. Thus, the variation among the seven sites in terms of educational, professional, and language background was quite wide.

While the number of survey respondents and site visits was a small sampling of the total, the responses reveal four common themes that resonate with national trends (survey response details may be found in Appendix H). These included the following four themes about early education and care in the Commonwealth:

1. DLLs represent a wide and growing number of languages.
2. There is not enough bilingual staff.
3. There is great variety among what is considered to be best practices for teaching DLLs and limited policies to guide the education of DLLs ages 0-5.
4. Providers and educators have had limited preparation to meet the needs of DLLs.

DLLs are mostly Latino and there is a wide range of additional languages represented

As with the national trends, the number of diverse languages represented among the Commonwealth's early education and care population is significant. While the diversity among languages was not as broad as the national statistics of 350 languages, over 61 different languages were noted among the state's population of DLLs. At the national level 70% of the total DLLs are Latino. The survey found that almost the same

percentage, 72% of the Commonwealth's DLLs, are also Latino.

Scarcity of bilingual staff

At the national level, there is deep concern about the capacity to speak the diverse languages that are spoken among the country's DLLs. This same was noted in the survey and site findings. While 60% of the respondents indicated that they speak a language other than or in addition to English, the number of languages represented less than a third of the total languages that are spoken by DLLs and their families. In addition, many of the respondents indicated that they do not have enough or any educators who speak the languages of their DLLs. A significant challenge that was identified is the language barrier. This was noted in terms of program capacity to connect and communicate with parents, secure translators, and identify whether the challenges that are occurring with DLLs are due to the typical developmental process of second language acquisition or language disabilities.

Need for overarching policies guiding the education of DLLs ages 0-5

Few respondents have guiding policies regarding their programming for DLLs. Most consisted of short statements or paragraphs about the value of children's and family's home languages and cultures. The few that had policies did not reflect the targeted age group; rather, they reflected that of school-aged students. This occurred to be in alignment with the laws governing K-12 students as opposed to programming that is based on best practices for infants, toddlers, and preschool-age children. In addition, similar to the national level, it was seen that most programs do not include detailed policies for its DLLs.

The same diversity was noted during the site visits. At one site, for example, all age groups receive instruction in the morning in the home language and the afternoon in English. At a few others, instruction is provided in English with full translation provided in children's home language. For example, in these sites stories are translated sentence by sentence into the home language. In other sites, infant and toddler classrooms are taught in the home language and pre-kindergarten is taught in English as it is believed that the children need to be proficient in English to be ready for kindergarten. In still other sites, English is the sole language that is used by educators. This included an English immersion program, an out-of-school-time program and a program that had a large number of home languages represented. The general belief of the educators in these sites is that the children need to learn English to be ready for kindergarten. Thus, there was inconsistency in the amount of instruction in the native language and when it is provided, which paralleled the national findings.

Need for professional development

A significant challenge was noted at the national level about the lack of prepared staff to work with a growing population of DLLs. Survey and site visit findings paralleled the national findings. Namely, there is a wide range of preparedness from educators with high school degrees with relatively low literacy levels to those with Associates and Bachelor's degrees in early education and care. In addition, the site visits found that some educators, who are DLL themselves, are challenged to pass the written English exams that are required for an Associates degree. As with the national findings, the survey respondents and site visit participants indicated a strong need for professional development to best prepare for a growing population of DLLs. The site visits also

indicate the need to examine the needs of English language learning adults and the preparation that they need to pass English competency exams to earn a higher education degree. In addition, the lack of funding for preparation was noted. Some respondents listed online courses as a potential remedy.

Dual Language Education Policies and Guidelines
Massachusetts Department of Early Education and Care

The following policies take into account research about dual language learners and national trends as well as results from the MA EEC survey and site visits about the Commonwealth's early education and care programming.

Eight core competencies and dual language education

It is critical that the programs and educators serving DLL's are of the highest quality. Programs should rank high on the Quality Rating and Improvement System [QRIS] scale and educators should be strong in each of the core competency areas. Drawing from the QRIS pilot and the eight competences put forth by the MA EEC:

1. It is critical that language policies regarding EC programming for DLLs have a fundamental understanding of the growth and development of infants, toddlers, preschoolers, and out-of-school-time children, including their physical, sensory, language, cognitive, and social-emotional development as well as their unique individual differences. Of particular importance is an acknowledgement of the 'silent period' in which many bilingual children may appear to be delayed in language development when this is not a delay but is a reflection of typical second language acquisition (Krashen and Terrell, 1992). Further, it is important that policies take into account the cultural and linguistic diversity found among the population of DLLs. Key to effective second language development is the implementation of high quality and

continuous language experiences that engage young children in frequent, meaningful and continuous interactions with others.

2. Policies must be guided by respect and acceptance of all children and the belief that language and literacy development is nurtured by children's continual interaction with adults, children, and their environment (Krashen and Terrell, 1992; Cummins, 2002). It is through interactions and conversations that DLLs develop early literacy skills. There must be educators who can communicate in the child's home language, are able to provide enriched early literacy environments and have strong literacy skills. Programs must have a written admission policy that promotes the enrollment of children with diverse cultures and language.
3. Parents and the community must be partners in any early education and care endeavor. DLLs develop their early literacy skills in environments that are familiar to them and where their parents and community are engaged. Further, the cultural and linguistic diversity among the parent community must be represented in any early education and care policies and programming (Zacarian, 2011; Henderson, Mapp, Johnson, & Davies, 2007). Policies must be flexible to support new cultural and linguistic populations as they emerge in differing child care and out-of-school settings. In addition, it is crucial that EC providers have the capacity to communicate with parents in the home language on a daily basis, provide rich family literacy opportunities, and refer parents to ELL programs when appropriate. As such, policies must reflect the need for translations and translators where needed in a language that families

understand meaningfully so that the flow of communication is constant, supported, mutually respected, and engaging.

4. All early education and care environments must take into account the health, safety and nutritional well being of its learners. DLLs cannot develop their literacy skills if they are sick, feel unsafe, or are hungry. Staff must understand and be sensitive to the cultural differences that impact a family's approach to health, safety and nutrition and make accommodations, within licensing guidelines. This includes the practice of serving food that represents the diversity of the children enrolled in the program.
5. Learning environments and written comprehensive curriculum must reflect the cultural and linguistic diversity of the children and be aligned with MA EEC Guidelines for optimal second language and literacy development. In addition, the policies for DLLs must reflect programming that is known to be sound (Zacarian, 2011). Learning environments must also be literacy rich and expose infants, toddlers, preschoolers, and out-of-school-time children to a wide variety of experiences and concepts. An underlying belief about the environment and curriculum is that children learn language when playing and interacting with other children as well as with adults. As such, educators must individualize the curriculum and be intentional in their approach. They must engage children in meaningful conversations, use open-ended questions and provide opportunities throughout the day to scaffold their language and support the development of more complex receptive and expressive language, children's sharing of ideas, problem solving, and positive peer interactions.

Materials and displays must reflect the diversity of the children in the classroom. The importance of conversation, music, etc. in literacy development should be constantly present in EC settings. Programs must provide opportunities for children to learn about the cultures and languages of their peers. Learning environments must also have respect for language variation whereby each child's home language is regarded as a rich and important asset that helps language develop. This is especially true for parents who are concerned that their home language will be a disadvantage for their children. Educators can play a key role in helping parents to understand the many positive impacts of using the home language.

