



# Dual Language Program Standards *FOR EARLY CARE AND EDUCATION*



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**





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## Tribal Input

The Indian Policy for Early Learning (IPEL) committee was established in 2013. IPEL assists the collective needs of Tribal governments with other American Indian organizations to assure quality and comprehensive service delivery. Each Federally Recognized Tribe of Washington State is entitled to representation at IPEL. For more information visit [www.dcyf.wa.gov/tribal-relations/ipel](http://www.dcyf.wa.gov/tribal-relations/ipel).

DCYF Dual Language attended IPEL in September 2021, January 2022, March 2022, and May 2022 to share information, provide updates, seek feedback,

and ask for input regarding the Dual Language Standards. In June 2022, DCYF Dual Language hosted a roundtable on the Dual Language Standards (Guidelines) for Tribal Language Revitalization programs. During IPEL and the Tribal Listening Session, the Dual Language Guidelines for Tribal Language and Culture were finalized. Each tribe in Washington is a sovereign nation with a unique history and culture. The Dual Language Standards are a framework to be implemented with tribal input.

## Dual Language Advisory Workgroup

DCYF worked with a culturally, linguistically, and regionally diverse group of individuals to create the Washington Dual Language Standards for Early Care and Education. The Dual Language Workgroup convened five times to establish the guiding principles and draft the Dual Language Standards.



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## Background



Dual language learning means learning in two languages: generally English and a target language other than English, where the goal is bilingualism, biliteracy, and biculturalism (RCW 43.216.105). For more information, go to <https://app.leg.wa.gov/rcw/default.aspx?cite=43.216.105>. Programs and professionals who provide this type of learning environment have specialized knowledge and skills.

Washington State has a large and growing population of multilingual children and families. To meet the needs of multilingual children, we must provide responsive and inclusive learning environments. Dual language learning offers an opportunity to eliminate barriers and increase access to high quality experiences for children and families furthest from educational equity. Dual language education is the only English language development program model that fully closes academic and opportunity gaps for multilingual/English learners and other historically underserved student groups (Collier & Thomas, 2004, 2017; Lindholm-Leary, 2017).

This document takes its framework from several key resources:

- The Center for Applied Linguistics' Dual Language Guiding Principles, 3rd edition  
[www.cal.org/wp-content/uploads/2022/06/GuidingPrinciplesforDualLanguageEducation3rdeditionREV.pdf](http://www.cal.org/wp-content/uploads/2022/06/GuidingPrinciplesforDualLanguageEducation3rdeditionREV.pdf)
- Early Achievers Quality Standards;  
[www.dcyf.wa.gov/services/earlylearning-childcare/early-achievers/quality-standards](http://www.dcyf.wa.gov/services/earlylearning-childcare/early-achievers/quality-standards)
- Head Start:
  - Report on Tribal Language Revitalization  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/report-tribal-language-revitalization.pdf>
  - Dual Language Policy Statement  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-policy-statement-final.pdf>
  - Multicultural Principles for Early Childhood Leaders  
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders>
- ECEAP Performance Standards  
[www.dcyf.wa.gov/services/early-learning-providers/eceap/contractors](http://www.dcyf.wa.gov/services/early-learning-providers/eceap/contractors)
- *Washington's Early Learning and Development Guidelines* (EL\_0015)  
[www.dcyf.wa.gov/publications-library/EL\\_0015](http://www.dcyf.wa.gov/publications-library/EL_0015)
- WIDA Early Years Guiding Principles  
<https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Early-ELD.pdf>

The documents were examined by the project leads and advisory workgroup for commonalities among best practices. The Standards pull together a vision for dual language in early care and education. Our goal is for this to be a living document that will undergo regular revision to reflect updates in research, practice, policy, and community feedback.





## PURPOSE

The purpose of the Dual Language Standards is to offer a comprehensive and research-supported framework of best practices to recognize, promote, and enhance dual language learning in early care and education. The Standards and Best Practices are intended for providers, coaches, and teachers. They can be used to incorporate behaviors and actions that support dual language learners in school readiness and provide a responsive and inclusive learning environment. Program leaders can use this document to:

- guide preliminary thinking and planning
- support ongoing program implementation
- monitor program effectiveness.

As a framework, the Standards reflects what it looks like to support linguistic diversity and be intentional in early learning practices to build toward an anti-racist and inclusive early learning system.



## GUIDING PRINCIPLES

The advisory workgroup developed and stood by these guiding principles to inform the development of the Dual Language Standards.

