

Are States Recognizing and Responding to the Needs of Their Dual Language Learner Children?

Webinar

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Today's Release

MIGRATION POLICY INSTITUTE
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INTEGRATION POLICY

Fact Sheet

October 2017

Dual Language Learners A National Demographic and Policy Profile

By Maki Park, Anna O'Toole, and Caitlin Katsiaficas

Since 2000, the young Dual Language Learner (DLL) population in the United States has grown by 24 percent. DLLs, defined as children ages 8 and under with at least one parent who speaks a language other than English at home, now make up nearly one-third of all young children in the United States and more than 20 percent of the young child population in 24 states and the District of Columbia. Across the United States, DLLs are less likely than their peers to enroll in high-quality early childhood programs, even though they stand to benefit disproportionately from such services. Ensuring these young learners have an equal opportunity to get their academic careers off to a good start requires strategic policies that support access to high-quality programs for DLLs and their families.

This fact sheet outlines the key sociodemographic characteristics of the DLL population in the United States and explores the range of state-level policies that shape their access to early childhood education and care (ECEC) programs. The data it presents are based on Migration Policy Institute (MPI) analysis of U.S. Census Bureau American Community Survey (ACS) data pooled over the 2011–15 period and on surveys of state ECEC agencies conducted by MPI researchers in April 2017. The fact sheet also provides information on English Learner (EL)¹ and non-EL academic outcomes nationwide at the fourth-grade level as a means of understanding lags in achievement DLLs experience later in their academic trajectories that may be due in part to inadequate or ineffective ECEC services as well as other risk factors described in this sociodemographic analysis. The final section provides an overview of major state ECEC policies and initiatives that support DLLs.

This national profile of the DLL population is part of a series that also includes 30 state-level fact sheets, which examine these sociodemographic characteristics and policy indicators in the states with the most DLLs.² Together, these national and state profiles aim to provide stakeholders with a basic understanding of the characteristics of the substantial DLL population across the United States and the level of responsiveness states have shown in meeting their needs.

I. Demographic Overview of DLLs in the United States

DLLs in the United States, who number more than 11 million children, now make up 32 percent of the nation's child young population (ages 0 to 8). The tables in this section provide information about the size of this growing population, their share of all young children in the United States, and key demographic characteristics for both DLLs and their non-DLL peers. Home-language skills and experience with different cultures represent important assets for DLLs' development, and a wealth of research has confirmed the benefits of bilingualism.³ However, DLLs and their families also exhibit characteristics that may impede their access to

- The fact sheets in this series offer a sociodemographic sketch of the Dual Language Learners (DLL) population (and comparison to non-DLL peers) at both the national level and in the 30 states with the most DLLs, providing data on age and enrollment, race/ethnicity, income and poverty levels, parental English proficiency and educational attainment, and top home languages spoken in DLL households.
- The fact sheets also provide an overview of the policies states have introduced to support DLLs and their families in accessing quality ECEC programs, drawing from an MPI survey of state ECEC agencies.

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<http://bit.ly/2y6T8aH>



Purpose

- **Provide updated analysis of key characteristics of DLL children and their parents**
- **Make visible key state policies that support DLLs across a range of ECEC programs**
- **Inform/prompt conversations about the strength of DLL policies in particular states**
- **Provide stakeholders with a roadmap of supportive policies**



Maki Park



**Policy Analyst and
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Maki Park is a Policy Analyst and Program Coordinator at the Migration Policy Institute's National Center on Immigrant Integration Policy, where she works on domestic and comparative issues affecting children of immigrants in early childhood and K-12 education.

Previously, Ms. Park worked as Director of Outreach and Program Manager at WorldTeach, based at Harvard's Center for International Development, where she oversaw recruiting and admissions operations and managed the organization's program in Guyana. She has also worked as an education consultant in Malawi and served as a Peace Corps Volunteer in Turkmenistan.

Ms. Park holds a master's in international education policy from Harvard University's Graduate School of Education, and earned her bachelor's degree with a double major in French and government with a concentration in international relations from Cornell University.