6. Children are to be screened within 45 days of enrollment using a valid, reliable, and language-neutral tool designed for that purpose and observed on a daily basis to monitor progress, adapt curriculum and individualize teaching strategies. Intentional and effective teaching of DLLs can only occur if the educators have knowledge about each child's strengths, limitations and individual development. Appendix E lists some commonly used assessment tools that are known to be language neutral. However, educators should pay particular attention when using these and other assessments with students from language groups that are new to early education and care providers. (For more information on this topic, see Espinosa, 2008 and 2010). Thus, infants, toddlers, preschoolers, and out-of-school-time children's first and second language and literacy development are continually assessed, using appropriate measures, in early education and care settings and at home. Educators of

infants, toddlers, preschoolers and out-of-school-time children must routinely communicate children's language acquisition process with families. Pre-referral, referral, and identification of DLLs with language delays or learning disabilities must include policies that reflect an understanding of second language development to remedy under and over identification practices.

7. Language and literacy policies and procedures must be dynamic and take into account the regulations and standards that are known to be sound and proven to be effective They must take into account the descriptors (High Quality Early Literacy Learning Environments) found in the next section of these policies. They must also be flexible so that changes can be readily made as the population of DLLs shifts and grows and, most importantly, for continually improving the language learning and literacy outcomes of children.
8. Policies must take into account the importance of professionalism and leadership that are built on ethical standards, professional guidelines, collaboration, leadership, and most importantly, professional development to ensure that all providers are familiar with the practices of working with DLLs and the principles that guide them. Staff must receive professional development in strategies that (a) address how to work with children and families from diverse languages and cultures (b) address second language acquisition and (c) draw from translators and others with expertise in diverse languages and language learning to provide ongoing supports to classroom staff. Only staff knowledgeable about DLLs, child development and specifically early literacy can promote children's language development.

High quality early literacy and learning environments for DLLs

Early literacy involves continuous interactions with adults and other children. Vocabulary, language skills, and knowledge about the world are acquired during continuous and interesting conversations with responsive adults. Young children also learn through play. Playing with peers offers multiple opportunities for children to use more complex language through interaction. Children develop and expand vocabulary and comprehension skills through concrete experiences, problem solving, imagining, pretending, observing and learning how to cooperate with others.

The role of educators is to understand literacy development, thoughtfully observe children and provide ways to guide, scaffold, and extend learning. This is accomplished through the following seven components of literacy: literacy as a source of enjoyment; vocabulary and language; phonological awareness; knowledge of print; letters and words; comprehension; and books and other texts (Heroman and Jones, 2010). Thus, literacy in a single language, two languages (as in DLLs) or many languages (as in children who are being reared in more than two languages) involves seven key components. These must be present for all children.

1. Literacy as a Source of Enjoyment. Educators and parents have a key role in establishing children's joy in future reading and writing for pleasure and information. Stories should be read during circle time, in small groups, and to individual children throughout the day. High quality books should be selected and accessible to children in a quiet and cozy space. Educators must also model a love of books and reading. They must show an interest in cultivating children's love of reading by connecting books and

reading to personal experiences and involving them in the pre-reading and writing process by asking questions, using finger-plays or objects, and acting out stories.

2. Vocabulary and Language. Educators serve as role models of language. Using complete sentences when speaking, expanding children's own verbalizations and taking every opportunity during the day to talk, sing, and do fingerplays with children are key activities for developing vocabulary and language. Playing word games, asking open-ended questions and expanding children's thinking and vocabulary are also important. Listening to children to learn and know what interests them is critical. In addition, providing new and interesting activities and experiences that are connected with children's interests is important for expanding vocabulary.

3. Phonological Awareness. Listening to the sounds of language with children, playing rhyming games, clapping syllables, using stories and songs that have alliteration, and playing with the sounds of words is helpful for children to learn and use language.

4. Knowledge of Print. Children learn the function of print to communicate thoughts and feelings and learn the various forms of language conventions through exposure. There are many opportunities to provide different forms of communication including books, lists, signs, labels, recipes, letters, instructions, charts, schedules and menus. It is helpful to include print on cubbies, storage shelves and other areas to provide children with the opportunity to see print. A writing area is also helpful for expanding children's knowledge, as are discussions about the conventions of print when reading or writing.

5. Letters and Words. Children learn to recognize and name the letters of the alphabet, the beginning letters in familiar words, as well as speech sounds. Writing

children's names on their artwork and cubbies helps in the process as does having a classroom that is print rich.

6. Comprehension. Children must make meaning of what they hear and, later, what they read. Comprehension can be enhanced when language-rich activities, conversations, and direct experiences are interesting and at the developmental level of children. Activities that build on children's vocabulary, general knowledge, and interests are critical for building children's personal, world, language, and cultural understanding.

7. Books and other Texts. Children should be exposed to storybooks, informational books, wordless books, poetry, fairy tales, fables, biographies, and other kinds of print materials such as phone books, menus, cookbooks, cards, and magazines.

A literacy-rich environment is one in which the following are seen and heard:

- Conversations between children and educators and between children and children throughout the day including clean up, snack, bathroom, getting ready to go outside, etc.
- Facilitated social interactions between English-speaking children and DLLs with encouragement by educators to speak each other's languages.
- Rich conceptual experiences expanding children's vocabulary and reasoning skills.
- (With infants and toddlers) Description of parent/relative/caregiver's and the child's actions, repetition of and extension/expansion of the child's vocalizations, songs, book reading and expansion of toddlers' vocalizations.
- Songs (made up and real) at all times during the day.
- Fingerplays and nursery rhymes.
- A soft comfortable book area with different types of high quality books is readily accessible to children at all times.
- High quality, interesting stories read to children in large and small groups and individually.

- Educators asking open ended questions and questions for clarification.
- Puppets.
- Children writing, drawing, scribbling, doing invented spelling, dictating stories to educators.
- Dramatic play, block area and other interest areas with literacy props, including relevant books.
- Listening games such as *Simon Says*.
- Spaces organized to encourage conversations and social interaction.
- Print-rich environment that includes children's names on their work and cubbies, word and picture schedules, posted alphabet, and words for a song, class rules, experiences, and stories.

Dual Language Education Policies Emphasize:

- Professional development
- Bilingual bicultural early education and care providers
- Program models that are known to be effective
- Properly identifying DLLs through the use of

  Home language survey,
  Parent interview, and
  Assessment process that is known to be neutral and sound

- A high level of family engagement

Professional Development

Professional development is a key feature for any EEC setting. This is especially true when it is not possible to provide bilingual maintenance programming. While

professional development should be continuously provided, it is even more critical in these circumstances. Professional development should focus on three areas:

1. The process of first and second language acquisition;
2. How the influence of culture and poverty intersects with the second language learning process; and
3. How to create an effective learning environment for improved student outcomes. A first step in this process is to identify DLLs in EEC settings.

In addition to the core competencies discussed earlier, EEC settings should strive to create as seamless a program as possible whereby students and families' languages, cultures and socio-economic statuses are valued as rich resources and integral to the learning process.

Bilingual Bicultural Early Education and Care Providers

High quality early education and care environments should have bilingual and bicultural representatives who have had training in second language acquisition, the influence of culture and poverty on language acquisition, as well as on effective methods for creating a high quality literacy environment. They should also have an assessment tool for measuring language development, a high level of parent involvement and engagement, and materials and activities that reflect students' home languages and cultures.

Implementing program models that are known to be effective

Table 1.3 is to be used to reflect high quality environments. Using Collier and Thomas' (2002) study findings, the highest quality and most preferred model would employ bilingual bicultural trained staff and provide instruction or instructional support in a child's first language. The least preferred model would employ an English only approach as it has been found to be the least effective. All models must include the attributes found in each of the columns to be considered models that have been found to be effective for educating DLLs. The model types found in Table 1.3 are listed in descending order from most preferred to least.

