

State Profiles

Part II:

State Early Learning and Development Standards, Policies and Related Practices:
How Responsive are they to the Needs of Young Dual Language Learners?

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Alaska Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary: The review has concluded that the state has adopted an English Language Development position. The Alaska Early Learning Guidelines were reviewed for this analysis. The guidelines provide a clear statement of philosophy and offer strategies for caregivers to support English language development across multiple domains. Within the Communication, Language, and Literacy domain there is a separate goal outlining expectations for progress in the home language and English. In addition, the Social and Emotional Development domain includes indicators for children and recommendations for teaching practice that address dual language learning. The table below highlights examples from the source document for the criterion, but is not exhaustive.

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

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

Sources:

Alaska Early Learning Guidelines, 2007

Arizona Pre-K Standards Analysis for DLLs

English Language Development Approach

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

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

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

Sources:

Arizona Early Learning Standards, Third Edition, 2013

Guidelines for Comprehensive Early Education Programs, 2008

California Pre-K Standards Analysis for DLLs

English Language Development Approach

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

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

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

Sources:

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

Delaware Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary: The review has concluded that the state has adopted an English Language Development approach. Multiple documents were reviewed for this analysis, including the Delaware Early Learning Foundations for Preschool and the Comprehensive Early Childhood Curriculum Guidelines and Rubric. Taken together, these documents provide a clear statement of philosophy and offer guidance on instructional strategies in support of dual language learning. The table below includes all examples from each of the source materials for the criterion.

Clear statement of Philosophy	<p>The Delaware Early Learning Foundations state: “Preschoolers who have a strong foundation in their first language generally are able to learn a second language easier. Best practices indicate that instruction for language and literacy development should be given in the child’s primary language first” (pg. 16)</p> <p>“When (instruction in the child’s primary language) is not possible, parents are strongly encouraged to use their primary language at home while the preschooler learns a second language outside the home” (pg.16)</p>
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	<p>Within the Language and Literacy domain of the Delaware Early Learning Foundations under the Expressive Communication sub-domain, it states: “reinforce child’s native language” as a way to support a child’s development. (p.18)</p>
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	<p>Delaware Early Learning Foundations also states within the Language and Literacy domain introduction:</p> <p>“Many languages differ in their structure from English. Therefore, early childhood professionals should be aware of such differences as they plan their instruction and should avoid referring students to special education programs” (pg.16)</p> <p>“Overall, a rich multicultural variety of materials such as signs, posters, books, and pictures in two or more languages should surround the English Language Learners as much as possible” (pg.16)</p>

	<p>Also, listed as things you can do to support a child’s development, under the My Family and My Community Culture sub-domain in the My Family, My Community, My World domain: “Make word charts of everyday words (with pictures) in English and languages spoken by children” and “Display print that is representative of language and culture of children in the group” (pg. 35)</p> <p>The Comprehensive Early Childhood Curriculum Guidelines and Rubric provides the following guidance: “The curriculum should also be appropriate or provide for adaptations for children with varied abilities including children that are English Language Learners or children with disabilities.” (pg. 2)</p>
<p>Recommendations for Assessment</p>	<p>Not addressed</p>

Sources:

Delaware Early Learning Foundations: Preschool, 2010

Comprehensive Early Childhood Curriculum Guidelines and Rubric, 2013

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District of Columbia Pre-K Standards Analysis for DLLs

English Immersion Approach

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

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

Source:

District of Columbia Common Core Early Learning Standards, 2012

Georgia Pre-K Standards Analysis for DLLs

English Language Development Approach

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

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	<p>Within the Georgia Early Learning and Development Standards Resource Guide, listed as adaptation instructions under the Communication, Language, and Literacy (CLL) domain: “Use vocabulary and phrases in the child’s native language when introducing new ideas and concepts” (pg. 50).</p> <p>Within the Georgia Early Learning and Development Standards Resource Guide for 3- and 4-year-olds, under the Early Reading Strand of the CLL domain: “A print-rich environment gives three-year-olds the opportunity to recognize letters and text everywhere. Class books, menus and labels in the home languages of children and children’s names all help children build connections” (pg. 33).</p> <p>Under “Lesson Planning with GELDS” in the Georgia Early Learning and Development Standards Presentation: “For dual language learners, place books in the reading area or recorded stories in the listening area that are written/narrated in that child’s home language.”</p>
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	Within the Georgia Early Learning and Development Standards Resource Guide, listed as adaptation instructions under the Physical Development and Motor Skills, Social and Emotional Development, Approaches to Play and Learning,

