



NATIONAL CENTER ON
IMMIGRANT INTEGRATION POLICY

***A First Step Towards Equity for Dual
Language Learners (DLL) in Early
Childhood Systems: Identifying Their
Language Needs and Characteristics***

June 16, 2021

Webinar



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Speakers



Margie McHugh, Director, National Center on Immigrant Integration Policy (NCIIP), Migration Policy Institute (MPI)



Maki Park, Senior Policy Analyst for Early Education and Care, MPI NCIIP



Delia Pompa, Senior Fellow for Education Policy, MPI NCIIP



Patricia Lozano, Executive Director, Early Edge California



MPI National Center on Immigrant Integration Policy (NCIIP)

NCIIP's Primary Areas of Focus:

- Education and Training Pipeline:
 - ✓ Early Childhood Education and Care
 - ✓ K-16
 - ✓ Adult Education and Workforce Development

- Language Access

- Governance of Integration Policy

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Session Outline

- **Overview of new DLL data analysis and related resources**
 - <http://bit.ly/dllmpidata>

- **Current DLL policy landscape**
 - Taking Stock of Dual Language Learner Identification and Strengthening Procedures and Policies
By Melissa Lazarín and Maki Park <http://bit.ly/duallang521>

- **DLL identification framework elements**
 - *Ending the Invisibility of Dual Language Learners in Early Childhood Systems: A Framework for DLL Identification*
By Maki Park and Delia Pompa <http://bit.ly/dllframe>

- **Ongoing DLL equity efforts in California**



New Data: Sociodemographic and Family Characteristics of DLL Children

- Analysis uses pooled **American Community Survey (ACS) data** from 2015-2019.
 - U.S.
 - All 50 states plus DC
- Interactive data tool provides topline data on DLL children by age and by state; Excel tables available for download provide full national and state data for **children ages 0-5 and 0-8**, by **DLL status** and **race/ethnicity**.
- Look for this language on the DLL map and report webpages to download data Excel files:
 - “For detailed sociodemographic profiles of DLLs and their families at U.S. and state levels, check out our spreadsheets with data on [children ages 0-5](#) and [children ages 0-8](#).”



Sociodemographic and Family Characteristics of Children Ages 0-5

Sociodemographic and Family Characteristics of Young Children* (ages 0 to 5), by Dual Language Learner (DLL) Status and Race/Ethnicity, 2015–19

United States

Size and Key Demographics	Total				Latino				Black				Asian-American and Pacific Islander				White			
	DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs	
	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share
Total child population	7,438,000	100%	15,282,000	100%	4,465,000	100%	1,405,000	100%	519,000	100%	3,050,000	100%	1,161,000	100%	407,000	100%	1,199,000	100%	10,154,000	100%

- Nationally, DLLs are 33% of all children ages 0 to 5.
- The shares of DLLs among Latino, Black, Asian American and Pacific Islander (AAPI), and White children ages 0 to 5 are 76%, 15%, 74%, and 11%, respectively.



Poverty and Low Income

Family Background	Total				Latino				Black				Asian-American and Pacific Islander				White				
	DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		
	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	
Poverty																					
Below 100 percent of the poverty level	1,813,000	24%	2,818,000	18%	1,329,000	30%	344,000	25%	132,000	25%	1,120,000	37%	130,000	11%	32,000	8%	195,000	16%	1,246,000	12%	
100 to 199 percent of the poverty level	2,016,000	27%	3,015,000	20%	1,426,000	32%	334,000	24%	146,000	28%	808,000	26%	184,000	16%	46,000	11%	236,000	20%	1,766,000	17%	
At or above 200 percent of the poverty level	3,609,000	49%	9,449,000	62%	1,711,000	38%	726,000	52%	241,000	46%	1,123,000	37%	846,000	73%	329,000	81%	767,000	64%	7,142,000	70%	

- **At least half (51 percent) of DLLs lived in low-income households as compared to only 38 percent of Non-DLLs.**
- **Nationwide, among Latino and AAPI children ages 0 to 5 whose families are low-income, 80% are DLLs and 20% are Non-DLLs within each racial/ethnic subgroup.**



Educational Attainment of Parents

Family Background	Total				Latino				Black				Asian-American and Pacific Islander				White				
	DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		DLLs		Non-DLLs		
	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	
Highest level of education attained by either parent																					
Less than high school	2,183,000	29%	1,407,000	9%	1,749,000	39%	204,000	15%	82,000	16%	390,000	13%	133,000	11%	20,000	5%	199,000	17%	749,000	7%	
HS diploma or equivalent	2,619,000	35%	4,788,000	31%	1,871,000	42%	521,000	37%	169,000	33%	1,112,000	36%	221,000	19%	73,000	18%	326,000	27%	2,980,000	29%	
Some college	1,954,000	26%	5,211,000	34%	1,253,000	28%	540,000	38%	169,000	32%	1,163,000	38%	202,000	17%	104,000	26%	300,000	25%	3,300,000	32%	
Associate's degree	794,000	11%	2,352,000	15%	422,000	9%	196,000	14%	90,000	17%	356,000	12%	118,000	10%	51,000	12%	156,000	13%	1,713,000	17%	
Bachelor's degree	1,837,000	25%	5,150,000	34%	647,000	14%	310,000	22%	159,000	31%	510,000	17%	545,000	47%	189,000	47%	462,000	39%	4,082,000	40%	
Master's or higher degree	1,265,000	17%	3,135,000	21%	294,000	7%	158,000	11%	98,000	19%	286,000	9%	493,000	43%	157,000	39%	361,000	30%	2,501,000	25%	

- Although DLLs are only **33%** of all children ages 0 to 5, **parents of DLLs are 61%** of all parents of children ages 0-5 without a high school diploma or equivalent.
- Latino, AAPI, and White parents of DLLs are **more than twice as likely** to lack a high school diploma or equivalent compared to parents of Non-DLLs in their respective race/ethnicity subgroups.



