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

June 16, 2021

Webinar
Logistics

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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
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

See more of our work at: www.migrationpolicy.org/integration

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Session Outline

- **Overview of new DLL data analysis and related resources**

- **Current DLL policy landscape**
  - Taking Stock of Dual Language Learner Identification and Strengthening Procedures and Policies

- **DLL identification framework elements**
  - Ending the Invisibility of Dual Language Learners in Early Childhood Systems: A Framework for DLL Identification

- **Ongoing DLL equity efforts in California**
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.”

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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

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.

<table>
<thead>
<tr>
<th>Family Background</th>
<th>Total</th>
<th>Latino</th>
<th>Black</th>
<th>Asian-American and Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DLLs</td>
<td>Non-DLLs</td>
<td>DLLs</td>
<td>Non-DLLs</td>
<td>DLLs</td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 100 percent of the poverty level</td>
<td>1,813,000</td>
<td>24%</td>
<td>2,818,000</td>
<td>18%</td>
<td>1,329,000</td>
</tr>
<tr>
<td>100 to 199 percent of the poverty level</td>
<td>2,016,000</td>
<td>27%</td>
<td>3,015,000</td>
<td>20%</td>
<td>1,426,000</td>
</tr>
<tr>
<td>At or above 200 percent of the poverty level</td>
<td>3,609,000</td>
<td>49%</td>
<td>9,449,000</td>
<td>62%</td>
<td>1,711,000</td>
</tr>
</tbody>
</table>

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## Educational Attainment of Parents

<table>
<thead>
<tr>
<th>Highest level of education attained by either parent</th>
<th>Total</th>
<th>Latino</th>
<th>Black</th>
<th>Asian-American and Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DLLs</td>
<td>Non-DLLs</td>
<td>DLLs</td>
<td>Non-DLLs</td>
<td>DLLs</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Share</td>
<td>Number</td>
<td>Share</td>
<td>Number</td>
</tr>
<tr>
<td>Less than high school</td>
<td>2,183,000</td>
<td>29%</td>
<td>1,407,000</td>
<td>9%</td>
<td>749,000</td>
</tr>
<tr>
<td>HS diploma or equivalent</td>
<td>2,619,000</td>
<td>35%</td>
<td>4,788,000</td>
<td>31%</td>
<td>1,871,000</td>
</tr>
<tr>
<td>Some college</td>
<td>1,954,000</td>
<td>26%</td>
<td>5,211,000</td>
<td>34%</td>
<td>1,253,000</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>794,000</td>
<td>11%</td>
<td>2,352,000</td>
<td>15%</td>
<td>422,000</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>1,837,000</td>
<td>25%</td>
<td>6,150,000</td>
<td>34%</td>
<td>1,547,000</td>
</tr>
<tr>
<td>Master's or higher degree</td>
<td>1,265,000</td>
<td>17%</td>
<td>6,135,000</td>
<td>21%</td>
<td>294,000</td>
</tr>
</tbody>
</table>

- 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.
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*

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

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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
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
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

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

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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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- Tweet @MigrationPolicy or #MPIdiscuss
Thank you—let’s stay in touch!

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