

Ready to Meet the Needs of All Children? A Closer Look at Diversity in the Early Childhood Workforce



Webinar
MPI National Center on Immigrant Integration Policy
April 28, 2015



Presenters



Margie McHugh, Director, National Center on Immigrant Integration Policy, Migration Policy Institute



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Maki Park, Policy Analyst and Program Coordinator, Migration Policy Institute



Marcy Whitebook, Director, Center for the Study of Child Care Employment, University of California Berkeley



Logistics

- Slides and audio from today's webinar will be available at: <http://www.migrationpolicy.org/events>
- The report, *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look* is available at <http://bit.ly/ececwkfc>
- If you have any problems accessing this webinar, please contact us by email at events@migrationpolicy.org or call +1-202-266-1929.
- Use Q&A chat function on the right of the screen throughout webinar to write questions.
- Or send an email to events@migrationpolicy.org with your question.



MPI National Center on Immigrant Integration Policy (NCIIP)

Areas of Work:

➤ Education:

- Early Childhood
- K-16
- Adult Education and Workforce Development

➤ Language Access and Other Benefits

➤ Governance of Integration Policy

➤ *E Pluribus Unum* Prizes

www.migrationpolicy.org/integration



New Report Released Today

IMMIGRANT AND REFUGEE WORKERS IN THE EARLY CHILDHOOD FIELD

Taking a Closer Look



By Maki Park, Margie McHugh, Jie Zong, and
Jeanne Batalova





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*



Study Motivation

Given the importance of high-quality early learning programs and calls to professionalize and upskill the ECEC workforce, report seeks to:

- Improve understanding of socio-demographic characteristics of the ECEC workforce, including differences between native- and foreign-born workers***
- Shine a light on linguistic and cultural competence concerns that are key ingredients of program quality***
- Contribute to national dialogue regarding earnings of ECEC workers and their connection to quality improvement goals***



Presenter



**Jeanne
Batalova**
Senior Policy
Analyst
Migration Policy
Institute

Jeanne Batalova is a Senior Policy Analyst at MPI and Manager of the MPI Data Hub, a one-stop, online resource that provides instant access to the latest facts, stats, and maps covering U.S. and global data on immigration and immigrant integration.

Her areas of expertise include the impacts of immigrants on society and labor markets; social and economic mobility of first- and second-generation youth and young adults; and the policies and practices regulating immigration and integration of highly skilled workers and foreign students in the United States and other countries.



