



A P-3 Framework: Centering English Learners

By Laurie Olsen, Ph.D.

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During the past decade, increased attention to the importance of the early years in a child’s education and development has led to major initiatives linking preschool to primary-grades schooling. This has included developing P–3 frameworks meant to provide a vision of and guidance for building coherent systems across the early education and K–12 fields to strengthen alignment and address these important foundational years (ages 3–8). This document presents a P–3 framework that centers English learners/dual language learners (EL/DLLs).

Existing P–3 frameworks address general systems and policy issues related to creating aligned, appropriate P–3 systems. These issues are important but inadequate as a framework and guidance for practice for the millions of linguistically and culturally diverse children and families that early education and elementary schools serve throughout the United States. This P–3 Framework focuses on building aligned practices for EL/DLL success across the crucial developmental phase, ages 3–8, for language, literacy, learning, and identity, with a focus on supporting deep, joyful learning and development. It articulates a set of pedagogical and system-design principles that derive from the knowledge base on effective practices for EL/DLLs, culturally and linguistically sustaining approaches, research on dual language development, and experiences building systems that appropriately serve immigrant and dual language communities and enable effective practices to be implemented.

List of Advisers

Allison Briceno, Ed.D.

Associate Professor, Teacher Education
San Jose State University

Ester de Jong, Ed.D.

Professor, Culturally & Linguistically Diverse
Education Professor, Culturally & Linguistically
Diverse Education Co-Editor, Bilingual Research
Journal, School of Education & Human
Development
University of Colorado Denver

Kathy Escamilla, Ph.D.

Professor Emerita, School of Education and The
BUENO Center for Multicultural Education
University of Colorado Boulder

Kristie Kauerz, Ed.D.

Executive Director
National P-3 Center

Magaly Lavadenz, Ph.D.

Leavey Presidential Endowed Chair in Moral and
Ethical Leadership & Executive Director, Center
for Equity for English Learners (CEEL),
Loyola Marymount University

Mariela Páez, Ed.D.

Associate Professor, Lynch School of Education,
Boston College

Maki Park

Senior Policy Analyst
Migration Policy Institute

Julie Sugarman, Ph.D.

Associate Director for K-12 Education Research
Migration Policy Institute

Ann-Marie Wiese, Ph.D.

Senior Research Associate
West Ed

Marlene Zepeda, Ph.D.

Professor Emeritus in the Department of Child
and Family Studies,
California State University, Los Angeles, and
Former First Five LA Commissioner

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The Vision

An inclusive, equitable, and responsive P–3 system for English learners is assets oriented and committed to full access, centering English learners through shared responsibility. Essential system components include strong partnerships with families and communities and support for teacher agency to implement research-based, joyful, powerful culturally and linguistically responsive instruction

and language development programs and pathways. Instruction begins with a strong foundation in the early years (preschool) and continues in aligned and coherent pathways through the grades. The goal is to develop thriving lifelong learners with the skills, knowledge, and confidence to participate and lead in and across multiple language and cultural worlds.



Why an EL-Centric P–3 Framework? Why Now?

A growing proportion of children in U.S. schools, especially in preschool and the early grades, arrive speaking a language other than English. A full third of all U.S. children ages 0–8 have at least one parent who speaks a language other than English, and English learners are a growing percentage of students in K–12: more than one in ten nationwide. In California, 60% of young children live in homes where a language other than English is spoken. Centralizing English learners in P–3 planning is imperative because these are our children.

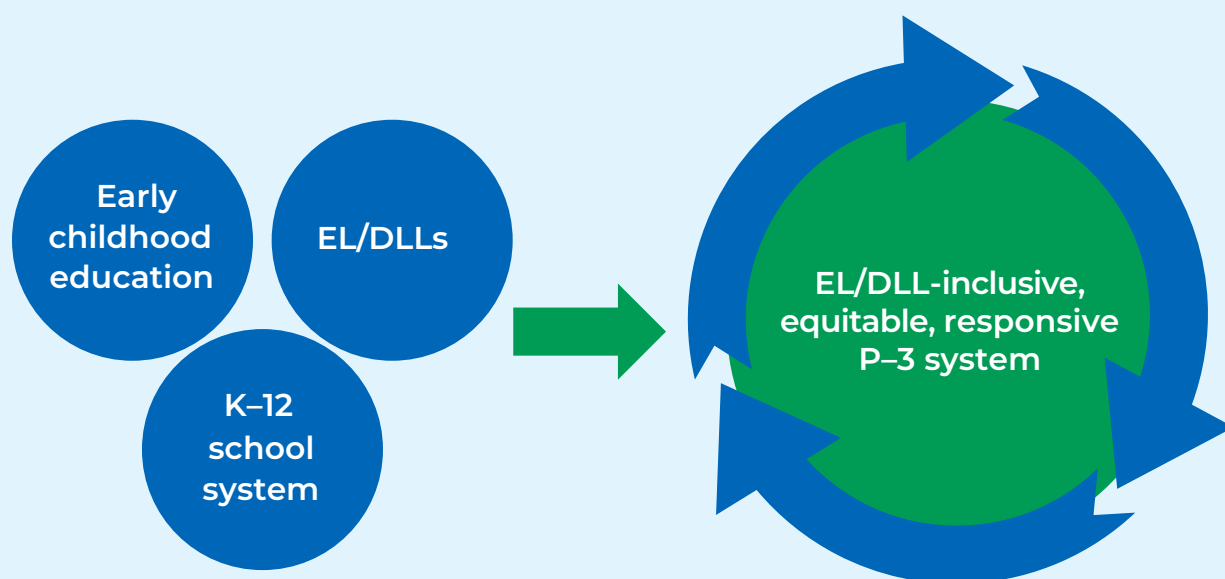
Without explicitly and intentionally centering their assets and needs, they will continue to be served as an afterthought or not at all. For these children, their emerging bilingualism, their longstanding unequal status and access to schooling for their communities in the U.S., and their need to master proficiency in English for access to an education all contribute to the urgency that their linguistic assets be nurtured with intentionality and that their needs and vulnerabilities be addressed in P–3 education.

This is an important time for a P–3 framework centered on English learners: an opportunity to “get it right” as major investments and expansions in early education and P–3 are occurring across the country, affecting numerous culturally and linguistically diverse communities. It is also a time of substantial threat if such a major reform that affects the vulnerable developmental years of children’s lives inadvertently has damaging impacts. During these crucial early childhood years, close connection to family and culture are important building blocks that can be supported or disrupted by the degree to which schooling embraces and supports that relationship. The development of language and early literacy is affected by how the languages children come to school with are welcomed and leveraged as well as by the support that children receive for participation, comprehension, and engagement. Identity development for children living in multiple cultural and language worlds is deeply imprinted by the embrace or invisibility with which their identities are met during early years of schooling. Now is the

time for opportunity to build a system that will provide a coherent, aligned, and powerful early start to education for EL children, setting them on a path of learning and academic engagement that will develop the language, skills, and knowledge they need to participate, thrive, and lead in their multiple cultural worlds. Our task is to envision, design, and deliver a P–3 system that wholeheartedly embraces culturally and linguistically diverse children.

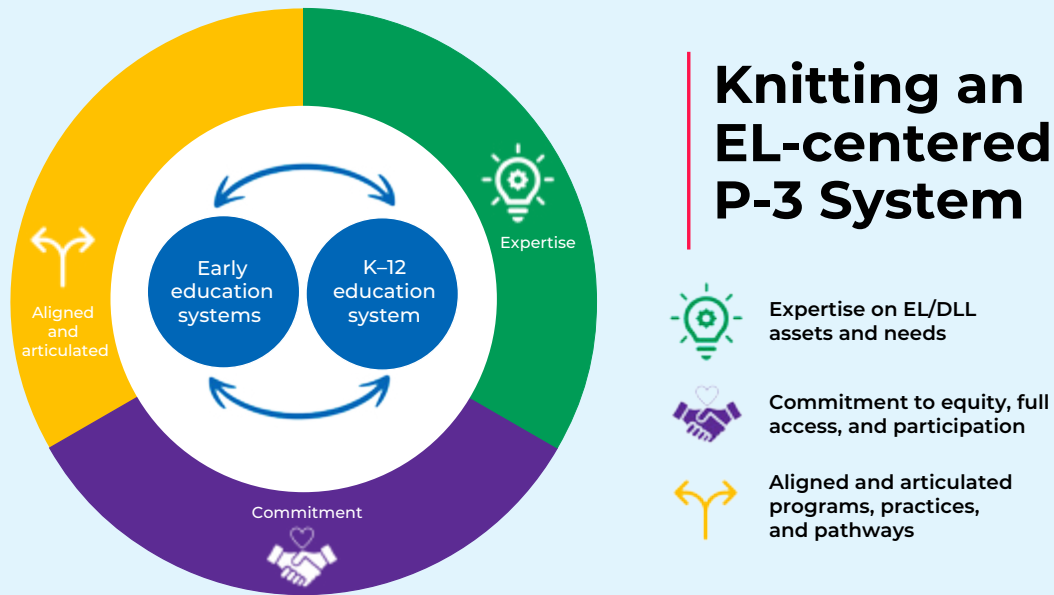
Most P–3 efforts already focus on addressing the disconnects between early childhood education and the K–12 schooling system, working to knit them into a coherent, aligned system (Figure 1). These efforts build new workforce models that marry early childhood pedagogy and the academic emphasis of the K–12 system. They address transitions between preschool and kindergarten. They speak to funding models and governance.