Table 1.3 Ranking of Dual Language Learner Environments

Programming Type	Staff are bilingual and bicultural	Staff trained in SLA, culture and poverty, planning and delivery	Infuse 8 Core Competencies and practices that engage High Quality Literacy environments	Use of an DLL neutral assessment tool	High level of Parent Engagement-Involvement	Materials and activities reflect student's home language and culture
1. Monolingual in language other than English (e.g., Spanish only)						
2. Bilingual Language Maintenance/ Bilingual Immersion						
3. English with some support in L1						
4. English only						

Identifying and assessing dual language learners

The enrollment process should include the following to identify dual language learners:

- home language survey
- parent interview
- appropriate assessment of children.

These should be implemented in the home language, where possible, so that an accurate picture of the child and family is captured.

Home Language Survey

It is important to identify DLLs in any early education and care setting. This information is needed to determine the type of learning environment that is best suited for children. A home language survey is the most common means by which EEC and public schools can screen the children who should be assessed to determine whether or not they are a DLL. Two *Home Language Surveys* are provided in these policies: Appendix C is intended for use with parents of infants, toddlers, and preschool children; and Appendix D is intended for parents of school-aged children[2]

If the answer to any question on the *Home Language Survey* indicates that a child uses a language other than English, such as if the child uses another language when speaking with friends or a grandparent or parents use a language other than English when speaking with their child, the child must be assessed to determine if he/she is a dual language learner/English language learner. It is important to remember that infants, toddlers, and pre school children are referred to as dual language learners whereas school aged children are referred to as English language learners. Federal regulations require

[2] Public and public charter schools employ a Home Language Survey upon enrollment. EEC educators of out-of-school-time children should confer with public school officials to secure this and other important information as to whether or not a child is a Dual Language Learner.

that potential ELLs be identified. Thus, the *Home Language Survey* is a crucial first step in this process.

However, the *Home Language Survey* should not be the only means for identifying DLLs. Some parents may indicate that their child only uses English when it is, in fact, not the case. This may occur for a variety of reasons including parental fear that their child will not be allowed to attend school or will not be treated like other children. When an EEC provider suspects that a student may be a DLL, the child must be assessed.

Interviewing parents

In addition to the Home Language Survey, it is essential to interview parents. The intention of the interview is to provide educators with information about the language(s) that are used at home, the level of education of families, and a child's language development in their home language and English so that programming may be the most optimal. Appendix E is intended for this purpose.

Appropriate assessment of DLL

Identification of DLLs must occur by using language neutral tools. Assessment of language development must be ongoing so as to document student performance. Language neutral assessments, classroom observation, and parent meetings must be routinely administered to ensure that growth is regularly monitored.

Appendix F provides educators with a list of standardized assessments that were developed for the purpose of determining whether or not a child is a dual or English language learner. These assessments are widely used nationwide with preschool and

school aged children. However, they should not be the only means for identifying DLLs; the parent interview, observation of language usage across a variety of contexts, and other samples of children's language are key activities. The results of these provide information about a child. In Massachusetts public and public charter schools, ELLs are identified and then are re-assessed annually using one of the tests listed in Appendix F as well as by examining student performance in class and on statewide assessments known as the Massachusetts English Proficiency Assessment or MEPA.

The following matrix, developed by Espinosa (2008), should be used for the purpose of identifying as well as continually assessing DLLs:

Table 1.4 Matrix for the Language/Literacy Assessment of Young ELL Children (Espinosa, 2008, p. 28)

Purpose for Assessment	**Types of Measures/Procedures**
Determination of Language Dominance	➢ Parent/Family Survey with questions about language usage, interaction patterns, and language proficiency ➢ Teacher observation of language usage across multiple contexts
Language Proficiency	➢ Language samples across multiple settings ➢ Standardized language measures of receptive and productive capacity used cautiously ➢ Teacher ratings/observations
Language Outcomes	➢ Informal assessments aligned with curriculum goals in language of instruction ➢ Language narrative samples in home language and English ➢ Standardized tests in English and home language

English proficiency levels of ELLs

Generally, every school-aged ELL in Massachusetts public and public charter schools is assigned to one of five proficiency levels. Descriptions of these English proficiency levels may be found in Appendix G.

Family Engagement

A high level of parent involvement must routinely occur. Further, parents must be regarded as rich resources and the home language must be honored and valued. Parent engagement involves creating important spaces for parents to take an active roll in their child's education as well as to be educated about what promotes a high quality learning environment.

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and the child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners while providing them with information, resources and support to ensure that children have a healthy, nurturing environment in which to grow and learn (Massachusetts Department of Early Education and Care, January, 2010). This is critical for DLLs and their families. To engage and involve families of DLL's in EEC programming, they must be and feel welcomed and included. The use of families' primary languages and cultures in their child's classroom is critical. Supporting the home language is a key means for helping a child to succeed in school and make the transition to English. Bilingual staff and translators should provide assistance

with written, phone and face-to-face interactions with parents. Workshops and other parent activities should be provided to emphasize the importance of parents reading and talking with their young child every day in their home language. Also, parents should be invited to bring home language experiences to the classroom by engaging in activities such as reading, singing, demonstrating crafts, cooking, playing games, and/or sharing pictures from a trip to their home country.

According to the Quality Rating and Improvement System Standards (Massachusetts Department of Early Education and Care, January 2010), Category 4 Family Involvement must be met for families of DLL's. These are as follows:

Level 2

- Family input is solicited on an annual basis through a family survey in the primary language of the family.
- Families are provided with written information on their child's progress on a regular basis through a checklist or descriptive report.
- Educational and informational opportunities on health, education, child development and other related issues are provided in the language of the families and are offered at a minimum of 3 times a year at varied times convenient for parents such as evenings, early mornings, weekends.
- Families are encouraged to volunteer in the program to assist in the classroom and share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information.
- Opportunities to meet with classroom staff are provided for parents on a monthly basis

Level 3 additional criteria

- Annual survey results are used to develop the program improvement plan.
- A daily two-way communication system is available.
- Staff is available for parental contact each day through a variety of means such as a scheduled telephone hour, checklist, and email.
- Program implements a system for training and support that provides opportunities for interactive family literacy activities for children and their families.
- There is a system in place that identifies family needs and provides information on the appropriate community resources both at intake and on an annual basis.
- Opportunities for parental input into the curriculum, workshops and policies are provided through meetings, parent groups or suggestion boxes
- Program ensures that there are translators available at all meetings, workshops, and conferences to ensure strong communication between the program and families
- Annual self-assessment of the program involves families in the process

Level 4 additional criteria

- Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program
- Program connects families to programs such as adult education, English as a second language, job training and family literacy skills and supports them in maintaining their involvement in these programs
- Program provides training and assistance to families around children's development, early literacy, math, and approaches to learning and engages them

in activities that provide them with opportunities to be full partners in the education of their children

Thus, high quality programming for dual language learners must involve a comprehensive approach that takes into account the diverse needs of infants, toddlers, preschoolers, and out-of-school-time children, as well as the families, educators, and leaders who comprise the EEC community. Working collaboratively and using the policies put forth in this document supports and sustains programming that places a high value on:

- the rich linguistic and cultural diversity found within the community,
- intentional focus on language and literacy development, and
- children's school readiness.

Recommendations for MA EEC Dual Language Education Policy Implementation

The following recommendations are intended for introducing and implementing the Massachusetts Department of Early Education and Care's Dual Language Education policies.

1. Identify a lead consultant(s) for conceptualizing and mapping the means by which the policies will be introduced and participants will be trained to use them.

2. Identify key stakeholders who will be involved in the implementation and governance of these policies. Engage lead consultant to meet with stakeholders to identify the strengths and challenges of implementation. Collaboratively identify solutions or remedies for the challenges. .

