IMMIGRANT AND REFUGEE WORKERS IN THE EARLY CHILDHOOD FIELD

Taking a Closer Look

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

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Executive Summary

Extensive research consistently shows that high-quality early learning experiences are critical to children's healthy development and academic success, as early childhood experiences shape children's future outcomes across all domains. At the same time, the face of the young child population in the United States is rapidly changing: children of immigrants and refugees[1] now account for one in four of all those under age 6. The unprecedented diversity of children eligible to enroll in U.S. early childhood education and care (ECEC) programs has made cultural and linguistic competence a central concern in efforts to expand high-quality ECEC services. Most important, these changes point to the need for a diverse, well-qualified ECEC workforce able to deliver relevant and responsive care and education to children and families who speak languages other than English at home, have varying levels of comfort interacting with teachers and staff, and have wide-ranging experiences and expectations related to child care and early learning.

Immigrant workers—and the linguistic and cultural diversity that they bring to the field—are highly over-represented in lower-skilled and lower-paying sectors of the profession.

Just as the number and share of children of immigrants have grown substantially in recent decades across the nation, the foreign-born share of ECEC workers has also risen. Today, immigrants account for nearly one-fifth of the overall ECEC workforce. However, these immigrant workers—and the linguistic and cultural diversity that they bring to the field—are highly over-represented in lower-skilled and lower-paying sectors of the profession such as family-based child-care workers; few hold leadership positions as center directors or work as prekindergarten (pre-K) teachers.

As investment in early childhood programming expands and the young child population continues to become increasingly diverse, the training, compensation, and other needs of the ECEC workforce bear further examination—particularly those of workers who bring much-needed cultural diversity and language skills but who appear to face barriers to advancement. This report seeks to provide a better understanding of the existing diversity within the ECEC workforce.

A. Young Children of Immigrants

An understanding of the dramatic shift taking place in the nation's young child population is essential to any discussion of ECEC workforce quality, as it points to the skills and characteristics that workers will need in order to provide effective and high-quality services to young, dual-language learners from diverse cultural backgrounds.

1 This report uses the phrases "children from immigrant families," "children of immigrants and refugees," "immigrant-origin children," and "children with immigrant parents" interchangeably to refer to both foreign- and U.S.-born children under age 6 who have at least one foreign-born parent. An immigrant (or foreign-born person) is defined as someone without U.S. citizenship at birth. The foreign-born population includes naturalized U.S. citizens, lawful permanent immigrants (or green-card holders), refugees and asylees, certain legal nonimmigrants (including those on student, work, or some other temporary visas), and persons residing in the country without authorization. The term "U.S. born" or "native born" refers to people residing in the United States who were U.S. citizens in one of three categories: people born in one of the 50 states or the District of Columbia, people born in U.S. Insular Areas such as Puerto Rico or Guam, or people who were born abroad to at least one U.S.-citizen parent.

Children with at least one immigrant parent have accounted for all of the net growth in the population of children ages 5 and under since 1990, doubling in number from 2.9 million to 5.8 million. Almost all young children of immigrants (96 percent) are U.S. citizens by birth. Almost half (47 percent) are between the ages of 0 and 2, and another 35 percent are ages 3 to 4. Immigrant-origin children, particularly those who speak a language other than English at homes, especially stand to benefit from high-quality early learning experiences. However, this report finds that children of immigrants are enrolled in pre-K at lower rates in most states than their peers with U.S.-born parents.

B. Profile of the ECEC Workforce

The ECEC workforce is diverse not only in terms of race and ethnicity, but also in the wide range of professional roles it encompasses. This report's analysis includes private home- and family-based child-care workers, operating largely in the informal sector, as well as center-based child-care workers, teacher assistants, preschool teachers, and directors of programs (see Appendix for definitions of ECEC occupational groups).

We find that the ECEC workforce has grown dramatically in recent decades, at close to 1.8 million people today compared with 1.1 million in 1990—a 56 percent increase. Like the young child population, the immigrant share of the workforce has grown significantly, more than doubling in the same time period. Though immigrants now make up 18 percent of the overall ECEC workforce, their share remains smaller than the proportion of children of immigrants within the young child population. The immigrant share of the ECEC workforce, however, is larger than its proportion across other professional fields, indicating that ECEC is an accessible field for the foreign born.