FIGURE 1. FROM SILOED AND SEPARATE TO AN INTEGRATED SYSTEM



It is also imperative to embrace English learners in a newly realized P–3 world. The EL-centric P–3 Framework presented here offers a vision of an inclusive, equitable P–3 system that draws on EL expertise to create an aligned schooling system responsive to English learners from early education through the elementary grades (Figure 2).

FIGURE 2. EL-CENTERED P–3 SYSTEM



It is not just a matter of structurally or organizationally connecting what have been separate systems. Each of these systems has an essential perspective to contribute toward creating a new, more powerful vision of schooling for English learners during the developmentally crucial years from ages 3 to 8. From the early childhood field, key contributions to this vision include a developmental perspective on early learning, a commitment to play- and inquiry-based learning and child-centered pedagogy, a deep understanding that children are part of families, a recognition of the key importance of relationships, and an embrace of social-emotional domains of development. The K–12 system brings a civil rights history and a system of laws, guidance, and infrastructure to protect equal educational opportunity for students with a language

barrier to participation and access that focuses attention and accountability on meeting the needs of English learners. These are coupled with decades of experience in building practices and program models for second-language development, dual language development, scaffolds for comprehension and participation in academic learning, and culturally and linguistically responsive pedagogy. Furthermore, as a system that is standards based and outcomes focused, the K–12 system has clearly defined the knowledge and skills related to language and English language development and it has developed guidance on instruction, program design, and pathways. This EL-centric P–3 Framework knits these two systems together in ways that transform both early childhood and primary-grades education, drawing on the strengths of each.

Why “English Learner”?

The Issue of Terminology

This is an “EL-centric” framework. It might equally have been called a “DLL-centric framework” or an “emergent bilingual framework.” Many terms are used to refer to the community of children we are centering. The P–3 field is engaged in knitting together systems that have chosen different terminology for reasons steeped in their different histories and traditions. Therefore, it is important to clarify the terminology, its paradigm, and its perspective on the children we are serving:

- **English learners or English language learners** are distinctly located in the K–12 public schooling system. The term refers specifically to those children with a home language other than English and English not yet proficient enough to comprehend, access, participate in, and succeed in an English-taught schooling system. It is a class of students defined in civil rights law as facing a language barrier to equal educational access and having a right to services and supports to teach them English and to overcome that language barrier. While the term is not adequately assets oriented, referring only to the English language aspect of learning, *English learner* is encoded in K–12 system law and policy and represents a clear commitment to assuring access and overcoming language barriers.
- **Dual language learners** is the chosen term in early childhood education, used to refer to children from birth to age five who are learning two or more languages simultaneously or learning a second language while still developing their home language. It is a term that reflects the developmental focus of the early childhood world. It embraces the complexity of language development across multiple language worlds. It does not, however, evoke the issue of institutional barriers to access related to English that is so core to the K–12 “English learner” concept. Because this frame applies to all children who are exposed to and are therefore “developing” two or more languages, it can lead to ambiguity in planning programming, services, and supports.

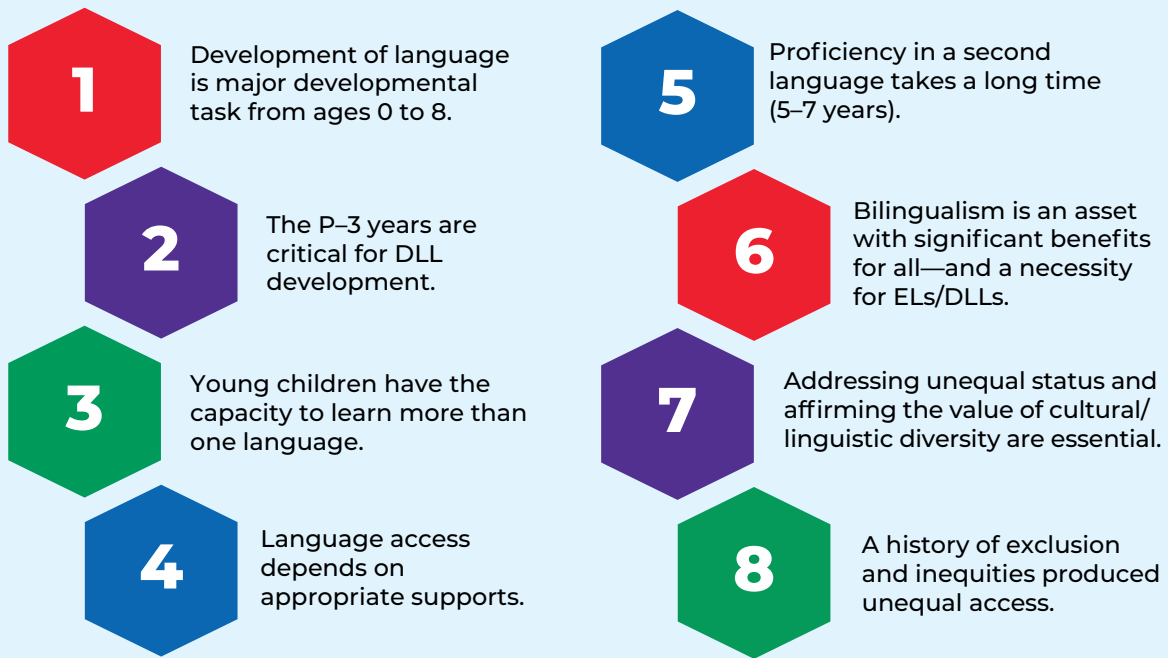
This framework, while it uses the term *English learner*, is specifically centered on those who enter school with a home language other than English and without the benefit of the English proficiency needed for access, participation, and success. This framework is also explicitly and directly committed to assets-oriented schooling and the recognition that a child’s home language are to be cherished, leveraged, and developed in their education. These are students with the need for bilingualism, for whom developing English in addition to their home language is a matter of survival and equity. These are children whose linguistic and cultural resources are seldom embraced in school and who too often are left behind because they do not receive the support they need to develop English as a second language, to participate fully in learning activities, or to access the curriculum. Far too often, as they become English speakers, they become engaged in a subtractive process of schooling, failing to maintain or develop their home language and losing out on family connection and the personal, social, economic, and brain benefits of bilingualism. This EL-centric P–3 Framework by design both addresses barriers and leverages and affirms the multiple cultural and linguistic resources that students bring to their schooling. In this way, it speaks to heritage language and culturally and linguistically diverse students (students with home languages other than English) who may be fully proficient in English as well.

Eight Key Understandings

The P–3 framework is based on eight key understandings about English learners, language development, and educational access.

Eight key understandings about language, cognitive, academic, and identity development of English learners inform all aspects of this P–3 Framework (Figure 3). These understandings must be reflected in an aligned, coherent system of developmentally responsive, appropriate, effective, and equitable programs, practices, and services.

FIGURE 3. EIGHT KEY UNDERSTANDINGS



1 UNDERSTANDING 1
 The development of language is one of the **major developmental tasks of early childhood** and is deeply entwined with cognitive and social development (interaction). Language develops in the context of learning,

thinking, and interaction with proficient users of the language and through wide exposure and engagement with text. It requires intentional engagement and support.

2

UNDERSTANDING 2

The P–3 years are critical for language development for all children, but for English learners, this process involves two (or more) languages, which makes it different than for children who are monolingual. For English learners, **language and literacy development are fundamentally shaped by their multiple language worlds and their dual language brains.** Their instruction and their educational environment need to respond to their bilingual reality, leveraging these linguistic resources as an asset—not treating them as a deficit.

3

UNDERSTANDING 3

Children can acquire and achieve high proficiency in more than one language and have the **capacity to learn more than one language** simultaneously. For English learners, research has consistently demonstrated that home language development is key to learning English and developing literacy in any language. There is a strong threat of language loss, harmful language disruption, and family disconnect when English learners are not supported to develop both their languages and their bicultural identities. Support for developing home language does not impair the development of English. Learning two or more languages is a strength, but it is a complex process and a vulnerable one, especially in an English-dominant world. Schools play a major role in whether education is a subtractive process of developing English and losing home language or an additive process of developing the language, literacy, and identities for participation in and bridging across a student’s multiple worlds.

4

UNDERSTANDING 4

Students may be disadvantaged when instruction is in a language that students aren’t proficient in and does not use **appropriate strategies to ensure comprehension.** Children who do not sufficiently understand the language of instruction are effectively foreclosed from participation and educational access.

5

UNDERSTANDING 5

Becoming sufficiently proficient in a new language for academic participation **takes time.** Developing language proficiency that is sufficient for academic participation requires at least four to seven years. Across both early and later stages of language development, English learners require pedagogical support to access the curriculum and develop grade-appropriate language skills.

6

UNDERSTANDING 6

Bilingualism is an asset with significant benefits for all learners—and is a necessity for English learners who depend on bilingualism for participation in and access to their multiple language and cultural worlds. The early years (0–8) are a crucial time for building the foundation for bilingualism.

7

UNDERSTANDING 7

The process of developing a healthy bilingual and bicultural identity begins as soon as a child enters a world in which their language, culture, national background, and race/ethnicity are “minoritized.” In the U.S., non-White/English languages and cultures are devalued; therefore, English learners require culturally and linguistically responsive support. **Addressing the unequal status of languages and cultures and affirming the value of cultural and linguistic diversity** with intentionality are essential.