Defining Dual Language Learners

- ***“Children who are DLLs are those who are learning two (or more) languages at the same time, or learning a second language while continuing to develop their first language. Children who are DLLs come from homes where a language other than English is spoken. For some, both a language other than English and English may be spoken at home.” - U.S. Department of Health and Human Services and U.S. Department of Education Joint Policy Statement on DLLs, 2016***
- ***In this publication: DLLs are all young children ages 0-8 who have at least one parent who speaks a language other than English at home.***
- ***Sociodemographic analysis based on 2011-15 pooled American Community Survey data from the U.S. Census Bureau.***



Sociodemographic Analysis: *Share and Growth*

- ***DLLs make up 32 percent of the nation's young child population.***
- ***They represent over 20 percent of the young child population in 24 states and the District of Columbia.***
- ***DLLs have grown by 24 percent since 2000.***



Sociodemographic Analysis: *Risk Factors*

- ***58 percent of DLLs live in low-income families, compared with 43 percent of non-DLLs.***
- ***26 percent of parents of DLLs have less than a high school education, compared with 6 percent of non-DLL parents.***
- ***DLLs are enrolled in pre-K at lower rates (42% of DLLs compared with 48% of non-DLLs).***



Sociodemographic Analysis: *Diversity*

➤ *Race and Ethnicity of DLLs:*

- *62% Hispanic*
- *16% White*
- *15% Asian*
- *6% Black*
- *1% American Indian*

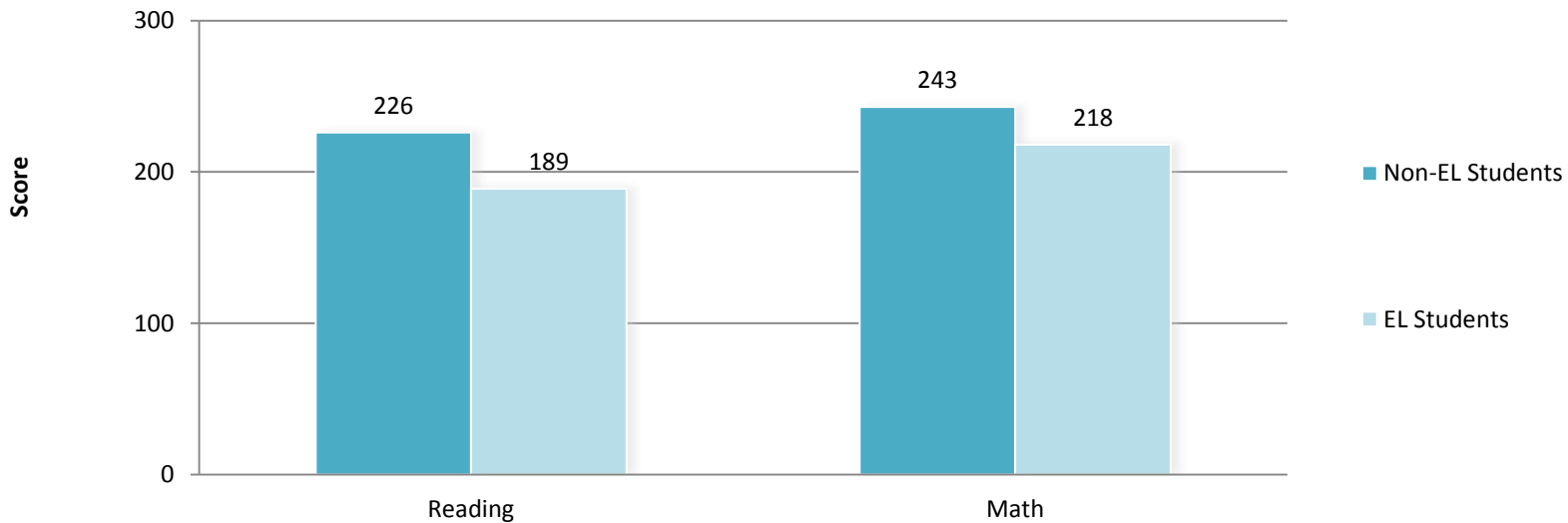
➤ *Top 5 Home Languages Spoken by Parents of DLLs:*

- *Spanish 59%*
- *Chinese 3%*
- *Tagalog 2%*
- *Vietnamese 2%*
- *Arabic 2%*



Potential Lags in Achievement: EL Fourth Grade Outcomes

Fourth Grade Reading and Math NAEP Scores, by EL Status, 2015



NAEP = National Assessment of Educational Progress.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "NAEP Data Explorer—Math and Reading Assessments, 2015," accessed March 8, 2017, <https://nces.ed.gov/nationsreportcard/naepdata/>.



