



Center for Early Care and Education Research Dual Language Learners

Early Care and Education Quality Measures Used with Dual Language Learners: Annotated Bibliographies from a Critical Review of the Research

Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly, 22*, 277-293.

To compare the effects of English/Spanish two-way immersion (TWI) versus monolingual English immersion (EI) for English- and Spanish-speaking pre-kindergarten children using a quasi-experimental design. The study took place in a center-based preschool program and included 36 classrooms and 131 children, of whom 75 were Spanish-speaking. Three quality measures (ECERS-R, SELA, SELLCA) were used in the study. Quality scores were examined on the basis of intervention condition and terms of associations with child outcomes.

Burchinal, M. R., & Cryer, D. (2003). Diversity, child care quality, and developmental outcomes. *Early Childhood Research Quarterly, 18*, 401-426.

This secondary analysis examined data from the CQO and SECC studies to determine whether child care quality varied by children's ethnic backgrounds (Latino, African-American, White). The CQO study included 177 classrooms and 546 preschoolers (31 Latino children) and used four quality measures (ECERS, CIS, ECOF, AIS). The SECC study included a sample of 584 children in child care centers, family child care homes, and in-home and relative care, of whom 40 were Latino. The SECC study included one quality measure (ORCE). Comparisons of quality scores and associations between quality and child outcomes were examined for children from these three ethnic backgrounds.

Buysse, V., Castro, D. C., & Peisner-Feinberg, E. (2010). Effects of a professional development program on classroom practices and outcomes for Latino dual language learners. *Early Childhood Research Quarterly, 25*, 194-206.

The purpose of this study was to assess the effects of the Nuestros Niños Early Language and Literacy Program on teachers' classroom practices and Latino DLL preschoolers' language and literacy skills. The experimental study included 193 children (65% Spanish-speaking) in 55 classrooms in both public pre-kindergarten and Head Start programs. The study included two classroom quality measures (ELLCO and ELLCO-A).

Chang, F., Crawford, G., Early, D., Bryant, D., Howes, C., Burchinal, M.,... Pianta, R. (2007). Spanish-speaking children's social and language development in pre-kindergarten classrooms. *Early Education and Development, 18*(2), 243-269.

The purpose of the study was to examine the associations between teacher-child language interactions and children's social and language skills. This secondary analysis used data from the NCEDL and SWEEP studies, and included 345 Spanish-speaking pre-kindergartners across 161 classrooms in center-based programs. The study included two quality measures (*Snapshot* and ECERS-R).

Durán, L. K., Roseth, C. J., & Hoffman, P. (2010). An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly, 25*, 207-217.

The purpose of this experimental study was to compare the effects of English only (EO) instruction to Transitional Bilingual Education (TBE) on language and literacy development for low-income, Spanish-speaking preschoolers. The study included two Head Start classrooms and 31 Spanish-speaking children and used one classroom quality measure (ELLCO).

Howes, C., Shivers, E. M., & Ritchie, S. (2004). Improving social relationships in child care through a research-program partnership. *Early Education & Development, 15*(1), 57-78.

The purpose of the study was to examine the influence of a relationship-based intervention on child care quality and children's outcomes. The study included 70 children and 10 programs, including three which only served Latinos, five which served a mix of Latinos and children of other ethnic backgrounds, and two which only served African-Americans. Three measures were used to determine classroom quality (ECERS, AIS, CIS).

Owen, M. T., Klausli, J., Mata-Otero, A., & Caughy, M. O. (2008). Relationship-focused child care practices: Quality of care and child outcomes for children in poverty. *Early Education and Development, 19*(2), 302-329.

The purpose of this quasi-experimental study was to examine quality of care and children's outcomes in relationship-focused (RFC) and non-relationship-focused (non-RFC) child care centers. The study included 223 children (101 Latino) in 12 center-based programs. The study included a quality measure adapted from two existing measures (ORCE and AIS). The differences in influence of RFC on quality of caregiving practices by race/ethnicity were examined.

Winter, S. M., Zurcher, R., Hernandez, A., & Yin, Z. (2007). The early on school readiness project: A preliminary report. *Journal of Research in Childhood Education, 22*(1), 55-68.

The purpose of the study was to examine the quality of care and developmental progress of children enrolled in the Early ON School Readiness Project, serving a predominantly Latino population. The descriptive study included children ages three to five, and 17 centers in year 1, and 34 centers in year 2. Child care quality was examined using one measure (ECERS-R).

Zuniga, S. A., & Howes, C. (2009). Predictions of children's experiences with Latina family child care providers. *Early Education and Development, 20*(2), 265-284.

The purpose of this study was to examine the quality of care and children's engagement in pre-academic activities in family child care settings with low-income Latino providers and children. This descriptive study included 460 Latino children and 115 child care providers. The study included three measures of classroom quality (FDCRS, *Snapshot*, AIS).

About CECER-DLL

CECER-DLL is a national center that is building capacity for research with dual language learners (DLLs) ages birth through five years. CECER-DLL aims to improve the state of knowledge and measurement in early childhood research on DLLs, identify and advance research on best practices for early care and education programming, and develop and disseminate products to improve research on DLLs. CECER-DLL is a cooperative agreement between the Frank Porter Graham (FPG) Child Development Institute at The University of North Carolina at Chapel Hill and the Office of Planning, Research, & Evaluation (OPRE) in the Administration for Children & Families (ACF), in collaboration with the Office of Head Start and the Office of Child Care.

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