



Early Childhood Choices and Hispanic Families

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What will I talk about today?

- Who goes to preschool?
- Why does it matter?
- What is different about Hispanic families?
- What do parents say about their preschool choices?
- What types of services have shown to be particularly effective in increasing Hispanic children's outcomes?

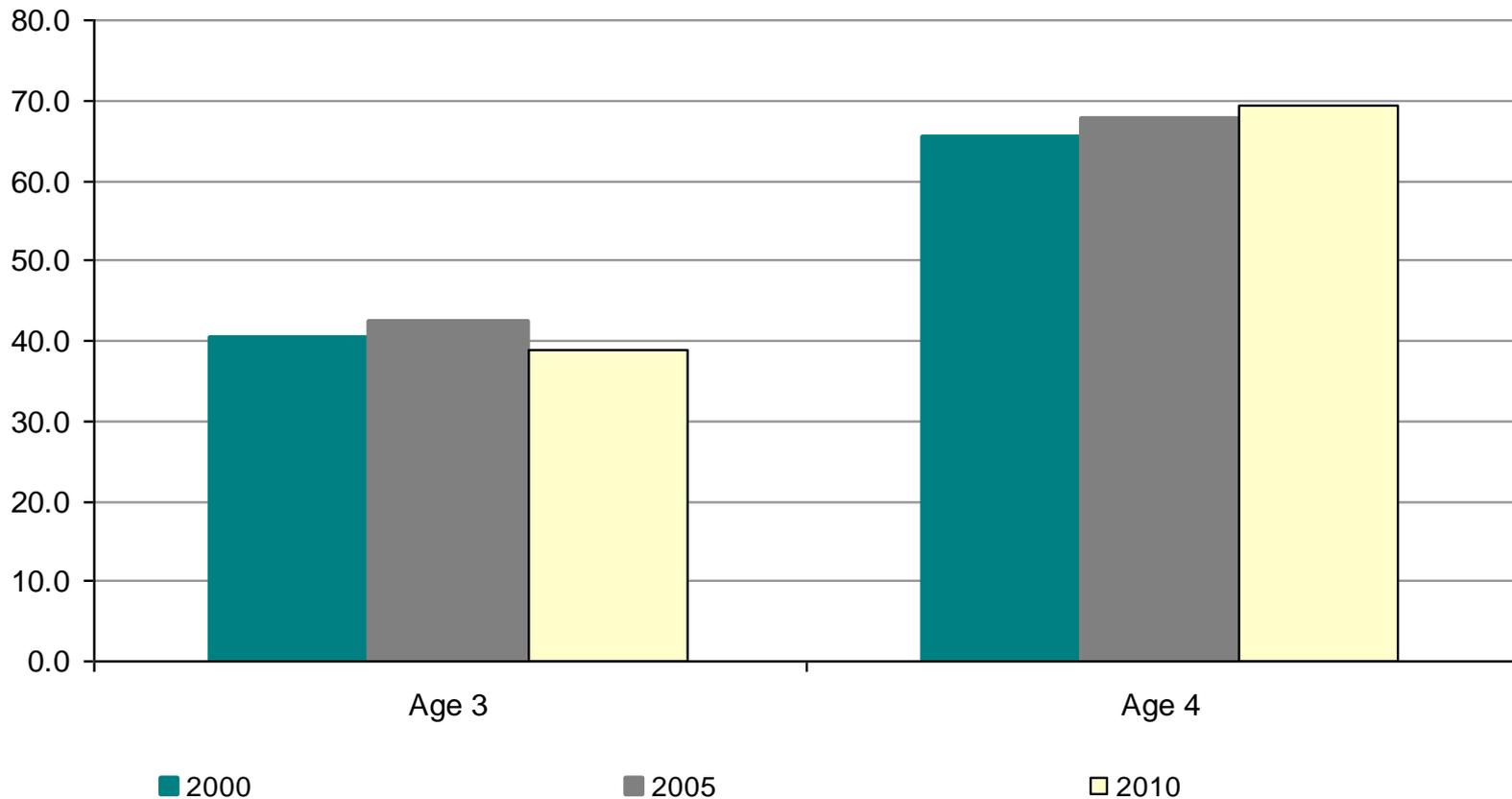


Overall trends

- Long term increases in pre-K are driven but increases in the demand for EC services as well as for just child care
- Lower income families participate less
- Minorities participate less
- For Hispanic families, DLL increase the impact on child development