ECEC Policies Affecting DLLs: System Level Policies

- Bilingual Education Policies
- Quality Rating and Improvement Systems (QRIS)
- Kindergarten Entry or Readiness Assessments



ECEC Policies Affecting DLLs: Child Care and Development Fund (CCDF)

CCDF provides child care subsidies to improve access to high-quality child-care services among low-income families.

- **State Services for LEP Families Seeking Child Care Assistance:**
 - E.g. materials and website available in non-English languages
- **State Services for LEP Child-Care Providers**
 - E.g. training and technical assistance in non-English languages, CCDF health and safety requirements in non-English languages



ECEC Policies Affecting DLLs: Home Visiting (MIECHV) Program

The federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program supports all 50 states to provide assistance to low-income families with young children through regular home visits and access to health, social service, and child development professionals.

- Can be particularly effective for immigrant and LEP parents of young children.
- Collecting state-level data on race/ethnicity, home language, and LEP status important to promote equitable access.



ECEC Policies Affecting DLLs: Early Learning & State Pre-K

43 States and the District of Columbia have publicly funded preschool programs. DLLs stand to benefit disproportionately from high-quality pre-K.

- Several potential policies can support DLLs' access:
 - Tracking enrollment of DLLs
 - Using home language as eligibility criteria
 - Requiring assessment in home language
 - Requiring teachers to have qualifications related to teaching DLLs



Julie Sugarman



Policy Analyst
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Julie Sugarman is a Policy Analyst at MPI's National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Language Learner (ELL) students in elementary and secondary schools. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels.

Dr. Sugarman came to MPI from the Center for Applied Linguistics (CAL), where she specialized in the evaluation of educational programs for language learners and in dual language/two-way immersion programs. At CAL, she directed comprehensive program evaluations of instruction for ELLs in K-12, and contributed to numerous research and evaluation projects, including studies of biliteracy development in two-way immersion programs and the evaluation of the STARTALK program which funds teacher training programs and language instruction for students in grades K-16 in critical languages. She also provided evaluation expertise to the Cultural Orientation Resource Center at CAL.

Dr. Sugarman earned a B.A. in anthropology and French from Bryn Mawr College, an M.A. in anthropology from the University of Virginia, and a Ph.D. in second language education and culture from the University of Maryland, College Park.



System-Level Policies for DLLs

➤ **Purpose**

- **Ensure equitable access**
 - ✓ **Reduce systemic achievement gaps**
- **Alignment between ECEC and K-12**
 - ✓ **Curriculum development**
 - ✓ **Teacher training**
 - ✓ **Assessment**
- **Promote research-based practices**
 - ✓ **Home language development**
 - ✓ **Early and targeted intervention**
- **Accountability**



Quality Rating and Improvement Systems

QUALITY FOR WHOM?

Supporting Culturally and Linguistically Diverse Children and Workers in Early Childhood Quality Rating and Improvement Systems



By Julie Sugarman and Maki Park





Quality Rating and Improvement Systems

- ***Organizing framework for state's vision of quality***
 - ***Works alongside licensing and accreditation***
 - ***Standards aligned across systems (e.g., Head Start, family and center-based child care, summer programs)***
- ***Intention to improve overall quality of ECEC through program support and market forces***



Quality Rating and Improvement Systems

➤ *Five elements*

- *Program standards*
- *Training and technical assistance*
- *Financial support/incentives*
- *Quality assurance and monitoring*
- *Consumer education*



QRIS Examples

The program provides documentation or written policy of the use of interpreters, or other resources for help with other languages of enrolled families.

–Colorado (Family Partnerships/Home Language 2.1)

Materials reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society.

–Massachusetts (Curriculum and Learning 1A.2.2)



QRIS Examples

There is evidence in the lesson plans and center logs that center staff encourage family members to share cultural heritage and practices, stories, activities, and language in the daily classroom activities.

