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Child Language Development Expert to Discuss Effective Educational Practices for Dual Language Learners

Lecture and Discussion Session: "Promoting Development and Improving Outcomes for Young Dual/English Language Learners"

Providence, RI (Monday, December 1, 2014) – *The 2014 Lipsitt-Duchin Lectures in Child and Youth Behavior and Development* will be held on Wednesday, December 3, 2014 from 4:00 p.m. to 6:00 p.m., in Brown University's Salomon Center, Room 001, in Providence. More than 200 people are expected to attend the lecture, including researchers, educators, service providers, advocates, policymakers, and community leaders. Rhode Island KIDS COUNT and Brown University are sponsoring the lecture, in partnership with Brown University's Teaching, Research and Impact Program (TRI-Lab). The event is free and open to the public.

The keynote speaker, Linda M. Espinosa, PhD, will present an overview of research findings about young children who grow up learning two or more languages simultaneously (dual language learners) as well as research about young English Language Learners in the U.S., who are disproportionately low-income and have limited opportunities to participate in high-quality early learning programs. She will discuss implications for policy and practice in Rhode Island. Dr. Espinosa, is Professor Emeritus of Early Childhood Education at the University of Missouri, Columbia, and has worked extensively with low-income Hispanic/Latino children. She has published more than 90 research articles, book chapters and training manuals on how to establish effective educational services for low-income, minority families and children who are acquiring English as a second language.

A discussion panel featuring Anna Cano Morales, Director, Latino Policy Institute, Roger Williams University, and Chair, Central Falls School Board of Trustees; Julie Nora, Director, International Charter School; and Margary Martin, Visiting Assistant Professor of Education, Brown University; will be held immediately following keynote remarks.

Young English Language Learners in Rhode Island:

- As of September 1, 2014, there were 4,690 children under age five born to a mother who did not speak English in Rhode Island, 9% of the population.
- During the 2012 – 2013 school year, 7% (or 9,771) of all Rhode Island public school students were English Language Learners (ELL).
- During the 2012 – 2013 school year, 48% of all ELL students in Rhode Island were in grades preschool to grade three.

"The growing population of young dual language learners in Rhode Island presents an excellent opportunity to advance innovative translation of scientific developments in cognitive psychology and educational neuroscience," said Dr. Stephen Buka, Professor and Chair, Department of Epidemiology, Brown University School of Public Health. "This is another example of how the local research and practice communities can collaborate to improve healthy early child development in Rhode Island – a central theme of Brown's recent TRI-Lab and these Lipsitt-Duchin lectures."

"We know that in order to improve educational outcomes, we need to improve instruction and opportunities for young English Language Learners and dual language learners," stated Elizabeth Burke Bryant, Executive Director of Rhode Island KIDS COUNT. "Dr. Espinosa's work can help educators, policymakers, and community leaders promote programs and policies that will help our dual language learners thrive in school and achieve their fullest potential."

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Rhode Island KIDS COUNT is a statewide children's policy organization that works to improve and ensure the economic well-being, health, safety, education and development of Rhode Island children.

The Teaching, Research and Impact Program (TRI-Lab) is one of several new engaged scholarship initiatives at Brown University. TRI-Lab brings together interdisciplinary groups of faculty, students and community practitioners to focus

important issues like early childhood development, share knowledge across fields and sectors, and identify opportunities for positive change.

The Lewis P. and Edna Duchin Lipsitt Lectures in Child Behavior and Development were established by the Lipsitt family in 2000 to celebrate many years of association with Brown University and to preserve an interest in child psychology at the University. Dr. Lewis P. Lipsitt joined Brown in 1957 as an instructor of psychology after receiving his doctorate in child psychology at the University of Iowa. A pioneer in the study of sensory and learning processes, Lipsitt established a laboratory at Women and Infants Hospital in 1958 to study infant behavior and development. He is the founding director of Brown's Child Study Center. Dr. Lipsitt received the 1990 Nicholas Hobbs Award for science in the service of children from the American Psychological Association and the 1994 American Association for the Advancement of Science's Lifetime Achievement Mentor Award for helping minorities and women in the pursuit of scientific careers. He has been a Guggenheim Fellow and was a resident fellow of the Center for Advanced Study in the Behavior Sciences at Stanford in 1979-80.