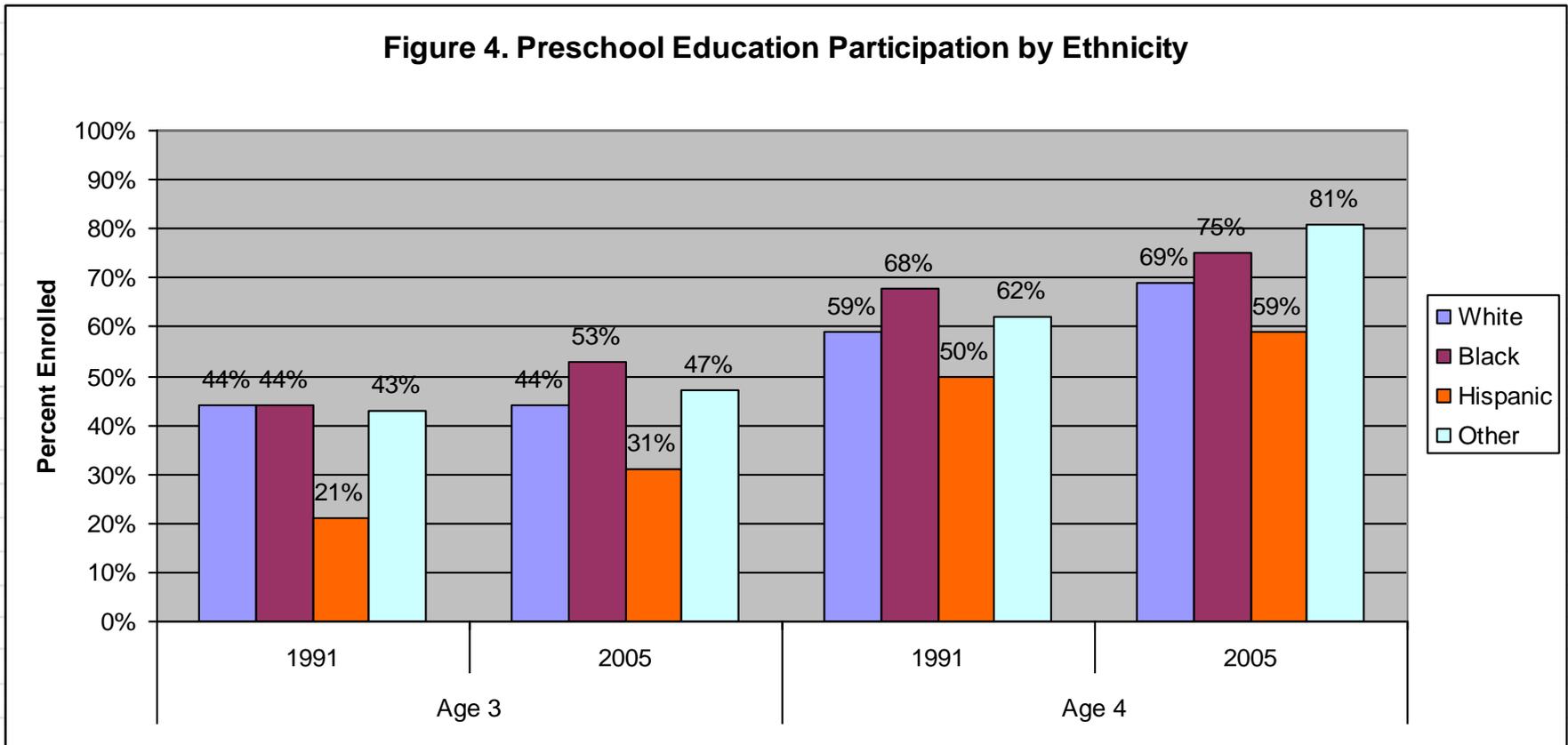
Who goes to preschool? Participation by Age