	Cognitive Development and General Knowledge domains: “Use vocabulary and phrases in the child’s native language when introducing new ideas and concepts.” (pg. 21)
Recommendations for Assessment	Not addressed

Sources:

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

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Hawaii Pre-K Standards Analysis for DLLs

English Immersion Approach

Summary: The review has concluded that the state has adopted an English Immersion position. Multiple documents were reviewed for this analysis, including the Hawaii Early Learning and Development Standards and the Family Partnership Guidelines. The standards do not make any reference to use of the home language as a bridge into English, or reflect support for bilingualism. The state does provide guidance in a supplemental document, “Family Partnership Guidelines” that takes into account linguistic diversity. The table below includes all examples from the guidelines for the criterion.

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

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

Sources:

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

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Illinois Pre-K Standards Analysis for DLLs

English Language Development Approach

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

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

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

Sources:

Illinois Early Learning and Development Standards, 2013;

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

Iowa Pre-K Standards Analysis for DLLs

English Language Development Approach

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

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

strategies described	
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	Iowa Early Learning Standards provide guidance in the Social and Emotional Development domain and the Communication, Language, and Literacy domain for adults working with DLLs, (pgs 111 - 114)
Recommendations for Assessment	<p>Iowa Early Learning Standards state that, “Families whose home language is not English should expect that their children will be assessed in their home language. They should also expect that results of any assessments will be provided to them in a manner which is easy and meaningful for them to understand,” (pg 22)</p> <p>Iowa Quality Preschool Program Standards state that, “Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children,” (pg20)</p>

Sources:

- Iowa Early Learning Standards, revision 2012
- Pre-K Standards Training Curriculum, 2013
- Iowa Quality Preschool Program Standards, 2007

Maine Pre-K Standards Analysis for DLLs

English Language Development Approach

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

Clear statement of Philosophy	The State of Maine Early Childhood Learning Guidelines state that, “Children whose home language is not English face the challenge of experiencing an early childhood learning environment that may not be consistent with their home culture and language. As early childhood professionals work to incorporate practices that support all of the <i>Early Childhood Learning Guidelines</i> , they should demonstrate a respect for and appreciation of the language skills, knowledge, and culture that the young child learning English brings to the early childhood environment, while encouraging the development of the child’s home language” (pg. 6).
DLL Identification Procedures	Serving Maine’s English Learners: Resource Guide states that, “A Home Language Survey is to be given to all newly enrolled students (Pre-k-12) and used to identify students who may not be proficient in English. The Home Language Survey is designed to identify, for possible further evaluation: <ul style="list-style-type: none"> • Students who communicate in a language other than English; or • Students whose families use a primary language other than English in the home; or • Students who use a language other than English in daily non-school surroundings. “ (pg, 5) <p>“As in any Pre-k-12 public school program, schools are required to administer the Home Language Survey (HLS) to all new enrollees to identify English learners, and once a student is identified as an EL, to provide services and programming to all ELs.” (pg. 39)</p>
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Within the State of Maine Early Childhood Learning Guidelines, in the introduction to the Early Language and Literacy domain: “While some children whose home language is English may be interested and ready to learn words of another language, many children in today’s early childhood settings are English language learners—speaking a language other than English in their homes. The goal of all early childhood learning environments is to help all children gain proficiency in English, while honoring their home language and culture” (pg. 17).