8

UNDERSTANDING 8

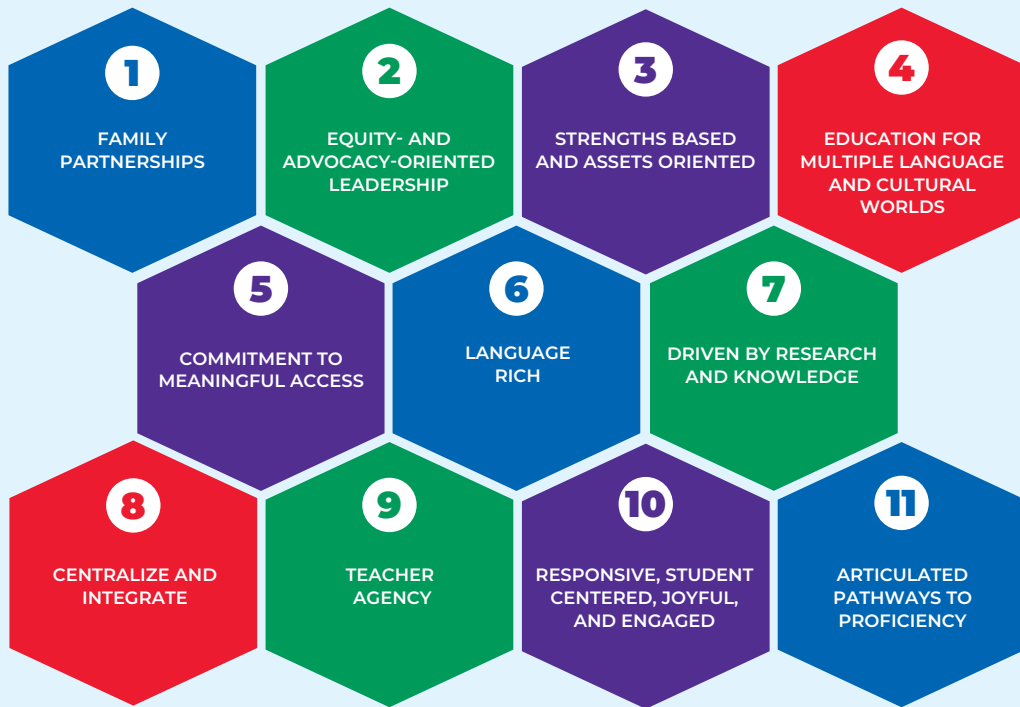
A history of exclusionary policies and practices in schools, English-only politics, and deficit-oriented perspectives about children and communities with languages other than English have left residual beliefs and practices that produce unequal access and educational opportunities for English learners.

Eleven Overarching Principles

The P–3 framework is characterized by 11 overarching principles for implementation.

Based on the eight key understandings, and committed to the vision of an EL-centric system, this P–3 Framework provides guidance for structuring and delivering programs and services for high-quality EL education based on 11 overarching principles (Figure 4). These principles describe the characteristics of an inclusive, equitable, and responsive P–3 system.

FIGURE 4. A P–3 SYSTEM GUIDED BY 11 CORE PRINCIPLES



An inclusive, equitable, responsive P–3 system for English learners includes the following:

1 FAMILY PARTNERSHIPS

The system establishes strong reciprocal partnerships with families of English learners around the shared goal of developing thriving, skilled, and knowledgeable bicultural and bilingual/biliterate learners.

2 EQUITY- AND ADVOCACY-ORIENTED LEADERSHIP AND URGENCY

The assets and needs of English learners are made visible and elevated as urgent through advocacy-oriented leadership that builds and maintains a focus on the quality and outcomes of EL schooling and that intentionally develops and supports student and family advocacy.

3 STRENGTHS BASED AND ASSETS ORIENTED

The system is strengths based and assets oriented as well as affirming and inclusive, and it actively eradicates deficiency paradigms related to language, culture, nationality, race/ethnicity, and class. The focus is on recognizing that the cultures, languages, and life experiences that children (and their families) bring to education are valuable resources for their learning and contributions to the school community. Culturally and linguistically affirming learning is a cornerstone of effective, equitable education for English learners.

4 EDUCATION FOR MULTIPLE LANGUAGE AND CULTURAL WORLDS

The goals and vision of the education system include a commitment to educating English learners with the skills and knowledge to engage, participate, and thrive in and across their multiple cultural and language worlds in a diverse 21st-century world.

5 MEANINGFUL ACCESS

The system is designed for meaningful access to the full curriculum and accountability for equity, which includes rectifying vestiges of longstanding exclusionary tracking practices and beliefs related to language, culture, nationality, race/ethnicity, and class by providing culturally and linguistically sustaining instructional pedagogy.

6 LANGUAGE RICH

The focus is on developing expressive, complex, and language-rich pedagogy and learning environments throughout the curriculum and on integrating language, literacy, and content in ways that leverage a child's multiple languages. This involves providing complex but comprehensible input and scaffolding affordances for producing increasingly sophisticated language and higher-order thinking.

7 DRIVEN BY RESEARCH AND KNOWLEDGE

Policy, programs, and practices are designed and delivered based on knowledge, research, and expertise specific to English learners, and they emphasize communication and relationships with the EL community to ensure that programs and schools address the assets, needs, and realities of English learners.

8 CENTRALIZE AND INTEGRATE

English learners are centered in the system as a shared responsibility of all and are fully integrated throughout the school program, with structures and supports that ensure both full participation and maximum integration with other students. All educators, not just EL specialists, are responsible for ensuring appropriate instruction, yet targeted supports by specialists are also necessary.

9 TEACHER AGENCY

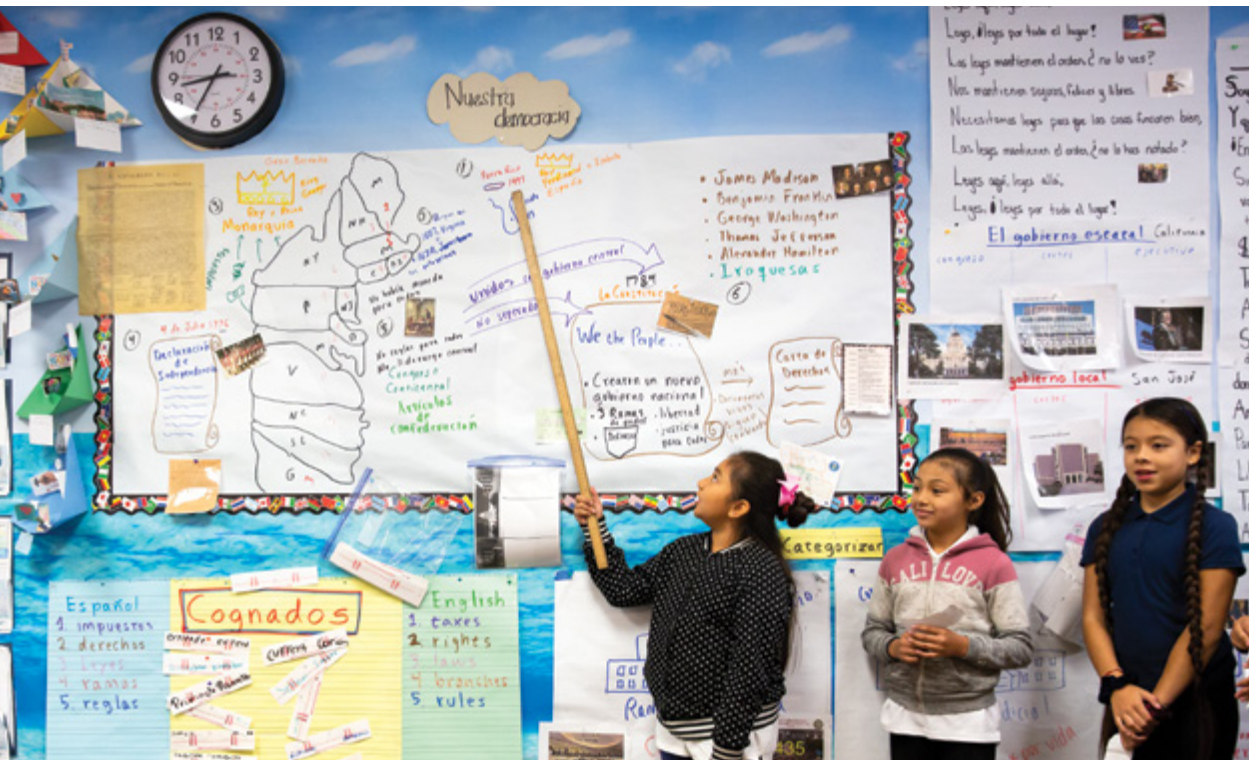
Teachers and teacher agency are key to equity-focused, responsive teaching and learning. This is the vehicle of differentiation that builds on children’s strengths and needs. Teachers must be engaged in formative assessment, empowered to make instructional decisions, and they are supported by an infrastructure of professional collaboration and learning as well as the environment required for effective, responsive teaching.