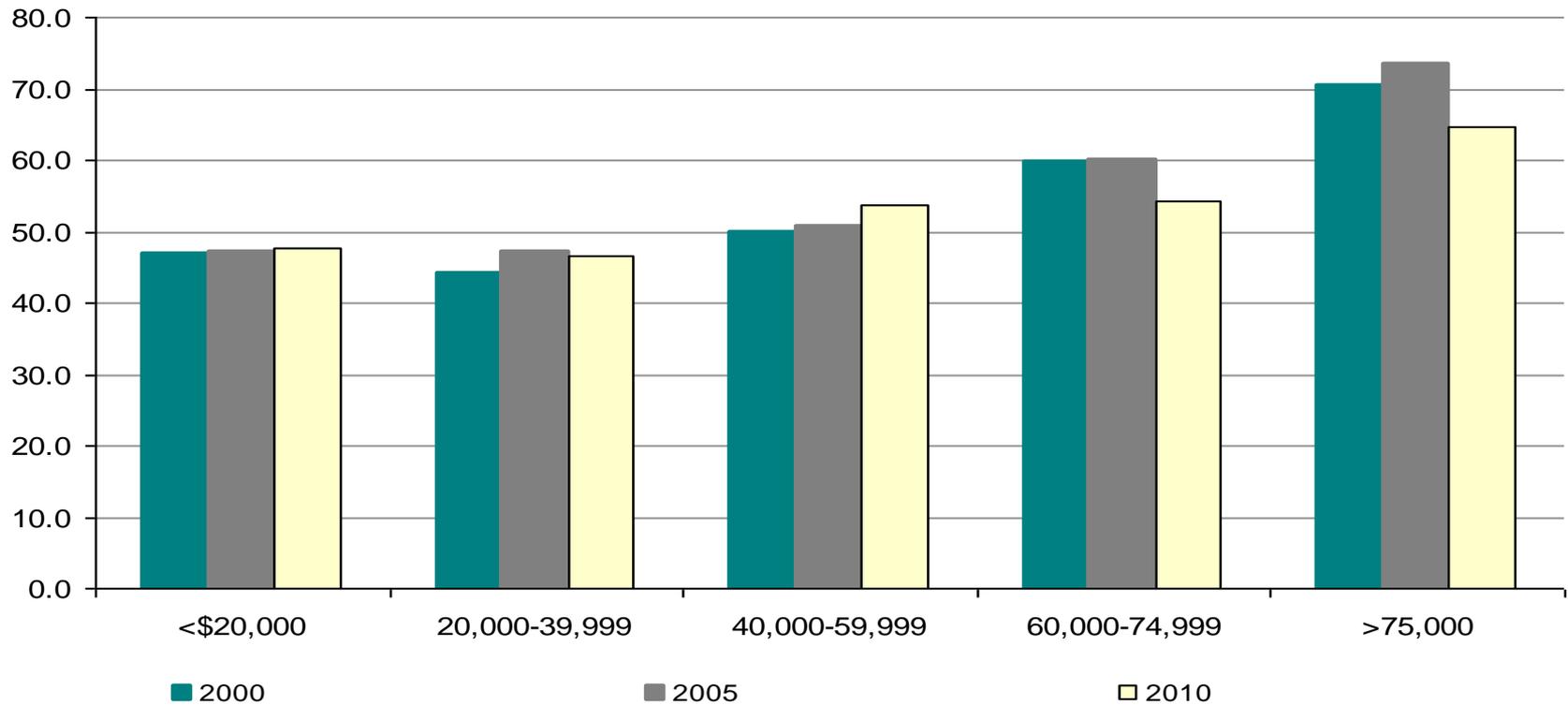
Long Term Trends

Figure 4. Preschool Education Participation by Ethnicity



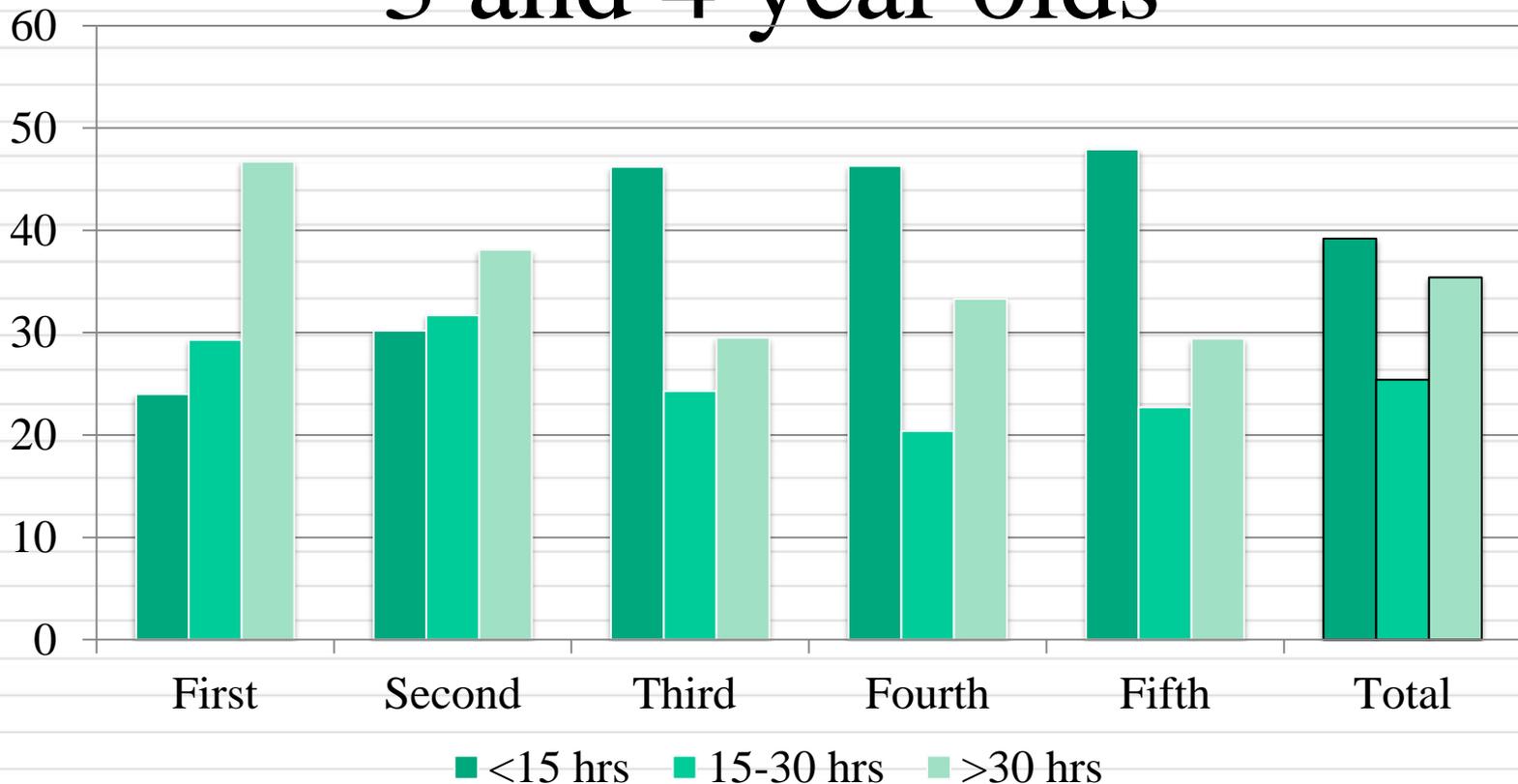


Participation by Income Levels





Participation in Primary Arrangement by Hours & Income 3 and 4 year olds





Hispanics & Participation

- One in 4 children under age 5 is Hispanic.
- One in 7 children entering kindergarten has a primary language other than English.
- Hispanic children are less likely than any other ethnic group to enroll in preschool programs. This is not primarily due to any reluctance of Hispanic parents to enroll their children but rather to limited access.



