Effectively Serving Children in a Superdiverse Classroom: Implications for the Early Education System

Webinar

February 22, 2018

Logistics

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Presenters

Margie McHugh, Director, National Center on Immigrant Integration Policy, MPI

Maki Park, Senior Policy Analyst, Migration Policy Institute

Jie Zong, Associate Policy Analyst, Migration Policy Institute

KaYing Yang, Director of Programs and Partnerships, Coalition of Asian American Leaders

Growing Superdiversity among Young U.S. Dual Language Learners and Its Implications

By Maki Park, Jie Zong, and Jeanne Batalova

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http://bit.ly/2EFEVbj

MPI National Center on Immigrant Integration Policy

Primary Areas of Work:

- *Education and Training:*
    - *Early Childhood*
    - *K-16*
    - *Adult Education and Workforce Development*
- *Language Access and Other Benefits*
- *Governance of Integration Policy*

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Report Origins and Context

➢ *Superdiversity: a largely unacknowledged and unexplored program context with significant implications for programs seeking to effectively serve immigrant and DLL children*

➢ *Today's publication is part of a larger effort involving:*
  - *Expert symposium, November 2017*
  - *Commissioned papers (2); March 21 release*

➢ *Overall goals:*
  - *Make plain the heterogeneity of DLLs*
  - *Work with key stakeholders to understand and map implications*
  - *Identify efforts to improve system and program designs*

Maki Park

Senior Policy Analyst,
National Center on Immigrant Integration Policy, MPI

Maki Park is a Senior Policy Analyst 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.

Jie Zong

**Associate Policy
Analyst,**
Migration Policy
Institute

Jie Zong is an Associate Policy Analyst at the Migration Policy Institute, where she provides quantitative research support across MPI programs, particularly the National Center on Immigrant Integration Policy. Her research areas include structural and cultural integration of first- and second-generation immigrants, protective factors for children in refugee families, and workforce development in the United States.

Previously, Ms. Zong interned with the Center for Migration Studies of New York, where she provided research support on U.S. refugee and asylum issues, as well as the U.S. immigration detention system.

She holds a master's degree of public administration from New York University's Wagner Graduate School of Public Service with a specialization in policy analysis, and a bachelor of the arts degree in international finance from the Central University of Finance and Economics in China.
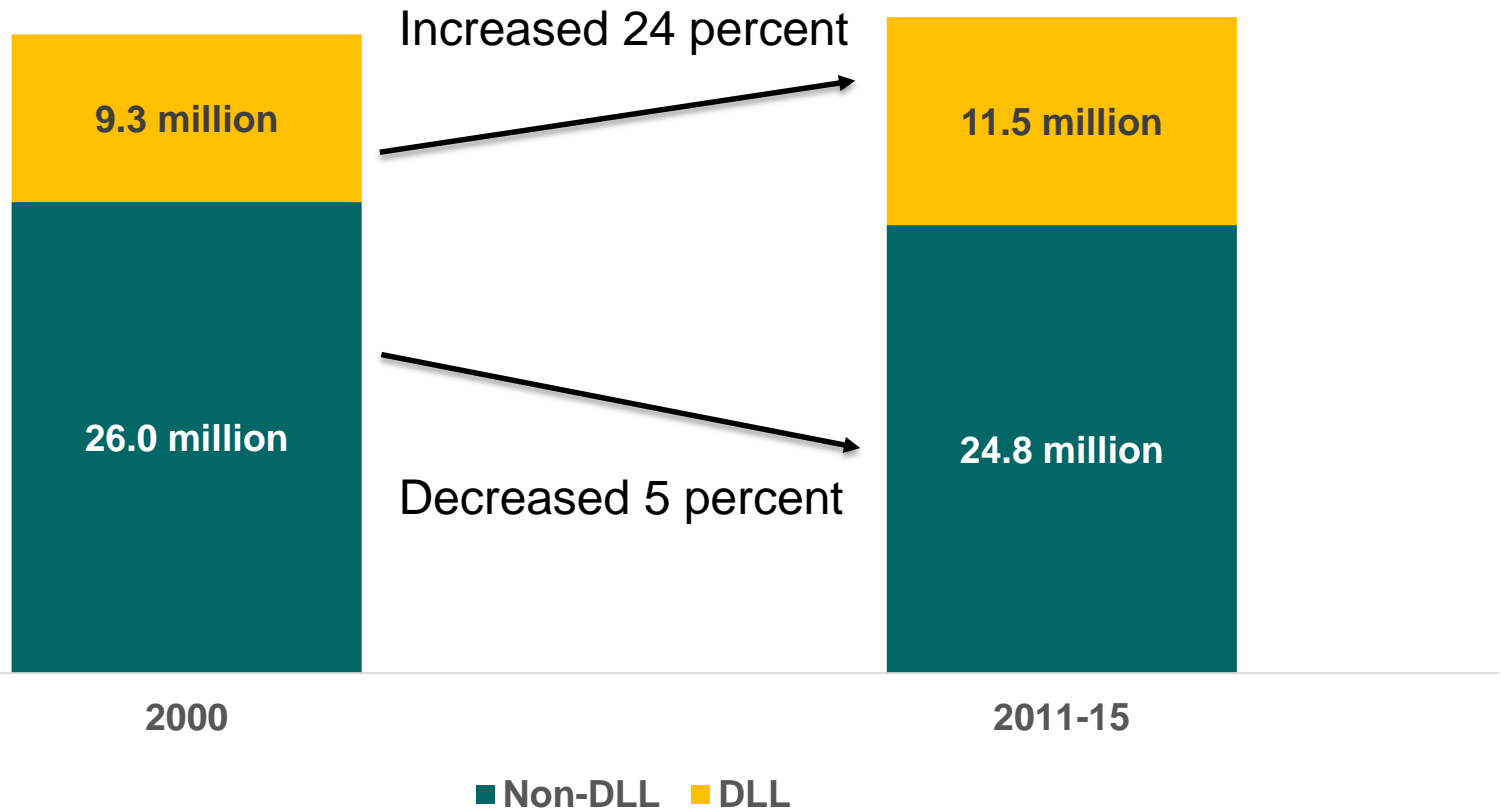
Diverse and Growing: Young DLLs in the United States

➢ *The concept of "Superdiversity," or "diversity within diversity"*

➢ *A close look in particular at linguistic diversity – direct and major implications for ECEC and K-12 programs*

➢ *All analysis conducted based on American Community Survey (ACS) data pooled over 2011-2015 period*