3. Lead consultant should create a step-by-step procedure or process, including a time line for implementation and means for assessing/measuring the effectiveness of the implementation phase.

4. Engage in the roll-out process by monitoring the procedure closely and making any changes that are needed to ensure its success.

5. Lead consultant should also develop a set of guidelines and procedures for continually measuring the success of the policies after the implementation phase is completed to best ensure that they are implemented and sustained effectively.

RESOURCES

ASSESSMENT

Espinosa, L. Assessing Young Dual Language Learners: Challenges and Opportunities.
http://www2.ed.gov/about/inits/ed/earlylearning/espinosadeck.pdf
http://www.fcd-us.org/usr_doc/MythsOfTeachingELLsEspinosa.pdf

Office of Head Start Program Preparedness Checklist: Serving Dual Language Learners and Their Families Version 4 (5/2010) Available at http://eclkc.ohs.acf.hhs.gov/www.preKnow

BILINGUAL BOOKS

Basic literacy activities in Spanish, German, French and English for children
http://www.literacycenter.net/playlearn/index.htm

Bilingual Books and CD/s for preK-6 in 40 languages
www.languagelizard.com

Bilingual conversation books and other resources
http://www.mindnurture.com/shop_cat.cfm?catID=7

Free multilingual online books for children:
www.childrenlibrary.org

CULTURAL COMPETENCE/ CULTURAL RESOURCES

60 Multicultural Activities for Out of School time!
www.BOSTnet.org/info@bostnet.org

Challenging Cultural assumptions in Family Involvement
http://www.alliance.brown.edu/tdl/community/resources-activity2.shtml

Culturally Responsive Teaching
http://knowledgeloom.org/index.jsp

Hands-on, language rich, multicultural curriculum and kits from Boston Children's Museum
www.bostonchildrensmuseum.org/kidsafterschool

Responding to linguistic and cultural diversity: recommendations for effective early childhood education
www.naeyc.org/about/positions/pdf/PSDIV98.pdf

Understanding Asian-American Children
http://ceep.crc.uiuc.edu/eecarchive/digest/1994/fend94.html

FAMILY ENGAGEMENT

ELL Family Involvement
www.colorincolorado.org

Family Engagement, Harvard Family Research Project:
http://www.hfrp.org

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). Beyond the bake sale: The essential guide to family-school partnerships. New York: The New Press.

Massachusetts Parent Information Resource Center. Rights of English language learners. Retrieved April 30, 2010: http://pplace.org/publications/pointers/English/pppell.pdf

Massachusetts Parent Information Resource Center. English language learners and State-wide Assessments. Retrieved April 30, 2010: http://pplace.org/publications/pointers/English/pppellsa.pdf

Vohs, J. (April 2010). *Helping young children learn two languages.* Parents Place, a project of the Federation for Children with Special Needs. www.masspirc.org. Volume 11(2).

GENERAL INFORMATION

National Institute for Early Education Research: NIEER.org

www.preKnow

www.zerotothree

LITERACY

Free children's literacy site
www.starfall.com

MA DEPARTMENT OF EARLY EDUCATION AND CARE

www.eec.state.ma.us

EEC Core competencies:
http://www.mass.gov/?pageID=eoeterminal&L=3&L0=Home&L1=Early+Education+and+Care&L2=Workforce+and+Professional+Development&sid=Eeoe&b=terminalcontent&f=EEC_prof_development_core_comp4_educators&csid=Eeoe

EEC QRIS Standards: see category 2 related to curriculum and learning: see subsection related to serving children with diverse languages and cultures. http://www.mass.gov/?pageID=eoeterminal&L=4&L0=Home&L1=Early+Education+and+Care&L2=Workforce+and+Professional+Development&L3=Quality+Rating+and+Improvement+System+(QRIS)&sid=Eeoe&b=terminalcontent&f=EEC_qris_qris_standards&csid=Eeoe

EEC Quality standards for Serving Diverse Languages/Cultures
http://www.massgov/Eeece/docs/EEC/qris/gris_sacc.pdf

MA DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Massachusetts Department of Elementary and Secondary Education. (September 2009). Guidance on Using MEPA Results to Plan Sheltered English Immersion (SEI) Instruction and Make Reclassification Decisions for Limited English Proficient (LEP) Students.

Q&A on the Legal Rights of ELL Students under MA law
www.doe.mass.edu/ell/chapter71A_faq.pdf

OUT OF SCHOOL TIME

Out of School Time: Buddies for ELL Newcomers
www.everything/el.net/inservices/buddies.php

Reading is Fundamental, Primarily for School-Age Children:
http://www.rif.org

60 Multicultural Activities for Out of School time!
www.BOSTnet.org/info@bostnet.org

POLICIES AND PROGRAMMING

Stechuk, R.A., Burns, M.S., Yandian, S.E. (2006). Bilingual Infant/Toddler Environments: Supporting Language & Learning in Our Youngest Children A Guide for Migrant and Seasonal Head Start Programs. Retrieved June 1, 2010: http://www.aed.org/Publications/upload/BITE_web1106.pdf

Tabors, P.O. (November 1998). What early childhood educators need to know: developing effective programs for children for linguistically diverse children and families. Young Child. Retrieved May 4, 2010*:* http://www.naeyc.org/files/tyc/file/WhatECENeedToKnow.pdf

Zacarian, D. (2011). Leading Schools with English language learners. Thousand Oaks, CA: Corwin Press.

TEACHING DUAL LANGUAGE LEARNERS

Ballantyne, K.B., Sanderman, A.R., McLaughlin, N. (November 2008). Dual Language Learners in the Early Years: Getting Ready to Succeed in School. Washington, DC: National Clearinghouse for English Language Acquisition. Retrieved June 2, 2010: http://www.ncela.gwu.edu/files/uploads/3/DLLs in the Early Years .pdf

Espinosa, L. (2010) Getting It Right for Young Children with Diverse Backgrounds: applying research to improve practice. Upper Saddle River, NJ: Pearson Publications.

Haynes, J. and Zacarian, D. (2010). Teaching English Language Learners Across the Content Areas. Washington, DC: ASCD.

Head Start National Resources center resources for dual language families: a comprehensive link to information related to DLL children and families. http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners

Head Start webinars related to supporting Dual Language Families and Children http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/prof_dev/conferences/ReadyforSuccess.html

Head Start Program Preparedness Checklist: Serving Dual Language Learners and Their Families Version 4 (5/2010). Available at http://eclkc.ohs.acf.hhs.gov/

National Institute for Early Education Research NIEER.org

Pransky, K. and Zacarian, D. (2011). My Children's Thesaurus. Northampton, MA: Hampshire Educational Collaborative.

Pransky, K. (April 2009). There's more to see: to reach struggling language learners, teachers first have to learn to think about them differently. *Educational Leadership.* Vol. 66(7). Washington, DC: ASCD. 74-78.

