

Minutes from Technical Advisory Committee Meeting
12/16/05
8:30-2:30 P.M.
Tempe, Arizona

Eugene Garcia:

- Member Introductions
- Meeting Overview
- Direction in which the *Para Nuestros Niños* continues to proceed

Reardon/Galindo Presentation

K-3 Academic Achievement Patterns for Hispanics and other Groups-ECLS-K data

- Descriptive analysis of achievement patterns
 - o Not a description of causes
 - o Think of these as epistemological analyses
- Sample size = 21,500 for Hispanic sample
- 1/3 of Hispanic sample had no national origin indication
- 1st generation: the child born outside of the US
- 2nd generation: mother foreign-born, child born in the US
- 3rd generation: parent born in the U.S and child born in the United States
- Mexicans: only group with comparisons across 1st, 2nd, and 3rd generation
- Comparison to black and white samples (both b and w are 3rd generation or higher)
- ECLS-K
 - o Reading: 8 levels of proficiency
 - o Mathematics: 7 levels of proficiency
- Tests are administered orally
- High proportion of missing READING data
 - o e.g., 78.5% of 1st generation Mexican missing (due to limited English fluency)
 - o Heavily affects interpretability

Linda:

- Expressed concern that these data (ECLS-K) do not reflect recent immigration trends—i.e., these kids started kindergarten in 1998-1999 school year
- Analyses should evaluate the interaction effects of SES and English fluency on achievement

Don Hernandez:

- Have you (Reardon/Galindo) thought of another way to report achievement gap/differences for the public other than by standard deviation?
 - o This is important for the public record

Reardon/Galindo:

- Reading gap: Hispanic trend (compared to other racial/ethnic groups) is elusive—much of the Hispanic sample was excluded from original wave, and were gradually added later
- Math gap: differences by country of origin, compared over time
 - o Donald: this differences are simply an artifact of SES differences between groups by country-of-origin
- The math achievement for all Mexican generations improve over time
 - o Blacks get worse over time

Linda:

- It would be important to compare Hispanic ELLs to ELLs from other racial/ethnic groups—this would have high conceptual appeal
- Also compare SES trends by race/ethnicity

Bruce:

- How much of these achievement differences are due to acculturation? Segregation? Quality of the school?

Linda:

- Bob Crosnoe has looked at these issues:
 - o Crosnoe, R. (2005) *Double disadvantage or signs of resilience? The elementary school contexts of children of Mexican immigrant families*, American Educational Research Journal 42, 269-303.

Bruce:

- ECLS data do not lend themselves very well to analyses of school quality, instructional practices, family variables, etc.

Sean Reardon:

- Population gap vs. within school gap: 30-40% of raw gap is accounted for within schools (as opposed to between schools)
- Controlling for SES, differences still exist

Claudia Galindo:

- Proficiency levels:
 - o Math/reading:
 - by country-of-origin
 - by OLDS score (i.e., oral English proficiency)
 - by SES quintile

Marlene Zepeda:

- Can data be disaggregated by generation status for Cubans?
 - o Claudia: small cell sizes make this very difficult

Linda:

- Importance to consider the effect(s) of home language fluency in English and Spanish—Spanish OLDS can get at this
 - o E.g., Spanish OLDS at wave 2
- Issues of how language develop are important

Robert Rueda:

- What about kids who have low proficiency in both languages?
 - o There is value in trying to determine proficiency in both languages

Sean:

- Identify kids into language categories:
 - o e.g., English proficient, Spanish proficient, non-proficient

Linda:

- Still need to include SES

Karen Hill-Scott:

- Public assumption of Spanish language proficiency is erroneous
- There are large #s of kids who do not have Spanish or English proficiency
- We need to validate the variability in language proficiency and, hence, multiple starting points

Lindsay:

- Why were Spanish reading scores not included?

Michael Lopez:

- Psychometric properties were not sound to compare reading scores across languages
- Also, it depends on what the test is measuring, “English proficiency” or “literacy”—that is, “literacy” could be compared across languages
- The federal government continues to look at this; however, not much progress has been made

Lindsay:

- Using the Woodcock-Johnson to assess bilingual abilities

Marlene:

- We don’t have basic measures to really understand these kids—yet public decisions/policy continue to be made depending on limited, invalid, and inappropriate measures

Karen:

- Relative to this argument and home language fluency of Latinos, it is important to understand the institutionalization and assimilation (which is NOT the same as “acculturation”)

Lindsay:

- Mentioned of psychologist in Chicago doing admirable work with Native American population

Ruby:

- What do between-school differences mean (since this is highly relevant to policy)?