- Bilingual staff are key to a dual language program.
- Family engagement is essential to child success.
- Engaging direct service providers is critical in creating Standards.
- Standard alignment with DCYF early learning systems.
- Standard alignment with local and national dual language systems.



## DUAL LANGUAGE STANDARDS: AN OVERVIEW

The Standard areas are:

 **CURRICULUM & ASSESSMENT**

 **PROGRAM STRUCTURE**

 **CULTURAL INCLUSIVITY**

 **FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS**

 **TRIBAL LANGUAGE & CULTURE GUIDELINES**

**Coming Soon!**



### Staff Qualifications

DCYF will continue working with advisory groups to develop a staff qualifications standard that is equitable and meets the needs of early learning providers.

# Dual Language Program Standards with Best Practices

## Curriculum and Planning

Curriculum and planning for dual language programs demonstrate a commitment to the three goals of dual language education: bilingualism, biliteracy, and global awareness. Most curricula are designed for English literacy and instruction. Thus, educators and program leaders must make adaptations to reflect and value the languages and cultures of children in the program.



## CURRICULUM AND ASSESSMENT

| Standard  | Practices  |
|---|--|
| 1. Curricula and materials reflect the cultures of children and families in the program and support language development. | <ul style="list-style-type: none"> <li>a) The curriculum maintains equal status of both languages of the program.</li> <li>b) Learning materials reflect diverse children, families and family structures.</li> <li>c) The curriculum used in the language learning environment meets the child's language needs.</li> </ul>   |
| 2. When available, cultural and linguistically appropriate assessments are provided.                                      | <ul style="list-style-type: none"> <li>a) The program has tools and resources to support language assessment and data tracking over time.</li> <li>b) Children are assessed in the language they are most comfortable with.</li> <li>c) The facility has tools and resources to support home-school communication regarding child's progress in the family's preferred language and communication method.</li> <li>d) Language and learning goals are developed for each child based on assessments, observation and documentation.</li> </ul> |



## Program Structure

Dual language programs have a unified vision and commitment to high expectations that is shared by families, teachers, staff, and leaders. The most effective and successful dual language programs provide enrichment activities in both languages of instruction and integrate family and community culture as part of the program.



## PROGRAM STRUCTURE

| Standard  | Practices   |
|---|---|
| <p>3. All aspects of the program work together to achieve the three core goals of dual language education: academic achievement, bilingualism and biliteracy, and global awareness.</p> | <ul style="list-style-type: none"> <li>a) There are two (or more) established languages in the learning environment.</li> <li>b) Children learn in the established languages of the program.</li> <li>c) The dual language classroom has at least one teacher who uses best practices for multilingual learners.</li> <li>d) The dual language classroom has at least one teacher who is fluent in the established languages of the program.</li> </ul>   |
| <p>4. The language learning environment supports dual language development.</p>   | <ul style="list-style-type: none"> <li>a) The dual language classroom has at least one child whose home or heritage language is the program's established non-English partner language.</li> <li>b) The program attempts to enroll at least 50% non-native English speakers in the language learning environment (Tribal programs exempt).</li> <li>c) The program's established non-English partner language is used with children 50%-90% of the time (Tribal programs exempt).</li> </ul>  |
| <p>5. The program is shaped with family and community goals at the forefront.</p>   | <ul style="list-style-type: none"> <li>a) Dual language program leaders offer engagement opportunities for families, community, and staff to learn, share, and provide input on the program.</li> <li>b) Families have multiple ways to support and advocate for their child's needs and goals.</li> <li>c) Families and/or community partners are involved in and informed of program decisions.</li> <li>d) Family and community members partner with the program to include family and community culture in the curriculum.</li> </ul> |



### Cultural Inclusivity

A learning environment requires equity among all groups. Equitable treatment requires a clear understanding and integration of multicultural themes during instruction.