–New Mexico (Full Participation of Each Child/Family Engagement)

Program staff is trained to address the needs of children whose home language is not English. (Evidence that at least 60% of teaching staff have attended the relevant training within the previous 15 months)

–New York (Family Engagement FIS 10)



Kindergarten Entry/Readiness Assessment

- ***Student development in general learning, socioemotional, and motor skills***
- ***Purpose is to identify:***
 - ***Gaps in ECEC curriculum and instruction***
 - ***K-3 curriculum needs for all students***
 - ***Supports for individual students***



Kindergarten Entry/Readiness Assessment

➤ *Policy implications*

- *Native language accommodations*
- *Meaningful interpretation and use of DLL scores*
 - ✓ *Norms based on monolingual development*
 - ✓ *Results from assessment in English*



Language Proficiency Assessment

- ***English language proficiency assessment***
 - ***Screening must be completed within 30 days of kindergarten enrollment***
 - ***Aligned to K-12 assessment (WIDA, ELPA21, state assessments)***

- ***Every Student Succeeds Act (ESSA)***
 - ***New: states must develop consistent procedures for identification of English Learners in K-12***
 - ***Implications for pre-K EL identification?***



Marlene Zepeda



Professor Emeritus
Department of Child
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California State
University, Los
Angeles

Marlene Zepeda is a Professor Emeritus in the Department of Child and Family Studies at California State University, Los Angeles. A former preschool and elementary school teacher, her scholarship focuses on dual language learning in Spanish speaking preschool children and child development in Latino infants and toddlers.

Dr. Zepeda has participated in a number of activities relevant to dual language learners (DLLs). For the California State Department of Education, she led a group of national experts in the development of California's Early Learning Foundations for English Language Development for 3 and 4 year olds, the first effort of its kind and contributed to a series of research papers and video material associated with California's Best Practices for DLLs. She has authored a number of publications focused on the development of DLLs including a set of teacher competencies and a commissioned paper for the National Academy of Sciences, Engineering and Medicine's report entitled, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. She is currently developing a Policy Framework for Young DLLs in California for the Heising-Simons Foundation and is a contributing writer to California's Infant-Toddler Guidelines.

Her current research focuses understanding pedagogical practice with preschool age DLLs. She is a member of the Los Angeles', First Five Commission and the Campaign for Quality Early Education, a California advocacy group for DLLs. She received her B.A. in Child Development from California State University, Los Angeles and her M.A. and Ph.D. degrees in Developmental Studies and Early Childhood Education from the University of California, Los Angeles.

How is California Responding to DLLs in ECEC

Marlene Zepeda, Ph.D.

Demographics

- California is home to over **2.7 million DLLs**.
- DLLs make up **60 percent** of the young child population in California (compared with 32 percent nationally).
- 65 percent of parents of DLLs speak Spanish.
 - 4% Chinese
 - 4% Tagalog
 - 3% Vietnamese
 - 2% Korean

Shifting the Paradigm

- Growing recognition of the educational needs of DLLs
- Movement from a deficit to strength based perspective
- Appreciation for both a universal and culturally and linguistically specific approach
- Research consensus that use of the home language supports the acquisition of English



California's Early Learning and Development System

**Program
Guidelines
& Resources**

**Curriculum
Framework**

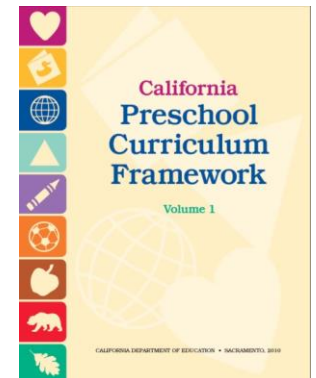
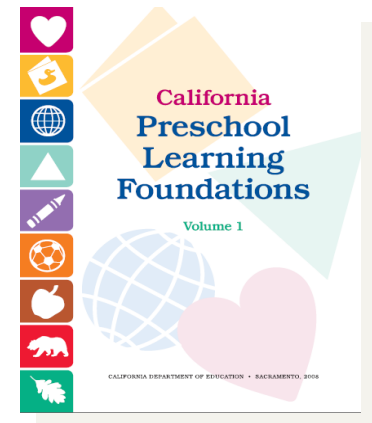
**Learning &
Development
Foundations**