Sean:

- Institutional effects?
- Parent involvement
- School-parent community
- Resource allocation
- Analyses presented here paint a picture of the reality more than what accounts, per se, for the differences
- Further analyses are needed to really understand what accounts for within- and between-school differences
 - o We need to spend more energy on these sorts of analyses

Michael Lopez: Presentation (ECLS-B)

- Headstart ECLS-K questions are very problematic
- ECLS-B analyses – sample size = 10,688
- Children born Dec/Jan 2001
- 1st wave of data collection = @ 9 months (ranging from 6-22 months, mostly centered close to the 9 month mark)
- Parent-child interaction data
- ECLS-B conceptual model
- 26% of full sample is Hispanic
- 38% of poverty sample is Hispanic
- Generation status of Hispanic sample:
 - o 50% both parents foreign-born
 - o 37% 1 parent foreign-born
 - o 18% both parents US-born

Don Hernandez:

- We need to extend our recommendations for subsequent data collection
 - o e.g., date of immigration is very important!

Karen:

- Compare ECLS-B place-of-birth numbers to ECLS-K sample—do they match up?

Joe Tobin:

- Knowing immigration status is important—documented vs. undocumented? This should be available in the manual
- It is also an important point because undocumented people may be opting out of the study.

Michael:

- Findings regarding parental response patterns (in ECLS-B)
- Home language of Latino infants
 - o 34% primarily speak Spanish, w/ English
 - o 19% Spanish only
 - o 22% primarily English, w/ Spanish
 - o 21% English only
 - o 4% other

Karen:

- Some of these report measures seem inflated

Luba Lynch:

- Is there information available regarding language in which children are read to?

Michael:

- NCATS was assessed to 45% of the sample—this assesses child-parent interactions
 - o Parent scale
 - o Child scale
 - o Relative vs. center-based care vs. other care @ 9-months

Karen:

- By generation status, it is interesting to look at primary care use, as well as hours per week in care
- Important to include poverty variable as well
- More Spanish tends to be spoken in primary care settings
- Bayley scales in infant development
 - o No major differences in early development by race/ethnicity—this is a good sign

Joe Tobin:

- Expresses surprise that poverty does not have a stronger effect on early motor development index
- Validate heterogeneity
- Protective & risk factors

Linda:

- Do we know what assessments will be used at kindergarten entry?

Michael:

- No, we are uncertain at this point

Donald Hernandez: Presentation on Demographic Data

- Demographics – Hispanics ages 0-8 – self-identification, self-report
- Thesis: gaps in preschool enrollment (at age 4) are explained by three omnibus factors:
 - o Low parent education
 - o Poverty
 - o Limited English proficiency
- 79% of Hispanics in 9 states
- Native parents mothers work more outside the home than do immigrant mothers
 - o Native Hispanic mothers work slightly more outside the home than native White mothers
- Parent education – immigration status is very important
- Finding full-time employment can be more difficult for immigrant parents
- Full-time work and education attainment are very important—they, along with immigrant status and hourly wages, are highly linked to poverty

Lindsay:

- Recommends looking at minimum wage in addition to 2x minimum wage

Donald Hernandez:

- Official poverty rate is too low, and does not take into consideration critical aspects associated with poverty
- More important to assess pre-k enrollment differences by groups than actual rates
- A suggestion for Census: evaluate and critique the Spanish translation of questions regarding preschool enrollment—problems in language may arise
- Free public access to kindergarten (ages 4 and 5) lead to higher enrollment of immigrant children compared to native born—these children tend to be targeted by institutions

Joe Tobin:

- Ready for what? – see work by Beth Graue – Hispanic children are virtually “pushed” before they are ready

Karen:

- Is higher rate of kindergarten enrollment in immigrant population an indication of aspirational differences?

Ruby:

- Private school settings – does this explain differences in K enrollment differences?

Bruce:

- We need to attend to underlying mechanisms, not just the three salient factors mentioned by Donald when interpreting the enrollment gap
- Gene:

- That's true, but we can't get at these per se with the Census data—this is why we are doing qualitative work in conjunction

Karen:

- We need to branch the 0-5 and 5-12 data if we are really going to impact policy

Joe Tobin:

- Language of parents is very important especially as children get older

Karen:

- We need to look at specific processes: e.g., specificity of English fluency, not just “cash” English
 - maybe this is one of the branches

Bruce:

- Empirical determinants
 - We are trying to increase Latino Pre-k Enrollment
 - We have to be careful with simple models so we don't assume that trying to get Latinos to perform like middle-class white kids equates to success
 - Referral agencies
 - In short, we need MORE DATA ON PROCESS

Bruce Fuller: Presentation

Supply of Pre-k Centers for Latino kids

- Don:
 - Surprised that these data exist—how are they collected and compiled?
- Fuller: see paper by “Lindsay and Rachel”

Ruby:

- For-profit centers
 - How do they fit into this analysis?