Hispanics & Participation

- Just 20% of Hispanic three- to five-year olds were enrolled in full-day preschool in 2010.
- Similar % enrolled in part-day programs.



Hispanic Participation

Type of Center	Hispanics	Non-Hispanics	Total
<u>Age 3</u>			
Center-Based	39.7	53.5	50.7
Public	6.8	12.8	11.4
Head Start	10.8	7.5	8.1
Private	22.1	33.2	31.2
Non-Center	60.3	46.5	49.3
Total	100.0	100.0	100.0
<u>Age 4</u>			
Center-Based	58.2	77.2	73.5
Public	37.2	27.9	30.7
Head Start	17.7	12.3	13.3
Private	3.4	37.0	29.5
Non-Center	41.8	22.8	26.5
Total	100.0	100.0	100.0



Hispanics & Language

TYPE	ENGLISH	SPANISH	ENGLISH & SPANISH
<u>Age 3</u>			
Head Start	7.48	13.94	15.33
Public	7.09	2.42	8.16
Private	38.37	10.26	3.42
Other	47.07	73.39	73.10
Total	100	100	100
<u>Age 4</u>			
Head Start	12.19	21.88	28.22
Public	18.00	21.36	28.75
Private	45.32	7.67	16.66
Other	24.49	49.09	26.37
Total	100	100	100



Hispanics as ELLs

- The majority of young ELLs are US citizens.
- Only 5% from immigrant families do not have a parent who speaks English.
- But 40% of immigrant parents report they are LEP.
- Young ELLs are likely to be from low-income homes.
- Among ELLs: 1 in 3 immigrant children live in poverty.
- Low income parents provide less language stimulation of any kind to their children.
- These parents are less likely to read to their children.



Pre-K and ELLs

- Limited English language proficiency at kindergarten entry is a significant contributor to low achievement and other poor schooling outcomes for Hispanic students.
- DLL preschool programs improve children's acquisition of Spanish without reducing acquisition of English.
- Bilingual teachers can facilitate dual language instruction, improving acquisition of both English and home language.
- Many teachers lack specialized knowledge about how to support ELLs due to a weakness in teacher preparation programs.



Research on ELLs

- Can learn 2 languages: “natural as learning one.”
- Code switching is normal for bilinguals.
- Young ELLs can easily lose first language.
- Strong home language base facilitates learning English.
- Bilingual children have higher achievement.
- Bilingualism leads to more efficient brain functioning.
- Low-income children who start kindergarten with only non-English rarely catch up with bilingual or English speaking peers.



Effective Policies for ELL Children

- Attendance in high quality preschool improves outcomes for Hispanic children.
- Dual language practices enhance these outcomes in BOTH English and Spanish children.
- Dual language programs enhance learning in BOTH languages
- Bilingual teachers or teachers with knowledge on how to support language and literacy acquisition increase learning opportunities for all children.
- There are strong benefits to bilingualism in latter learning and other developmental dimensions, when effectively supported.