Pransky, K. (2008). Beneath the Surface: the Hidden Realities of Teaching Linguistically and Culturally Diverse Young Learners K-5. Portsmouth, NH: Heinemann

Reading is fundamental, primarily for school age children: http://www.rif.org

Resources and Tips for Teachers on Teaching ELLs www.everythingl.net/resources

WIDA, this is a consortium of 22 partner states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. http://www.wida.us/index.aspx

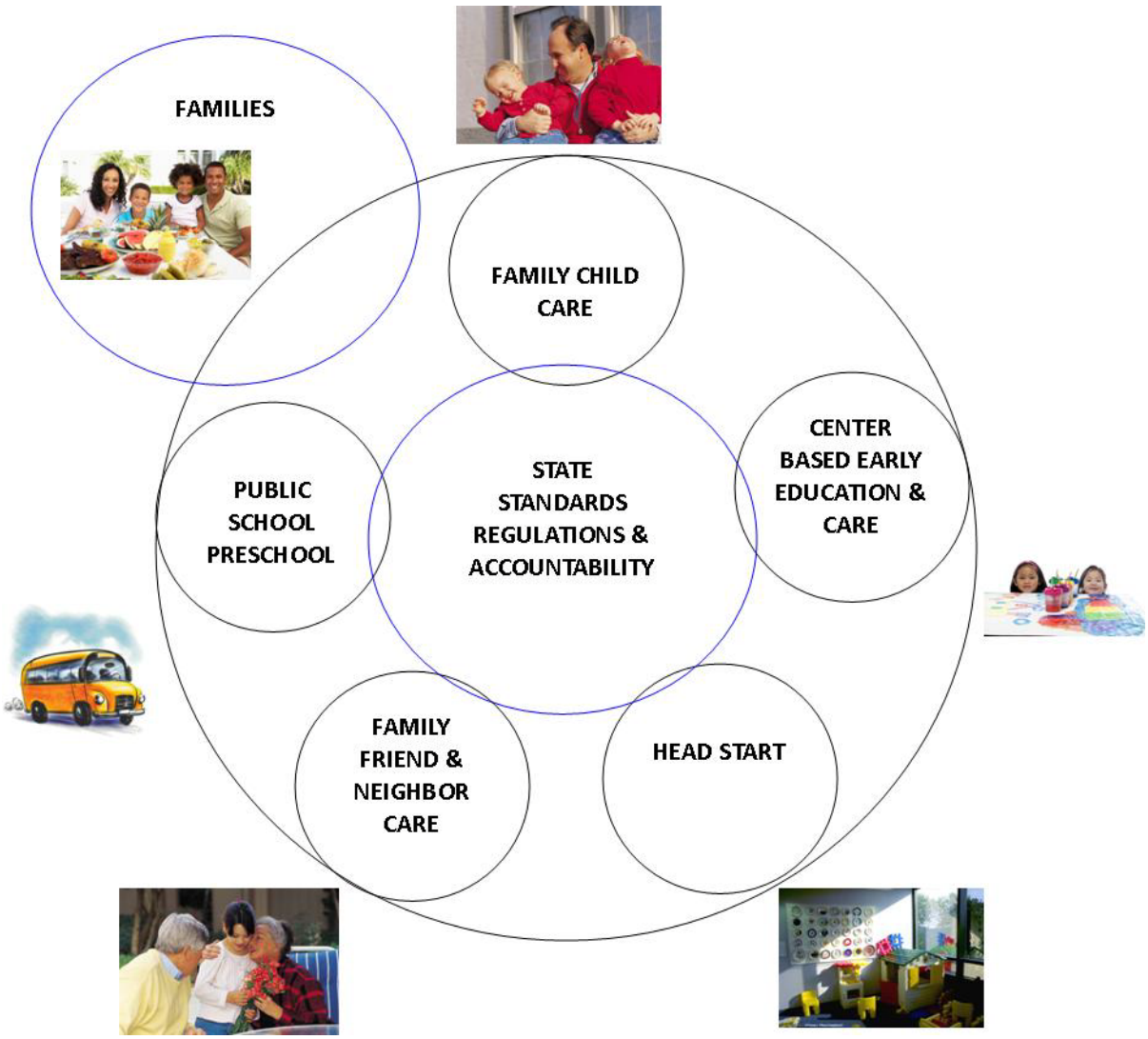
WORKFORCE/PROFESSIONAL DEVELOPMENT SYSTEM

Workforce/professional development system: www.mass.gov/Eeoe/docs/EEC/research_planning/state_planning/workforce_dev_plan09.pdf

Appendix A: Frequently used Acronyms and Terms

CEU	Continuing Education Units
EEC	Early Education and Care
ELPBO	English Language Proficiency Benchmarks and Outcomes
DLL	Dual Language Learner. Commonly used when referring to a child from birth to Kindergarten who is primarily developing language and literacy in a language other than English.
ELE	English Language Education Program
ELD	English Language Development
ELL	English Language Learner. Commonly used when referring to a student from grades K-12 who learned a language other than English at birth and is not yet able to do ordinary class work in English.
ESL	English as a Second Language. Generally refers to the type of instruction that ELLs receive to learn English and the type of teacher who is licensed to deliver instruction for ELLs to learn English
FLEP	Former Limited English Proficient student
FLNE	First Language Not English
Home Language	'Home language' and 'primary language' are used interchangeably in reference to the language that is spoken in a child's home environment or familial context.
LEP	Limited English Proficient Student [LEP & ELL are used interchangeably]
MELA-0	State mandated listening and speaking assessment of English for identified ELLs
MEPA R/W	State mandated assessments of reading and writing in English for identified ELLs
MEPA	Massachusetts state mandated assessments of English language learners consisting of the MELA-O + MEPA R/W
NAECP	National Academy of Early Childhood Programs
Primary Language	Primary language' and 'home language' are used interchangeably in reference to the language that is spoken in a child's home environment or familial context..
SEI/ Sheltered English instruction	Sheltered English Instruction is a term that is used by the Massachusetts Department of Elementary and Secondary Education to describe content instruction that is planned and delivered for learning English and content. Under the law, it may include clarification in a student's home or primary language
Two-Way	Also known as two-way or developmental dual language, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in two languages.
TBE	Transitional Bilingual Education program whereby students receive content instruction in the native language and instruction in English as a second language until they are proficient in English.

Appendix B: Early Education and Care Mixed Delivery System[3] refers to family child care providers, center based teachers, public school teachers and out of school time teachers.



[3] Source: Massachusetts Department of Early Education and Care Quality Rating and Improvement System Pilot. Retrieved June 3, 2010: http://www.mass.gov/?pageID=eoeterminal&L=3&L0=Home&L1=Early+Education+and+Care&L2=Quality+Standards&sid=Eeoe&b=terminalcontent&f=EEC_qris_qris_grant_pilot_qris_grntpilot&csid=Eeoe

Appendix C

Program Name
Address
Contact information

HOME LANGUAGE SURVEY
for
Programs with Infants, Toddlers, and Preschool Aged Learners

Dear Parent/Guardian,

To help your child have a high quality early education and care experience, we ask that you please answer the following questions for each child attending [name of program]. Your answers will help us in creating the best possible program for your child.

Child's Name: (Please Print)_____Today's Date:_____

Date of Birth: _____ Name of Program_____

HOME LANGUAGE QUESTIONS	ANSWERS
1. What language do you speak with your child?	
What language do others use most often when speaking with your child at home?	
What language does your child use most often when speaking with you at home?	
What language does your child use most often when speaking with other family members?	
What language does your child use most often when speaking with friends?	
What language do you use most often when reading to/with your child?	
Has your child been cared for by others?	Yes☐ No☐
If yes to answer #7, what language did the caregiver use when caring for your child?	_____ Language
Would you prefer oral and written communication from the school in English or in your home language?	English ☐ Home language☐: _____ Name of language

Signature of Parent/Guardian:_____Date:_____ ___ ___

Appendix D

School Name
Address
Contact information

HOME LANGUAGE SURVEY
for School-Aged Students

Dear Parent/Guardian,

To help your child succeed in school, we ask that you please fill out the following form for EACH child that attends [name of school/district]. Your answers will help us to provide the best possible educational program for your child.