Bruce:

- National data included any for-profit center
- LA and Cook (IL) counties do a very good job at collecting these data
 - Differences within counties by poverty, density of Latino population, and # of centers
- Supply of centers in Cook county for Latino children – highest availability in population with lowest pop. Density of Latinos

Scott Miller:

- Have you done this for blacks as well?

Karen:

- There is a need to look at these groups more specifically

Scott:

- Also, supply should be analyzed in terms of demand

Karen:

- Do we go where ratio represents an inequity, or do we go with sheer numbers? – this is a key policy-related questions

Bruce:

- Looking at black ratios would be important also

Scott:

- Important to consider availability of seat #s

Marlene:

- Asians in LA county need to be disentangled – they are the fastest growing racial/ethnic group in LA county

Karen:

- What's happened in LA county
 - o Immigration tends to be low SES, low parent education
 - o No infrastructure to capture this immigration (toward east side of LA)
 - o People have developed the myth that parents do not prefer pre-school for their children
 - o It's not just a matter of targeting, but it's also about building viable infrastructure

Lindsay:

- A problem with immigration
 - o These groups are mobile—hence, Headstart programs, for example, are sometimes left empty

Linda:

- Demand-supply evaluation is very problematic—it necessitates review ethnographic literature

Bruce:

- There are some ethnographic data available on demand-supply of preschool centers

Joe Tobin:

- In Mexican families, they really want Spanish-speaking staff, even if the teacher does not speak the language
- Even if only the secretary speaks Spanish that can be helpful

Karen:

- People in communities want infrastructure
- Capacity to build needed centers is low because there's no capital

Linda:

- Supply-demand is very complex and nuanced

Joe Tobin:

- Can data in counties be disaggregated by SES, and by public/private pre-k provision? These would be important considerations

Scott:

- In communities (by SES) programs need to be evaluated and analyzed—i.e., look at quality of programs (by SES) – not just credentials of teachers but actual practices in the classroom and programmatic aspects (like Success for All model)

Michael Lopez:

- Harris County (Houston, TX)
- Miami-Dade (FL)
 - o Very different in these counties—there is not less supply in areas of high Latino concentration
- Karen: this is because there is an infrastructure there! In Florida

Bruce:

- Nationwide:
 - o In highly concentrated black communities, there is a high, sustained supply
 - o For Latinos, as population density of Latinos increases, supply goes down virtually, it is a linear effect

Joe Tobin:

- Look at how the raw population by zip has shifted—very important to policy

Karen:

- Charts shown by Bruce suggest that Blacks have done well at the expense of Latinos
- We have to be careful about the message we send
- These charts, therefore, need to be contextualized for example:
 - o Gentrification
 - o Immigration
 - o Mobilization
 - o Historical demographic trends

Luba:

- Karen's point is very important – we have to be careful in terms of the message we send to the public

Don:

- Using #s instead of ratios is very important to get a sense of magnitude

Bruce:

- Enrollment rates (nationwide) reflect finding of supply charts
- a lot of discrepancy in supply can be explained by poverty, at highest concentration level

Don:

- Can home language be included in this model?
- Bruce: this is very co-linear with mother education

Don:

- We have to be very careful with “casual” language—this doesn’t tell us much about process
 - o We have to look at the language we use when discussing these models

Scott: *Discussion of Borman’s work*

- CSR strategies
- What teacher and administrative changes are necessary with regard to schools serving Latinos?

Linda:

- North Carolina National Evaluation of Family Literacy is worth consideration
 - o These are experimental designs
 - o Very important to the Task Force
 - o Ruby: Diane August included in this?
 - o B. Wassik is doing a three year study

Marlene:

- Karoly of RAND is looking at Head Start

Ruby:

- We don’t have many documented approaches – we need to look at what we have
 - o e.g., Multi-site Even Start Evaluation
- We don’t have good data on these programs from birth on

Marlene:

- We need more data collection and analysis

Ruby:

- Need notes from this meeting
- We need to put together all the recommendations, into one document

Scott:

- Expresses appreciation for participation and insights

Karen:

- Authors who presented today might take into consideration recommendations made today, and integrate them into their work, for at least two important reasons:
 - o So that findings can be clearly understood by and disseminated to the public
 - o Adequate investment—good communication—do not forsake ethical and quality research