10 RESPONSIVE, STUDENT CENTERED, JOYFUL AND ENGAGED

The system is designed to support developmentally appropriate, language-rich, culturally and linguistically responsive, student-centered learning that is joyful, relevant, active, participatory, inquiry based, and deeply engaged in high-level content and intellectually rich activity.

11 ARTICULATED PATHWAYS TO PROFICIENCY

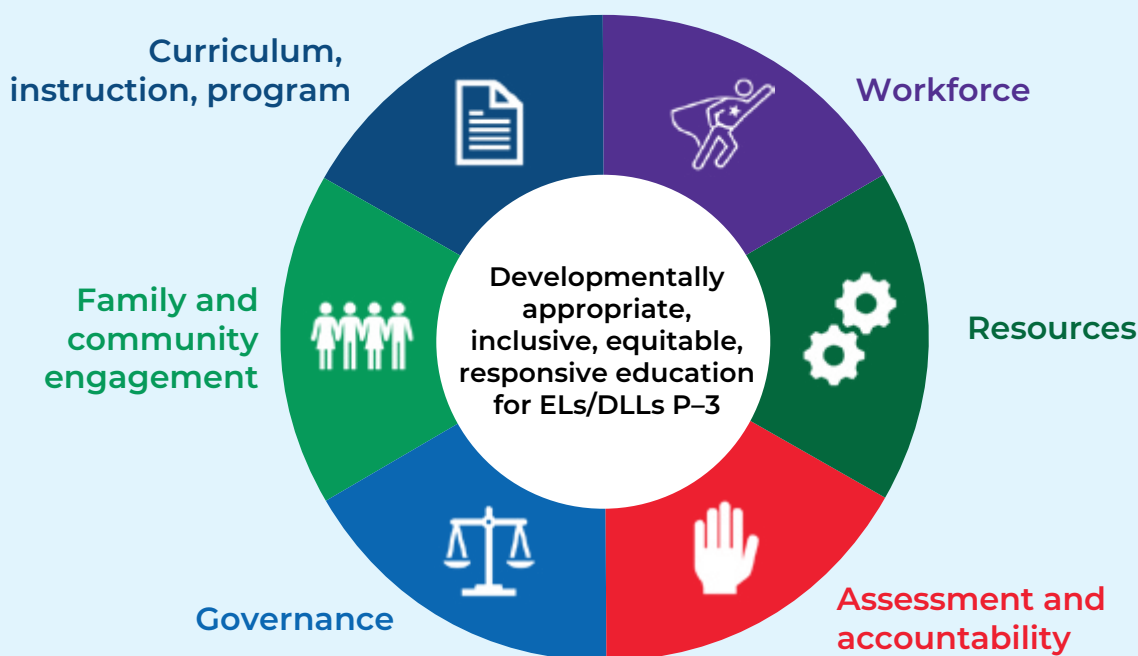
Articulated language program pathways across grades are built and implemented for English learners to enable them to attain full English proficiency (and biliteracy wherever possible). These pathways provide intentional language development based on students’ proficiency, are tied to state standards, ensure consistency in the language-development approach, and monitor and move students in accelerated ways toward proficiency.



Aligned System Components for Coherence and Impact

Enacting the vision of inclusive, equitable, responsive education for English learners requires a coherent system, with all components aligned to operationalize the 11 principles in service of the vision (Figure 5). In such a system, all components are focused on supporting high-quality, joyful learning, and together, they create the governance, human resources, funding, assessment, and accountability components that make such learning possible.

FIGURE 5. BUILDING A COHERENT P-3 SYSTEM



I. Curriculum, Instruction, and Program

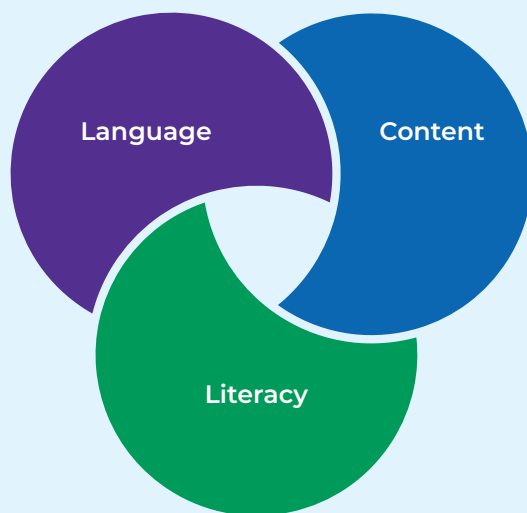


An inclusive, responsive, equitable P-3 system that centers English learners has clearly articulated instructional and curricular principles related to developmentally, culturally, and linguistically appropriate instruction for English learners and aligned high-leverage pedagogical practices across the grades. It provides research-based language program pathways beginning in preschool and well-defined language program models, with explicit attention to transitions and alignment across the P-3 grades.

Instructional and Curricular Guidance

a. Integrate language, content, and literacy: Language-rich pedagogy and literacy development occur throughout the curriculum. This may be accomplished through thematic units built around relevant and interesting science, social studies, and arts topics in preschool and grade-level standards for science and social studies with language arts and English language development (ELD) standards woven throughout in the K–3 grades (Figure 6). It may also be accomplished through intentionally planned infusion of oral language development and literacy skills as well as the study of content into curriculum for each of these domains. These approaches give the content context for language and literacy development, build the background knowledge so essential for literacy, and provide the connections ELs need to strengthen comprehension and literacy engagement with grade-level academic content. Language and literacy develop in the context of learning and constructing knowledge.

FIGURE 6. LANGUAGE, LITERACY, AND CONTENT KNOWLEDGE



- b. Focus on language-rich instruction:** Curriculum and instruction are designed to foster oral language and vocabulary development and to build complex language structures and expression.
- c. Engage, leverage, and affirm home language and culture:** In all classrooms, instruction engages students' home languages, builds cross-language awareness and connections, and affirms the value of bilingualism.
- d. Provide designated English as a second language (ESL) instruction and second-language pedagogy across the curriculum:** Development of English as a second language is addressed through a designated ESL curriculum and instruction designed to engage students in learning English and how it works (per the ESL/ELD standards). This curriculum is responsive to the language demands that students face throughout the academic content. Attention to second-language development and scaffolds for comprehension and participation are also woven throughout the curriculum.
- e. Build instructional alignment across the grades:** With attention to developmental appropriateness, create similarities of learning conditions and routines and articulate progressions of language development across grade levels.
- f. Ensure meaningful access to the full curriculum:** Structure lesson and unit plans and yearly curriculum plans to ensure that English learners receive the full standards-based curriculum (all grade-level subjects), with instructional supports and scaffolding for comprehension and active participation.

g. Build articulated language pathways to full English proficiency and biliteracy: The process of becoming proficient in a new language takes five to seven years. Continuity across those years in how first- and second-language development is handled is essential. English learners need research-based language-program pathways that build from preschool a coherent and articulated trajectory toward English proficiency and (where possible) biliteracy.

h. Support the development of bilingualism and biliteracy: Research is clear that the strongest outcomes for English learners are in dual language/bilingual programs with intentional, articulated sequences of language development in both languages. Bilingualism and biliteracy accrue academic, social, economic, brain, and social-emotional benefits.

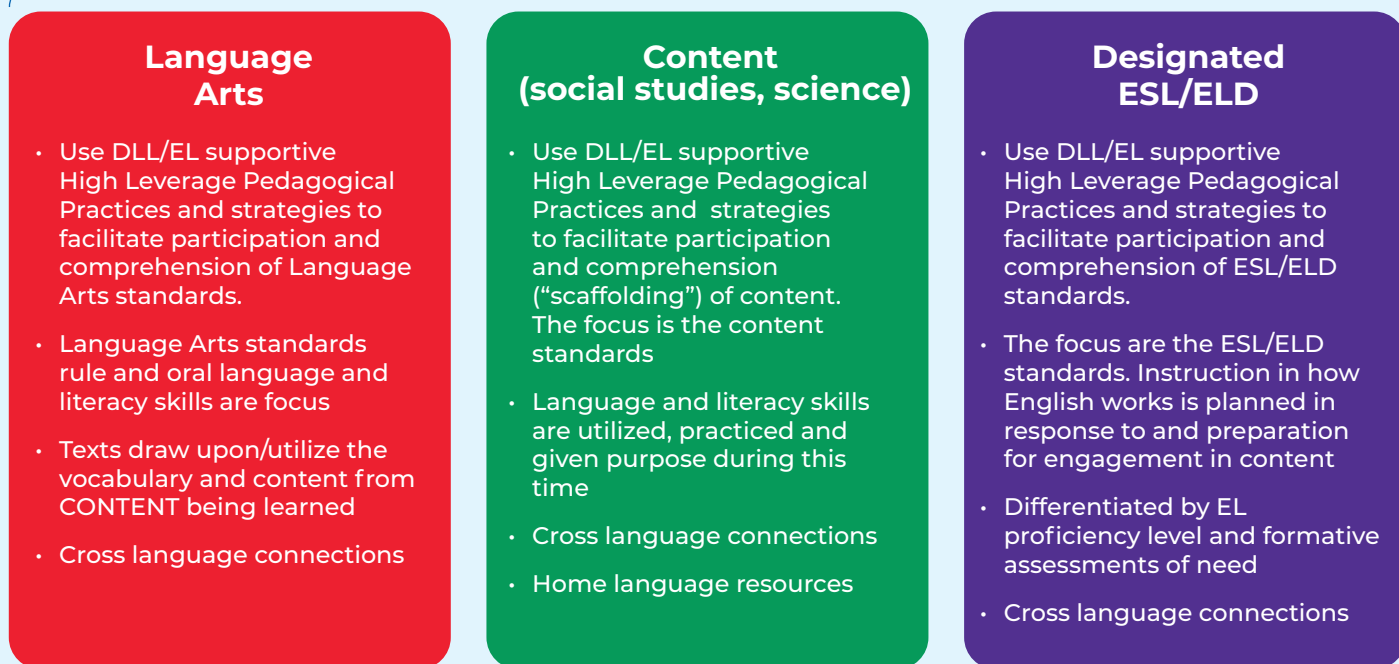
High-Leverage Pedagogical Practices

The following high-leverage pedagogical practices (Figure 7) are used in instruction across grade levels and classrooms to enact the 11 core principles but are adapted for developmental appropriateness to prevent inappropriate pushdown of academics into preschool and enable increasingly sophisticated and complex intellectual work as students advance through

the grades. These high-leverage practices apply to and are important for all students but are selected for this Framework because they are particularly essential for English learners. They are effective when used throughout the curriculum and the school day, emphasizing standards and foundations for content and skills but integrating language, literacy, and content.