Child's Name: (Please Print)_____ Today's Date:_____

School: _____ Grade: _____

HOME LANGUAGE QUESTIONS	ANSWERS
1. What language did your child first understand or speak?	
2. What language do you or others use most often when speaking with your child at home?	
3. What language does your child use most often when speaking at home?	
4. What language does your child use most often when speaking with other family members?	
5. What language does your child use most often when speaking with friends?	
6. What language(s) does your child read?	
7. What language(s) does your child write?	
8. At what age did your child start attending school?	
9. Has your child attended school every year since that age? If no, please explain:	Yes☐ No☐
10. Would you prefer oral and written communication from the school in English or in your home language?	English ☐ Home language☐: _____ Name of language

Signature of Parent/Guardian:_____ Date:_____

Appendix E

Interview of Parent/Guardian and/or Newly Identified English Language Learner

Parents should be interviewed to assist in building an effective educational program. The following questions are intended for this purpose. It may be conducted in English or the home language.

Date of Interview:_____

Child's Name:_____ D/O/B _____

Interviewer:_____ Position:_____

Interpreter [if applicable] _____

If child has been enrolled in a prior program, ask Questions 1-6.
All parents/ guardians and/or students should be asked Questions 12-14.

1. What settings outside of the home, has your child attended? Where are these located, and what dates did he/she attend?

   Name:_____

   Location:_____ Dates Attended:_____

   Name:_____

   Location:_____ Dates Attended:_____

   Name:_____

   Location:_____ Dates Attended:_____

2. Is more than one language used to communicate in the child's prior program? Yes ☐ No ☐

   If yes, what are the language(s)? Also, please describe when and how these are used.

3. What ways do parents/guardians participate in [name of child] prior care?

4. Were the child's educators concerned about [name of student] progress? Yes ☐ No ☐

If yes, please describe the concerns.

5. Do you have any particular concerns about your child?

6. What is the highest level of education that you and your spouse have completed?

Elementary ☐
Middle or Junior High School ☐
High School or equivalent ☐
Community College ☐
Vocational School ☐
4-year college/university ☐
Professional graduate degree ☐

7. We welcome your involvement in our program. What activities might you contribute?

Singing ☐
Read aloud ☐
Cooking ☐
Field or walking trip ☐
Vocational School ☐

Appendix F

Commonly Used Identification Tests for Pre-School and School-Aged Children

Written in alphabetical order

Bilingual Syntax Measure (BSM) of listening and speaking

The Bilingual Syntax Measure is an individually administered assessment of listening and speaking. It is intended for preschool and is available in English and Spanish. A Pearson publication and information about it may be found online at: http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8015-983&Mode=summary

IDEA Proficiency Test, IPT

The IDEA Proficiency Test is produced by Ballard and Tighe publishers. It includes listening, speaking, reading, and writing components in English and Spanish. It is available for assessing students' oral language beginning at age 3 and reading and writing beginning in Kindergarten.
Information about it may be found online at: http://www.ballard-tighe.com/

Language Assessment Scale (LAS)

The Language Assessment Scale 'Links' is produced by CTB/McGraw Hill for assessing students from preschool. It is available in English and Spanish for students in grades K-12 and has a preschool version that is available for children beginning at age four. It includes listening, speaking, reading, and writing components.
Information about it may be found online at
http://www2.ctb.com/sites/laslinks/index.shtml

Woodcock-Muñoz Language Survey®–Revised (WMLS-R)

The Woodcock-Muñoz may be used with children beginning at age 2 through high school to assess listening, speaking, reading and writing. It includes English and Spanish versions. Information about it may be found at:

Customer Service Department
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Appendix G

English Proficiency Levels of Identified English Language Learners in Grades K-2

(Massachusetts Dept of Elementary and Secondary Education, 2009)

Level 1

A student at this performance level has not yet developed simple written and spoken communication in English. Errors (lexical, phonological, syntactic, semantic) consistently interfere with communication, and comprehension is mostly demonstrated either non-verbally, through a few basic words, or in a language other than English.

A student performing at this level:

- recognizes only a few letters of the alphabet and reads a few simple, high-frequency words, with visual and graphic support (R)
- writes only a few letters of the alphabet and may attempt a few basic words, but these are seldom recognizable (W)
- speaks using a few basic words with frequent errors; little or no command of isolated vocabulary; responds inappropriately to most questions; is seldom intelligible (S)
- recognizes and comprehends only a few basic spoken words with consistent need for repetition and clarification; may demonstrate minimal comprehension of simple speech either non-verbally, through a few basic words, or in a language other than English (L)

Level 2

A student at this performance level has developed simple written and spoken communication in English. Errors often interfere with basic comprehension and communication, although the meaning is sometimes retained. Limited lexical, syntactic, phonological, and discourse features of English are present.

A student performing at this level:

- recognizes many letters of the alphabet; reads and comprehends some simple written words and phrases, often with visual or graphic support; recognizes some basic features of written English appropriate for the specified grade (R)
- writes some letters of the alphabet, a few basic words, and may attempt phrases or simple sentences, but with little or no control of standard English writing conventions (W)
- speaks using single words and a few basic phrases; gives short responses to simple questions, often using graphic, visual, or gestural support; performs very basic language functions; word choice is often inappropriate or incorrect; is sometimes intelligible but generally difficult to understand (S)
- recognizes some sounds of the English language; comprehends some basic spoken vocabulary, phrases, and simple questions, with frequent need for repetition and clarification (L)

Level 3

A student at this performance level communicates in English and uses the language in the school context. Errors may still impede communication and comprehension; however, the overall meaning is usually retained. A limited range of lexical, syntactic, phonological, and discourse features are used, and oral and written communication, although somewhat inconsistent, is usually accurate and understandable.

A student performing at this level:

- recognizes most letters of the alphabet, and reads and comprehends many common written words including some high-frequency academic language appropriate for the grade level; comprehends the main idea of some grade-level texts, mostly on familiar topics; is aware of some grade-level appropriate features of written English (R)
- writes words, spelling some familiar words correctly, and may attempt short sentences with a limited range of linguistic complexity relative to what is required for the specified grade level; demonstrates limited control of grade-level appropriate standard English writing conventions (W)
- speaks using common words and phrases, and basic grammar and sentence structure, including some high-frequency academic language of the content area appropriate for a student in that grade; attempts sentences with some complex grade-appropriate language structures, with occasional errors and frequent pauses in conversation; is often intelligible (S)
- recognizes most sounds of the English language and comprehends most sentences and questions during interpersonal communication, with occasional need for clarification and repetition; comprehends some grade-level appropriate academic vocabulary, discourse, and texts read aloud (L)

Level 4

A student at this performance level is moderately fluent in English and uses the language in the school context with few or minor errors. The student usually demonstrates control of many lexical, syntactic, phonological, and discourse features, with continued support and assistance as needed; and oral and written communication is mostly accurate and usually understandable.

A student performing at this level:

- recognizes a range of common written words and high-frequency academic language appropriate for the grade level; comprehends most grade-level appropriate texts with language of varying linguistic complexity, on familiar and closely related new topics across most content areas; is aware of many grade-level appropriate features of written English (R)
- writes short sentences and paragraphs, using words and phrases correctly to provide detail; demonstrates modest (adequate) control of standard English writing conventions appropriate for a student in the grade level (W)
- speaks with occasional errors using mostly grade-level appropriate words, phrases, sentences, and expressions, and is mostly intelligible; demonstrates general control of standard spoken English conventions, such as vocabulary and grammar (S)
- recognizes nearly all sounds of the English language and comprehends most oral communications, including most grade-level appropriate academic discourse, with infrequent need for clarification and repetition; recognizes and comprehends most grade-level appropriate vocabulary, including high-frequency academic language of the content area (L)

Level 5

A student at this performance level communicates effectively in English in the school context with few errors. The student demonstrates control of most lexical, syntactic, phonological, and discourse features, and oral and written communication is accurate and understandable.

