

Promoting the Success of Young Children Learning English: Nebraska and National Perspectives

**Buffett Early Childhood Institute at the University of
Nebraska and the National Academies of Sciences,
Engineering, and Medicine**

**June 20, 2018
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Policies for DLLs

- Uneven availability
- Uneven implementation
- Federal policies specific to program efforts
- Other policies become default policies for DLLs
- Distinction between system-level policies and program policies



What Policies are Needed?

- Identification policies
- Native language use policies
- QRIS policies
- Assessment policies
- Home visiting policies
- Parent engagement policies
- Teacher/caregiver preparation and development policies
- Learning policies
- Accessibility policies
- Funding policies



System-level DLL-Related Policies in Nebraska

Bilingual education (mandatory, prohibited, or no law)	No law*
State Quality Rating and Improvement System (if any) includes criteria specific to supporting DLLs	✓
State has specific policies or guidelines pertaining to DLLs/ELs for the administration of Kindergarten Entry or Readiness Assessments (if any)	N/A**



Nebraska Services for LEP Families Seeking Childcare Assistance

Application in non-English languages	✓
Informational materials in non-English languages	✓
Training and technical assistance in non-English languages	No
Website in non-English languages	No
Lead agency accepts applications at community-based locations	No
Bilingual caseworkers or translators	✓
Bilingual outreach workers	No
Partnerships with community-based organizations	No



Early Learning Policies that Support DLLs

Allocates extra state pre-K program resources to serve DLLs	√	9 out of 51
Uses home language as eligibility criteria for publicly funded pre-K	√	12 out of 51
Tracks enrollment of DLLs in state pre-K program	No	22 out of 51
Can report DLL enrollment by home language	No	14 out of 51
Provides recruitment and enrollment material in languages other than English	No	17 out of 51
Requires DLLs in state pre-K program to be assessed in their home language	No	6 out of 51
Requires pre-K teachers to have qualifications related to DLLs	No	5 out of 51
Allocates extra state pre-K program resources to serve DLLs	No	9 out of 51



Resources



Fact Sheet

October 2017

Dual Language Learners A National Demographic and Policy Profile

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

DLL FACTS

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



Questions?

For more information:

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