

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**

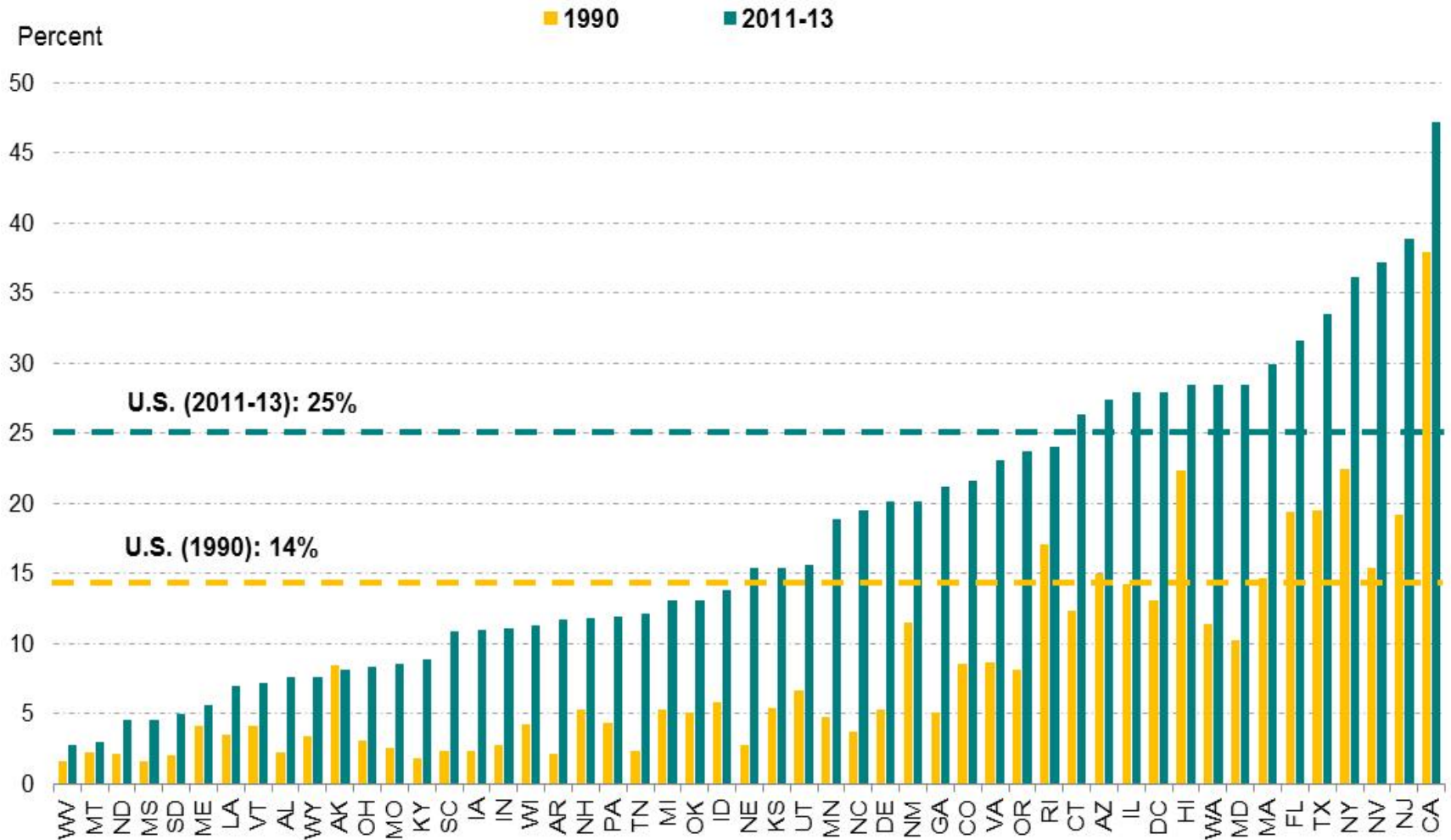


Overview

- ***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



Source: Authors' tabulations of the U.S. Census Bureau's 1990 Decennial Census and pooled 2011-13 ACS data.