➢ *MPI definition of Dual Language Learners (DLLs)*

DLLs: Number and Growth

Number and Percent of DLLs (ages 0 to 8), 2000 and 2011-15

Increased 24 percent

Decreased 5 percent

2000
- 9.3 million
- 26.0 million

2011-15
- 11.5 million
- 24.8 million

■ **Non-DLL** ■ **DLL**

DLLs: Change in Share across States

DLL Share of Young Children (ages 0 to 8), Nationwide and by State, 2000 and 2011–15
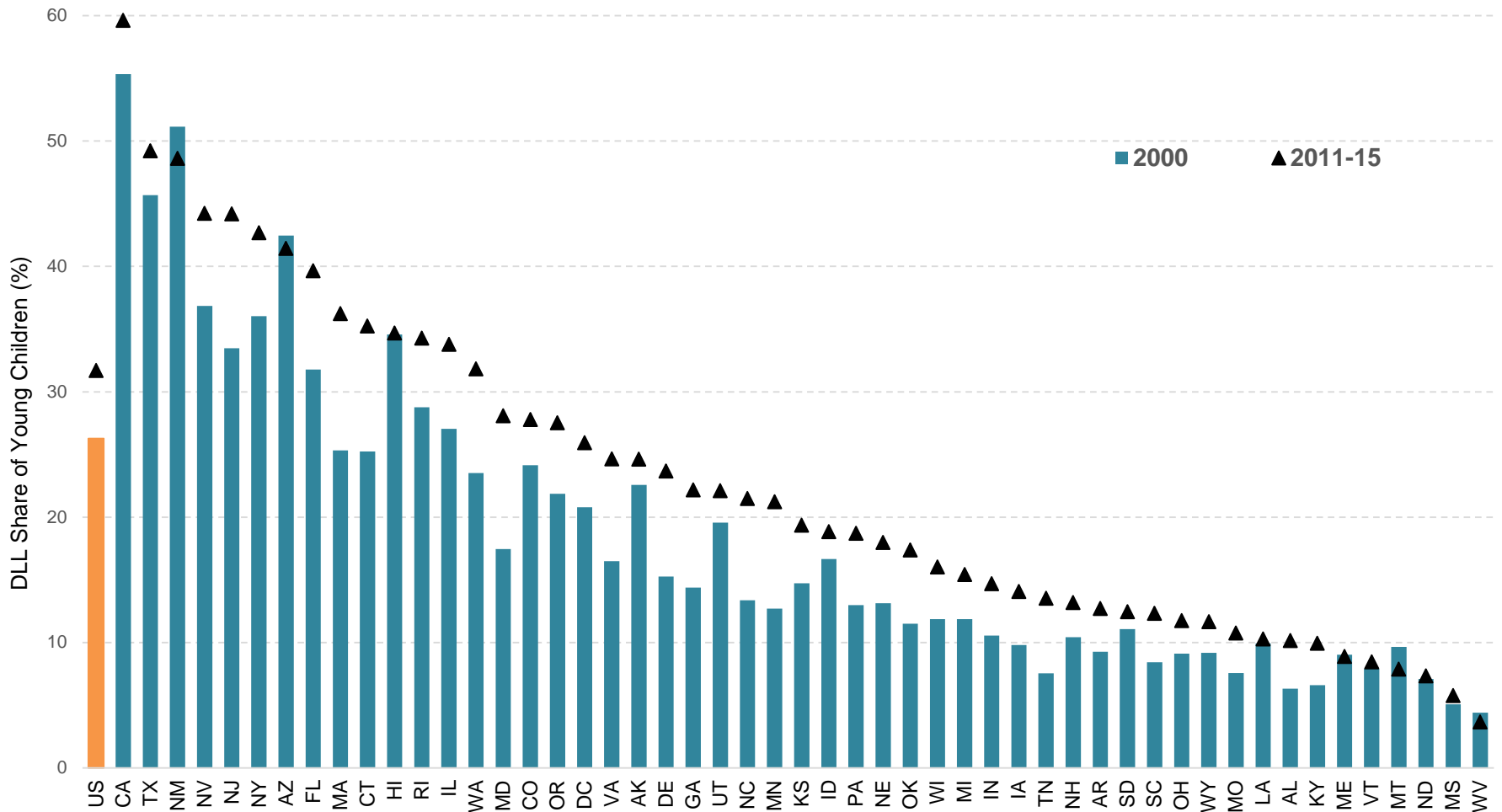
Source: MPI analysis of data from the 2000 decennial census and pooled 2011–15 ACS data.

Diversity within the Overall DLL Population
Race & Ethnicity

Race and Ethnicity of DLL and Non-DLL Children (ages 0-8), 2011-15
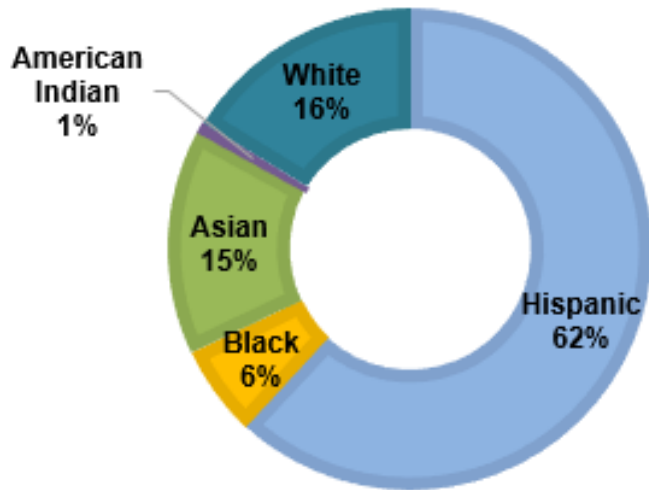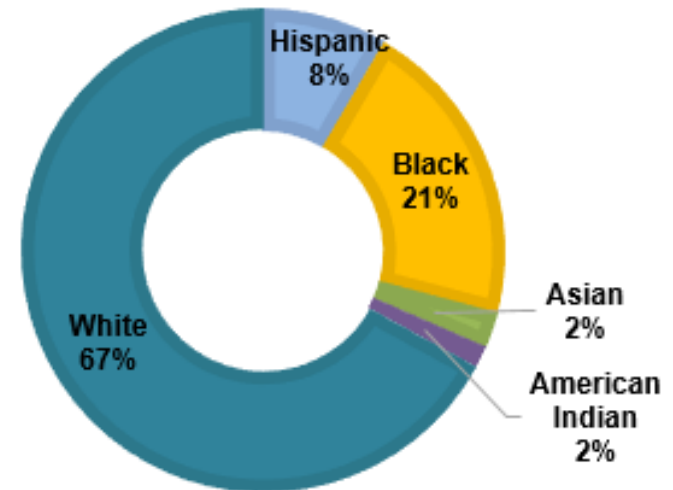
Notes: In this figure, the categories "American Indian," "Asian," "Black," and "White" refer to children who are not Hispanic. "White" includes a small number of children whose race was recorded as "other." "Asian" includes children whose race was recorded as "Pacific Islander."
Source: MPI analysis of pooled 2011–15 ACS data.

Diversity within the Overall DLL Population Shifting Language Composition among Recent Arrivals

Top Languages Spoken by All Parents of DLLs and by Recently Arrived* Immigrant Parents of DLLs, 2011–15

All U.S.-Born and Immigrant Parents of DLLs		Recently Arrived Immigrant Parents of DLLs	
Number of parents	**12,755,000**	**Number of parents**	**2,311,000**
Spanish	59.0%	Spanish	46.2%
English	9.2%	Chinese	4.9%
Chinese	3.3%	Arabic	4.0%
Tagalog	1.9%	Hindi	3.4%
Vietnamese	1.9%	Tagalog	3.3%
Arabic	1.9%	Telugu	2.6%
Hindi	1.4%	Korean	2.1%
French	1.3%	Tamil	1.9%
German	1.2%	French	1.9%
Korean	1.1%	Vietnamese	1.8%
Russian	1.1%	Russian	1.7%
French or Haitian Creole	1.1%	Kru	1.4%
Portuguese	0.9%	French or Haitian Creole	1.4%
Telugu	0.9%	Portuguese	1.3%
Urdu	0.8%	Urdu	1.3%
Kru	0.7%	English	1.2%
Tamil	0.6%	Japanese	1.2%
Polish	0.6%	Bengali	1.2%
Japanese	0.5%	Nepali	1.1%
Bengali	0.5%	Ethiopian	0.9%

*"Recently arrived" refer to immigrants who had resided in the United States for fewer than ten years at the time they completed the ACS.

Notes: Chinese includes Cantonese, Mandarin, and other Chinese languages. Ethiopian includes Amharic and other Ethiopian languages. French includes Patois and Cajun. German includes Pennsylvania Dutch.

Source: MPI analysis of pooled 2011–15 ACS data.

Diversity within the Overall DLL Population
Changing Countries of Origin among Recent Arrivals

Top Countries of Origin of All and Recently Arrived* Immigrant Parents, 2011–15

All Immigrant Parents			Recently Arrived Immigrant Parents		
Number of Parents		**8,263,000**	**Number of Parents**		**2,311,000**
Mexico		40.8%	Mexico		28.6%
India		6.9%	India		11.8%
El Salvador		4.1%	China		4.1%
China		3.3%	Philippines		3.6%
Philippines		3.0%	El Salvador		3.4%
Vietnam		2.9%	Guatemala		3.0%
Guatemala		2.8%	Dominican Republic		2.2%
Dominican Republic		2.1%	Honduras		2.1%
Honduras		1.8%	Korea		2.1%
Korea		1.6%	Vietnam		1.9%
Cuba		1.4%	Cuba		1.8%
Haiti		1.4%	Haiti		1.4%
Colombia		1.2%	Japan		1.2%
Ecuador		1.1%	Brazil		1.2%
Pakistan		1.0%	Pakistan		1.2%
Peru		0.9%	Myanmar (Burma)		1.2%
Brazil		0.9%	Colombia		1.1%
Poland		0.8%	Iraq		1.1%
Ukraine		0.7%	Nigeria		1.0%
Bangladesh		0.6%	Bangladesh		0.9%

* "Recently arrived" refer to immigrants who had resided in the United States for fewer than ten years at the time they completed the ACS.
Source: MPI analysis of pooled 2011–15 ACS data.