1. Linguistic, Ethnic, and Racial Diversity

Promoting the diversity of the ECEC workforce is an important aspect of providing high-quality services for children from diverse ethnic and linguistic backgrounds. Children's foundational language skills as well as their cultural identities are formed during their earliest years, and caregivers and educators who reflect the cultural identities of young children can provide continuity between their home and early learning settings and engage meaningfully with parents and families.

Our analysis shows that, currently, less than one-quarter of the ECEC workforce speaks a language other than English. These language skills are largely provided by immigrant workers. Spanish is the most common, spoken by 16 percent of the workforce. The linguistic diversity of the ECEC workforce is largely concentrated in lower-paid sectors of the profession: the majority (87 percent) of program directors and preschool teachers, for example, speak only English (9 percent speak Spanish). Among family-based child-care workers, 70 percent speak only English and 23 percent speak Spanish.

Promoting the diversity of the ECEC workforce is an important aspect of providing high-quality services for children from diverse ethnic and linguistic backgrounds.

While the ECEC workforce appears to be fairly representative of the children it serves ethnically and racially, this diversity varies significantly by occupational group. Family-based child-care workers match the young child population far more closely in terms of race and ethnicity than do preschool teachers or program directors.

Likewise, we find that 50 percent of immigrants in the ECEC workforce work as private home- or family-based child-care workers, compared with 29 percent of native-born workers. U.S.-born workers are almost twice as likely as immigrant workers to be preschool teachers or program directors.

These findings raise concerns. Racial stratification across lower- and higher-paying sectors of the workforce may send adverse messages to young children, signaling potential barriers to advancement for immigrant workers that could be addressed as system-building efforts move forward.

2. English Proficiency and Education

As policies at both the state and federal levels call for higher professional standards and stricter education requirements for ECEC workers, it is important to examine issues of access to training and higher education, particularly for linguistically and culturally diverse workers, in order to ensure that they are not unintentionally disenfranchised by attempts to professionalize the workforce.

We find that the ECEC workforce has a low level of education overall: 63 percent hold less than an associate's degree, compared with 55 percent of the general U.S. workforce. Immigrant workers populate both sides of the spectrum of educational attainment. They are nearly as likely as native-born workers to have a bachelor's degree or higher (21 percent compared with 26 percent of natives), but also five times more likely to have less than a high school diploma (25 percent compared with only 5 percent of natives). More than half (55 percent) of immigrant ECEC workers have a high school diploma or less. Even those immigrant workers with the same level of education as their native-born peers are less likely to be employed in leadership positions in the ECEC field, however, pointing to potential barriers to advancement specific to this population.

One such barrier may be the issue of English proficiency. Our analysis shows that 54 percent of immigrant ECEC workers are Limited English Proficient (LEP), while 19 percent are both LEP and have less than a high school diploma. Family- and center-based child-care immigrant workers have much higher LEP rates (69 percent and 54 percent, respectively) than do preschool teachers (38 percent) and program directors (25 percent). Taken together, these data indicate an urgent need for ECEC policies and workforce training strategies that explicitly aim to meet the needs of workers who are LEP and/or lack a high school diploma. In the absence of such efforts, immigrant workers are unlikely to gain equal representation in higher-skilled and higher-paid ranks of the ECEC workforce, where the linguistic and cultural diversity they offer are critically needed. At the same time, ECEC systems can ill-afford to lose the unique skills and service capacity these workers provide should they be pushed out of lower-skilled positions due to a lack of relevant, accessible education and training opportunities.

3. Wages and Economic Outcomes

Inadequate compensation in the ECEC field is known to pose enormous challenges to efforts to raise workforce qualifications and program quality. Wage levels correlate closely with program quality, largely due to the negative effects of frequent staff turnover linked with low compensation.

Our analysis shows that ECEC wages are extremely low, at only one-third of the average income of U.S. workers overall. Full-time, year-round workers in the early childhood field earn just above the federal poverty line. Moreover, the ECEC field offers an extremely low premium on educational attainment, creating a lack of incentive to increase qualifications and no clear pathway to career advancement. Whereas full-time U.S. workers overall are likely to see a $35,000 wage increase for earning a bachelor's degree, an average full-time ECEC worker can expect an increase of only $7,200.

