Families, Schools, &
Early English Language Learners

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University of Texas at Austin

Enhancing Practice with Early English Language Learners. Princeton University. April 29, 2011.
Background

- The “Popularity” of Research and Policy on Latino/a Immigrants

- The Age Imbalance
  - The link between later and early patterns
  - The limits of generalizability
  - The payoff of early intervention

- A Newer Focus on Early Years in System
Differences in Kindergarten Test Scores

Source: Early Childhood Longitudinal Study-Kindergarten Cohort
The Early Years of Elementary School

- Point 1: Children from different groups enter school with sharp differences in personal, experiential, and social psychological factors that translate into SMALL differences in early learning.

- Point 2: These small early differences affect teacher and peer expectations, influence class assignments, and self-evaluations from year to year in a cumulative way.

- Point 3: In this way, small early differences in learning compound into much larger differences in end of school outcomes.

Thus, the “starting gate” is a critical period in inequality and in doing something about inequality.

Alexander & Entwisle, 1988; Entwisle & Alexander, 2002
Thinking Specifically about Latino/a Immigrants and English Language Learners

- Emphasize Links between Race/Ethnicity and Socioeconomic Status (SES)

- Focus on Positives as well as Negatives

- Think about Connections among Pieces of the Model

- Look Across Different Levels
Expanded School Transition Model

Domains of Development
- Health
- Cognitive Functioning
- Psychosocial Functioning

Latino/a Status
- Family
- SES

Contexts of Development
- Family
- Early Child Care/Education
- School
- Community

Early Learning

Long-Term Trajectories
A Closer Look at SES

<table>
<thead>
<tr>
<th>Below Poverty Line</th>
<th>Native Whites</th>
<th>Native African Americans</th>
<th>Native Latino/as</th>
<th>Mexican Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.9%</td>
<td>38.7%</td>
<td>26.0%</td>
<td>48.0%</td>
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</tbody>
</table>

Source: Early Childhood Longitudinal Study-Kindergarten Cohort

Population Research Center
The University of Texas at Austin
A Consideration of Positives and Negatives

Physical Health Problems

<table>
<thead>
<tr>
<th></th>
<th>Child from Mexican Immigrant Family</th>
<th>Child from Native White Family</th>
<th>Child from Native African-American Family</th>
<th>Child from Native Latino/a Family</th>
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</thead>
<tbody>
<tr>
<td>Child from Mexican Immigrant Family</td>
<td>1.87</td>
<td>1.68</td>
<td>1.63</td>
<td>1.60</td>
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<tr>
<td>Child from Native White Family</td>
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<td>1.78</td>
<td>1.67</td>
<td>1.40</td>
</tr>
<tr>
<td>Child from Native African-American Family</td>
<td></td>
<td></td>
<td>1.67</td>
<td>1.61</td>
</tr>
<tr>
<td>Child from Native Latino/a Family</td>
<td></td>
<td></td>
<td></td>
<td>1.61</td>
</tr>
</tbody>
</table>

Externalizing Symptoms

<table>
<thead>
<tr>
<th></th>
<th>Child from Mexican Immigrant Family</th>
<th>Child from Native White Family</th>
<th>Child from Native African-American Family</th>
<th>Child from Native Latino/a Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child from Mexican Immigrant Family</td>
<td>1.82</td>
<td>1.61</td>
<td>1.54</td>
<td>1.71</td>
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<tr>
<td>Child from Native White Family</td>
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<td>1.81</td>
<td>1.66</td>
<td>1.52</td>
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<tr>
<td>Child from Native African-American Family</td>
<td></td>
<td></td>
<td>1.60</td>
<td>1.57</td>
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<tr>
<td>Child from Native Latino/a Family</td>
<td></td>
<td></td>
<td></td>
<td>1.58</td>
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</table>

Source: Early Childhood Longitudinal Study-Kindergarten Cohort

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## Linking Families and Schools

<table>
<thead>
<tr>
<th>Children of…</th>
<th>Mean (0-7)</th>
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</thead>
<tbody>
<tr>
<td>Mexican immigrants</td>
<td>3.00</td>
</tr>
<tr>
<td>Native Whites</td>
<td>3.99</td>
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<tr>
<td>Native African Americans</td>
<td>2.84</td>
</tr>
<tr>
<td>Native Latino/as</td>
<td>3.19</td>
</tr>
</tbody>
</table>

Source: Early Childhood Longitudinal Study-Kindergarten Cohort
Coordination Across Levels

“To expect [pre-K] effects to be sustained throughout childhood in the absence of continued high quality schooling is to believe in magic”

Differences in Entry-Level Test Scores

Source: Early Childhood Longitudinal Study-Kindergarten Cohort

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Over-Time Patterns in Test Scores

Source: Early Childhood Longitudinal Study-Kindergarten Cohort

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