Diversity within the Overall DLL Population
Socioeconomic & Family Characteristics

➢ *Family Structure:* **DLLs more likely to live in two-parent families than non-DLLs (77% vs. 69%).**

➢ *Income:* **nearly a third (31%) live in poverty, compared to 22% of non-DLLs.**

➢ *Parental Education:* **parents of DLLs four times more likely to have less than a high school diploma than parents of non-DLLs (26% vs. 6%).**

➢ *English Proficiency:* **24% of DLLs live in linguistically isolated households, where all adults (ages 14 and older) are LEP.**

Subpopulations Studied in this Report

➢ *Three relatively under-studied sub-populations of DLLs:*

   1) Asian American and Pacific Islander (AAPI) DLLs

   2) Black DLLs

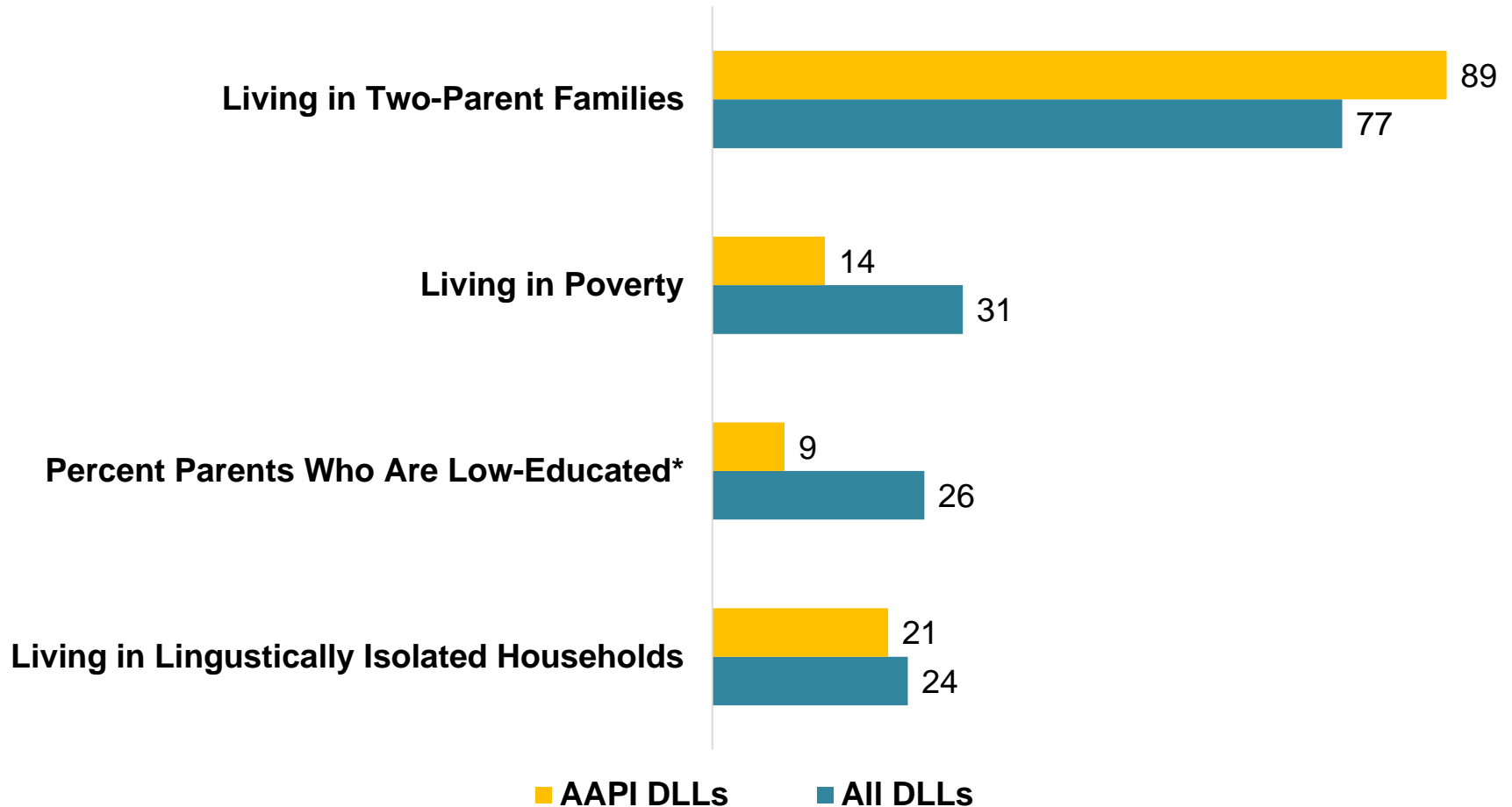   *3) Young children of refugees*

AAPI DLLs

- ➤ **AAPIs overall the fastest growing racial group in the United States since 2000.**

- ➤ **If current trends continue, Asians projected to become the largest immigrant group in the United States by 2055.**

- ➤ **As of 2011-15, 1.8 million young AAPI DLLs (71% of all young AAPI children).**

- ➤ **These AAPI DLLs comprise 16% of the total DLL population.**

AAPI DLLs: Characteristics & Diversity

Socioeconomic and Family Characteristics (%) of AAPI DLLs and All DLLs, 2011-15

Living in Two-Parent Families
- AAPI DLLs: 89
- All DLLs: 77

Living in Poverty
- AAPI DLLs: 14
- All DLLs: 31

Percent Parents Who Are Low-Educated*
- AAPI DLLs: 9
- All DLLs: 26

Living in Lingustically Isolated Households
- AAPI DLLs: 21
- All DLLs: 24
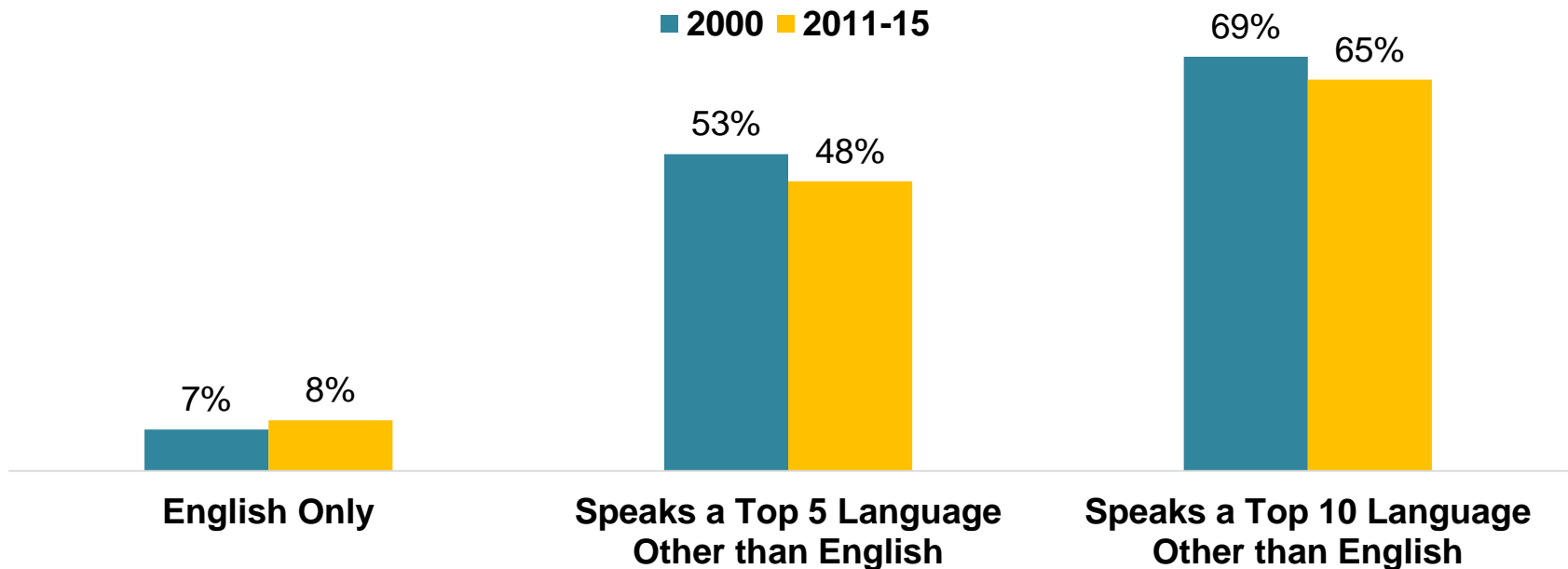
Legend: ■ AAPI DLLs   ■ All DLLs

* "Low educated" refer to individuals ages 25 and older who have less than a high school diploma.
Source: MPI analysis of pooled 2011–15 ACS data.