Not surprisingly, we find that 75 percent of the total ECEC workforce earns less than $22,000 a year (which approximates the federal poverty level for a family of four), and 17 percent live in poverty.

Immigrant workers are particularly likely to live in poverty, at 22 percent.

C. *Policy Implications and Opportunities*

Several policy needs and opportunities to promote the diversity and quality of the ECEC workforce are evident from this analysis; these include providing accessible opportunities for career advancement and to improving all workers' ability to earn a family-sustaining wage.

1. Creating Pathways for Entry and Advancement

Currently, the sequential and generic nature of most English as a Second Language (ESL), adult basic education, and high school equivalency programs means that many ECEC workers would need to spend multiple years in unrelated classes before beginning to accumulate credit toward an associate's degree in the ECEC field. Without well-designed education and training support to make advanced credentials more accessible, policies that raise the education requirements for entry and advancement in the field may indirectly result in reduced diversity in the workforce, given the high proportion of immigrant workers who are LEP or have low education levels.

Intentionally designed integrated pathways such as the Integrated Basic Education and Skills Training (I-BEST) model pioneered in Washington state—which brings together ESL, basic education, and relevant work skills training in a single accelerated program—provide nontraditional students the opportunity to move quickly toward career advancement and earn a family-sustaining wage. Support such as advising and mentoring structures, the ability to transfer credits across different types of institutions, and scholarships can also increase access for diverse learners.

Meanwhile, for immigrant workers who have a degree or credential from outside the United States, efforts to provide fast-paced ESL instruction contextualized for the early childhood field, foreign transcript evaluation, and other means of credential recognition, are critical to ensure that those with valuable skills and experience do not remain underemployed.

2. Reflecting the Importance of Linguistic and Cultural Competencies in Quality Measures and Ratings

In order to ensure that ECEC systems are providing relevant, high-quality services to children from immigrant families, program elements important for their success should be woven into ECEC system-building and quality-improvement efforts, including Quality Rating Improvement Systems (QRIS), state pre-K standards, and other early learning guidelines. Doing so will provide an incentive for programs and systems to develop linguistic and cultural competencies, and capacity to work effectively with diverse children and families. For example, quality-rating systems that promote the hiring of diverse staff, reward multilingual capacity, and make engagement with LEP families a priority have the power to increase programs' cultural and linguistic responsiveness while also raising immigrant parents' understanding and awareness of quality programs.

QRIS systems can also help to level the playing field by offering accessible, well-designed training and technical assistance opportunities to immigrant providers. Many immigrant and other home- and family-based workers in the informal sector lack a professional network and operate in isolation, making traditional professional development opportunities largely unknown and inaccessible to them. Such workers may be unintentionally pushed out of the field in the absence of targeted efforts to include them in system transition and professionalization initiatives. Relevant efforts might include the provision of community-based training and outreach materials in multiple languages, and financial support.

3. Inadequate Compensation

The ECEC field's abysmally low wages leave a significant proportion of its workers living at or below the poverty line—in spite of the importance that research places on high-quality early childhood services for children's successful development. Children of immigrants appear to be disproportionately impacted by this issue, given that many are enrolled in informal and community-based programs where staff wages are lowest. Low wages and a low return on workers' additional education and training also undermines efforts to raise workforce quality—these efforts will likely fail without a financial incentive to pursue training, professional development, and costly advanced degrees. With low wages linked to lower program quality, it is virtually impossible to envision a path to higher-quality services that does not include higher wages.

At the state level, including compensation as an indicator in QRIS—in acknowledgment of the explicit link between wages and quality—could induce programs to increase investments in their staff. Existing avenues of federal support—such as the Child Care Development Block Grant, and new initiatives such as the Preschool Development and Expansion grants—might require or provide incentives for recipients to use federal funds to raise wages (rather than simply naming compensation as an allowable use of such funds). Without a dedicated funding stream to improve wages, significant progress is unlikely as programs struggle to strategically allocate their severely limited financial resources.

4. Comprehensive Data Collection

A lack of aligned and comprehensive data on the ECEC workforce impedes informed policymaking at the local, state, and federal levels. While many states now have computerized registries tracking the education, training, and employment histories of ECEC workers, participation in such registries is voluntary, resulting in an incomplete picture of the overall workforce. These registries, furthermore, rarely attempt to capture home and informal settings, where a significant number of children are served and where the majority of immigrant workers operate.