A student performing at this level:

- comprehends most grade-level appropriate texts with language of varying linguistic complexity on familiar and new topics across all content areas; draws conclusions and makes interpretations from text; demonstrates a beginning awareness of implied ideas; is aware of most grade-level appropriate features of written English (R)
- writes and edits texts as required of a student in the specified grade; demonstrates control of most grade-level appropriate standard English writing conventions; uses descriptive words and phrases to provide detail and fit the audience and purpose (W)
- speaks with grade-level appropriate fluency, including academic language of the content area; generates innovative language in social and academic settings, varying speech to fit audience and intent; can sustain interpersonal interaction; demonstrates control of most standard spoken English conventions; is almost always intelligible (S)
- comprehends most extended and prolonged oral communication, including grade-level appropriate academic discourse, with little need for clarification or repetition; recognizes and comprehends most grade-level appropriate vocabulary, including high-frequency academic language of the content area (L)

Appendix H: Massachusetts Department of Education and Care Survey and Responses

The Massachusetts Department of Early Education and Care (EEC) in partnership with the Head Start State Collaboration Office has contracted with Hampshire Educational Collaborative to develop policies and approaches for working with English language learners (ELLs) in early education and care settings, birth to eight, in a mixed delivery system.

As a valuable part of this work, we are collecting input from the field. If you are an early education and care provider, we would like to hear about your work and experiences with ELL in Massachusetts. Your responses to the following questions will greatly help us in this work. Thank you in advance for your participation.

This survey will be open for responses until Thursday, June 3 at 4:30pm. If you have any questions regarding this survey please contact Jennifer Amaya Thompson at 617-988-6634 or via email at Jennifer.AmayaThompson@state.ma.us

Please Note: The term English language learner (ELL) refers to a child whose home or family language is a language other than or in addition to English. The term "English language learner" encompasses other terms frequently used, such as dual language learners (DLL), Limited English Proficient (LEP), English learners, and children who speak a language other than English (LOTE).

1. What type of setting is your early education and care program?

- ☐ Family Child Care Provider
- ☐ Center Based Program
- ☐ Private School Preschool Program
- ☐ Public School Preschool Program
- ☐ Head Start Program
- ☐ Early Head Start Program
- ☐ Other (please specify)

Responses:

Family Child Care Provider	27%
Center Based Program	36%
Private School Preschool Program	7%
Public School Preschool Program	19%
Head Start Program	7%
Early Head Start Program	2%
Other	16%

Most of the providers in the 'other' category were faith based or after school program providers, or part of public and public charter or private charter Kindergarten programming.

2. What age group(s) does your program serve? Please check all that apply.

- ☐ Under 2.9 years old
- ☐ 2.9 to 5 years old
- ☐ 6 years or older

Responses	
Under 2.9 years old	54%
2.9 to 5 years old	89%
6 years old and older	36%

3. Does your program currently serve children and families whose language at home is a language other than or in addition to English?

	Children	Families
Yes	☐	☐
No	☐	☐

Responses
89% indicated that they serve children and families who home language is a language other than English.

4. Does your program have written policies or guiding principles for working with children and their families who are English language learners?

	Children	Families
Yes	☐	☐
No	☐	☐

If yes, please briefly describe the policy:

Responses
49% stated that they do have policies. Many of these were sent to EEC. 90% consisted of one or two paragraph statements about the value of children's and family's home languages and cultures. The survey yielded the same findings anecdotally. The responses that directly discussed policies generally referred to district policies regarding K-12 programming as required by the MA Department of Elementary and Secondary Education as opposed to infant, toddler, preschool, and out of school time education and care.

5. Which language(s) other than or in addition to English do the children and families in your program speak? If the language is not listed please select other and specify which language(s).

	Children	Families
Spanish	☐	☐
Portuguese	☐	☐
Creole	☐	☐
French	☐	☐
Chinese	☐	☐
Italian	☐	☐
French Creole	☐	☐
Russian	☐	☐
Greek	☐	☐
Polish	☐	☐
Vietnamese	☐	☐
German	☐	☐
Arabic	☐	☐
Non-Khmer, Cambodian	☐	☐

Other, please list languages:

Responses:
72% responded that they speak Spanish. A significant number, in order of most common to least, speak Portuguese, Chinese, Russian, Arabic, French, French Creole, Vietnamese and Khmer. The following 52 languages were listed under 'other':

Albanian	Hindi	Rumanian
American Sign Language	Hmong	Samoan
Armenian	Hungarian	Serbian
Bantu	Indonesian	Singalese
Bulgarian	Italian	Tagolog
Burmese	Japanese	Tamil
Cantonese	Karenni	Telagu
Cape Verdean	Kazakh	Thai
Chichewa	Korean	Tibetan
Danish	Latvian	Tigrinya
Dutch	Liberian	Tiki
Farsi	Luganda	Turkish
Finnish	Malay	Twi
German	Marathi	Urdu
Greek	Moldovan	Wolof
Gujarati	Nepali	Yoruba
Hausa	Patois	
Hebrew	Pashtu	
	Punjabi	

Some respondents were not sure of children's specific home languages stating that it was an African, Indian, or Thai dialect. Thus, this small sampling reveals that 61 languages are represented among the mixed system of early education and care and that additional languages are likely due to some being listed as 'unknown', the size of the survey sampling, and the wide range of diversity found in the national statistics about the languages represented among DLLs

6. Do the staff in your program speak language(s) other than or in addition to English?

☐ Yes ☐ No

Responses: 60% stated that they have staff who speak languages other than English.

7. If staff in your program do speak a language other than or in addition to English, which other language(s) do they speak? If the language is not listed please select other and specify which language(s).

Spanish ☐
Portuguese ☐
Creole ☐
French ☐
Chinese ☐
Italian ☐
French Creole ☐
Russian ☐
Greek ☐
Polish ☐
Vietnamese ☐
German ☐
Arabic ☐
Mon-Khmer, Cambodian ☐
Other, please list languages:

Responses: 74 percent of the respondents answered the question regarding whether staff speak a language other than or in addition to English. 60% of the respondents stated that they have staff that do. The following information reveals the languages that educators speak:

Albanian	Hebrew	Sesotho
American Sign Language	Hindi	Spanish
Armenian	Italian	Tagolog
Danish	Japanese	Ukrainian
Farsi	Korean	Urdu
Finnish	Nepali	Wolof
Haitian Creole	Pashtu	
	Polish	

8. Do you or your staff do activities to help children who are English language learners develop their language skills? If so, please describe what activities you and/or your staff do to help the children develop their language skills.

	Children	Families
Yes	☐	☐
No	☐	☐

If yes, please list any activities and differentiate those that are conducted in the children's first language and those conducted in English:

Responses: 401 or 58% of the total respondents answered the question regarding the ways in which they support their DLLs and their families' language development. The responses fell into seven themes. In order of the most to the least common responses, these were:

1. Providing English classes for parents,
2. Providing parent trainings about their child's education,

3. Providing parents with translators,
4. Providing children with language development in their home language,
5. Providing strategies to help children to understand a lesson,
6. Providing children with instruction in English as a second language, and
7. Involving parents in their child's classroom.

The most common response referred to the importance of providing English classes for parents. Some of the respondents provide these classes within their programming while others secure information about English classes and help parents to enroll in them. In addition, many respondents offer parent trainings to support an understanding about literacy practices; such as reading-aloud to a child. Many provide translators for parent meetings and translate early education and care related information. In addition, several provide children with instruction in the home language. Some responded to the question by describing the strategies that are used to help children to comprehend a lesson or activity. The strategies included modeling, using multisensory modalities, dramatic play, and music. A small number responded that children receive instruction in English as a second language [ESL]. However, among these respondents, the amount of time that children receive ESL varied widely and this activity took place, almost exclusively, in public and public charter schools. Finally, a small number responded by describing the ways in which they support parent involvement in their child's classroom.

