YOUNG IMMIGRANTS AND DUAL LANGUAGE LEARNERS: PARTICIPATION IN PRE-K & GAPS AT KINDERGARTEN ENTRY

NOVEMBER 13, 2014
Logistics

- Mute your line (*6); do not place on “Hold”
- Questions can be entered in question box at any time
- Recording as audio archive; professional discretion advised
- Technical problems- Call Michelle Horowitz at 848-932-4350 or email mhorowitz@nieer.org
Speakers

- Lori Connors-Tadros, CEELO
- W. Steve Barnett, Director, NIEER, CEELO
- Milagros Nores, Assoc. Director of Research, NIEER
Agenda

- Participation by language and immigrant background
- Achievement and development by language and immigrant background
- Access to Quality by language and immigrant background
- Highlight State policy
- Recommendations for policy & practice
Overall Participation
Average 2009-2013, Age 3 & 4

%  

White Non-Hispanic
Hispanics
Foreign-Born
Children of Foreign-Born

NIEER calculations based on CPS

www.ceelo.org | www.nieer.org
Pre-K Participation, 2011 KG cohort at age 4

Center-based care by race/ethnicity, language and immigrant background

DLL includes all children with a non-English home language. Immigrant Background includes immigrant children and children of immigrant parents.

NIEER calculations based on ECLS-K 2010:11
Pre-K Participation, 2011 KG cohort at age 4

Hispanics in center-based care by language and immigrant background

%  

Hispanic English  Hispanic DLL  Hispanic Native  Hispanic Immigrant

Center  HS  None

NIEER calculations based on ECLS-K 2010:11

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Kindergarten Gaps, 2011 KG cohort at age 4

KG gaps by race/ethnicity, language and immigrant background

Hispanics, Asians, DLL, Immigrant Background

Math, Reading, Language Screener

DLL includes all children with a non-English home language. Immigrant Background includes immigrant children and children of immigrant parents.

NIEER calculations based on ECLS-K 2010:11
Kindergarten Gaps, 2011 KG cohort

Hispanic KG gaps by language and immigrant background

DLL includes Hispanic children with a non-English home language. Immigrant Background includes Hispanic immigrant children and children of immigrant parents.

NIEER calculations based on ECLS-K 2010:11
Kindergarten Gaps, 2011 KG cohort at age 4

Hispanic KG gaps by language and immigrant background combined

- Hispanic English, Native
- Hispanic, English, Immigrant
- Hispanic, DLL, Native
- Hispanic, DLL, Immigrant

Math  |  Reading  |  Language Screener

**SD**
-1.40  -1.20  -1.00  -0.80  -0.60  -0.40  -0.20  0.00  0.20

DLL includes Hispanic children with a non-English home language. Immigrant Background includes Hispanic immigrant children and children of immigrant parents.

NIEER calculations based on ECLS-K 2010:11. Group definitions based on Nores & Garcia (in process).
Kindergarten Gaps, 2011 KG cohort at age 4

KG gaps by race/ethnicity, language and immigrant background

NIEER calculations based on ECLS-K 2010:11

Dll includes all children with a non-English home language. Immigrant Background includes immigrant children and children of immigrant parents.
Kindergarten Gaps, 2011 KG cohort at age 4

Hispanic KG gaps by language and immigrant background

Hispanic English
Hispanic DLL
Hispanic Native
Hispanic Immigrant

SD

Approaches to Learning
Self-Control
Externalizing Beh Problems
Internalizing Beh Problems

DLL includes Hispanic children with a non-English home language. Immigrant Background includes Hispanic immigrant children and children of immigrant parents.
Kindergarten Gaps, 2011 KG cohort at age 4

Hispanic KG gaps by language and immigrant background combined

SD

-0.60
-0.50
-0.40
-0.30
-0.20
-0.10
0.00
0.10
0.20

Hispanic English, Native
Hispanic, English, Immigrant
Hispanic, DLL, Native
Hispanic, DLL, Immigrant

Approaches to Learning
Self-Control
Externalizing Beh Problems
Internalizing Beh Problems

DLL includes Hispanic children with a non-English home language. Immigrant Background includes Hispanic immigrant children and children of immigrant parents.

