Supplementary Tables

Tables S1-S7 below present information about the CECER-DLL Questionnaires' validity study including descriptive data on demographic characteristics of participants, language exposure and use variables, language outcome variables. It also presents the results of the statistical analysis.

Table S1. *Child and Maternal Characteristics (N=183)*

Variable	Mean	SD
Child Gender		
Female	.50	0.50
Child Age (in years)	4.87	0.49
Maternal Education		
Mother's years education	11.09	3.26
Mother's highest grade completed if < 12	7.60	2.31
Maternal English Ability (1= not at all to 4= very well)		
Understands	2.75	1.04
Speaks	2.53	1.10
Reads	2.55	1.17
Writes	2.40	1.23
Maternal Spanish Ability (1= not at all to 4= very well)		
Understands	3.82	0.43
Speaks	3.73	0.62
Reads	3.57	0.75
Writes	3.51	0.77
Maternal Generation (1=Immigrated<18y to 4=3rd Generation)	2.10	0.92

	Frequency	Percent
Maternal Country of Origin		
Cuba	27	15
Mexico	90	49
Other Caribbean	33	18
Puerto Rico	16	9
South America	15	8
United States mainland	2	1

Table S2. *Teacher Characteristics (N =81)*

Variable	Frequency	Percent
Country of Origin		
Cuba	16	20
Mexico	22	27
Other Caribbean	5	6
Puerto Rico	6	7.5
South America	6	7.5
United States mainland	26	32
Education		
Some college	1	1
Associate degree	14	17
Bachelor degree	49	61
Some graduate courses	13	16
Professional degree	4	5
Certifications*		
CDA	45	44
ECE	64	79
EE	25	31
Bilingual Ed	9	11
ESL	16	20
Special Ed	11	14
Professional development on bilingual children		
None	12	15
Minimum amount	17	21
Moderate amount	23	28
A great deal	29	36
Years of experience in ECE		
< 5 years	18	23
5 to 10 years	30	37
>10 years	33	40
Years working with young bilingual children		
< 5 years	29	36
5 to 10 years	22	27
	Mean	SD
Spanish Ability (1= not at all to 4= very well)		
Understands	3.29	1.07
Speaks	3.26	1.10
Reads	3.16	1.08
Writes	3.03	1.14

*CDA-Child Development Associate; ECE-Early Childhood Education; EE-Elementary Education; ESL-English as a Second Language.

Table S3. *Children's Amount of Exposure to and Usage of Spanish and English at Home**

Variable	N	Mean	Std Dev
Mother's language spoken to child	177	2.01	1.04
Child's language spoken to mother	177	2.50	1.18
Husband/partner language spoken to child	177	2.12	1.25
Child's language spoken to husband/partner	177	2.48	1.29
Adult's in home-language spoken to child	118	1.82	1.17
Child's language spoken to adults in home	118	2.09	1.24
Older children-language spoken to child	177	3.44	1.18
Child's language spoken to older children	177	3.37	1.20
Younger children-language spoken to child	128	4.85	3.58
Child's language spoken to younger children	128	2.38	1.30

Note. *Scale 1 (only Spanish) 2 (more Spanish than English), 3 (equal Spanish and English), 4 (more English than Spanish) and 5 (only English)

Table S4. *Languages Used by Parents during Language and Literacy Activities with their Children* *

Variable	Mean	SD
Talk about:		
Movie/TV	2.44	1.42
School	2.24	1.47
Color	2.49	0.74
Shape	2.24	0.82
Read a book	1.62	0.68
Tell made-up story	2.20	1.59
Puzzles	2.59	1.64
Chores	2.29	1.50
Teach:		
To count	2.18	0.89
Numbers	2.43	0.78
Letters	2.30	0.73
Practice ABCs	2.33	0.69
Art Activity	1.96	0.92

Note. *Scale 1 (Spanish), 3 (both Spanish and English), 5 (English).

Table S5. *Child Language Skills Standard Scores*

Language Skills	N	Mean	Std	Min	Max
CELF:P2 - English					
Expressive Vocabulary	182	5.89	3.56	1.00	17.00
Sentence Structure	183	6.66	2.92	1.00	15.00
Word Structure	183	5.14	3.74	1.00	14.00
CELF:P2 - Spanish					
Expressive Vocabulary	183	5.78	4.09	1.00	16.00
Sentence Structure	183	9.15	3.18	1.00	15.00
Word Structure	183	6.04	3.64	1.00	14.00
Bilingual					
Expressive One Word Picture Vocabulary	163	101.0	16.8	58.0	141.0

Note: Scaled scores on the CELF: P2 ranged from 0-20.

Table S6. *Correlations between child language skills and home language experiences*

Language Outcomes	Lang child uses w/ adults at home	Maternal English skills	Age of initial exposure to English	Mother generational status	Maternal Education	LangAct (play & other)	LangAct (academic)	Family income
CELF-English								
Expressive Vocabulary	.45***	.44***	-.24**	.23**	.36***	.48***	.21***	.34***
Sentence Structure	.24**	.39***	-.17	.13	.26***	.31***	.14	.26***
Word Structure	.40***	.43***	-.30	.30***	.27***	.48***	.26***	.27***
CELF-Spanish								
Expressive Vocabulary	-.62***	-.62***	.44***	-.39***	-.26***	-.66***	-.40***	-.26***
Sentence Structure	-.25**	-.19*	.23**	-.35***	-.07	-.25***	-.17*	.04
Word Structure	-.57***	-.45***	.39***	-.28**	-.16*	-.53***	-.33***	-.16*
Bilingual								
Expressive One Word Picture Vocabulary	.27**	.24**	-.23**	.19*	.19*	.30***	.16*	.24**

Note: * *p* <.05, ** *p* <.01, *** *p* <.001.

Table S7. *Correlations between child language skills and early childhood classroom language experiences.*

	Languages use by/w Teachers	Lead Teacher Spanish skills	Lead Teacher English skills	Years teaching bilinguals	Teacher training on bilingual	Proportion bilinguals in class
CELF-English						
Expressive Vocabulary	0.15*	0.03	0.00	0.08	-0.07	-0.02
Sentence Structure	0.12	0.03	0.01	0.11	-0.18*	-0.03
Word Structure	0.23**	-0.06	0.05	0.07	-0.06	-0.06
CELF-Spanish						
Expressive Vocabulary	-0.09	-0.02	0.00	-0.03	0.00	0.03
Sentence Structure	-0.06	0.02	-0.08	-0.04	-0.13	0.14**
Word Structure	-0.16*	-0.03	-0.09	-0.06	-0.01	0.08
Bilingual						
Expressive One Word Picture Vocabulary	0.16*	-0.08	0.18*	0.04	-0.1	-0.17*

Note: * $p < .05$, ** $p < .01$, *** $p < .001$