## CULTURAL INCLUSIVITY

| Standard  | Practices   |
|---|---|
| <p>6. The program is inclusive of all cultures and languages of the families in program.</p>  | <ul style="list-style-type: none"> <li>a) There is a written policy that states how the program supports a climate that is respectful, welcoming, and inclusive of each and every child and their family.</li> <li>b) There are strategies and plans to individualize and support all children in inclusive environments.</li> <li>c) The facility and staff honor cultural diversity in social-emotional teaching by learning the families' backgrounds, traditions, and values regarding challenging behaviors, redirection, and guidance.</li> <li>d) Leaders support cultural awareness initiatives, provide opportunities for professional development, and are open to continued learning and understanding.</li> </ul> |
| <p>7. The learning environment reflects the language(s), culture(s), and diversity of the children and families in the classroom.</p> | <ul style="list-style-type: none"> <li>a) There are opportunities for language interaction via cultural experiences and activities such as dramatic play, story reenactment, music, and more.</li> <li>b) The care environment reflects culture, language, and diversity through posters, art work, toys, books, and other learning materials.</li> </ul>   |

## Family Engagement and Community Partnerships

Dual language programs are effective when families and communities are invited to engage and collaborate with the program.



### FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS

| Standard   | Practices   |
|--|---|
| <p>8. The program has respectful, meaningful family and community engagement.</p>                                      | <ul style="list-style-type: none"> <li>a) The care environment is welcoming and values all families as partners in education.</li> <li>b) Welcoming spaces are available for families to network, share goals, volunteer, and provide input to the program.</li> <li>c) Children with challenging behavior and developmental needs are supported through staff training, collaboration, and family partnership in the family's preferred language.</li> </ul>   |
| <p>9. The program is linguistically-accessible, with positive, continuous relationship-building with families.</p>     | <ul style="list-style-type: none"> <li>a) There are procedures in place to identify the family's preferred language at enrollment.</li> <li>b) There is a family/community support on staff who can communicate with the majority of dual language learners and their families.</li> <li>c) The program engages families in their preferred language and preferred method, via interpreter, written or verbal communication, or otherwise.</li> <li>d) Assessment results and other communications are shared with the family in their preferred language.</li> </ul> |
| <p>10. Program leaders engage families and share the benefits and outcomes of dual language learning for children.</p> | <ul style="list-style-type: none"> <li>a) Program leaders and staff provide families with strategies, research and ideas to support high-quality language opportunities at home and in their community.</li> <li>b) Program leaders and staff acknowledge that multilingualism is an asset and communicate support for dual language learning with the surrounding community.</li> </ul>  |



# Tribal Language and Culture Guidelines with Best Practices

## Tribal Language and Culture Guidelines

Washington’s Tribal Nations are comprised of communities rooted in family, culture, and tradition. The following guidelines were developed in coordination with the dual language advisory group, Indian Policy for Early Learning, and a tribal roundtable.



## TRIBAL LANGUAGE AND CULTURE GUIDELINES

| Guideline  | Practices  |
|--|--|
| 1. Tribal Elders and family members are welcome to participate in the program. | a) There are opportunities for families to learn the language.<br>b) Elders are invited to visit classrooms several times a year.<br>c) Family members are invited to share their culture.   |
| 2. Tribal cultural activities are available as part of the program.            | a) Tribal groups represented in the program are the primary sources for programming.<br>b) Cultural activities such as dance, seasonal harvesting, foods, music, art, storytelling, and traditional teachings are shared in the classroom. |
| 3. Tribal designees lead lessons for children and staff.                       | a) Tribal designee leads lessons for children.<br>b) Other teachers incorporate words/language into their teaching.<br>c) Language classes are available for staff.  |

# Glossary

## Care environment.

See also Learning environment and Classroom. Nurturing spaces that support the development of all young children.

## Classroom.

See also Care Environment and Learning environment. Nurturing spaces that support the development of all young children.

## Dual language education.

A form of bilingual education in which children are taught literacy and content in two languages.

## Dual language learner.

See also: Multilingual learner. Children who are learning two or more languages at the same time, or children who are learning a second language while continuing to develop their home language.

## Established language.

The official language(s) offered in the program or classroom, as indicated in the Staff or Family handbook or other policy documents.

## Global Awareness:

Understanding, respecting, empathizing, and working with others from diverse cultures, backgrounds, and values

## Learning environment.

See also Care environment and Classroom. Nurturing spaces that support the development of all young children. They include age-appropriate equipment, materials, and supplies.

## Multilingual learner.

Learners who are learning two or more languages at the same time.

## Partner Language.

Also: non-English partner language; Established language. The official language(s) offered in the program or classroom, in addition to English.

## Provider.

Early learning staff providing care in the early learning program. (from PD definition guide: [www.dcyf.wa.gov/sites/default/files/pdf/PD-DefinitionGuide.pdf](http://www.dcyf.wa.gov/sites/default/files/pdf/PD-DefinitionGuide.pdf))



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