AAPI DLLs: Growing Linguistic Diversity

➢ **Much higher levels of linguistic diversity within this sub-group compared to DLLs overall, with high proportions of less commonly spoken languages.**

➢ **Linguistic diversity within this group is growing rapidly.**

Linguistic Diversity among Parents of AAPI DLL Children, 2000 and 2011-15

Legend: ■ 2000 ■ 2011-15

- English Only: 7% (2000), 8% (2011-15)
- Speaks a Top 5 Language Other than English: 53% (2000), 48% (2011-15)
- Speaks a Top 10 Language Other than English: 69% (2000), 65% (2011-15)

Source: MPI analysis of data from the 2000 decennial census and pooled 2011–15 ACS data.

AAPI DLLs: Top Languages Spoken & Parental Countries of Origin

Languages Spoken	Number	Share (%)	Country of Birth	Number	Share (%)
Total AAPI DLL Parent Population	2,439,000	100	Total Foreign-Born AAPI DLL Parent Population	2,027,000	100
Chinese	405,000	16.6	India	549,000	27.1
Vietnamese	234,000	9.6	China	269,000	13.2
Tagalog	233,000	9.5	Vietnam	239,000	11.8
English only	206,000	8.4	Philippines	238,000	11.7
Hindi	167,000	6.8	Korea	131,000	6.5
Korean	140,000	5.7	Pakistan	78,000	3.9
Telugu	110,000	4.5	Bangladesh	52,000	2.6
Urdu	91,000	3.7	Taiwan	49,000	2.4
Tamil	77,000	3.2	Japan	48,000	2.4
Spanish	72,000	2.9	Laos	43,000	2.1
Gujarati	63,000	2.6	Thailand	39,000	1.9
Bengali	62,000	2.6	Myanmar (Burma)	32,000	1.6
Japanese	59,000	2.4	Hong Kong	27,000	1.3
Other Pacific Island Languages	59,000	2.4	Cambodia	27,000	1.3
Hmong	55,000	2.2	Nepal	19,000	0.9
Khmer	39,000	1.6	Indonesia	16,000	0.8
Lao	26,000	1.1	Mexico	13,000	0.6
Arabic	17,000	0.7	Bhutan	12,000	0.6
Thai	16,000	0.7	Afghanistan	9,000	0.5
Farsi	12,000	0.5	Malaysia	9,000	0.4

Note: Chinese includes Cantonese, Mandarin, and other Chinese languages.
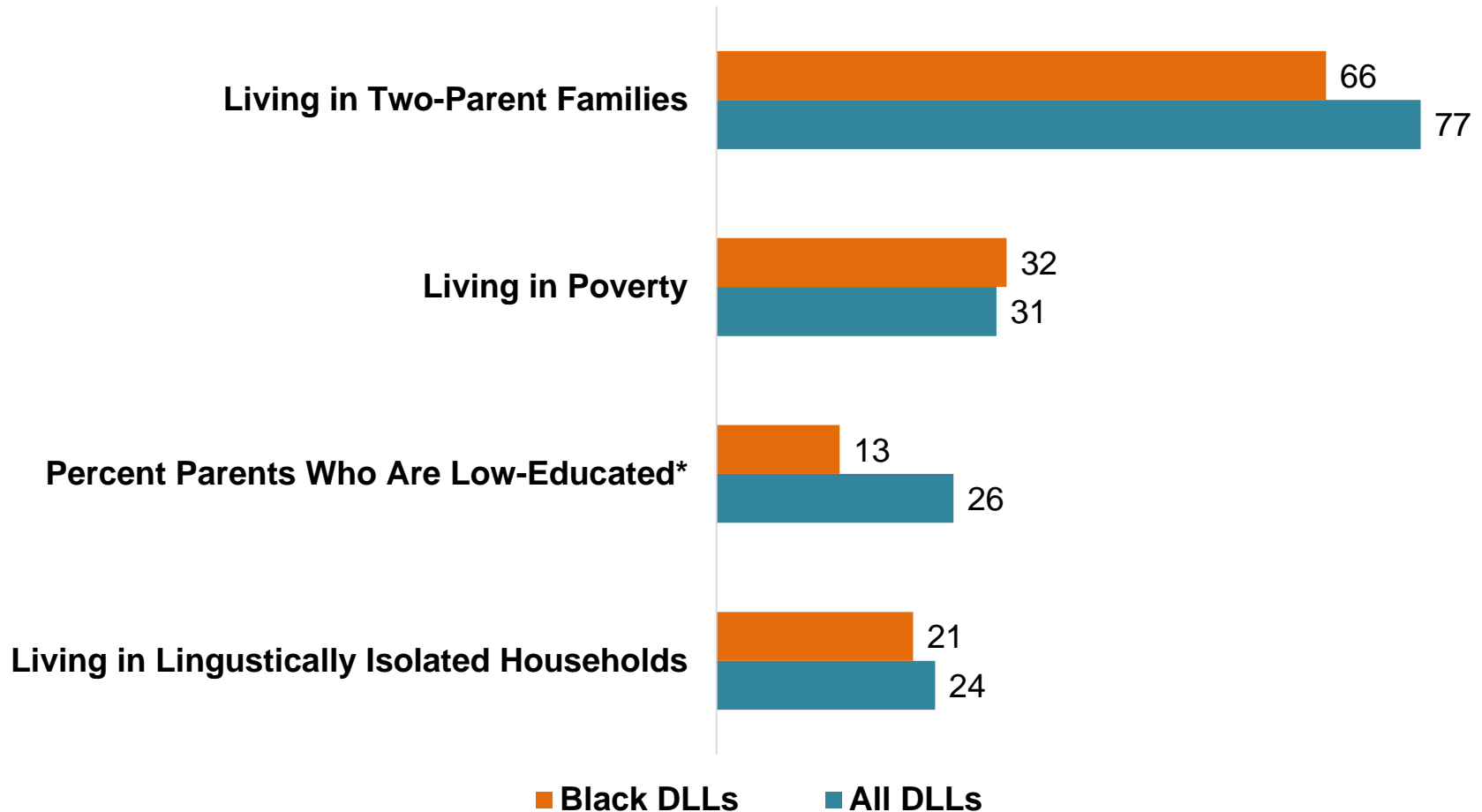*Source:* MPI analysis of pooled 2011–15 ACS data.

Black DLLs

- ➢ **Also a fast-growing population due to increasing flows from Africa and on-going migration from the Caribbean.**

- ➢ **The number of children in Black immigrant families nearly doubled in the past two decades.**

- ➢ **As of 2011-15, 927,000 young Black DLLs account for 15% of all young Black children.**

- ➢ **These Black DLLs comprise 8% of the total DLL population.**

Black DLLs: Characteristics & Diversity

Socioeconomic and Family Characteristics (%) of Black DLLs and All DLLs, 2011-15

	Black DLLs	All DLLs
Living in Two-Parent Families	66	77
Living in Poverty	32	31
Percent Parents Who Are Low-Educated*	13	26
Living in Lingustically Isolated Households	21	24

■ **Black DLLs** ■ **All DLLs**

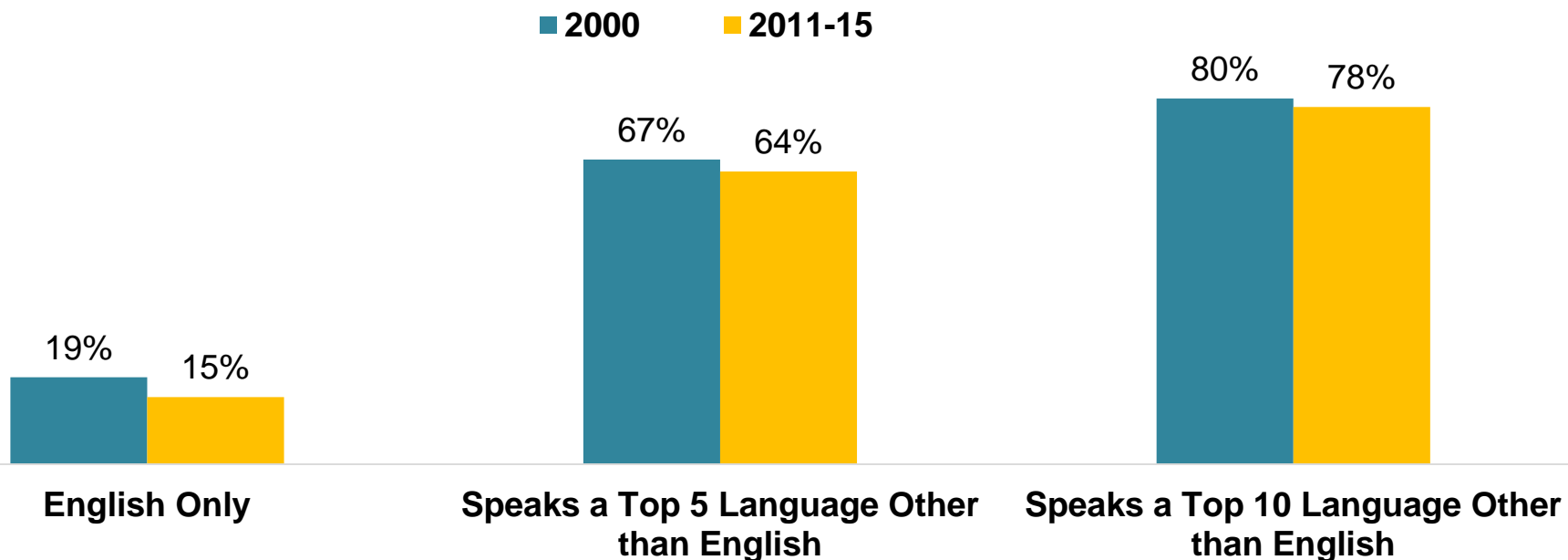* "Low educated" refer to individuals ages 25 and older who have less than a high school diploma.
Source: MPI analysis of pooled 2011–15 ACS data.