FIGURE 7. HIGH-LEVERAGE PEDAGOGICAL PRACTICES

High-leverage pedagogical practices are used throughout the entire integrated curriculum



a. Complex, expressive, precise, and academic vocabulary and language structures:

Children need the language to express themselves, their ideas, and their voices. They need to develop the vocabulary that allows them to name and understand the world. And they need to be exposed to and learn the vocabulary and ways of using language that are specific to the content areas and academic discourse. To develop students' high-level language and literacy skills, deliberate and precise vocabulary instruction begins in preschool and continues throughout the grades. At the preschool level, teachers identify key vocabulary as they plan thematic units. Kindergarten through third-grade teachers should also examine grade-level standards and district curriculum to identify high-level academic vocabulary words. They use a variety of materials and strategies to teach these words (e.g., photographs, visuals, realia, drawings, demonstrations, experiential activities). Students have multiple opportunities throughout the day to practice and use new vocabulary. Learning language extends beyond vocabulary to include language functions, structures, and discourse patterns. As teachers are planning integrated or thematic lessons, they should consider what language development should also take place, including vocabulary, language functions, and grammar. Each thematic or content unit focuses on a specific language function (e.g., description, compare and contrast, cause and effect), immersing children in the grammatical structures and ways of putting language together to talk about ideas. Teachers are thoughtful about modeling, and they support children with using expressive, precise vocabulary to talk about their feelings, needs, and ideas and to problem solve. Teachers provide opportunities for discussion about social issues and conflicts as well as guidance in developing critical-thinking and problem-solving skills. Teachers encourage students to share vocabulary from their home language and to identify shared roots and patterns across their languages.

b. Student talk for structured oral language development:

Oral language is a critical foundation for literacy, and it is by using the language orally that children make it their own. While teachers are important models for language use, the goal is more student talk than teacher talk in the classroom. Students use a variety of language structures and are encouraged to ask questions. Strategies such as “Think-Pair-Share,” “Heads Together,” and “10/2” give students time and support to practice new vocabulary and concepts through structured, purposeful interactions with peers. Teachers carefully craft discussion prompts and high-level questions to engage children in generating and using academic language. Songs and chants are used to teach the content; they incorporate the vocabulary students are studying and offer an opportunity to practice using new vocabulary in a supportive environment, which increases children’s ease with and ownership of academic vocabulary while building fluency in producing language. This is particularly important for English learners. In addition, well-planned learning centers enable children to engage independently in academic discourse with their peers. Supporting oral language development also includes actively engaging in conversation and developing skills of active listening and response, such as building on one another’s ideas, asking and answering questions, and continuing exchanges. These conversations occur through both informal and more structured or explicitly planned opportunities. Scaffolds for English learners include sentence starters, sentence frames, facilitated interactions, and use of visuals.

c. Exposure, engagement, and immersion in rich literature and high-level informational text:

Children become readers as they engage with books that interest them. The amount of engagement with and exposure to books is a powerful predictor of and precursor to strong literacy skills. Students are given multiple opportunities to engage with text in

a variety of genres and to make choices about the topics of the texts. Classroom libraries provide rich literature in students' home languages. These multilingual books include high-level interest graphics, rich vocabulary, student-written books, and leveled texts. Teachers use a variety of storytelling strategies and story-retell activities to develop students' comprehension and to teach story structure and elements (e.g., setting, characters, and plot). Materials like puppets, flannel boards, and graphic organizers support story retelling and paraphrasing. Students learn to relate prior knowledge to a story, confirm predictions, and generate and respond to questions. In the youngest grades, dramatic play centers provide ongoing, independent opportunities for children to dramatize stories. Children's drawings and writings retell narrative stories. During independent or free-choice time, children look at and read books they select. A print-rich environment also gives students multiple opportunities to "read the room" and be immersed in language.

d. Purposeful and meaningful text

engagement: Teachers read aloud a variety of informational and fictional text related to classroom themes. Read-alouds are carefully selected to build vocabulary and model rich, expressive language. These read-alouds are prefaced with anticipatory activities that allow students to make predictions, draw connections between their own experiences and the text, and practice comprehension skills related to using visual cues, questioning, and monitoring. Reading is thoughtfully accompanied by high-quality discussions. Teachers and students talk about books and engage in summarizing, predicting, and synthesizing what students have read. Students model and use language to respond to and think about the books they hear. Books are read multiple times, allowing students to check their comprehension and make connections. Multiple readings also deepen children's familiarity with the text

structure, promote awareness of the author's craft and use of language, and facilitate vocabulary development to deepen writing.

e. Integrated, systematic, and comprehensive development of literacy skills:

Literacy instruction is comprehensive and multidimensional, integrating the four domains of language and locating literacy within the overall frame of language and the development of rich oral language and vocabulary. This comprehensive approach embraces the explicit, systematic teaching of foundational skills (phonemic awareness, phonics and word recognition, letter knowledge, concepts of print, etc.), meaning making, language development, effective expression, and content knowledge. Reading and writing instruction takes place within a content-rich, print-rich, language-rich environment that gives meaning to language and builds background knowledge and vocabulary—all essential components of reading comprehension. For students with other languages besides English, the development of literacy skills includes cross-language connections. Aligned, dedicated ELD (or ESL) supports English learners in understanding how written English is structured.

f. Authentic writing: Reading and writing are closely related. From the start of their school experiences, children are engaged in actively producing text. "Children as authors" enables students to see the connection between their own words and text. What they say can be written down, and what they write can be read. Beginning in preschool, children draw pictures and dictate to adults, who record their words. Classrooms have writing centers (with paper, pencils, notebooks, envelopes, mailboxes, etc.) to encourage children to write. Students learn the power of the written word and use writing for a variety of authentic purposes. Academic notebooks, daily journals, and collaborative writing provide opportunities to use writing

for authentic purposes. Student writing is laminated, bound, and placed in the classroom library, often accompanied by photos from the classroom so that children literally “see” themselves in books and as writers.

g. Dramatic play and hands-on, inquiry-based, and project-based learning:

Young children learn through play and the opportunity to act out concepts, roles, and stories related to themes and literature. Dramatic play offers a unique opportunity for students to practice and own academic vocabulary in a supportive environment. Preschool through first-grade classrooms include areas where props, equipment, puppets, and realia related to thematic units encourage dramatization, dialogue, and play. As children move up through the grades, dramatic play areas give way to research and inquiry centers stocked with realia, photos, equipment, and tools for research to encourage them to work with others to discover and deepen learning. Classrooms also promote the use of language through role-playing, dramatization, and Readers Theater.

h. Graphic organizers and visuals: Graphic organizers, color-coding, and visuals are used throughout the day. Scaffolds—such as tables, timelines, web diagrams, flow charts, and Venn diagrams (to name a few)—teach children to understand text structure and organize information, clarify concepts, compare and contrast information, conceptualize sequence, and categorize and classify. For English learners, these scaffolds are essential for displaying the relationships between ideas in visual formats. Students use graphic organizers as a tool to organize oral presentations and writing. Authentic graphics, images, and realia help make academic content more understandable and relevant.

i. Collaborative practices and teamwork skills: Students engage regularly in small-group inquiry, cooperative learning,

discussion, and activities designed to promote building on one another’s ideas, share and integrate information, and develop skills for working together to achieve an academic purpose. Small-group activities are important contexts for language practice and use. Classrooms are organized to maximize collaborative work, enabling teachers to pull small groups for differentiation and targeted instruction. In preschools, free choice, playtime, and centers are all opportunities for children to develop skills in interacting, sharing, and working together.

j. Observation, assessment, and continuous checks for comprehension and performance tasks:

Teachers continually check whether and how well students understand concepts and skills. Teachers use multiple question formats, signal responses, and visuals to allow students to demonstrate comprehension and application in various ways, accommodating the English language proficiency levels of English learners. Multilingual assessments enable students to articulate what content they have learned and their thinking about the content in ways that are not limited by their English proficiency levels. These checks for comprehension occur throughout a lesson, not just at the end—facilitating adjustment of the lesson to clarify concepts and meet student needs as well as informing designated ELD and other small-group instruction. Students are given multiple opportunities to demonstrate learning more formally through performance-based tasks and culminating activities designed to allow students the choice to capitalize on their individual learning modalities. End-of-unit performance tasks are designed to engage students in demonstrating knowledge of content, acquisition of skills, and mastery of the language. Celebrations of learning and reflection on growth are central to these opportunities.