**Professional
Development**

**Desired Results
Assessment
System**

Preschool Learning Foundations and Preschool Curriculum Framework

- Preschool Learning Foundations, Vol. 1
Preschool Curriculum Framework, Vol. 1
 - Social-Emotional Development
 - Language & Literacy
 - English-Language Development
 - Mathematics
- <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- <http://www.cde.ca.gov/sp/cd/re/psframework.asp#psframevol1>



Desired Results Developmental Profile- Infancy to Kindergarten Entry[©] 2015

- Provides framework for documenting progress of children to inform ongoing curriculum planning
- Evidence can be in English or home language, nonverbal as well
- Aligned to the *Preschool Learning Foundations*

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



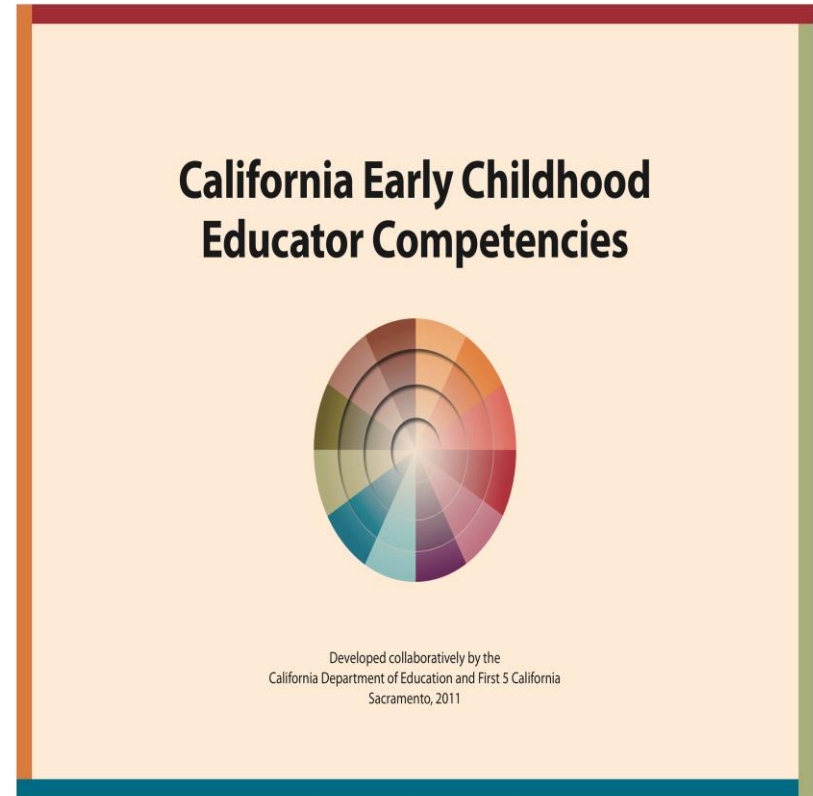
Preschool Comprehensive View
for use with preschool-age children



California Department of Education
Sacramento, 2016

Professional Development

- Early Childhood Educator Competencies
 - Dual Language Development
 - Culture, Diversity, and Equity
- <http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>



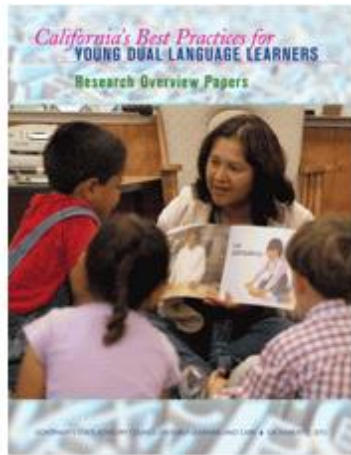
California Preschool Program Guidelines, 2015

California Preschool Program Guidelines



- <https://www.cde.ca.gov/s/p/cd/re/documents/preschoolproggdlns2015.pdf>
- Integrates policies and practices for addressing the needs of young DLLs