	<p>Listed as indicators in the Early Language and Literacy domain:</p> <ul style="list-style-type: none"> ○ “Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same” (pg. 18). ○ “Demonstrates increased proficiency in home and English languages (English Language Learner)” (pg. 18).
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	<p>Listed in the Recommended Quality Standards of Program Practice:</p> <ul style="list-style-type: none"> ○ “Programs have written policies and procedures that demonstrate intentional practices designed to foster strong reciprocal relationships with families (e.g., application information, family orientation, parent conferences, parent education, newsletters, PTA participation, home visits, family events, program evaluations, resource and referral), and these policies and procedures are to be translated in a language understandable to parents/guardians.” <p>Serving Maine’s English Learners: Resource Guide provides additional requirements for school-based pre-k programs with respect to providing interpreters/translation services. (pg. 9)</p>
Teacher qualifications	<p>Listed as part of the Recommended Quality Standards of Program Practice:</p> <ul style="list-style-type: none"> ○ “Program development and services to any and all English learners are overseen by an English as a Second Language-endorsed teacher.” <p>From Serving Maine’s English Learners: Resource Guide: “To ensure appropriate staffing:</p> <ul style="list-style-type: none"> ○ A SAU must provide adequate staff necessary to properly implement its chosen program. ○ All programs must be under the supervision of an ESL endorsed teacher. ○ Instructional plans of all EL students must be developed by a licensed teacher with an endorsement in ESL or bilingual education. ○ Teacher aides and tutors must be under the supervision of an ESL endorsed teacher. EL students should not receive long-term instruction from aides rather than ESL endorsed teachers. “ (pg. 9)
Recommendations for teaching practice/strategies	Not addressed
Recommendations for assessment	Not addressed

Sources:

State of Maine Early Childhood Learning Guidelines, 2005
Recommended Quality Standards of Program Practice
(www.maine.gov/doe/publicpreschool/establishing/quality-standards.html), 2014
Serving Maine’s English Learners: Resource Guide, 2012

Maryland Pre-K Standards Analysis for DLLs

English Immersion Approach

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

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Not addressed
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	Under the Language and Literacy Development introduction: “Sensitivity to cultural diversity and varied family background is vital” (p. 15).
Recommendations for Assessment	Not addressed

Sources:

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

Massachusetts Pre-K Standards Analysis for DLLs

English Immersion Approach

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

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

Teacher qualifications	<p>Listed under Professional Standards for Teachers (part of Early Childhood Program Standards for Three and Four Year Olds): “ Assesses the significance of children’s differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary” (p.75)</p> <p>Listed under “Subject Matter Knowledge Requirements for Early Childhood: Theories of first and second language acquisition and development” (pg. 73)</p>
Recommendations for teaching practice/strategies	<p>Under the Learning Guidelines (part of Early Childhood Program Standards for Three and Four Year Olds): “ Children with expressive language disabilities or limited English proficiency may be able to indicate understanding of terms by pointing to appropriate illustrations or sensory materials” (pg. 11)</p> <p>Adaptations for children with language disabilities are listed under the “Adaptations for Children With Disabilities,” with a note that states “ Many of these strategies are also helpful for children without disabilities and for English language learners” (p.45)</p> <p>Under program guidelines: “Staff provide all children, including those with disabilities or whose first language is not English, with equal opportunities to take part in all activities” (p. 7)</p>
Recommendations for Assessment	Not addressed
Separate domain for DLLs	Not addressed

Sources:

Guidelines for Preschool Learning Experiences, 2003

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

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

New Jersey Pre-K Standards Analysis for DLLs

Dual Language Development Approach

Summary: The review has concluded that the state has adopted a Dual Language Development approach. Multiple documents were reviewed for this analysis, including the New Jersey Preschool Teaching and Learning Standards and the New Jersey Department of Education Preschool Program Implementation Guidelines. Taken together, these documents provide a clear statement of philosophy which includes statements on promoting goals in both languages, guidance around teaching strategies, family engagement, identification of DLLs and teacher qualifications, which are also consistent with a dual language development approach. The Preschool Program Implementation Guidelines also encourage use of bilingual education models. The review did not find evidence of guidance around assessment in both languages, or a specific reference to goals for the acquisition of English language or literacy skills for DLLs. However, based on the strength of the other sections regarding expectations for DLLs to develop proficiency in two languages, the state was given this classification. The table below highlights examples from the source document for the criterion, but is not exhaustive.