k. Language development through the arts: Access to the full curriculum is a basic principle of effective EL programs, and this includes the arts. Exposure to the arts is important both for the enrichment the arts provide and as an opportunity to develop language. Students learn the precise language of talking about and engaging in the arts, and they develop expanding realms of expression that are available only through the arts. Arts integration enriches the thematic units.

l. The world in the classroom—affirming and assets based: Education is relevant. Teachers use multiple strategies to invite children to talk about their lives and bring their experiences into the classroom as part of developing their understanding about the world. Children's cultures and identities have a place in the curriculum and in the physical environment of the classroom. Teachers support strong identity development and promote the skills and capacities for children to live respectfully in

a diverse world. Teachers plan units to include real-world connections so that students see the value in their new knowledge. Teachers seize on events in the community and the world as resources for the curriculum, using technology as well as human resources to connect children to a broader, more diverse world. As children learn about a subject, they also learn about its relevance in the world and the future roles they may play that relate to that subject. It is crucial for English learners' participation in their multiple cultural and language worlds that the processes of schooling connect them to their worlds and that the content of the curriculum incorporates the histories, voices, and experiences of the cultural worlds represented in the classroom and beyond. Teachers focus on supporting students with the social-emotional aspects of living in a diverse world through culturally and linguistically sustaining approaches, and they support students with building strong bilingual, bicultural identities.

II. P–3 Workforce: Recruitment, Professional Learning, and Support

An inclusive, responsive, equitable P–3 system that centers English learners builds staff and leadership capacity with the attitudes and knowledge to embrace the culturally and linguistically diverse communities of young EL children and their families. This involves a strong infrastructure of professional learning and support for understanding and leveraging the assets and meeting the needs of English learners across the P–3 years. Coaches, structures of teacher and staff collaboration, and support and planning for vertical and horizontal alignment facilitate coherent approaches to embracing assets and addressing EL needs effectively. Because the lack of bilingual teachers is a major limiting factor for delivering effective dual language/biliteracy programs and

pathways, a system designed to serve English learners creates a robust pipeline for developing an adequate number of trained bilingual, culturally and linguistically diverse teachers and staff for P–3. This includes partnering with local teacher credential programs, developing recruitment and career-ladder supports to bring culturally and linguistically diverse people into the teaching profession, equalizing pay for the early childhood workforce commensurate with K–3 teachers, and providing incentives and supports for existing teachers with bilingual skills to earn their bilingual authorizations.

III. Family Partnerships and Community Engagement



An inclusive, responsive, equitable P–3 system that centers English learners has structures and effective practices to engage and support families and communities across the P–3 spectrum, including robust family engagement and parent leadership initiatives. The early years are a critical time to engage with families and a crucial time to support families, so an inclusive, supportive P–3 system has built in mechanisms of strong culturally and linguistically appropriate wrap-around supports speaking to the needs of the immigrant and EL communities, clearly articulated and

protected parent rights and mechanisms of choice with regard to language programs, and readily available two-way translation services and supports to enhance communication and connection between immigrant/EL families and the school. Specific transition supports for EL families between preschool and kindergarten enrollment enable families to select the language program trajectory for their children and make connections between the two often quite disparate settings of preschool and the K–3 system.

IV. Assessment and Accountability



An inclusive, responsive, developmentally appropriate, equitable P–3 system that centers English learners monitors access, progress, and achievement of ELs through culturally, developmentally, and linguistically valid assessments and a longitudinal student data system that begins in preschool and enables identification and tracking of ELs along the trajectory from preschool through third grade. An equity-focused accountability system sets high expectations and focuses on growth and closing gaps, with clear goals for development of English proficiency. Valid, reliable, and culturally, linguistically, and developmentally appropriate assessment systems follow students from preschool to third grade. The accountability system is designed to facilitate continuous

improvement. Assessments and data analysis are transparent and designed to facilitate meaningful communication with EL families. An EL-centric P–3 system not only focuses on how it provides for language instruction but also monitors and supports full access to preschool, to the enriched P–3 curriculum, and to a complete spectrum of services and supports. The system is designed to avoid tracking and to monitor opportunity and achievement gaps, with mechanisms in place that identify and rectify those gaps. The accountability system is designed to facilitate continuous improvement. Assessments and data analysis are transparent and designed to facilitate meaningful communication with EL families.

V. Resources



The best designed and intentioned programs may still fail if they are not implemented with sufficient and sustained resources. Implementing the aligned P–3 instructional and curricular principles and practices called for by this framework requires investment in appropriate materials, including scaffolds and texts in the languages of the program and/or the community and investment in bilingual human resources. The workforce demands of an equitable, inclusive P–3 approach require investment in planning and collaboration time and support for professional learning. The family and community engagement components require translation services and family-outreach staff. Culturally and linguistically responsive wraparound services are needed to support

families; also needed is training for school staff on what resources exist in the community and district. Each component must be adequately supported. The K–3 system has a variety of funding streams that can be tapped for EL services—but this has to be planned for. One of the challenges of a P–3 approach is that the early childhood system is not resourced sufficiently or equitably compared to the K–3 system. The efficacy of a P–3 approach relies on funding that can equalize or at least offset the discrepant resource base between the preschool system and K–3 in order to support professional learning and collaboration, support the materials needed at the preschool level, and so on.

VI. Governance and System Structure



All the components of a P–3 approach only work in alignment if the system is structured to enable it to happen. The system must be organized to raise the visibility of English learners and to ensure that responding to them is the responsibility of all in the system. Their education is equally the job of those in human resources to find the right personnel, of assessment divisions to ensure appropriate assessments, and of leadership to end the marginalization of EL education and create coherence across the system. This involves: establishing regular structures that bring top leadership together with equal representation from early childhood education, K–3 curriculum and instruction, and EL expertise for the purposes of monitoring P–3 progress, reflecting,

and action planning; and articulating and adopting a clear, locally defined vision for P–3 EL education that is assets oriented, supports the development of strong language skills, commits to full and equal access for English learners, names the importance of partnering with EL families and communities, and makes clear that English learners are embraced as a shared responsibility across the system.



A P-3 FRAMEWORK RESPONSIVE TO AND CENTERING THE ASSETS AND NEEDS OF ENGLISH LEARNERS

Reflection and Planning Tool for States and Local Educational Agencies

THE VISION

An inclusive, equitable, and responsive P-3 system for English learners is assets oriented and committed to full access, centering English learners through shared responsibility. Essential system components include strong partnerships with families and communities and support for teacher agency to implement research-based, joyful, powerful culturally and linguistically responsive instruction and language development programs and pathways. Instruction begins with a strong foundation in the early years (preschool) and continues in aligned and coherent pathways through the grades. The goal is to develop thriving lifelong learners with the skills, knowledge, and confidence to participate and lead in and across multiple language and cultural worlds.

WHAT IS THIS TOOL AND HOW SHOULD IT BE USED?

This tool serves as a companion to the “A P-3 Framework Centering English Learners” offering a comprehensive set of indicators to assess the integration of the Eight Key Understandings and 11 Overarching Principles of the framework at both state and local levels. Its primary purpose is to facilitate meaning making, dialogue, strategic planning, and action within P-3 initiatives, aimed at strengthening the focus and impacts of policies and efforts to center, leverage and serve the assets and needs of English Learners.

This tool can be effectively utilized in several ways:

- Reflect on the Eight Key Understandings and the extent to which these inform your P-3 plans, policies, and actions.
- Discuss how the 11 Overarching Principles can be incorporated into your P-3 policies, plans and actions.
- Examine specific sections of the tool pertaining to different components of the P3 system and reflect on the indicators at the State level or Local Levels. Are these indicators present in your P-3 work? What ideas might be considered in your P-3 work to strengthen responsiveness to English Learners?
- Assess the alignment and coherence among various components of the P-3 system, identifying areas that may require enhancement.