Children from Immigrant & Refugee Families

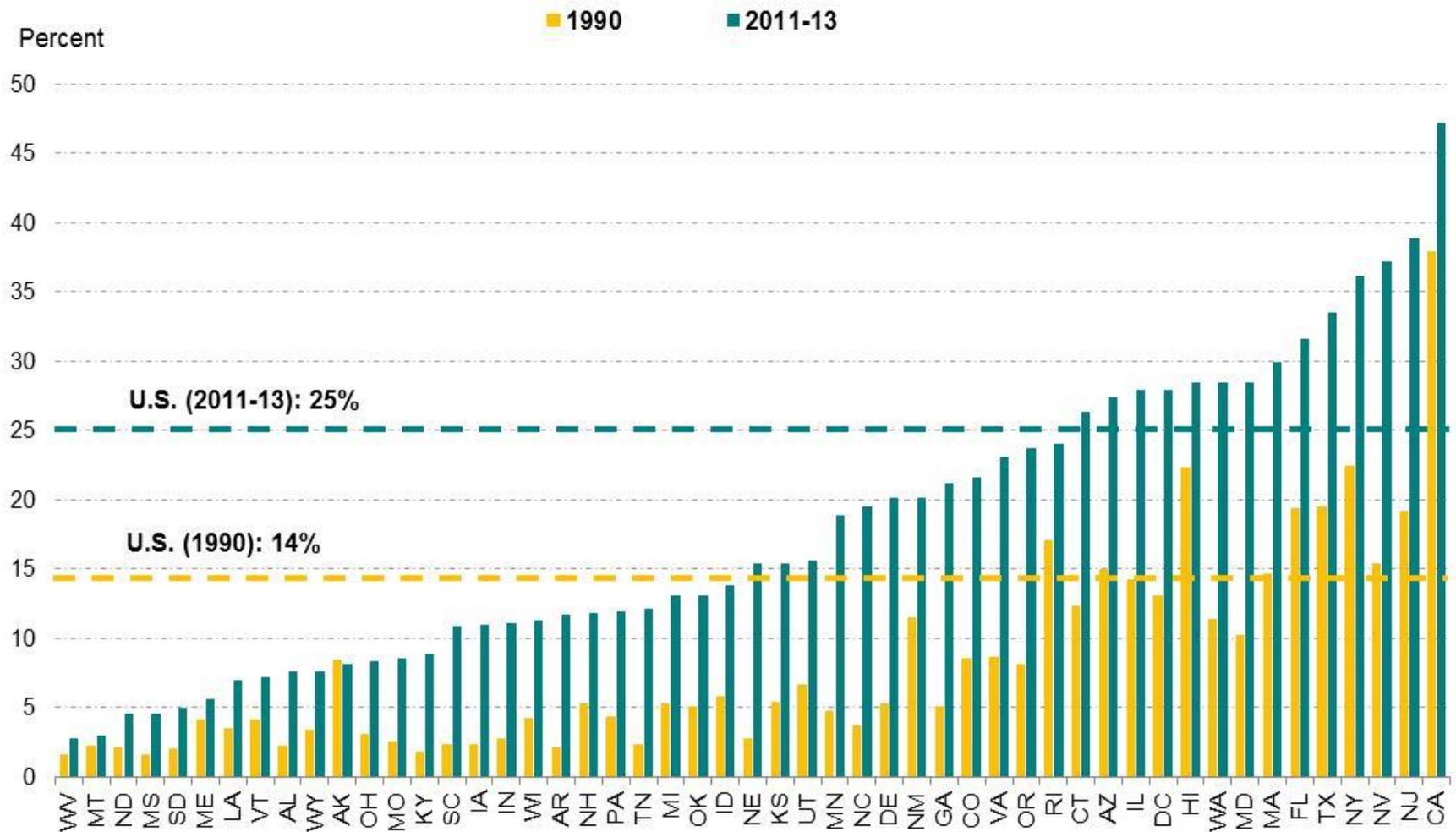
About 5.8 million or 1 in 4 children under age 6

- *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-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.