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

language, literacy domains	
DLLs addressed in social-emotional development domain	In New Jersey Preschool Teaching and Learning Standards, listed as an effective teaching practice in social/emotional development, under the "children demonstrate self-confidence" standard: "Adapt materials and activities to support English and non-English language speakers" (pg. 21).
Family engagement strategies described	New Jersey Preschool Teaching and Learning Standards state that communication between schools and families should include that, "All program information is provided to families in lay terms, in the language most comfortable for each family..." and " Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family " (pg. 10).
Teacher qualifications	NJ Preschool Program Implementation Guidelines state that "Master teachers with a specialization in bilingual education should possess bilingual or English as a second language certification and either possess or pursue early childhood certification" (pg. 11). Additional examples are listed on pages 33 and 38. NJ Preschool Program Implementation Guidelines also provides hiring recommendations on pgs. 10-11 and 38-39.
Recommendations for teaching practice/strategies	New Jersey Preschool Teaching and Learning Standards state that there should be daily routines that "Provide opportunities for conversation and self-expression in English and in the child's home language, if other languages are spoken at home" (pg. 14). Recommendations are made for supporting multiple means of creative expression (pg. 64). Additional strategies are listed under the Children Identify and Solve Problems Standard (pgs. 65-66) and under the World Languages domain (pg. 89). : NJ Preschool Program Implementation Guidelines state that: "Bilingual staff must be encouraged to use the children's home languages to provide a classroom environment with rich and explicit vocabulary instruction embedded in the context of developmentally appropriate activities to build comprehensible input, and promote expressive language... Teachers should also provide hands-on, small group literacy instruction focused on comprehension; and emergent literacy experiences in the home language, as well as rich exposure to both languages... Non-bilingual teachers and teacher assistants should develop some basic communication skills in the home languages of the children in their classrooms" (pg. 39).
Recommendations for Assessment	Not Addressed

Sources:

New Jersey Preschool Teaching and Learning Standards, 2013

New Jersey Department of Education Preschool Program Implementation Guidelines, 2010

New York Pre-K Standards Analysis for DLLs

English Language Development Approach

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

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

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

Sources:

New York State Prekindergarten Learning Standards, 2011
New York State Early Learning Guidelines, 2012

North Carolina Pre-K Standards Analysis for DLLs

English Language Development Approach

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

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

	<p>“in tune” with each child as an individual in order to fully support children’s emotional and social development.” (p. 51)</p> <p>In addition, the standards include strategies for adults to use with DLLs: “Observe children in the classroom and facilitate their entry into social groups with their peers. Serve as broker between Dual Language Learners and children who speak English to facilitate their engagement in play with others.” (p.60)</p>
Family engagement strategies described	<p>Family engagement strategies are detailed in the “Supporting Dual Language Learners (DLLs)” domain of Foundations within the section titled, “The Importance of Families” (p. 152-153).</p> <p>For example, “First, it is important to ensure that families have the support that they need, including translation of written documents and interpretation services for oral communications, to fully participate in their child’s education. (p.152)</p>
Teacher qualifications	<p>In NC Pre-kindergarten Program Requirements and Guidance, the state provides some guidance (but does not require) on hiring qualified staff for DLLs “Sites that serve children and families who do not speak English or have limited English proficiency are encouraged to hire staff that are fluent in the child’s native language.” (p. 6-3)</p>
Recommendations for teaching practice/strategies	<p>Recommendations for instructional strategies in support of DLLs are offered within Foundations in the following domains: Approaches to Play and Learning (p. 26-47); Emotional and Social Development (p. 48-65); Language Development and Communication (p. 88-115); and Cognitive Development. (p. 116-147) For example: “4. Before reading a book or introducing a new concept, determine which words the Dual Language Learners in your class might not know that are important to understand the book. Plan strategies to teach these words.”</p> <p>In addition, within the “Supporting Dual Language Learners (DLLs)” domain of Foundations, there are recommendations for educators included throughout the section along with a chart that offers information on “Dual Language Learning Stages and Suggestions for Teaching Strategies”. (p. 151)</p>
Recommendations for Assessment	<p>The North Carolina Guide for Early Years references and promotes seven recommendations by NAEYC and NAECS/SDE for improving assessment practices for DLLs. (p. 93-94)</p> <p>The NC Department of Health & Human Services has also provided guidance regarding Approved Early Childhood Formative Assessment Tools and have developed criteria used for tool approval that addresses linguistic diversity. (p.2)</p>

Sources:

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

North Dakota Pre-K Standards Analysis for DLLs

English Language Development Approach

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

Clear statement of Philosophy	Not addressed
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	<p>Specific goals for DLLs are not addressed, however, DLLs are included in examples of child behaviors that demonstrate meeting standards within the Language and Literacy domain.</p> <ul style="list-style-type: none"> ○ “Speak clearly enough to be understood in English and/or home language” (pg. 10). ○ “Use English and/or home language to communicate” (pg. 10).
DLLs addressed in social-emotional development domain	Listed as an indicator of Social Competence: “Use words, in English and/or home language, and non-verbal communication to communicate needs, ideas, experiences, and emotions.” (pg. 1)
Family engagement strategies described	Not addressed
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	<p>The Language, Literacy, Communication and Social and Emotional Development domains include teaching strategies for DLLs, such as:</p> <ul style="list-style-type: none"> ○ “Share family’s rules, daily routines, home language, and traditions, while recognizing that different families practice different traditions” (pg. 15). <p>The “Selecting a Comprehensive Preschool Curriculum” resource includes guidance for early learning educators specific to selection of an appropriate curricula for DLLs, such as:</p> <ul style="list-style-type: none"> ○ “Does the curriculum include tools and materials in languages represented in the program? Does it offer guidance on how to support young ELLs/DLLs with curriculum materials?” (pg. 15). ○ “Being exposed to a curriculum that values a child’s background “contributes to children’s identity development through active support for home cultures and languages,” (58,89) and prepares them for a culturally diverse world beyond preschool” (pg. 16).

	<ul style="list-style-type: none"> ○ “When considering the linguistic sensitivity of a curriculum, NIEER (29, pp. 8-9) points out that reviewers need to consider the goal of the program in supporting ELLs and DLLs. “Is the goal of the program to provide dual language instruction? Or, is it to acknowledge and support the home language as much as possible, but primarily teach English? ...Or, is the goal to maximize acquisition of concepts and oral language in the home language and teach English as a second language?” The goal of the program may impact the type or amount of materials that are needed to best support teachers and instruction. Regardless of the goal, however, there should be linguistically sensitive curricular supports” (pg. 17).
<p>Recommendations for Assessment</p>	<p>In the curriculum guidance document: “For English Language Learners (ELLs) and Dual Language Learners (DLLs), materials and implementation methods should incorporate the child’s first language to ensure that assessment results reflect children’s actual knowledge of the content being assessed, and not just their ability to understand and speak English” (pg. 10).</p>

Sources:

North Dakota Pre-Kindergarten Content Standards, 2013

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

Draft

Oregon Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary: The review has concluded that the state has adopted an English Language Development approach. The state uses the Head Start Child Development and Early Learning Framework as its Early Learning and Development Standards, which include multiple references to use of the home language for bridging into English, and a separate domain for English language development. The state’s pre-k program requires adherence to Head Start Program Performance Standards. Therefore, the state provides support for DLLs in family engagement, assessment, and teacher qualifications consistent with the Head Start performance standards. The table below highlights examples from the source document for the criterion, but is not exhaustive.

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

social-emotional development domain	the domain of Social & Emotional Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language” (pg. 9).
Family engagement strategies described	In the Head Start Program Performance Standards: “Communication with parents must be carried out in the parents’ primary or preferred language or through an interpreter, to the extent feasible” (pg. 139). Other references are included throughout the performance standards.
Teacher qualifications	In the Head Start Program Performance Standards: “ Teachers must demonstrate an understanding of the child’s family culture and, whenever possible, speak the child’s language (see 45 CFR 1304.52(g)(2)) “ (pg. 125). “When a majority of children speak the same language, at least one “Classroom staff member or home visitor interacting regularly with the children must speak their language“ (pg. 141).
Recommendations for teaching practice/strategies	Not addressed
Recommendations for Assessment	Head Start Child Development and Early Learning Framework states that, “When assessing children who are DLLs, staff needs to understand that the purpose of assessment is to learn what a child knows and is able to do. With the exception of assessing a child’s English language development, assessment does not depend on a child’s understanding or speaking abilities in English, but on the specific knowledge, skills, or abilities that the assessment measures. For example, a child can demonstrate an understanding of book knowledge or science concepts in the home language. Assessing a child who is a DLL only in English will rarely give an accurate or complete picture of what the child knows or can do. Programs need to choose assessment instruments, methods, and procedures that use the language or languages that most accurately reveal each child’s knowledge, skills, and abilities. The assessment data gathered in the home language can be used to inform instructional practices and curriculum decisions to maximize the child’s learning. Programs are to use culturally and linguistically appropriate assessments to capture what children who are DLLs know and can do in all areas of the Framework” (pg. 5). Head Start Program Performance Standards states that: “Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child’s native language or mode of communication, unless it clearly is not feasible to do so” (pg. 167).