Children from Immigrant & Refugee Families

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

State	LEP Parents	Lang 1	Lang 1 (%)	Lang 2	Lang 3	Lang 4	Lang 5
United States	7,525,000	Spanish	70.6	Chinese	Vietnamese	Arabic	Korean
California	1,785,000	Spanish	75.6	Chinese	Vietnamese	Tagalog	Korean
Texas	1,145,000	Spanish	87.8	Vietnamese	Chinese	Arabic	Korean
New York	594,000	Spanish	52.5	Chinese	Russian	Bengali	Yiddish
Florida	505,000	Spanish	74.5	Creole	Vietnamese	Arabic	Chinese
Illinois	316,000	Spanish	70.1	Polish	Arabic	Chinese	Korean
New Jersey	282,000	Spanish	60.9	Arabic	Chinese	Portuguese	Korean
Arizona	216,000	Spanish	86.2	Arabic	Vietnamese	Chinese	Tagalog
Georgia	181,000	Spanish	75.6	Vietnamese	Korean	Chinese	Ethiopian
Washington	164,000	Spanish	57.3	Russian	Vietnamese	Chinese	Korean
Massachusetts	161,000	Spanish	43.7	Portuguese	Chinese	Creole	Arabic
Pennsylvania	160,000	Spanish	44.0	Chinese	German	Vietnamese	Arabic
North Carolina	157,000	Spanish	81.7	Vietnamese	Chinese	Arabic	French
Virginia	149,000	Spanish	53.8	Arabic	Vietnamese	Chinese	Korean
Maryland	122,000	Spanish	57.3	Chinese	French	Vietnamese	Ethiopian
Colorado	114,000	Spanish	77.2	Vietnamese	Russian	Arabic	Ethiopian

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.



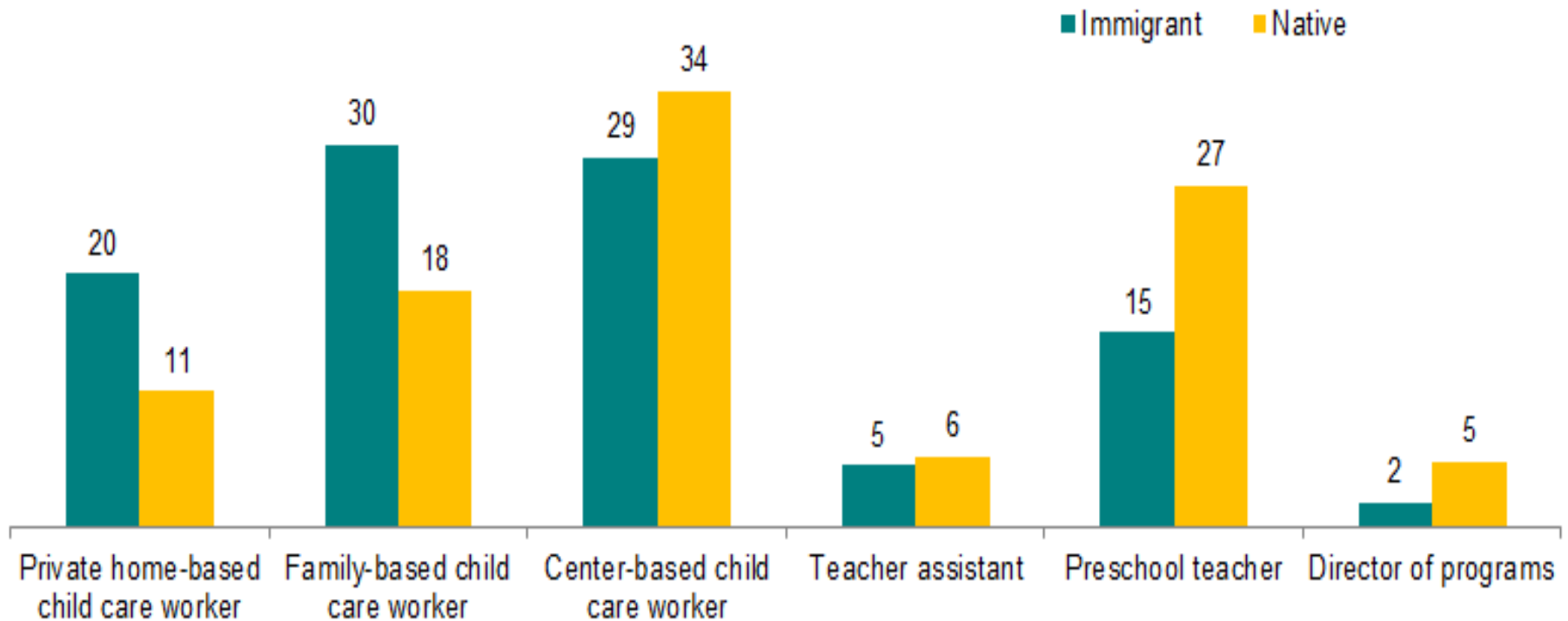
Immigrant ECEC Workers

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*



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 (ICIRR)*
- *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*



Thank you—let's stay in touch!

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