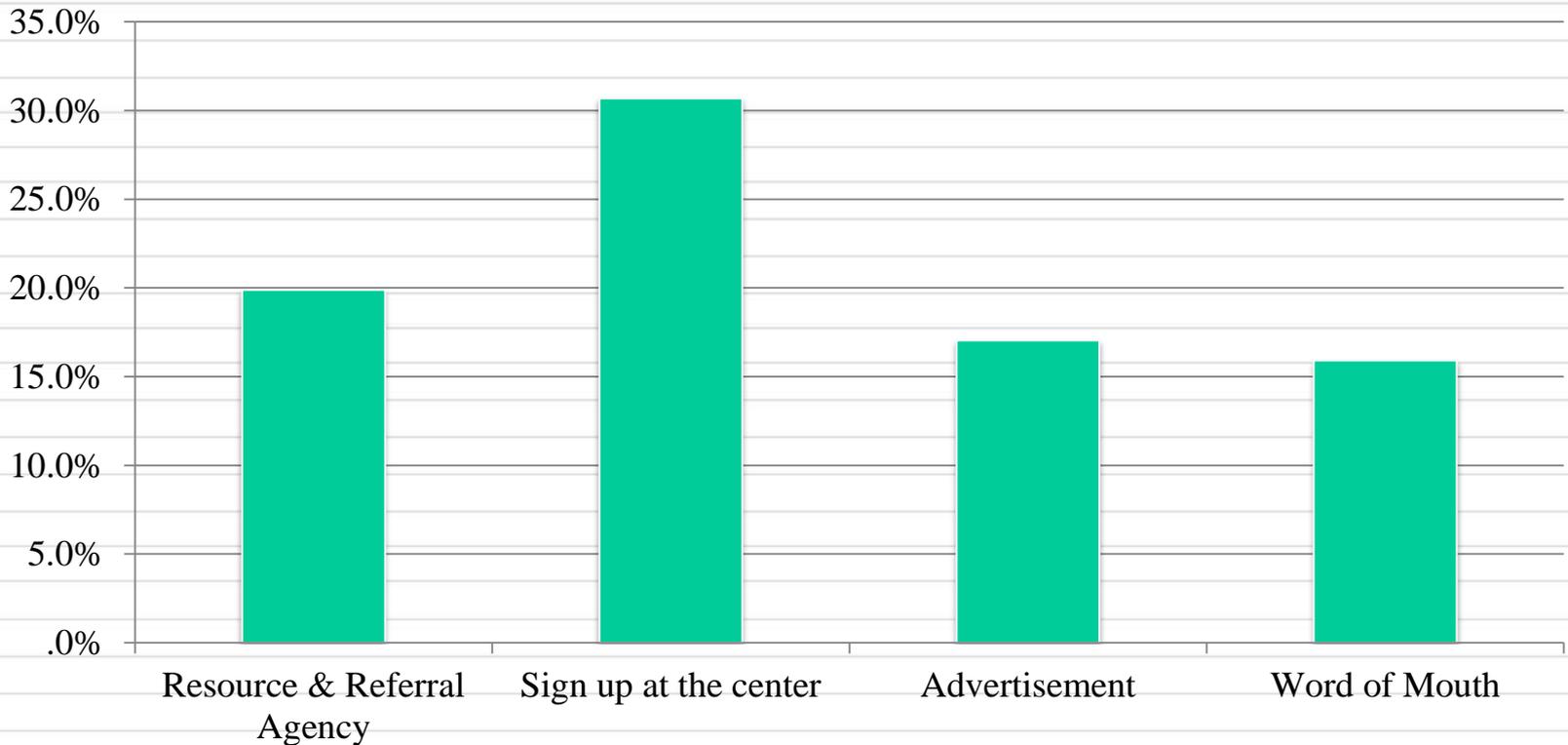
Understanding Hispanic Choices

- Hispanic Families are usually restricted by access
- Sometimes they just lack the ‘right’ information
- They access information through informal channels
- But there is no general culture of reluctance to participate
- Evidence of these are Abbott districts that despite large Hispanic populations have reached 100% enrollments (& Latin American countries were pre-K is universal)