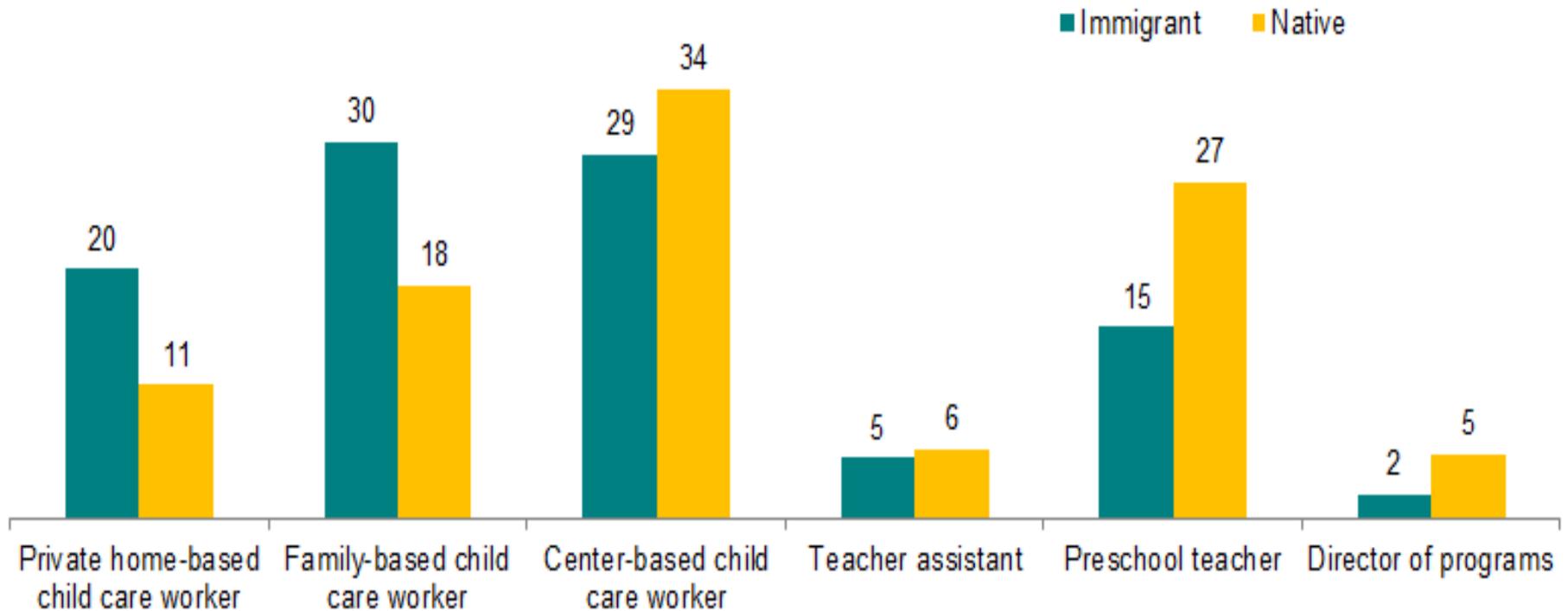
Profile of Immigrant ECEC Workforce

Who are ECEC providers?

- *Civilian employed workers who either provide direct care to children or are program directors.*
- **Immigrant ECEC providers:**
 - *18% of the 1.8M providers (vs 8% in 1990)*
 - *ECEC is a relatively accessible industry for immigrant workers*
 - *97% are women (as are 95% of native ECEC providers)*
 - *Racial/ethnic diversity varies by occupational group*



50 Percent of ECEC Immigrants Are in Informal Settings



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



Immigrant ECEC Workforce: Human Capital

Bring linguistic diversity to the field

- *Speak non-European languages*

Both low and highly educated

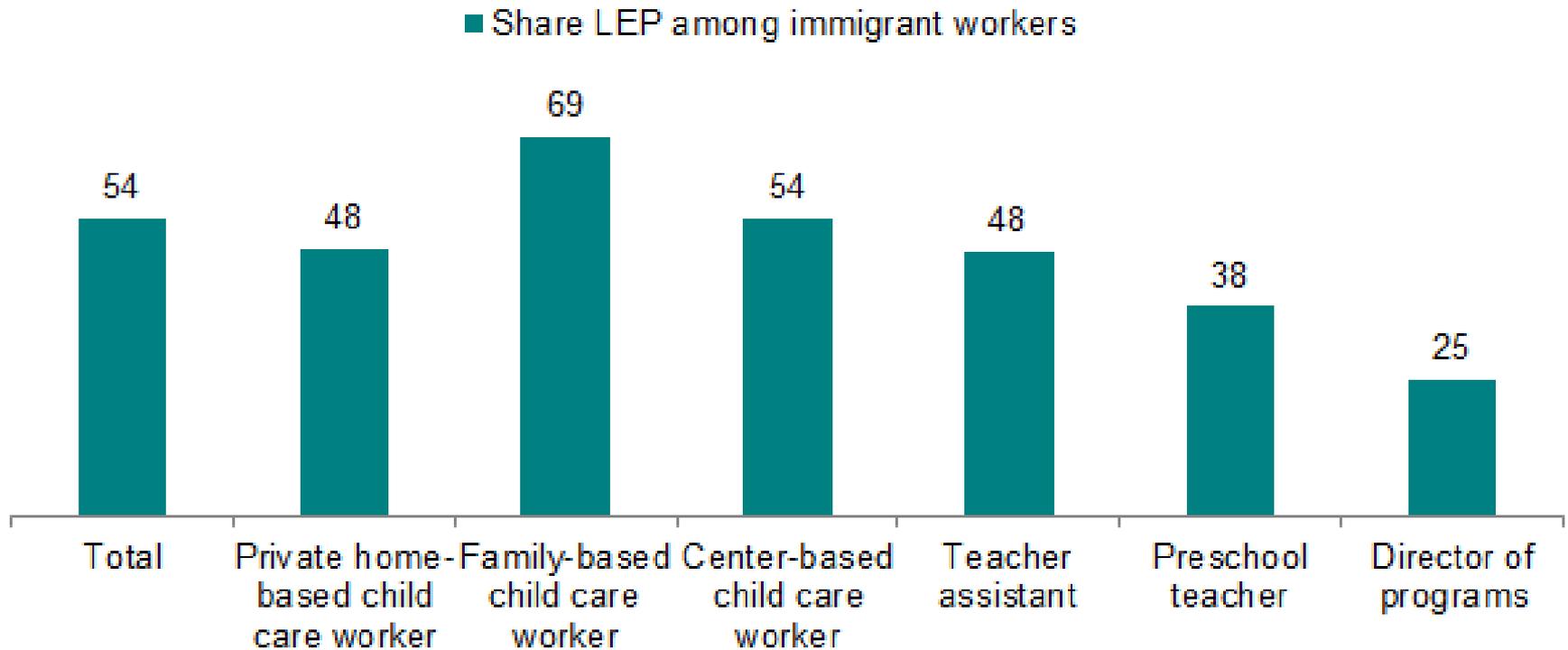
- *But less likely to hold higher paying jobs*