BASED ON EIGHT KEY UNDERSTANDINGS

1. The development of language is one of the major developmental tasks of early childhood and is deeply entwined with cognitive and social development (interaction). Language develops in the context of learning, thinking, and interaction with proficient users of the language and through wide exposure and engagement with text. It requires intentional engagement and support.
2. The P–3 years are critical for language development for all children, but for English learners, this process involves two (or more) languages, which makes it different than for children who are monolingual. For English learners, language and literacy development are fundamentally shaped by their multiple language worlds and their dual language brains. Their instruction and their educational environment need to respond to their bilingual reality, leveraging these linguistic resources as an asset—not treating them as a deficit.
3. Children can acquire and achieve high proficiency in more than one language and have the capacity to learn more than one language simultaneously. For English learners, research has consistently demonstrated that home language development is key to learning English and developing literacy in any language. There is a strong threat of language loss, harmful language disruption, and family disconnect when English learners are not supported to develop both of their languages and their bicultural identities. Support for developing home language does not impair the development of English. Learning two or more languages is a strength, but it is a complex process and a vulnerable one, especially in an English-dominant world. Schools play a major role in whether education is a subtractive process of developing English and losing home language or is an additive process of developing the language, literacy, and identities for participation in and bridging across a student’s multiple worlds.
4. Students may be disadvantaged when instruction is in a language that students aren’t proficient in and does not use appropriate strategies to ensure comprehension. Children who do not sufficiently understand the language of instruction are effectively foreclosed from participation and educational access.
5. Becoming sufficiently proficient in a new language for academic participation takes time. Developing language proficiency that is sufficient for academic participation requires at least four to seven years. Across both early and later stages of language development, English learners require pedagogical support to access the curriculum and develop grade-appropriate language skills.
6. Bilingualism is an asset with significant benefits for all learners—and is a necessity for English learners who depend on bilingualism for participation in and access to their multiple language and cultural worlds. The early years (0–8) are a crucial time for building the foundation for bilingualism.
7. The process of developing a healthy bilingual and bicultural identity begins as soon as a child enters a world in which their language, culture, national background, and race/ethnicity are “minoritized.” In the U.S., non-White/English languages and cultures are devalued; therefore, English learners require culturally and linguistically responsive support. Addressing the unequal status of languages and cultures and affirming the value of cultural and linguistic diversity with intentionality are essential.
8. A history of exclusionary policies and practices in schools, English-only politics, and deficit-oriented perspectives about children and communities with languages other than English have left residual beliefs and practices that produce unequal access and educational opportunities for English learners.

GUIDED BY 11 OVERARCHING PRINCIPLES

Family partnerships: The system establishes strong reciprocal partnerships with families of English learners around the shared goal of developing thriving, skilled, and knowledgeable bicultural and bilingual/biliterate learners..

Equity- and advocacy-oriented leadership: The assets and needs of English learners are made visible and elevated as urgent through advocacy-oriented leadership that builds and maintains a focus on the quality and outcomes of EL schooling and that intentionally develops and supports student and family advocacy.

Strengths based and assets oriented: The system is strengths based and assets oriented as well as affirming and inclusive, and it actively eradicates deficiency paradigms related to language, culture, nationality, race/ethnicity, and class.

Education for multiple language and cultural worlds: The goals and vision of the education system include a commitment to educating English learners with the skills and knowledge to engage, participate, and thrive in and across their multiple cultural and language worlds in a diverse 21st-century world.

Meaningful access: The system is designed for meaningful access to the full curriculum and accountability for equity, which includes rectifying vestiges of longstanding exclusionary tracking practices and beliefs related to language, culture, nationality, race/ethnicity, and class by providing culturally and linguistically sustaining instructional pedagogy.

Language-rich: The focus is on developing expressive, complex, and language-rich pedagogy and learning environments throughout the curriculum and on integrating language, literacy, and content in ways that leverage a child's multiple languages..

Driven by research and knowledge: Policy, programs, and practices are designed and delivered based on knowledge, research, and expertise specific to English learners, and they emphasize communication and relationships with the EL community to ensure that programs and schools address the assets, needs, and realities of English learners.

Centralize and Integrate: English learners are centered in the system as a shared responsibility of all and are fully integrated throughout the school program, with structures and supports that ensure both full participation and maximum integration with other students.

Teacher agency: Teachers and teacher agency are key to equity-focused, responsive teaching and learning.

Responsive, student centered, joyful and engaged: The system is designed to support developmentally appropriate, language-rich, culturally and linguistically responsive, student-centered learning that is joyful, relevant, active, participatory, inquiry based, and deeply engaged in high-level content and intellectually rich activity.

Articulated pathways to proficiency: Articulated language program pathways across grades are built and implemented for English learners to enable them to attain full English proficiency (and biliteracy wherever possible).

BUILDING A COHERENT SYSTEM BASED ON EL UNDERSTANDINGS AND CORE PRINCIPLES

SECTION I. CURRICULUM, INSTRUCTION, AND PROGRAM PATHWAYS

An inclusive, responsive, equitable P–3 system that centers English learners has clearly articulated instructional and curricular principles related to developmentally, culturally, and linguistically appropriate instruction for English learners as well as aligned, high-leverage pedagogical practices across the grades. It provides research-based language program pathways beginning in preschool and well-defined language program models, with explicit attention given to transitions and alignment across the P–3 trajectory.

State Level	Local educational agency level
<p>The state builds coherence between Preschool Learning Foundations and K–3 grade-level standards and provides guidance to the field on developmentally appropriate, intellectually rich, aligned, and research-based EL curriculum and instruction across the P–3 trajectory.</p> <p>State curriculum guidelines emphasize robust support for language development—overall oral language and specific second-language development through English as a second language (ESL) and English language development (ELD) programs—for English learners in all content areas, integration of language/literacy and content instruction, the essential role of leveraging the home language and cross-language connections, and strategies for ensuring comprehension and access to the full curriculum.</p> <p>P–3 guidance from the state provides an alignment crosswalk between effective early education instructional practices for dual language learners and effective K–3 instructional practices for English learners to facilitate communication and coherence.</p>	<p>The LEA provides a range of research-based language program models (e.g., English with home language support, bilingual/dual language) beginning in preschool and aligned in pathways throughout the grades. These models (a) support the development of a second language (through dedicated and integrated ESL/ELD); (b) affirm and build on the linguistic and cultural assets the child brings as the foundation for learning and contribution; and (c) provide intellectually rich instruction and active inquiry-based learning experiences with scaffolding to ensure comprehension of, participation in, and full access to the curriculum. Choices of program models include dual language immersion and bilingual programs.</p> <p>The LEA establishes structures for curriculum and instruction communication, alignment, and planning that regularly bring together early education and primary-grade personnel and EL specialists.</p> <p>The LEA develops and adopts instructional principles and a vision for P–3 for the district with explicit application for English learners, including research-based pedagogical principles that are developmentally appropriate and culturally responsive and that incorporate second-language and dual language pedagogy for language development in P–3.</p> <p>The district has articulated a P–3 vision that explicitly states the value of cultural and linguistic diversity, affirms the value of bilingualism, commits to full access for English learners, and articulates educational outcomes that include bilingualism, biliteracy, and skills for participation in a diverse, multilingual 21st-century world, beginning with preschool and continuing throughout the grades.</p>

State Level	Local educational agency level
<p>Curriculum adoptions across P–3 identify materials that are developmentally appropriate and inclusive of multilanguage learners. These materials provide guidance for and attention to students who are engaged in both first- and second-language development, including ESL/ELD, differentiation and scaffolding strategies, appropriate embedded assessments, home-language leverage, explicit attention to oral language development, cross-language connections, and culturally and linguistically inclusive and responsive materials.</p> <p>The state provides grants and support for starting and expanding dual language programs.</p> <p>In language program models, preschool is aligned with continuing language pathways and program models.</p> <p>The state has adopted the Seal of Biliteracy and a system of Biliteracy Pathway Recognitions.</p>	<p>ESL/ELD guidance is provided in a district EL master plan for implementation of ESL/ELD standards through both designated ELD instruction and integrated ELD (scaffolding and second-language development) across the curriculum.</p> <p>Outreach from elementary schools to preschools provides parents with information about dual language opportunities, the benefits of bilingualism, and EL parent choices for language program options in kindergarten enrollment.</p> <p>The district provides direct, explicit resources and guidance for creating print-rich, language-rich, and content-rich instructional environments, including libraries of multilingual and culturally and linguistically diverse books.</p> <p>The adopted or purchased curriculum is developmentally appropriate and fosters both a child’s continued development of the home language and an intentional approach to English as a second language aligned across P–3. It includes ESL/ELD, differentiation and scaffolding strategies, appropriate embedded assessments, explicit attention to oral language development, cross-language connections, and materials that are culturally and linguistically inclusive and responsive.</p> <p>The LEA has developed long-range plans to increase opportunities for bilingual and dual language programs in P–3 (and beyond).</p> <p>Programs and services honor students and schools for skills and activities that showcase emerging bilingual proficiency, beginning with preschool and continuing throughout the trajectory toward proficient biliteracy.</p> <p>Teachers are explicitly expected and supported to adapt curriculum and instruction and are differentiated to address the needs and leverage the assets of English learners at varying proficiency levels and of differing cultural and linguistic backgrounds.</p> <p>The district provides collaboration and planning time for teachers to infuse second-language pedagogy and dual language support into their instruction and for lesson and unit planning to meet the needs of their EL students.</p>

SECTION II. P-3 WORKFORCE: RECRUITMENT, PROFESSIONAL LEARNING, AND SUPPORT

An inclusive, responsive, equitable P-3 system that centers English learners builds staff and leadership capacity, attitudes, and knowledge to embrace the culturally and linguistically diverse communities of young EL/immigrant children and their families. It includes a robust pipeline for developing an adequate number of trained, bilingual, culturally and linguistically diverse teachers and staff for P-3. It also provides a strong infrastructure of professional learning and support for understanding and leveraging the assets and meeting the needs of English learners across the P-3 years. Structures of collaboration, support, and planning for vertical and horizontal alignment facilitate coherent approaches to embracing assets and addressing needs of multilanguage learners effectively across P-3.