Hispanic EC preferences: Florida VPK

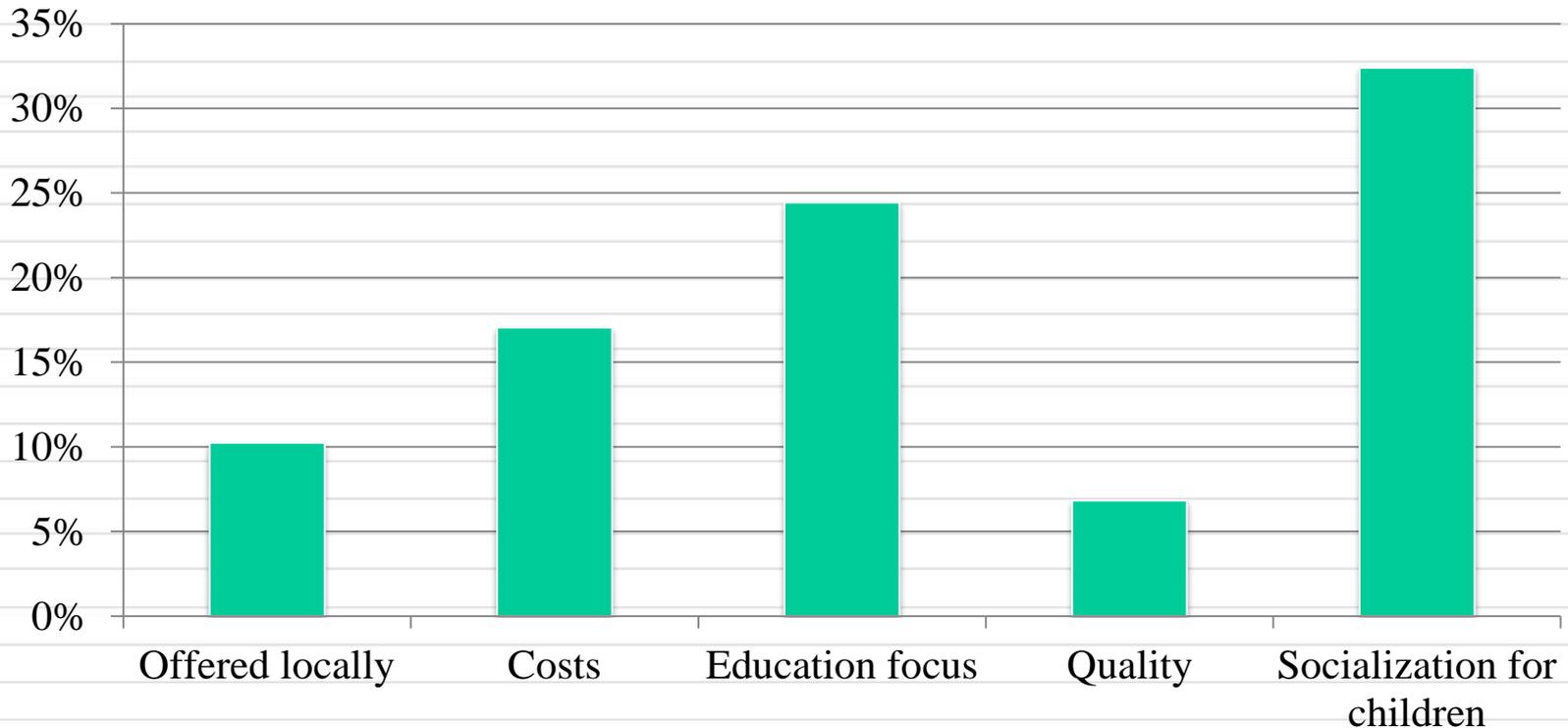
How did Hispanic Families find out about the VPK?