NIEER calculations based on ECLS-K 2010:11

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Quality, ECLS-B cohort at age 4

Access to High Quality and Enrollments by race/ethnicity, language and immigrant background

NOTE: ONLY CODED FOR IMMIGRANT PARENT SINCE BABY HAS TO BE BORN IN THE US TO BE IN THE ECLS-B. NIEER CALCULATIONS BASED ON ECLS-B

DLL includes all children with a non-English home language. Immigrant Background includes children of immigrant parents.
Quality, ECLS-B cohort at age 4

Hispanics in center-based care by language and immigrant background

- Low Quality: ECERS 1-3
- Medium Quality: ECERS 3-5
- High Quality: ECERS >5

NOTE: ONLY CODED FOR IMMIGRANT PARENT SINCE BABY HAS TO BE BORN IN THE US TO BE IN THE ECLS-B. NIEER CALCULATIONS BASED ON ECLS-B DLL includes Hispanic children with a non-English home language. Immigrant Background includes Hispanic children of immigrant parents.
Reported DLL Enrollment in State Pre-K

- 22 out of 40 states, plus D.C., report DLL Pre-K enrollment
- This totals 137,453, 19% of Pre-K enrollment in those states.
- Range: nearly 1/2 of state pre-K children are DLLs in Delaware, just 1% or less in OH & WV

<table>
<thead>
<tr>
<th>State</th>
<th>Enrollment %</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware</td>
<td>47%</td>
<td>Pennsylvania Pre-K Counts</td>
</tr>
<tr>
<td>Texas</td>
<td>40%</td>
<td>Georgia</td>
</tr>
<tr>
<td>Oregon</td>
<td>36%</td>
<td>Kentucky</td>
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<tr>
<td>Washington</td>
<td>34%</td>
<td>Nebraska</td>
</tr>
<tr>
<td>Nevada</td>
<td>32%</td>
<td>Arkansas</td>
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<tr>
<td>Kansas At-Risk Program</td>
<td>25%</td>
<td>Alabama</td>
</tr>
<tr>
<td>North Carolina</td>
<td>21%</td>
<td>Missouri</td>
</tr>
<tr>
<td>Illinois</td>
<td>18%</td>
<td>Wisconsin Four-Year-Old Kindergarten Program</td>
</tr>
<tr>
<td>Vermont Early Education Initiative</td>
<td>15%</td>
<td>Maine</td>
</tr>
<tr>
<td>Michigan</td>
<td>13%</td>
<td>Ohio</td>
</tr>
<tr>
<td>D.C.</td>
<td>12%</td>
<td>West Virginia</td>
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## States not reporting DLLs in Pre-K

States that do not report DLLs in pre-K for any of their programs

<table>
<thead>
<tr>
<th>Alaska</th>
<th>New Jersey</th>
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<tr>
<td>Arizona</td>
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<td>Rhode Island</td>
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<tr>
<td>Massachusetts</td>
<td>Wisconsin</td>
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<tr>
<td>Minnesota</td>
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</tbody>
</table>
State Pre-K: Percent of state pre-K programs with specific DLL policies

- Bilingual non-English classes permitted: 50%
- Programs are required to screen and assess all children: 40%
- Information presented to parents in primary language: 30%
- Home language survey is sent home: 20%
- Monolingual non-English classes are permitted: 10%
- Professional development or coaching is provided for teachers: 0%
- Translators or bilingual staff are available: 0%
- Written plan must be in place on how to work with ELLs: 0%
- Other: 0%
Recommendations for practice

- Increase access, outreach & participation in high quality ECE for DLL and immigrant children
- Align DLL policies B/P-3
- Communicate w/ parents in home lang.
- Develop best practice guidelines for DLL children B/P-3
- Screen and assess all children in ECE
  - Identify and count DLL children in state pre-K
- Incorporate in pre-service and in-service teacher preparation
- Offer pay premiums for bilingual specialist teachers and assistant teachers
Discussion

- Questions for speakers
- Implications for your state policy
- Implications for teacher/administrator practice in your state
CEELO Technical Assistance

http://ceelo.org/content-regional-centers/

**CEELO staff can provide the Technical Assistance you need**

Do you need Technical Assistance for your state? Our mission is to provide the help you're seeking, and to support State Education Agencies in improving early learning opportunities and outcomes.

Each state has an assigned CEELO liaison—shown here! You can find out who is working for you here. See our Technical Assistance Highlights section above, and in our April newsletter, for examples of the kind of resources we can provide.

Still have questions? Write to info@ceelo.org and we'll make sure your questions are answered.
Thank you

Please complete the evaluation sent to you following the meeting

www.ceelo.org
info@ceelo.org