State Level	Local educational agency level
<p>The state provides funds that support initiatives and partnerships to increase the supply of a bilingual, culturally and linguistically diverse workforce for P-3.</p> <p>Teacher competencies and credential/certification systems emphasize the skills and knowledge of EL development, assets, and needs across the P-3 grade and developmental span. Competencies and credentials establish shared understanding and continuity across the pedagogical traditions of early childhood and primary-grade education.</p> <p>State initiatives include funding for P-3 EL/language coaches as well as for professional learning for administrators and teachers on understanding and meeting the needs of English learners/dual language learners in P-3.</p>	<p>Professional learning opportunities for teachers engage P-3 teachers together in developing the shared understanding, vision, and instructional alignment for English learners. These opportunities are accompanied by an infrastructure of support (e.g., coaching, Professional Learning Communities to strengthen application).</p> <p>Equitable allocation of resources enables preschool teachers and staff to participate equally with K-3 teachers in collaboration, planning, and professional learning (e.g., a preschool substitute plan, stipends for hours for collaborative planning, etc.).</p> <p>The district provides for professional learning, leadership development, and ongoing mechanisms for collaborative support of site leadership focusing on P-3 that are related to supporting EL children's access, development, and success.</p> <p>Partnerships are forged with local Institution of Higher Education (IHEs) with teacher-preparation programs to focus on preparing new educators to support multilingual learners and to build a robust bilingual teacher pipeline.</p> <p>The district provides collaborative planning time for preschool and primary-grade teachers to focus on curriculum and instructional alignment and coherence across early education and the K-3 grades.</p> <p>Career ladders and supports enable bilingual early education staff to pursue teacher credentials and help bilingual teachers to obtain bilingual authorizations if they do not have them.</p>

SECTION III. FAMILY PARTNERSHIP AND COMMUNITY ENGAGEMENT

An inclusive, responsive, equitable P–3 system that centers English learners has structures and effective practices to engage and support immigrant and EL communities. These structures and practices include robust family engagement and parent leadership initiatives; mechanisms for strong, culturally and linguistically appropriate wraparound services addressing the needs of the immigrant and EL communities; clearly articulated and protected parent rights and mechanisms of choice with regard to language programs; and readily available two-way translation services and supports to enhance communication and connection between immigrant and EL families and schools.

State Level	Local educational agency level
<p>The state provides coherent, aligned articulation and policies regarding the rights of parents that extend from preschool through 12th grade, including rights to translation, protections of enrollment regardless of immigration status, rights to choose a language pathway, and so on.</p> <p>The state provides guidance and resources for building relationships and structures for culturally appropriate and linguistically accessible wraparound services for EL families of P–3 students.</p> <p>The state defines requirements and recommendations regarding meaningful stakeholder engagement of EL communities and families in P–3 initiatives.</p>	<p>The P–3 plan includes explicit strategies for engagement of EL and immigrant families and communities, including (for example):</p> <ul style="list-style-type: none"> • bilingual transition supports (e.g., orientation meetings, materials, visits) for EL parents to facilitate the transition from preschool into kindergarten and from grade level to grade level • a robust infrastructure of bilingual “home–school liaisons” to support family engagement and connection to P–3 school programs • strong translation mechanisms for two-way communication between families and schools • an identification system to determine the languages in which parents need translation and interpretation • aligned policies and systems of protection for immigrant families across preschool and the K–12 system. <p>Parent centers, community schools, and wraparound services provide a space for EL/immigrant families to gain support and have a voice. These are language-embracing, translation-supported, culturally responsive places and services staffed by people from the community with the language skills to bridge school and home as well as communicate across communities.</p> <p>District and school sites have mutually supportive relationships with external agencies (including those from EL communities) to provide linguistically and culturally appropriate and accessible services to meet the needs of EL/immigrant families and young children.</p> <p>District and school sites have relationships with community-based organizations and social services agencies to provide linguistically accessible, culturally supportive, and needed supports to EL families.</p> <p>District and school sites emphasize the value of and provide training to teachers on including families and community members in the classroom as valuable resources for student learning.</p>

SECTION IV. ASSESSMENT AND ACCOUNTABILITY

An inclusive, responsive, equitable P–3 system that centers English learners monitors the access, progress, and achievement of English learners through culturally, developmentally, and linguistically valid assessments and a longitudinal student data system that begins in preschool and enables identification and tracking of English learners along the trajectory from preschool through third grade. An equity-focused accountability system sets high expectations and focuses on growth and closing gaps, with clear goals for development of English proficiency. It is aligned to an assets-based vision of achievement, including the development of proficiency in both the home language and English. The accountability system is designed to facilitate continuous improvement. Assessments and data analysis are transparent and are designed to facilitate meaningful communication with EL families.

State Level	Local educational agency level
<p>The state maintains a longitudinal P–12 system with meaningful identifiers for language status that is designed to support meaningful progress monitoring, inquiry, and continuous improvement for English learners.</p> <p>State assessments are developmentally appropriate, culturally and linguistically valid, and reliable. Assessments are aligned across P–3, including, wherever possible, assessments of language in both the home language and English.</p> <p>Equity goals for the state focus on equal and meaningful access, adequate growth (toward development of English proficiency), and closing gaps (by language status and race/ethnicity).</p> <p>P–3 initiatives are monitored for equity in access, and evaluation systems for continuous improvement disaggregate participation and outcome data by language proficiency level and EL identification status. The state sets clear goals for equitable opportunity and access for English learners.</p>	<p>Information is shared about language status and progress as children move from preschool through third grade to foster continuity in services and support as well as to ensure progress monitoring.</p> <p>Aligned or common assessments (designed for developmental, cultural, and linguistic validity) are used across P–3.</p> <p>Teachers and administrators are supported to understand and interpret assessments as formative data to inform instruction and services for English learners in P–3.</p> <p>The LEA monitors access to and participation of English learners in P–3 to ensure equal opportunity.</p>

SECTION V. GOVERNANCE AND SYSTEM STRUCTURE

All the components of a P–3 approach work in alignment when the system is structured and organized to raise the visibility of English learners and to ensure that responding to them is the responsibility of all in the system. An inclusive, equitable P–3 system for English learners holds and enacts a clear vision with the following characteristics: it is assets oriented; it supports the development of bilingualism; it is committed to full and equal access; it centralizes multilanguage learners as a shared responsibility across the system; it partners with families and communities; and it implements research-based language development programs and pathways from preschool through 12th grade, with recognition of the crucial role of a strong early foundation (P–3). Structures ensure ongoing communication, collaboration, and shared decision-making across the early childhood education system as well as the K–3 Curriculum and Instruction and the English Learner departments. Leadership makes EL schooling in P–3 a priority.

State Level	Local educational agency level
<p>The P–3 vision is part of the P–12 systems vision for the development and education of children with home languages other than English.</p> <p>State EL and P–3 policies and guidance are integrated such that state EL policies and guidance embrace early education as integral and P–3 policies and guidance explicitly address the assets and needs of dual language learners aligned with EL language policies.</p> <p>Vision, mission, and goal statements for state education explicitly embrace language and cultural diversity as assets, commit to full access for English learners, and articulate educational outcomes that include bilingualism, biliteracy, and skills for participation in a diverse, multilingual 21st-century world, beginning with preschool and continuing throughout the grades.</p> <p>In the state department of education, administrators responsible for English learners, K–3 curriculum and instruction, federal and state programs, and early learning are routinely at the table together for communication across departments and decision-making related to supporting EL-responsive P–3 practices throughout the state. Structures and practices of cross-department (cross-division) communication, engagement, and responsibility ensure active engagement and facilitate alignment between EL experts and P–3 initiatives.</p> <p>The state proactively defines terminology that incorporates the language of early childhood education, the language of the K–12 system, EL research and expertise, and civil rights frameworks.</p>	<p>The district adopts a board resolution articulating an overall vision and commitment to multilingual learners and embracing EL-responsive early childhood education as fundamental to the mission of the district.</p> <p>The district integrates early education representation, P–3 initiative key roles, and EL expertise into its leadership structures.</p> <p>The district incorporates prekindergarten and transitional kindergarten into its EL master plan. In describing preschool programs and services, the plan specifically articulates the P–3 portion and its alignment with the instructional vision for multilingual learners in the system.</p> <p>There is cohesive messaging and understanding across departments about the urgency of supporting English learners.</p>

REGIONAL ENTITIES AND TECHNICAL ASSISTANCE PROVIDERS

States have different structures for providing regional support to districts. Nonetheless, providers of technical assistance and professional development offer essential supports and resources to school systems across the nation. Some are official parts of the state's system of support, and others are nonprofit organizations. All have a role to play in building and carrying out a P–3 vision of schooling that embraces and centers English learners, which includes providing:

- technical assistance support for planning, designing, starting up, and sustaining research-based dual language programs and pathways
- resource lists and collections of P–3 appropriate materials that reflect multiple cultures and diverse authors and that include rigorous, linguistically accessible, multicultural, and multilingual materials for P–3
- professional learning, leadership development, communities of practice, and networks that support administrators with understanding the specific assets and needs of young English learners and how to address the practical challenges of leading P–3 implementation
- professional learning, networks, communities of practice, and coaching support for P–3 teachers on developing a shared understanding of language development for English learners and a shared vision of effective instruction
- guidance and resources for building relationships and structures for culturally appropriate and linguistically accessible wraparound services for EL families in P–3
- support for engaging in data analyses to examine and understand data that make the needs of English learners visible and actionable in meaningful ways across P–3
- facilitation of the development of assets-based and evidence-based EL master plans that embrace P–3

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