Hispanic EC preferences: Florida VPK

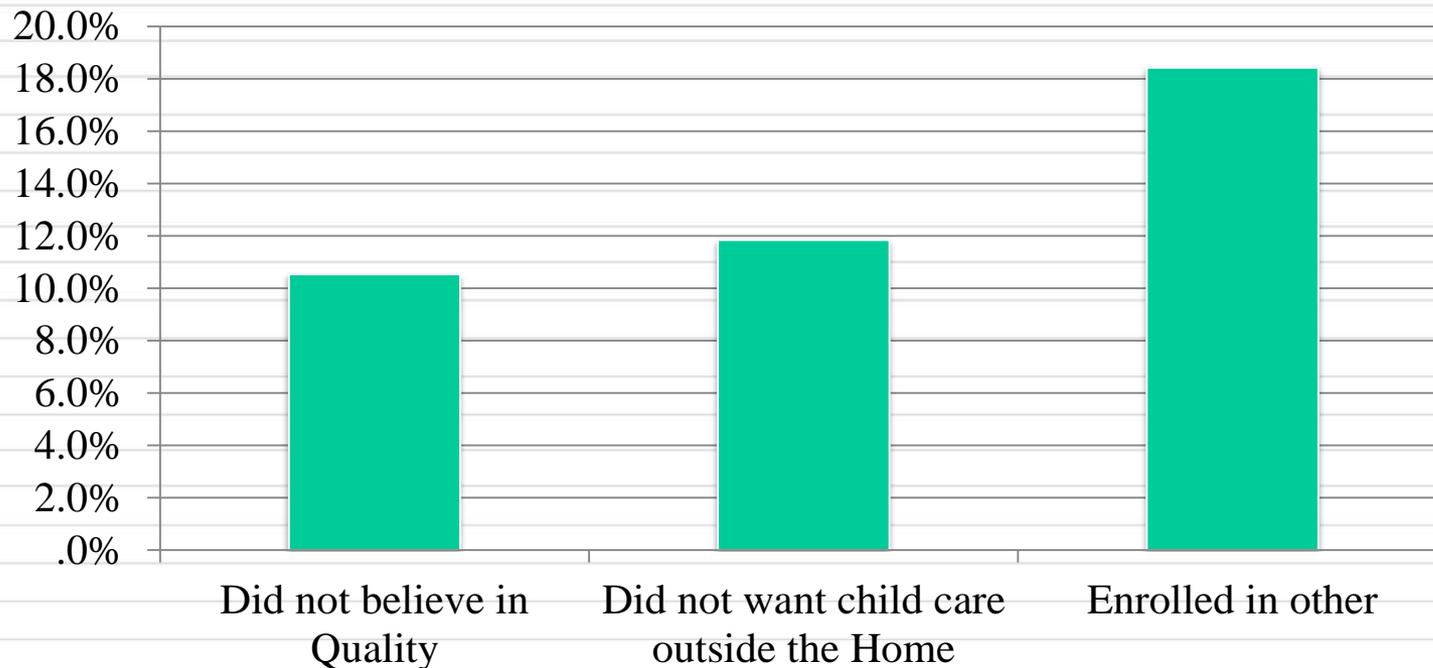
Why did Hispanic Families choose VPK?





Hispanic EC preferences: Florida VPK

Why did Hispanic Families choose not to enroll their children?





EC preferences: Chicago

Though not specifically focused on Spanish dominant families, a recent study in Chicago found that parents reported the following reasons to explain their lack of participation in pre-K programs:

- Affordability
- Lack of transportation
- Misalignment of school hours with work hours
- No availability
- Lack of awareness of the importance of preschool education
- Lack of information about preschool options
- Worries regarding documentation requirements



EC preferences: 10 states

- 21% parents do not enroll children because of costs
- 11% because of a stay at home parent
- 33% because they do not know about programs in their community
- 12% because of paperwork/documentation
- 12% because of the schedule



EC preferences: 10 states

- 47% parents enroll children because of the education component
- 28% for socialization
- 26% so children learn English
- 40% for school readiness reasons
- 25% for child care reasons
- 13% because they qualified for free services



Lines of Action

- Implement databases to report on the language characteristics.
- Strong awareness campaigns of access and benefits
- Increase availability of high-quality dual language preschool models or programs that provide some support for instruction in home language.
- Educating and hiring bilingual staff with special attention to enhancing practices supportive of dual language learners.
- Foster family engagement or bridge gaps between home and school.
- Specialized efforts to inform Hispanic families about access to preschool programs.