Ready to Meet the Needs of All Children?  
A Closer Look at Data on Immigrant Families with Young Children 
And Their Access to Quality Program Supports

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Alliance for Early Success 2016 Partner Summit
Overview

• **Number and growth of young children of immigrants**

• **Characteristics of:**
  • Young children of immigrants
  • Parents of children of immigrants
  • Immigrant ECEC workers

• **Implications for policy and program planning**
Immigrant-Origin Children’s Share (%): 1990 vs 2011-13

Percent

1990
2011-13

U.S. (1990): 14%

Source: Authors’ tabulations of the U.S. Census Bureau’s 1990 Decennial Census and pooled 2011-13 ACS data.
About 5.8 million or 1 in 4 children under age 6

- Accounted for all net growth since 1990
- 96% of immigrant-origin children are U.S. citizens
- Linguistically diverse families
- Less likely to be enrolled in pre-K
- Rapid growth across the nation
Immigrant Parents
Characteristics and Risk Factors

- Parents of young children of immigrants make up 21% of parents of young children overall
- 45% are low-income
- 47% are Limited English Proficient
- Immigrant parents more than twice as likely to be low-educated (less than a high school diploma)
- Major implications for challenges in parent engagement practices – potential systemic barriers to meaningful participation
Linguistic Diversity of LEP Parents: Top 15 DLL States

<table>
<thead>
<tr>
<th>State</th>
<th>LEP Parents</th>
<th>Lang 1</th>
<th>Lang 1 (%)</th>
<th>Lang 2</th>
<th>Lang 3</th>
<th>Lang 4</th>
<th>Lang 5</th>
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Notes: DLLs are defined as children 5 and under with at least one parent (or a householder if no parent is present) who speaks a language other than English at home. Spanish includes Spanish and Spanish Creole; "German" includes German and Pennsylvania Dutch; "Portuguese" includes Portuguese and Portuguese Creole; "French" includes Patois and Cajun; "Creole" includes French Creole and Haitian Creole; "Chinese" includes Mandarin, Cantonese, and Chinese; and "Russian" includes Russian and Ukrainian. Source: MPI analysis of pooled 2012-2014 American Community Surveys.
Immigrant ECEC Workers

**Barriers to Advancement**

- 18% of the 1.8M total workers (vs 8% in 1990)
- Provide the majority of linguistic and cultural diversity in the early childhood field
- Concentrated in lower-paying, lower-qualified sectors of the workforce (informal family child care vs. pre-K teachers and center directors)
- Potential barriers to advancement include:
  - Limited English Proficiency (54%)
  - Less than a high school diploma (25%)
  - 19% are BOTH low-educated and LEP
50 percent of ECEC immigrants are in informal settings

Source: Authors’ tabulations of the U.S. Census Bureau’s pooled 2011-13 ACS data.
Need for Integrated Training Pathways

• Limited English Proficiency and low levels of education are a barrier to advancement for many

• Credentialing standards are rising, with calls for all teachers to have bachelor’s degrees

• Unmet need for integrated training and education opportunities that weave together ESL, Adult Basic Education, and ECEC Content into one program
Improved Data Collection: Workers and Young Children

- Aligned and comprehensive data collection needed – at state and national levels

- Some states have computerized registries tracking ECEC workforce – most are voluntary and also do not capture home and informal settings, where many immigrants work

- Data system providing linkages between programs and departments, collecting information on:
  - Training and Education
  - Languages spoken, English proficiency, Race, Ethnicity

- Collection of home language and Dual Language Learner status for young children also urgently needed

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Immigrant and Refugee ECEC Workforce Research and Policy Consortium

MPI NCIIP and four state immigration policy umbrella organizations:

- Florida Immigrant Coalition (FLIC)
- Illinois Coalition for Immigrant and Refugee Rights (ICIRRR)
- Massachusetts Immigrant and Refugee Advocacy (MIRA) Coalition
- One America (Washington State)

Create state laboratories for innovation in:

- Expanding integrated ECEC education and training pathway programs
- Improving remuneration
- Reducing bias in licensing and program regulations

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Thank you—let’s stay in touch!

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