Black DLLs: Growing Linguistic Diversity

➢ **Much higher levels of linguistic diversity within this sub-group compared to DLLs overall, with high proportions of less commonly spoken languages.**

➢ **Linguistic diversity within this group is also growing.**

Linguistic Diversity among Parents of Black DLL Children, 2000 and 2011-15

■ **2000** ■ **2011-15**

Category	2000	2011-15
English Only	19%	15%
Speaks a Top 5 Language Other than English	67%	64%
Speaks a Top 10 Language Other than English	80%	78%

Source: MPI analysis of data from the 2000 decennial census and pooled 2011–15 ACS data.

Black DLLs: Top Languages Spoken & Parental Countries of Origin

Languages Spoken	Number	Share (%)	Countries of Birth	Number	Share (%)
Total Black DLL Parent Population	**943,000**	**100**	**Total Foreign-Born Black DLL Parent Population**	**576,000**	**100**
Spanish	267,000	28.3	Haiti	115,000	19.9
English only	139,000	14.8	Nigeria	52,000	9
French or Haitian Creole	135,000	14.4	Ethiopia	45,000	7.8
Kru	84,000	8.9	Somalia	32,000	5.6
French	72,000	7.7	Ghana	28,000	4.9
Ethiopian	48,000	5.1	Mexico	27,000	4.7
Other African Languages	40,000	4.3	Dominican Republic	26,000	4.5
Cushite, Beja, Somali	38,000	4	Africa, ns/nec*	24,000	4.1
Swahili	25,000	2.7	Kenya	20,000	3.4
Arabic	20,000	2.1	Jamaica	15,000	2.6
Portuguese	11,000	1.1	Western Africa, ns	12,000	2.2
German	8,000	0.9	Sudan	12,000	2.1
Tagalog	7,000	0.7	Cameroon	9,000	1.6
Japanese	4,000	0.4	Liberia	8,000	1.3
Chinese	4,000	0.4	Eritrea	7,000	1.3
Other American Indian Languages	3,000	0.3	Sierra Leone	7,000	1.2
Other Pacific Island Languages	3,000	0.3	Senegal	6,000	1.1
Russian	2,000	0.2	El Salvador	6,000	1.1
Italian	2,000	0.2	Eastern Africa, nec/ns	6,000	1
Korean	2,000	0.2	Cape Verde	6,000	1

*ns/nec mean "not specified" and "not elsewhere classified"

Note: Chinese includes Cantonese, Mandarin, and other Chinese languages. Ethiopian includes Amharic and other Ethiopian languages. French includes Patois and Cajun. German includes Pennsylvania Dutch.

Source: MPI analysis of pooled 2011–15 ACS data.

Young Children of Refugees

- *Additional potential risk factors makes this an important group for study*
  - *Many fled persecution and violence and may have lived in refugee camps for years before resettlement*
  - *Often arrive in the U.S. with few or no social networks, economic resources, or knowledge of language and culture*
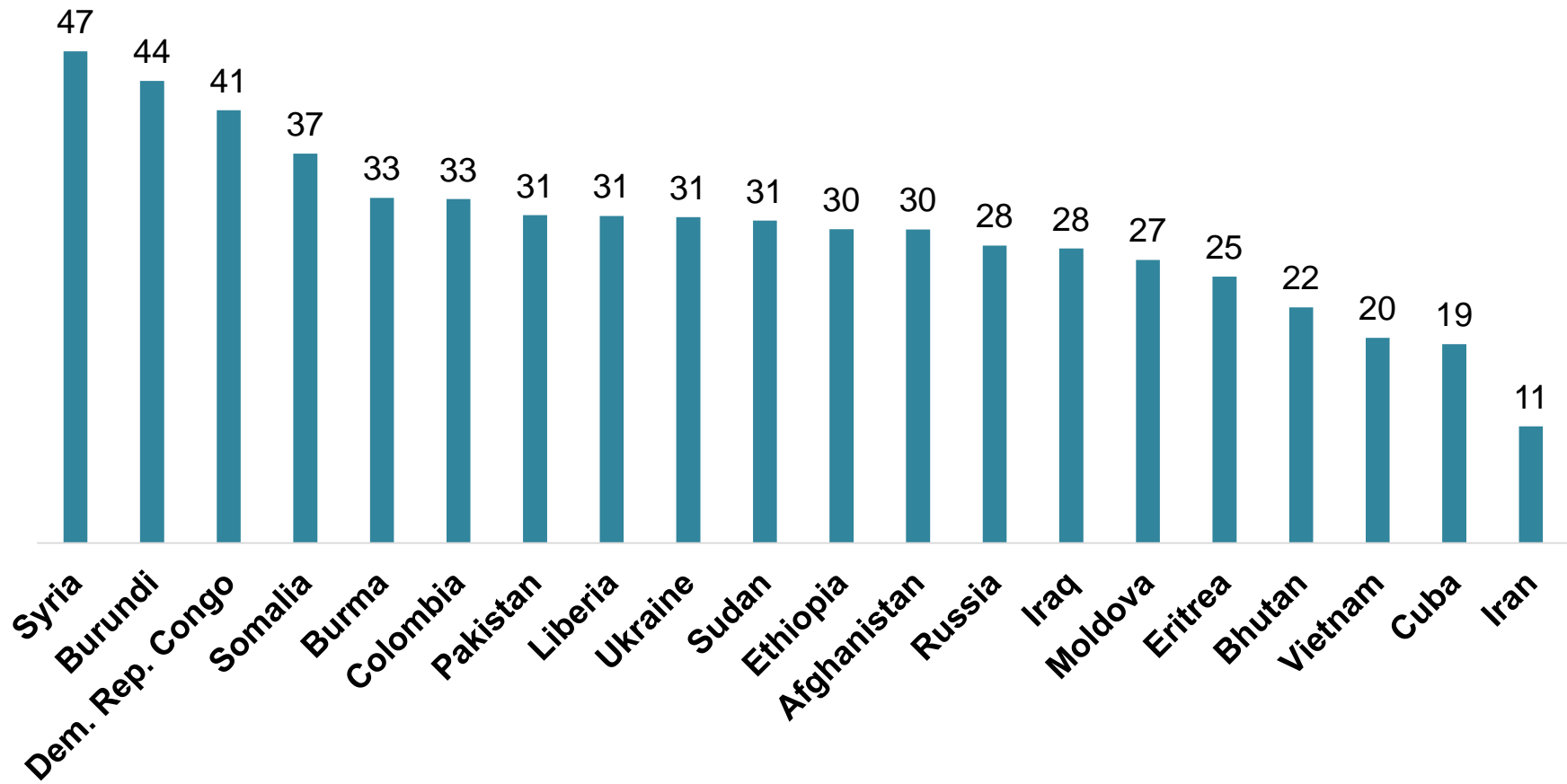
- *The majority are by definition DLLs*