Speaker



Maki Park, Senior Policy Analyst for Early Education and Care, National Center on Immigrant Integration Policy, Migration Policy Institute

Taking Stock of Dual Language Learner Identification and Strengthening Procedures and Policies

By Melissa Lazarín and Maki Park <http://bit.ly/duallang521>





The Need for DLL Identification

- Standardized policies to identify this population do not exist at federal or state levels
 - The definition of a DLL can differ across and even within states

- Research shows that DLL families are underserved by several major early childhood programs including child care subsidies, home visiting programs, and early intervention services
 - DLL identification processes are needed to inform efforts to close these gaps and make them more visible: **impossible to achieve equity without an understanding of existing disparities**
 - Our understanding of DLL experiences and effective programming for DLLs is limited without this information



Benefits of DLL Identification

- Defining DLLs from an inclusive, strengths-based perspective
 - **DLLs ≠ ELs**, and purposes of identification are different
 - DLLs are defined by their language environment/exposure and their potential to develop as bilingual/biliterate, not by their limited English proficiency

- Importance of early childhood services for DLLs and benefits for home language and English language development
 - Authentic, linguistically and culturally appropriate assessment is critical to improving relevance of services



DLL Identification: Bright Spots

- Some states do have standardized processes in their pre-K programs using Home Language Surveys (HLS), but use a limited definition focused on levels of English proficiency
 - Illinois' Transitional Bilingual Education (TBE) program

- Emergent Multilingual Learners Language Protocol (EMLLP) in New York
 - Example of a standardized protocol to capture comprehensive information relevant to DLLs

- The Fresno Language Project
 - Example of a coordinated, authentic identification process across multiple early childhood agencies and programs



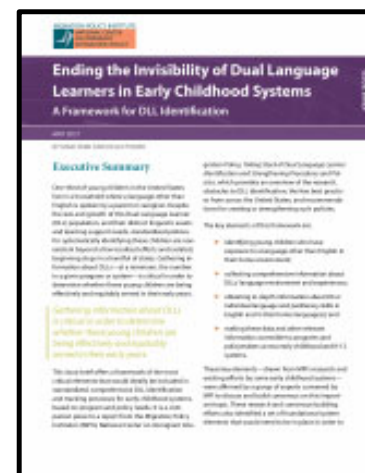
Speaker



**Delia Pompa, Senior Fellow for Education,
National Center on Immigrant Integration Policy,
Migration Policy Institute**

Ending the Invisibility of Dual Language Learners in Early Childhood Systems: A Framework for DLL Identification

By Maki Park and Delia Pompa <http://bit.ly/dllframe>





Elements of a DLL Identification Framework

- Identify young children who have exposure to a language other than English
- Collect information about DLLs' language environment
- Obtain in-depth information about DLLs' individual language skills
- Make relevant information accessible to programs and policymakers



Supporting Systems

- Comprehensive state early childhood data systems
- Adequate professional development and training
- Culturally relevant and age-appropriate early childhood assessments



Policy Opportunities

- Recognize contextual variables
- Select appropriate policy levers
- Take advantage of current funding opportunities—ARP!



Speaker



Patricia Lozano, Executive Director, Early Edge California

ABOUT US



Early Edge California advocates for policy changes and investments in high-quality Early Learning programs for children from birth to age 8.



WHY SHOULD WE FOCUS ON DLLs?

BETWEEN 1990 AND 2014 THE NUMBER OF DLL CHILDREN IN U.S. GREW

+79%



59% OF CALIFORNIA CHILDREN ARE DLLs

50% OF CHILDREN IN STATE PRESCHOOLS



48% LIVE IN LOW-INCOME FAMILIES

(Pompa, Delia, Park, & Fix, 2017; MPI, 2021)



CA POLICY LANDSCAPE

- Proposition 58 – (*Education for a Global Economy initiative*) passed by voters in November 2016 (73.5%)
- The California English Learner Roadmap Policy – adopted by the State Board of Education in July 2017
- Global California 2030
- CA Master Plan for Early Learning and Care
 - Strong Focus on DLLs
 - DLL Identification - critical first step in moving other key DLL recommendations forward



AB 1363 (Rivas)

- Co-Sponsors: Early Edge CA, State Superintendent of Public Instruction Tony Thurmond, Advancement Project CA, Californians Together, and California Association for Bilingual Education (CABE)
- This bill is a CA Legislative Women's Caucus priority.
- Requires SSPI to establish DLL definition and process for identification in California State Preschool Programs.
- Status: The bill passed out of the Assembly and has moved to the Senate.
- [AB 1363 bill webpage](#)



ADDITIONAL EFFORTS/OPPORTUNITIES IN CA FOCUSED ON DLLs

- **First 5 California DLL Pilot Study & Expansion Phase**
- **Preschool Development Grant**
- **Early Educator Investment Collaborative Grant**





Reactions? Questions? Clarifications?



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Thank you—let's stay in touch!

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