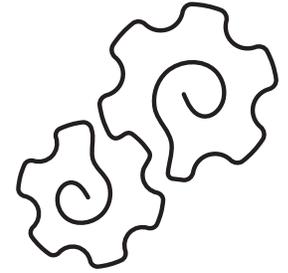


What's Next for An Aligned PreK-3 System?

THE NORTH STAR

The preschool and TK-12 education systems actively acknowledge and resource a PreK-3 system and framework that recognize the uniqueness of early childhood development and the demographic diversity of California's young child population.



KEY ■ Near-Term Opportunities ■ Longer-Term Opportunities

NEAR-TERM OPPORTUNITIES

DEEPEN the public narrative around DLLs in early childhood education.

INCORPORATE dual language development in the public discourse about effectiveness.

DEVELOP a stronger policy position about the kinds of information the state needs to collect and for what purposes.

LEVERAGE existing policies to support PreK-3 alignment.

PROMOTE LCFF opportunities focused on alignment between PreK and TK/K through county offices of education and local school districts.

SUPPORT evaluation to expand evidence base for PreK-3 alignment for DLLs.

EVALUATE models of early learning that have a focus on integration and alignment across PreK-3.

EXPAND and strengthen comprehensive models that engage the full early childhood education sector.

SUPPORT advocacy and organizing among parents to ensure proper uptake of Proposition 58 and school climates embracing linguistic and cultural diversity.

ADVOCATE for districts, county offices of education, and the state to adopt stronger language access policies to make systematic translation and interpretation services available to parents.

ENGAGE and support diverse families.

HOLD districts accountable for using ESSA, Title I, and LCFF funds to meaningfully engage families of DLLs.

READ MORE OPPORTUNITIES →

NEAR-TERM OPPORTUNITIES (CON'T.)

ESTABLISH statewide data systems and improve data collection.

ENSURE throughout the state a common method of data collection and link to curriculum and instruction.

EXPLORE the feasibility of linking CALPADS to existing ECE data systems.

ADVOCATE with the State Board of Education for separating English learners from reclassified English proficient students within the longitudinal data system so that proportionate attention and resources are given where needed.

ENGAGE teacher unions and other stakeholders.

SUPPORT dialogue with teachers unions, chambers of commerce, superintendents, and family engagement groups about the importance of PreK-3 alignment specifically for DLLs.

INVOLVE and inform non-early childhood, language-focused groups (e.g., the National Language Policy Institute and the American Council on Teaching Foreign Languages) about the importance of the PreK-3 continuum for dual language learners.