- *Highly diverse in countries of origin and languages spoken*

Young Children of Refugees: Countries of Origin

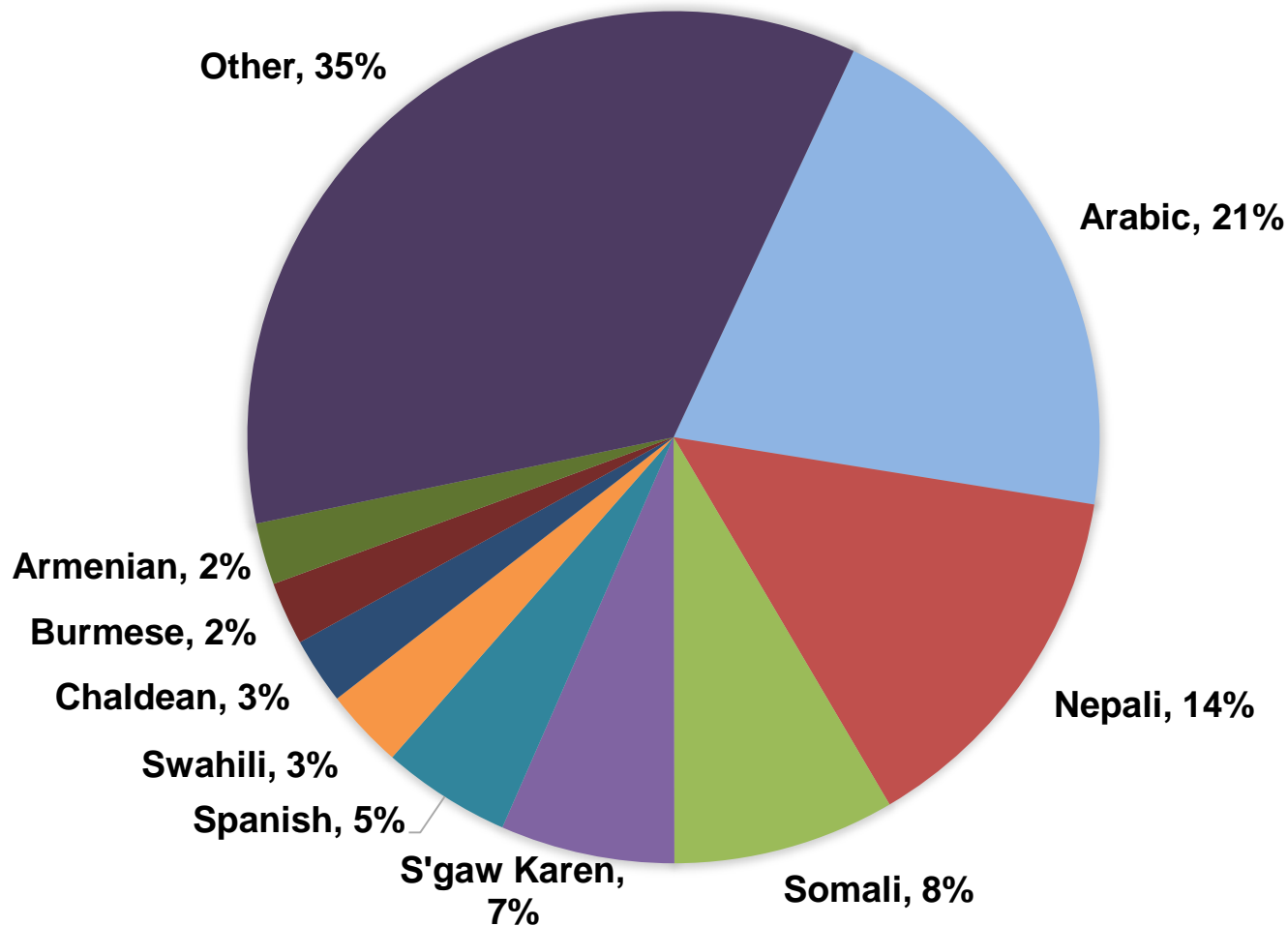**Share of Refugee Arrivals under Age 14, by Country of Origin, (%), FY 2008–17**

Source: MPI analysis of data from Department of State Bureau of Population, Refugees, and Migration Worldwide Refugee Admissions System (WRAPS), accessed at: http://www.wrapsnet.org/.

Young Children of Refugees: Languages Spoken

Top Native Languages of Refugees at Arrival, FY 2008-17
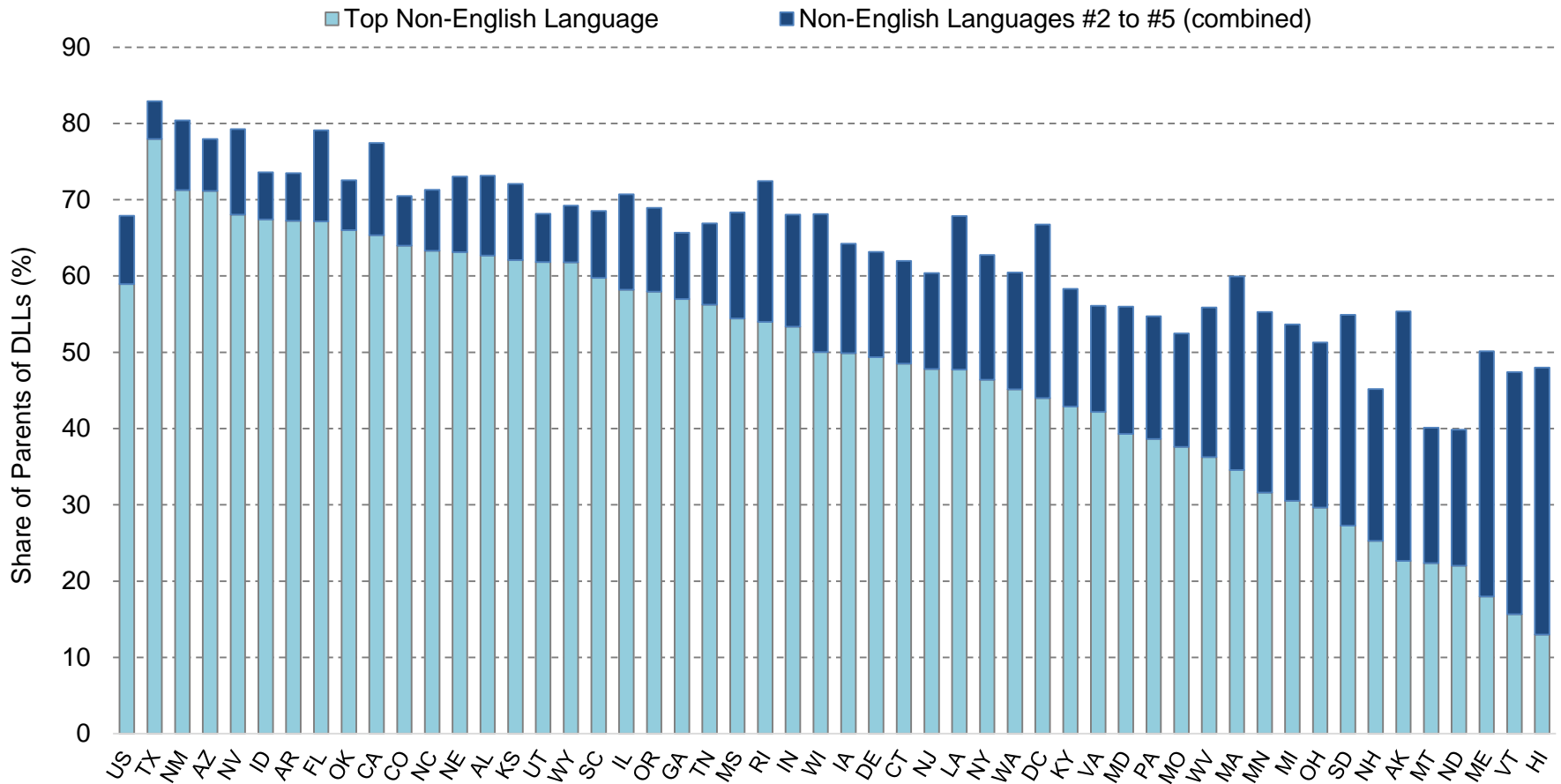

Source: MPI analysis of data from Department of State Bureau of Population, Refugees, and Migration Worldwide Refugee Admissions System (WRAPS), accessed at: http://www.wrapsnet.org/.