Limited English proficiency is a barrier

- *19% are LEP and no high school diploma*



High LEP Shares Across All Occupations

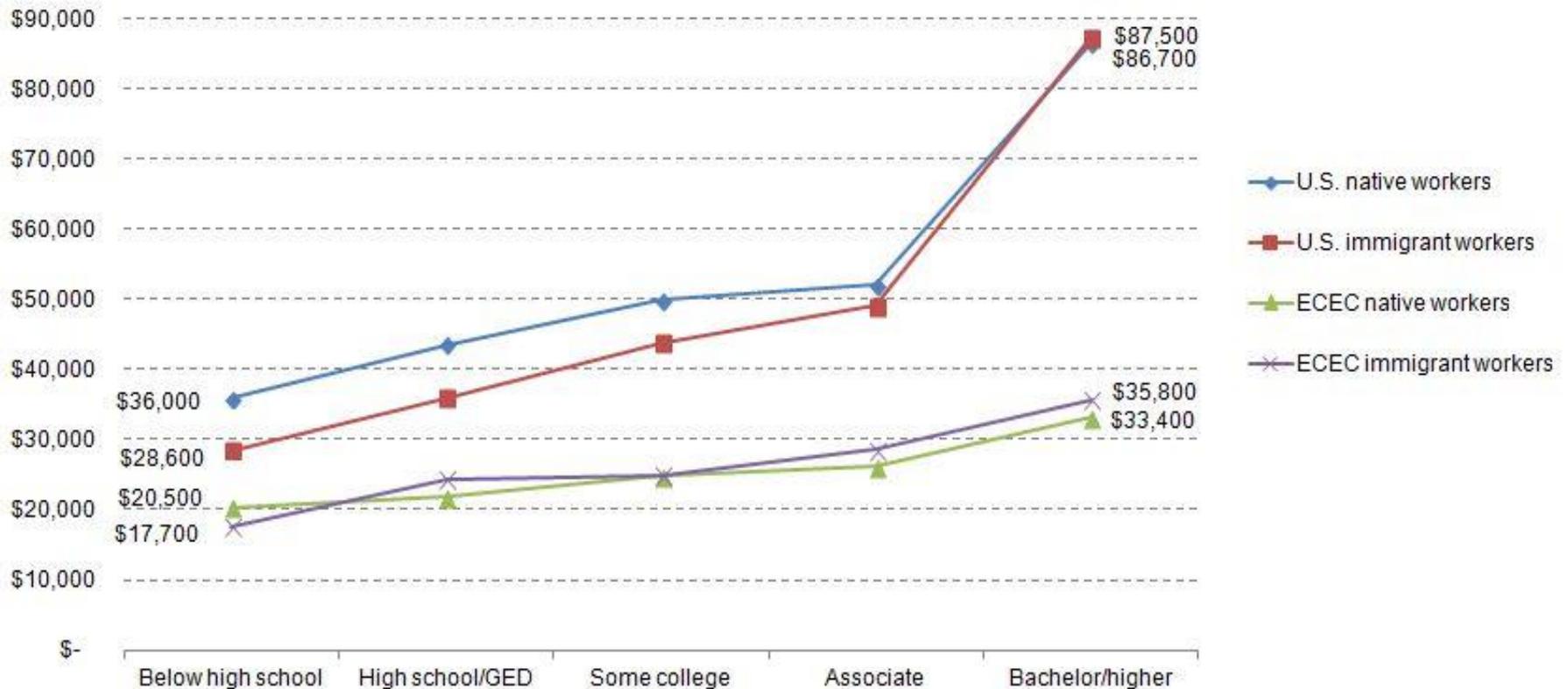


Source: Authors' tabulations of the U.S. Census Bureau's pooled 2011-13 ACS data.



Low Wages, Limited Educational Premium

Average annual earnings of full-time workers (25 and older)



Notes: Refers to adult workers ages 25 and older who earned positive income. “Full-time, year-round worker” refers to those employed for 50-52 weeks in the year prior to ACS survey and who worked 35 hours and above per week.