Overview of California's Best Practices for Young Dual Language Learners Project

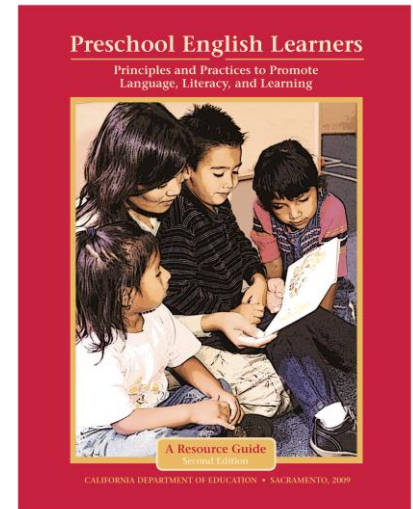


<https://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

- Neuroscience research: How experience with one or multiple languages affects the developing brain
- Relationship between dual language development and development of cognition, mathematics, social-emotional development, and related domains
- Program models - practices, policies, and programmatic features and implications for children who are dual language learners in preschool
- Family engagement and culturally diverse child-rearing practices in dual language families
- Assessment of young dual language learners in preschool
- Early intervention and young dual language learners with special needs

Preschool English Learners Resource Guide

- Preschool English Learners: Principles to Promote Language, Literacy, and Learning
 - <http://www.cde.ca.gov/sp/cd/re/documents/pselearnersted2.pdf>
- Companion DVD: A World Full of Language