Linguistic Diversity Overall at the State Level

Share of Parents of DLLs Who Speak the Top Non-English Languages in Each State, (%), 2011–15
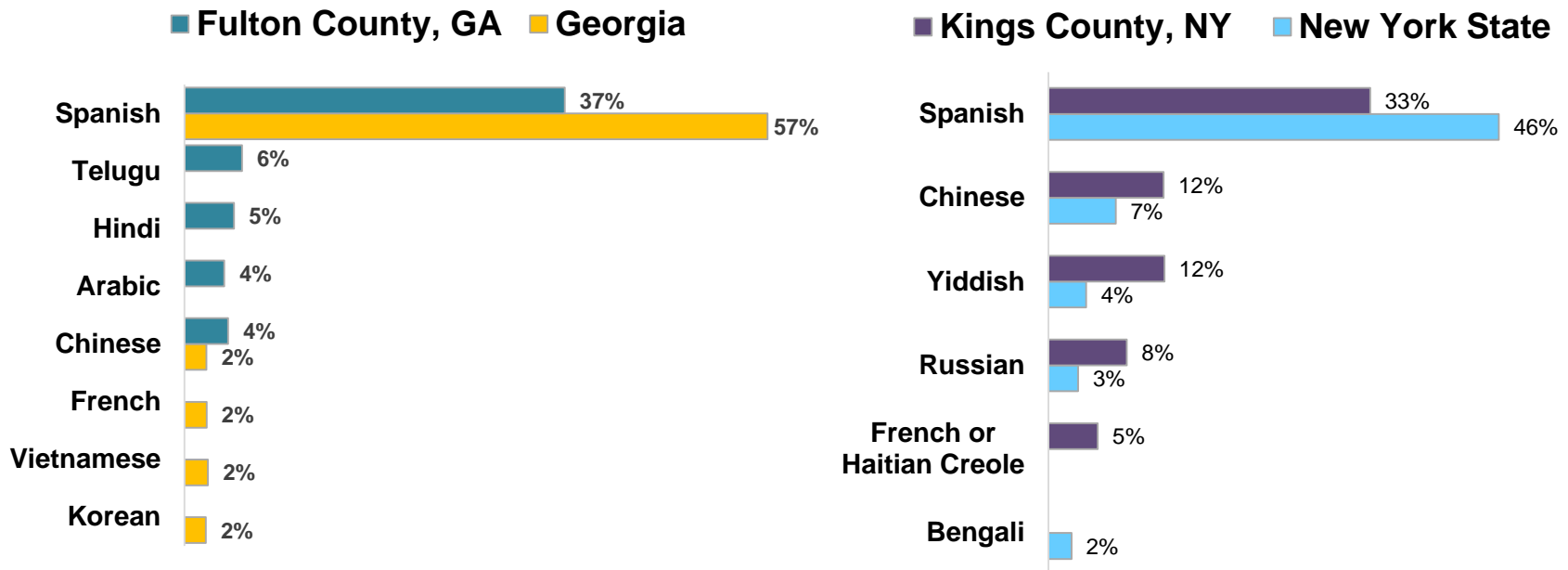

Note: Spanish was the top language in all states except in Alaska, Hawaii, and Maine.

Source: MPI analysis of pooled 2011–15 ACS data.

Language Dynamics at the County Level

Top Five Non-English Languages Spoken by Parents of DLLs, Select States and Counties, 2011–15

■ Fulton County, GA ■ Georgia

Language	Fulton County, GA	Georgia
Spanish	37%	57%
Telugu	6%	
Hindi	5%	
Arabic	4%	
Chinese	4%	2%
French		2%
Vietnamese		2%
Korean		2%

■ Kings County, NY ■ New York State

Language	Kings County, NY	New York State
Spanish	33%	46%
Chinese	12%	7%
Yiddish	12%	4%
Russian	8%	3%
French or Haitian Creole	5%	
Bengali		2%

Notes: Chinese includes Mandarin, Cantonese, and other Chinese languages. French includes Patois and Cajun.
Source: MPI analysis of pooled 2011–15 ACS data.

Implications of Growing Diversity for the ECEC Field

Overall, research and resources around high-quality instruction in super-diverse contexts, particularly for those who speak less common languages, is lacking.

- **Improved Data Collection**
- **Instructional Approaches and Teacher Preparation**
- **Assessment Instruments and Guidance**
- **Family Engagement Strategies**
- **Language Access Provisions**

KaYing Yang

Director of Programs and Partnerships,
Coalition of Asian American Leaders

KaYing Yang is Director of Programs and Partnerships at the Coalition of Asian American Leaders (CAAL). She is a social justice advocate who has built and led community development efforts in Colorado, Minnesota, Washington, DC, Thailand, and Laos. She began her career as a community organizer and executive manager providing social services and advocacy for the protection of refugees and immigrants. In the mid-1990s, she served as Executive Director for the only national Southeast Asian American advocacy organization in the United States. Nationally, she has worked in coalition with Asian American civil rights groups to address alarming gaps in educational achievements, lack of desegregated data, and economic and health disparities that plagued large sectors of the Southeast Asian American community. She co-founded several organizations, such as the National Asian Pacific American Women's Forum (NAPAWF) and the Asian & Pacific Islander American Scholarship Fund (APIASF), and worked closely with the White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI).

She has intensified her work around ending gender-based violence and creating gender equity through movement building among the Southeast Asian refugee and immigrant diaspora. In 2008 she founded the first Hmong woman's organization in Laos to help women and girls access educational and economic opportunities. She also co-founded and serves as President of RedGreen Rivers, a social enterprise working with women and girls in the Mekong Region to bring their handcrafted products to a global market.
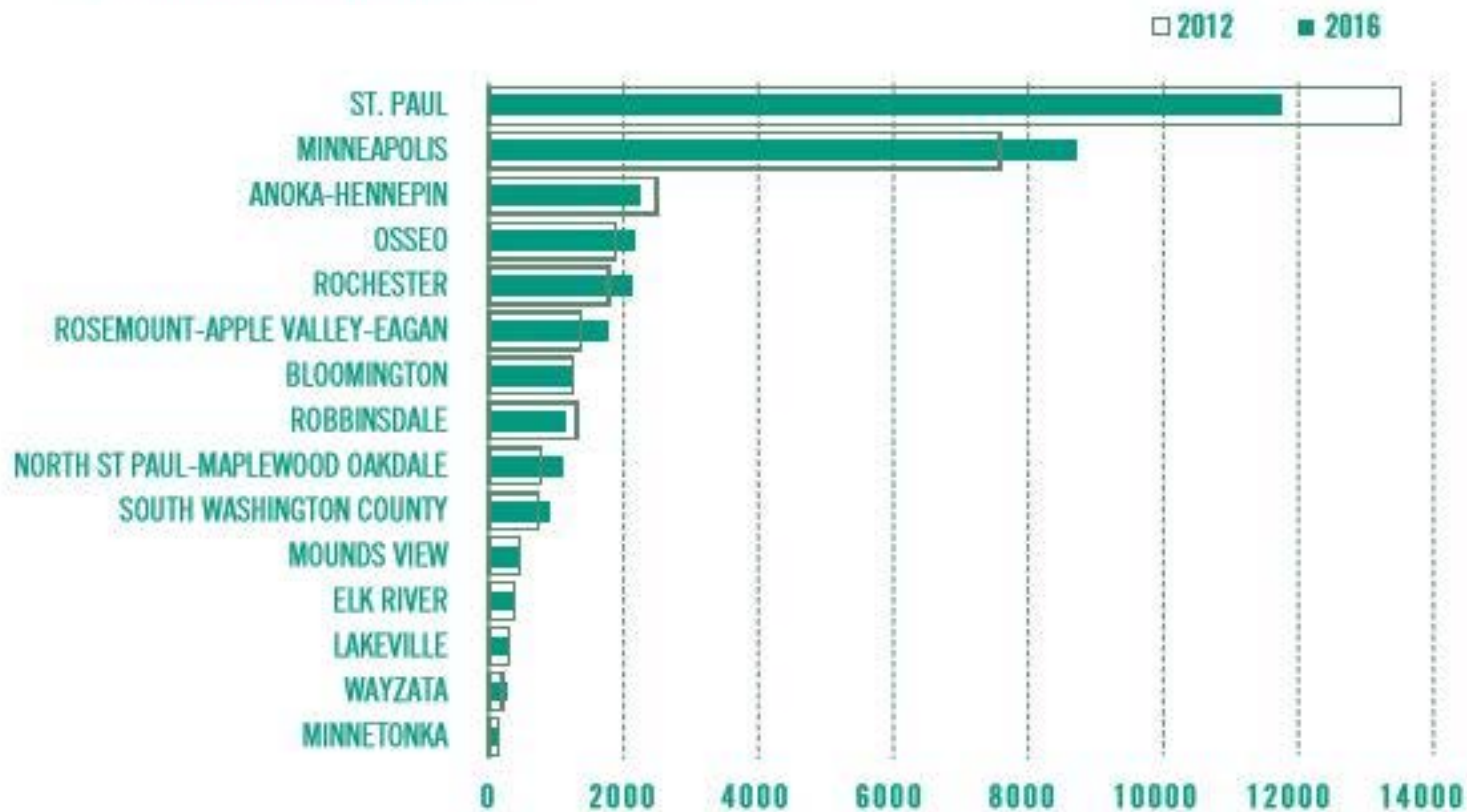
Effectively Serving Children in a Superdiverse Classroom: Implications for the Early Education System