Source: Authors’ tabulations of the U.S. Census Bureau’s pooled 2011-13 ACS data.



Presenter



Maki Park
Policy Analyst
Migration Policy
Institute

Maki Park is a Policy Analyst and Program Coordinator at the Migration Policy Institute's National Center on Immigrant Integration Policy, where she works on domestic and comparative issues affecting children of immigrants in early childhood and K-12 education.

Previously, Ms. Park worked as Director of Outreach and Program Manager at WorldTeach, based at Harvard's Center for International Development, where she oversaw recruiting and admissions operations and managed the organization's program in Guyana. She has also worked as an education consultant in Malawi and served as a Peace Corps Volunteer in Turkmenistan.



Need for Integrated Training Pathways

- *Limited English proficiency and low levels of education present a barrier to advancement for many*
- *Credentialing standards are becoming increasingly strict, 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*



Include Linguistic & Cultural Competencies in Quality Measures, Standards, and Ratings

- *Programs and systems should have a true incentive to work effectively with Dual Language Learners and other diverse learners*
- *For example: Quality Rating Improvement Systems (QRIS) can include measures that reward programs whose staff have necessary linguistic and cultural skills*
- *Need for targeted efforts to include hard-to-reach providers and workers to ensure that they are not excluded from training and professional development opportunities*



The Need to Raise Wages

- *Wages remain extremely low in spite of widespread understanding of the importance of early learning*
- *Low wages are linked to lower program quality, and undermine efforts to professionalize workforce – children of immigrants may be disproportionately impacted by negative effects of low compensation*
- *Additional public funds and a dedicated funding stream needed in order to raise wages*



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*



Discussion with



Marcy Whitebook
Director
Center for the
Study of Child
Care Employment
University of
California Berkeley

Marcy Whitebook, Ph.D., joined the Institute for Research on Labor and Employment (IRLE) of the University of California at Berkeley and established the Center for the Study of Child Care Employment in 1999, as a researcher focusing on issues of employment in settings for young children, the relationship between good jobs and the quality of services available to children and families, and appropriate and accessible professional preparation for teachers.

Prior to joining UC Berkeley, she taught in early childhood programs for many years, and was the founding Executive Director of the Washington-based Center for the Child Care Workforce (CCW), an organization she began in 1977 as the Child Care Employee Project. Dr. Whitebook has led several large-scale early childhood research projects, including the landmark *National Child Care Staffing Study*, which first brought public attention to the low wages and high turnover of child care teachers. She co-developed the Early Childhood Mentor Program in California, now operating in 96 colleges throughout the state, and CARES, a California program to encourage professional development and retention of early care and education practitioners.

She worked as an infant toddler and preschool teacher for many years, and received a Ph.D. in Developmental Studies from the UCLA Graduate School of Education.



Q & A

Use Q&A chat function to write questions

Or email events@migrationpolicy.org with your questions

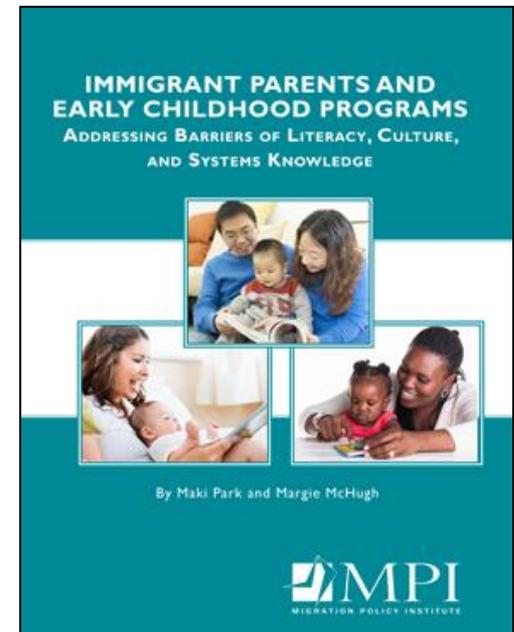
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Other Resources

Visit <http://www.migrationpolicy.org/integration> for more resources on ECEC issues from MPI's National Center on Immigrant Integration Policy:

- Children of Black Immigrants
- Children of Refugees
- White House Task Force on New Americans
- Transatlantic Forum on Inclusive Early Years





Thank You For Joining Us!

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For additional information and to receive updates:

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