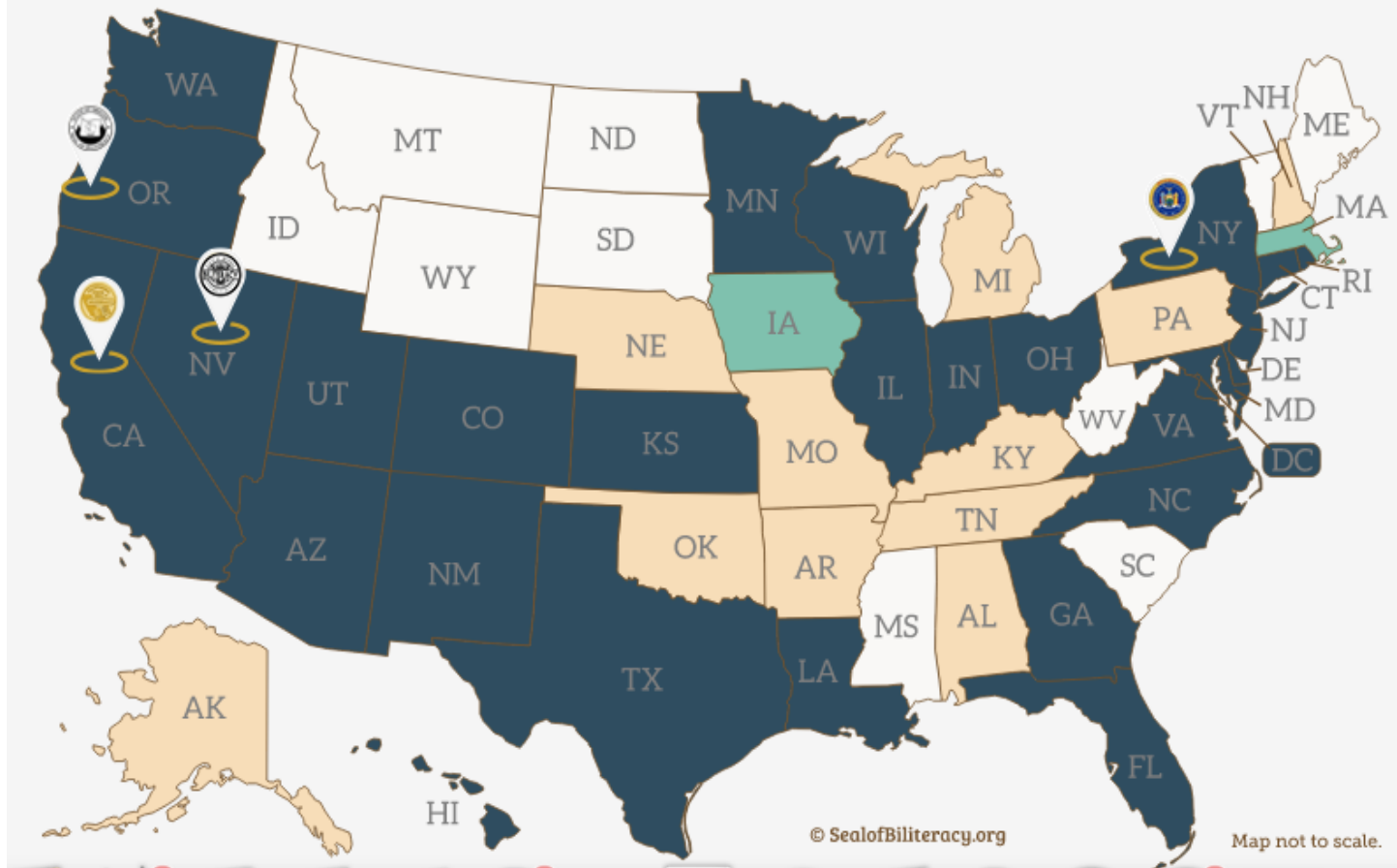


Seal of Biliteracy

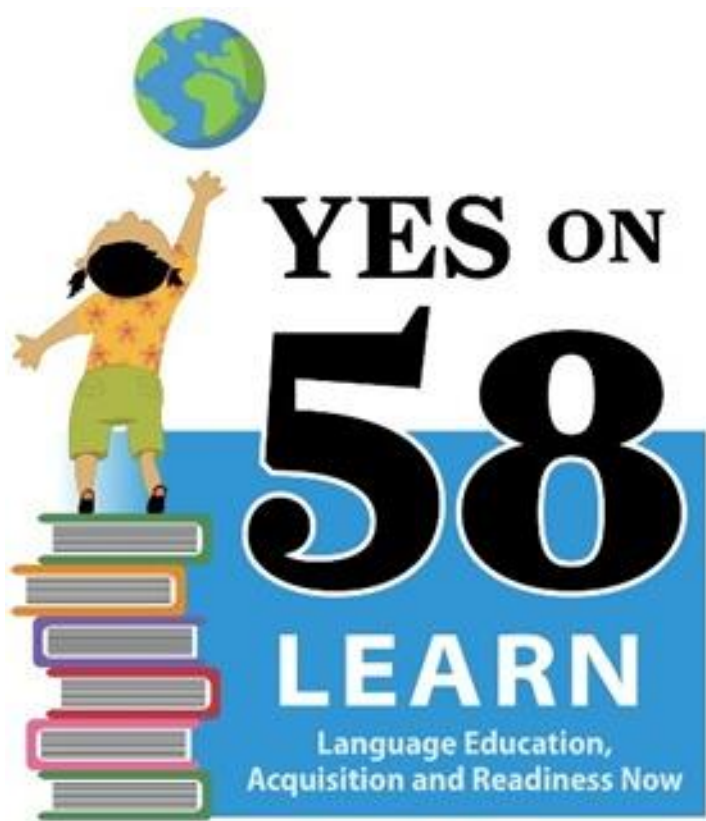
<http://sealofbiliteracy.org/>

STATE LAWS REGARDING THE SEAL OF BILITERACY

● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!



Proposition 58 –Edge Initiative and the EL Roadmap



- EL Roadmap from the California Department of Education. See: <http://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp>

California's Vision and Mission of Success for English Learners

English learners fully and meaningfully access and participate in a 21st century education from early childhood to 12th grade that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

California schools affirm, welcome and respond to a diverse range of English learner strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse world, thus ensuring a thriving future for California.

Forthcoming from California

- California's Gold: Advocacy Framework for Young Dual Language Learners – a call for coordinated action to integrate Pre-K with the early elementary grades – available in mid-November
- DLL Pilot – focused on identifying effective strategies that support dual language development. See:
http://www.ccfc.ca.gov/pdf/programs/dll/DLL_Fact_Sheet.pdf
- Infant/Toddler Program Guidelines – dedicated chapter on DLLs with references to policies and practices for DLLs throughout



Q & A

- **Use Q&A chat function to write questions**
- **Or email events@migrationpolicy.org with your questions**
- **Slides and audio will be available at:
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Thank You For Joining Us!

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