KaYing Yang, Director of Programs & Partnerships

Minnesota's Top 12 Languages Other Than English
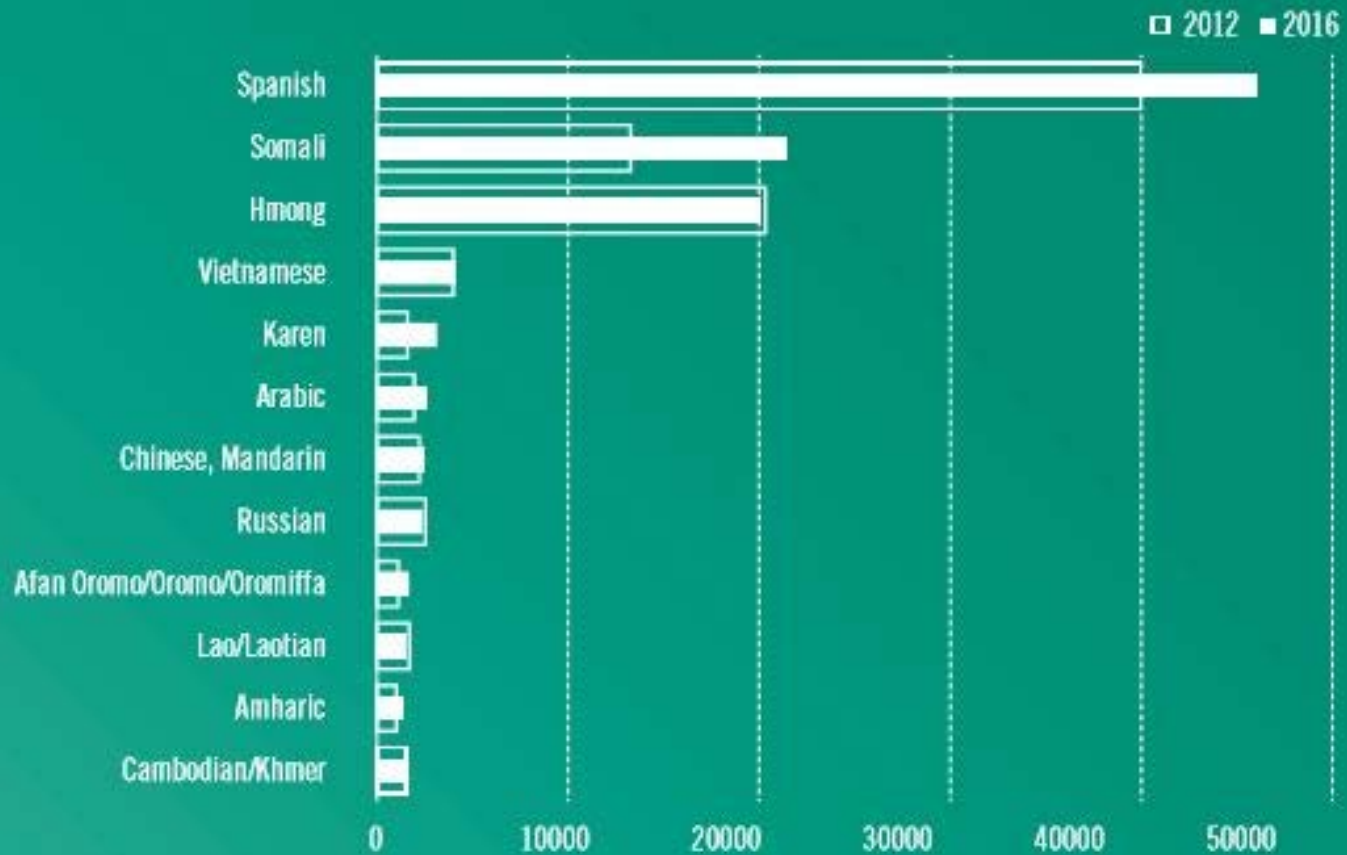
English Learner Enrollment in the Largest Minnesota Public School Districts

Since 2000,
the Asian American community
has grown by
76%⬆ in MN and
43%⬆ in the U.S.
making Asian Americans the
fastest growing community
both statewide and nationwide.

Asian Minnesotans include 40+ cultural communities

Asian Minnesotans
29 years old

All Minnesotans
38 years old

Asian – U.S.
34 years old

Most commonly spoken Asian languages in Minnesota

More than half of Minnesota's Asian population is Southeast Asian, compared with approximately **one third** nationally

Young

Median age

Asian MN	29 years
All MN	38 years
All U.S. Asian	34 years

NEARLY 50% Half of all Asian Minnesotan **K-12 students** are elementary-aged (K-5)

More than 1 in 5 (21%) of Asian MN children are living below the poverty level

Table 1. Key Characteristics of DLLs, Non-DLLs, and their Parents in Minnesota, 2011–15

	Dual Language Learners in Minnesota		Non-DLL Population in Minnesota	
	Number	Share (%)	Number	Share (%)
Total young child population (ages 0–8)	136,000	100.0	506,000	100.0
Age				
0–2	46,000	33.4	161,000	31.7
3–4	30,000	21.8	112,000	22.2
5–8	61,000	44.9	233,000	46.0
Race/Ethnicity				
Hispanic	43,000	31.5	17,000	3.3
Asian	38,000	28.0	12,000	2.3
Black	29,000	21.2	45,000	8.8
White/other	24,000	17.9	422,000	83.4
American Indian	2,000	1.4	11,000	2.1
Income and Poverty				
Below 100% of FPL	39,000	28.2	69,000	13.6
100–199% of FPL	39,000	28.6	89,000	17.6
At or above 200% of FPL	59,000	43.2	348,000	68.8
Parental English Proficiency				
Total parent population	151,000	100.0	567,000	100.0
LEP	61,000	40.2	N/A	N/A
Parental Educational Attainment				
Total parent population (ages 25 and older)	139,000	100.0	534,000	100.0
Less than high school	31,000	22.4	19,000	3.5
High school diploma or equivalent	27,000	19.6	88,000	16.5
Some college	34,000	24.2	197,000	36.9
Bachelor's degree or higher	47,000	33.8	230,000	43.1

FPL = Federal poverty level; LEP = Limited English Proficient.
Notes: Poverty level refers to the poverty thresholds used by the Census Bureau to measure the share of the population living in poverty. English proficiency is self-reported. LEP refers to American Community Survey (ACS) respondents who indicated that they speak English less than "very well."
Source: Migration Policy Institute (MPI) analysis of U.S. Census Bureau pooled 2011–15 ACS data.

Source: Migration Policy Institute Fact Sheet "Dual Language Learners: A Demographic and Policy Profile for Minnesota" (https://www.migrationpolicy.org/sites/default/files/publications/DLL-FactSheet-MN-FINAL.pdf)

All Kids Count Act (2016)
Data Disaggregation

All Kids Count Act -- require MDE to collect and report disaggregated student data

The intent of this law is to **disaggregate student data to reveal the latent disparities** for students from **underserved and underrepresented groups or communities**. Whereas schools, districts, communities and the state are working to **understand how data collection and data interpretation can inform policies to understand** and **improve education opportunities for specific student groups**.

What are Minnesota's requirements on data disaggregation?
- According to Minnesota law, racial and ethnic categories must be based on ACS data, and must include:
    1. seven of the most populous Hispanic and Latino groups;
    2. seven of the most populous Asian and Pacific Islander groups (and Karen);
    3. five of the most populous Black and African heritage groups; and
    4. three of the most populous Native American groups.

- 5 rollout sites to collect data school year 2018-2019 then all districts will collect in 2019-2020

Q & A

➢ *Use Q&A chat function to write questions*

➢ *Or email events@migrationpolicy.org with your questions*

➢ *Or tweet questions to @MigrationPolicy #MPIdiscuss*

➢ *Slides and audio will be available at: http://www.migrationpolicy.org/events*

Growing Superdiversity among Young U.S. Dual Language Learners and Its Implications

By Maki Park, Jie Zong, and Jeanne Batalova

www.migrationpolicy.org/integration

http://bit.ly/2EFEVbj

Upcoming Webinars

- **MARCH 7:** *Responding to Early Childhood Education and Care Needs of Children of Asylum Seekers and Refugees in Europe and North America*

- **MARCH 21:** *Supporting DLLs in Super-Diverse PreK-3 Programs: Findings from Two Studies*

Check our website in coming weeks for more information and to register

https://www.migrationpolicy.org/events

Thank You For Joining Us!

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