Sources:

The Head Start Child Development and Early Learning Framework, 2010
Head Start Program Performance Standards, Office of Head Start, Administration for Children and Families

Rhode Island Pre-K Standards Analysis for DLLs

English Language Development Approach

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

Clear statement of Philosophy	Rhode Island Early Learning and Development Standards state that, “In Rhode Island, the ethnic diversity within communities also means that young learners bring a wide range of linguistic experiences to their early care and education settings. Children who speak a language other than English in their homes and communities have varying levels of exposure to and competence in English when they enter early care and education programs. While confirming the importance of supporting these children to learn English, the Standards also clearly recognizes these children’s home language as a source of tremendous strength, and its guidelines and indicators promote the continued development and growth of every child’s home language as the child learns English—thus the term “dual language learners” (DLLs). A child’s home language can be thought of as a foundation for the acquisition of English. In fact, research shows that when they have a strong background in their first language, children learn a second language more easily; as well, they have cognitive, academic, personal, and cultural advantages. (Ada & Zubizarreta, 2001; Collier, 1987; Cummins, 1984) In other words, the stronger the foundation in the home language, the better able children are to learn to understand and speak English—and to learn across all domains. Clearly, programs need to ensure the continued development of children’s home language, while promoting their acquisition of English. Additionally, children who are dual language learners should have the opportunity to interact and demonstrate their abilities, skills, and knowledge in any language—English and their home language.” (pg. 6).
DLL Identification Procedures	Not addressed
Separate domain for DLLs	Not addressed
DLLs addressed in communication, language, literacy domains	Under the Language Development domain: “Unlike most of the other progressions in this document, however, specific age thresholds do not define the indicators for English language development (or for development in any other language). Children who become dual language learners are exposed to their second language for the first time at different ages. As a result, one child may start the process of developing second-language skills at birth and another child may start at four, making the age thresholds inappropriate. So instead of using age, The Standards use research-

	<p>based stages to outline a child’s progress in English language development. It is important to note that there is no set time for how long it will take a given child to progress through these stages. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child’s motivation to learn English, and other factors” (pg. 27).</p> <p>A similar statement is included in the introduction to the literacy domain. Strategies are included under the Language Development domain, Receptive Language (pg. 28), Expressive Language (pg. 29), Language Development of Dual Language Learners (pgs. 32-33), and Literacy Development for Dual Language Learners (pg. 40) components</p>
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	<p>Listed in the program standards: “The written program level plan shall describe how program actively seek and utilize input from families in the following areas... establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language” (pg. 28).</p> <p>“Teaching staff shall use a variety of resources to communicate with families who speak languages different from their own and, whenever possible, provide information for families in their primary language” (pg. 29).</p>
Teacher qualifications	Not addressed
Recommendations for teaching practice/strategies	In the Program Curriculum Framework Overview, one of the standards states that, “Teaching staff shall implement curriculum in a manner that... supports the development and maintenance of children’s home language whenever possible while promoting English language acquisition “ (p. 7).
Recommendations for Assessment	<p>Listed in the Standards for Approval of Preschool and Kindergarten Programs: “The assessment methods used by the program shall be... sensitive to and informed by family culture, experiences, children’s abilities, and home language” (pg. 25).</p> <p>“Teachers shall assess the developmental progress of each child using assessment data from natural classroom environments and situations consistent with children’s culture, language, developmental abilities and everyday experiences” (pg. 25).</p>

Sources:

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

South Carolina Pre-K Standards Analysis for DLLs

English Immersion Approach

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

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

Sources:

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

Texas Pre-K Standards Analysis for DLLs

English Language Development Approach

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

Clear statement of Philosophy	<p>Within the introduction of the Texas Prekindergarten Guidelines, it describes use of the guidelines to support learning for children who are English language learners (p. 4) and reflects on state policy, beliefs and expectations guiding the instruction of DLLs (p.5) For example, “Children who are English Language Learners (ELL) should receive instruction in a manner they can understand and that is commensurate with their proficiency level in English. Children’s current strengths and skills should serve as the starting point for new experiences and instruction rather than become a limitation. To use these guidelines to the best advantage and to extend the learning of skills and concepts, teachers must build on children’s existing competencies.” (p. 5)</p> <p>Furthermore, there is a specific section as part of the introduction titled “How Texas Prekindergarten Guidelines Support Instruction for English Language Learners (ELL)” that offers additional information. (p. 9-12)</p>
DLL Identification Procedures	<p>The Texas Administrative Code includes identification procedures that refer to preschool age children enrolled in the school district, such as, use of a home language survey and administration of oral language proficiency tests in the home language.</p>
Separate domain for DLLs	<p>Not addressed</p>
DLLs addressed in communication, language, literacy domains	<p>Within the Texas Prekindergarten Guidelines, the introduction of the Language and Communication domain addresses dual language learners. For example, “The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten) requires that we take what students already know and understand about literacy in their home language and ensure that this knowledge is used to help them gain literacy skills in a second language.” (p. 49)</p> <p>Also, embedded within the guidelines are instructional techniques and child behaviors that are specific to supporting DLLs. The sections are indicated by a</p>

	<p>book-shaped icon and are meant to provide further guidance when working with DLLs during instruction in English. (p. 49)</p> <p>Within the Language and Communication domain, references to dual language learning continue for the following subsections: Listening and Comprehension (p. 50-51), Speaking (Conversation) Skills (p. 52-54), Speech Production Skills (p. 55-56), Vocabulary Skills (p. 57-61), and Sentences and Structure Skills (p. 62-65). Support for DLL instruction also continues within the Emergent Literacy Reading domain (p. 66-77)</p>
DLLs addressed in social-emotional development domain	Not addressed
Family engagement strategies described	<p>Within the Texas Prekindergarten Guidelines there is a section within the introduction titled, “Families: Critical Players in Children’s School Readiness and Prekindergarten Experience”. The section includes recommendations by the National Association for the Education of Young Children (NAEYC) that encourages programs to provide translation services for families when needed.</p> <p>This section also includes a statement regarding family engagement strategies for educators, including communication with families in their native language about their children’s progress and offering specific ideas about how they can help out at home. (p. 6-8)</p>
Teacher qualifications	The Texas Administrative Code provides guidance on hiring qualified staff for DLLs. For example, “School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language programs...”
Recommendations for teaching practice/strategies	<p>In the introduction of the Texas Prekindergarten Guidelines within the “How Texas Prekindergarten Guidelines Support Instruction for English Language Learners (ELL)” section, there is a subsection titled “Instructional Recommendations” that provides recommendations for teaching practice/strategies related to DLLs. (p. 10-12)</p> <p>Also, as addressed above, embedded within the Guidelines are instructional techniques that are specific to DLL children and are represented by a book-shaped icon. (p. 12)</p> <p>Guidance for instruction of dual language learners is specifically in Language and Communication (p. 49-65) and Emergent Literacy Reading (p. 66-77) domains as discussed above and also continues within the Mathematics domain. (p.83-95)</p>
Recommendations for Assessment	Within the Texas Prekindergarten Guidelines, it states “ whenever possible, skill levels of children who speak a language other than English should be assessed in both their home language and English. Measurement of home language skill level is essential when children are enrolled in Bilingual instructional programs. “ (p. 24)

Sources:

Texas Pre-k Guidelines, 2008

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

Washington Pre-K Standards Analysis for DLLs

English Language Development Approach

Summary: The review has concluded that the state has adopted an English Language Development approach. The Washington Early Learning and Development Guidelines were reviewed for this analysis. The guidelines provide a clear statement of philosophy and offer recommendations for teaching practices in support of dual language learners. The guidelines also provide specific examples for how DLLs could meet the standards set in the Communication (Literacy) domain. The table below highlights examples from the source document for the criterion, but is not exhaustive.

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

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

Sources:

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

Wisconsin Pre-K Standards Analysis for DLLs

English Language Development Approach

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

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

Sources:

Wisconsin Model Early Learning Standards, 2013