9. Do you help the families of the children in your program develop their language skills? If yes, please describe what you and/or your staff do to help the families develop their language skills.

	Children	Families
Yes	☐	☐
No	☐	☐

If yes, please describe how you help the children and families develop language skills:

Response: 401 or 58% of the total respondents answered the question regarding the ways in which they support their DLLs and their families' language development. The responses fell into seven themes. In order of the most to the least common responses, these were:

1. Providing English classes for parents,
2. Providing parent trainings about their child's education,
3. Providing parents with translators,
4. Providing children with language development in their home language,
5. Providing strategies to help children to understand a lesson,
6. Providing children with instruction in English as a second language, and
7. Involving parents in their child's classroom.

The most common response referred to the importance of providing English classes for parents. Some of the respondents provide these classes within their programming while others secure information about English classes and help parents to enroll in them. In addition, many respondents offer parent trainings to support an understanding about literacy practices; such as reading-aloud to a child. Many

provide translators for parent meetings and translate early education and care related information. In addition, several provide children with instruction in the home language. Some responded to the question by describing the strategies that are used to help children to comprehend a lesson or activity. The strategies included modeling, using multisensory modalities, dramatic play, and music. A small number responded that children receive instruction in English as a second language [ESL]. However, among these respondents, the amount of time that children receive ESL varied widely and this activity took place, almost exclusively, in public and public charter schools. Finally, a small number responded by describing the ways in which they support parent involvement in their child's classroom.

10. What tools, techniques, and/or strategies does your program use for assessing English language learners? Please describe these tools, techniques and/or strategies and include whether the assessment is formally or informally conducted:

Responses: 227 or 33% responded to the question about the strategies that are used to assess students informally and formally. A significant number responded that they do not assess children formally or informally. In addition, several educators of children under the age of 5 responded that they need assistance in this area. The themes among those who responded with the types of tools that are used to identify children who may be DLLs and assess the language development of those who are identified, in order of the most to the least common response, were:

1. Creative Curriculum Assessment Tool, an observational tool used to assess children from birth to age five.
2. Informal assessment
3. Observation
4. Home language survey
5. Standardized assessments that are required by the Massachusetts Department of Elementary and Secondary Education, for school-aged children, including the Massachusetts English Language Assessment-Oral, [MELA-0], an observational assessment of listening and speaking in English of school-aged students and the Massachusetts English Proficiency Assessment in reading and writing [MEPA R/W].

11. What has been particularly challenging in your work with children who are English language learners?

Responses: 276 or 40% of the total responded to the question regarding what has been particularly challenging working with DLLs. The themes in order of most common to least common were:

1. Language barrier
2. Connecting and communicating with parents
3. Securing translators
4. Identifying whether the challenge is related to second language acquisition or a language learning disability.
5. Funding
6. Staff who are not trained to work with DLLs

Over half of the respondents discussed the challenge of DLLs not being able to speak in English and educators not being able to communicate with DLLs in their home languages. In addition, an equal number stated that language barriers make it challenging for building connections with families. Securing translators was listed as a challenge for a significant number of respondents. Many also commented that finding funding for translation activities is challenging. Finally, an additional common challenge was the lack of trained staff to work effectively with DLLs and their families. Similar challenges are reflected in literature about EEC at the national level.

12. What has been particularly challenging in your or your staff's work with the families who might also be English language learners?

Responses: 249 or 35% of the total responded to the question regarding what has been particularly challenging working with families of DLLs. The themes, in order of most common to least common, were similar to that of working with children. These were:

1. Language and cultural barriers,
2. Connecting and communicating with parents,
3. Securing translators, and
4. Lack of staff that are trained to work with DLLs.

The most common response was the inability to communicate with parents in English. In addition, cultural differences were also a commonly named challenge. Several responded that parents of DLLs do not attend parent conferences and other EEC activities due to cultural differences (e.g., not understanding the purpose, significance, and intent of the meetings). It was also stated that the lack of parent involvement seems to be due to the language barrier and lack of familiarity with EEC settings. While many commented that securing translators has been difficult, a significant number responded that staff needs professional development to work more effectively with parents.

13. What guidance or professional development opportunities are offered to the staff at your program regarding inclusion and working with children who are English language learners?

Responses: 248 or 36% responded to the question regarding guidance and professional development opportunities that are offered to staff. The themes in order of most to least common were the following:

1. Preschool teachers in public school settings participate in Massachusetts Department of Education 'category' trainings as part of a district's professional development efforts.
2. Workshops are provided locally, by EEC and/or Head Start in a range of areas including differentiated instruction, second language acquisition, cultural sensitivity, and culturally responsive education.
3. No professional development is offered.

4. Public pre-school teachers receive consultation from school/district's speech and language pathologist, special educator, and/or coordinator of English language education programming or ESL teacher.
5. Professional development is provided through distance learning including webinars and online classes.
6. Texts and readings are available
7. Courses are offered at local colleges

Note: Massachusetts laws regarding teaching ELLs, G.L. 71A, require K-12 public and public charter school content teachers of ELLs to be highly qualified to teach ELLs. Highly qualified refers to (1) being licensed by the MA Dept of Elementary and Secondary Education at the appropriate grade level and subject matter and ESL at the appropriate grade level or (2) being licensed by the Massachusetts Department of Elementary and Secondary Education [MADESE] at the appropriate grade level and subject matter and having completed four different categories of MADESE approved category trainings[4] including:

1. Principles of second language acquisition
2. Principles of sheltering instruction
3. Assessing English language learners
4. Teaching ELLs reading and writing in the content areas.

Almost all of the public school respondents referred to their participation in the MADESE approved category trainings as the means by which staff receive professional development.

Generally, educators in settings other than public schools responded that they participate in workshops. These fell into a variety of workshop types from differentiation, learning key phrases in various languages, teaching DLLs, cultural sensitivity, and culturally responsive education and ranged from annual workshops to multi-day workshops.

A significant number of the respondents stated that their centers or programs do not offer or that they and their colleagues do not partake in professional development. Additionally, some stated that funding is not available and others stated that they could not attend because they could not leave work to do so.

A small but significant number of educators attend professional development through distance learning opportunities including webinars that are offered through Head Start, EEC, online course programming, and other initiatives.

In addition, a few listed the professional texts and readings that their programs furnish as well as courses that local colleges offer.

Overall, professional development is generally provided in a workshop format. A significant number of the workshops that educators participate are not directly related to teaching and working with DLLs and their families. These findings parallel national findings; most educators have no formal sustained training in this critical area (Hollins and Guzman, 2005).

14. What types of professional development would be beneficial to you and/or your staff in your work with children who are English language learners?

[4] Teacher qualifications may be found at http://www.doe.mass.edu/ell/chapter71A_faq.pdf

Responses: 236 or 34% of the survey respondents responded to the question about the types of professional development that would be the most beneficial. The responses fell into two categories:

1. Training about the process of learning two languages and the practices of teaching DLLs
2. Training about working with culturally diverse children and their families.

Professional development fell into various category types from workshops, CEU courses, online offerings, to college courses. These findings were examined during site visits of seven different programs. In these, a small but significant number stated that they would like to learn basic phrases or the home languages of their children. In addition, a small number would like to take professional development on assessment. Others want to learn how to discern dual language learning issues from learning disabilities. Finally, a small number named funding as the biggest barrier for participating in professional development. Thus, the survey yielded important information about DLLs and their families, as well as EEC educators. It also provided a wide lens of early education and care in Massachusetts.

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