Collecting data on young children's home languages and Dual Language Learner (DLL) status is also critical in order to examine the need for additional linguistic competence in the workforce.

An effort to develop system-wide data collection, providing linkages between disparate programs and departments, would allow policymakers to understand the impacts of professional development resources and of investment in training and education. Data should also encompass the languages spoken, English language proficiency, race, and ethnicity of workers.

Collecting data on young children's home languages and Dual Language Learner (DLL) status is also critical in order to examine the need for additional linguistic competence in the workforce. Most states currently do not collect information on DLLs enrolled in their pre-K programs, and few require comprehensive language screening and assessment of enrolled children. Aligned data systems providing enrollment and other child-level statistics that link with programs and the ECEC workforce would offer critical information regarding the efficacy of services being provided to various subpopulations, including the growing population of DLLs and children of immigrants.

D. Conclusion

The young child population in the United States is becoming increasingly diverse, creating an urgent demand for an ECEC workforce with the linguistic and cultural competence necessary to meet children's learning and development needs. Though immigrant workers constitute a large and growing share of the ECEC workforce and are the source of most of its current linguistic and cultural competence capacity, their position is vulnerable. This is due to a variety of factors—perhaps most notable being the lack of accessible training programs that integrate English language, adult education, and ECEC course content. Meanwhile, the field requires an influx of additional personnel as early childhood service provision expands substantially across the country. Taken together, these developments indicate that considering the needs of immigrant workers in ECEC policy and capacity-building efforts is not only strategic but also an urgent necessity.

Today's unprecedented efforts to expand and build coherent, high-quality ECEC systems across the nation provide many opportunities to ensure that local programs are prepared to meet the unique needs of children from immigrant and refugee families. Seizing these opportunities now can ensure that the linguistic and cultural competence of the workforce will grow, thus improving program quality and benefiting both young learners and the early childhood professionals who serve them.

I. Introduction

Children of immigrants and refugees now account for 25 percent of the 23 million children under age 6 in the United States, compared with only 14 percent in 1990. This growth in the share of young children from immigrant families—across the nation overall and in nearly all states—has coincided with two important developments: a growing recognition of the importance of early learning for children's healthy development and future success, and a resulting attempt to expand and professionalize public early childhood program provision.

Increasingly, high-quality early childhood education and care (ECEC) programming provided by highly skilled workers is understood to be critical in improving children's cognitive, socioemotional, and language development. Extensive research has shown that for children from immigrant families in particular, high-quality early learning programs have the potential to improve academic performance and reduce future achievement gaps.[2] A key determinant of program quality that is crucial to achieving these outcomes for children of immigrants is teacher effectiveness and competence.[3] Given the significant proportion of young children from immigrant families across the United States, the ability to respond effectively to families' diverse languages and cultures is increasingly an important aspect of delivering high-quality early childhood services. Teachers, caretakers, and program directors require the cultural and linguistic competence needed to support young children's language development and healthy socioemotional development. They also need to have the ability to communicate meaningfully and work

2 Linda Espinosa, *Early Education for Dual Language Learners: Promoting School Readiness and Early School Success* (Washington, DC: Migration Policy Institute, 2013), http://migrationpolicy.org/research/early-education-dual-language-learners-promoting-school-readiness-and-early-school-success; Lynn A. Karoly and Gabriella C. Gonzalez, "Early Care and Education for Children in Immigrant Families," *The Future of Children* 21, no. 1 (2011): 71–101; William Gormley, Ted Gayer, Deborah Phillips, and Brittany Dawson, "The Effects of Universal Pre-K on Cognitive Development," *Developmental Psychology* 41, no. 6 (2004): 872–84; Donald J. Hernandez and Wendy D. Cervantes, *Children in Immigrant Families: Ensuring Opportunity for Every Child in America* (New York: Foundation for Child Development, 2011).

3 Peter D. Brandon, "The Child Care Arrangements of Preschool Children in Immigrant Families in the United States" (working paper series, Foundation for Child Development, April 2002), http://fcd-us.org/sites/default/files/ChildCareArrangementsOfImmigrantFamiliesNew.pdf; Robert Crosnoe, "Early Childcare and the School Readiness of Children from Mexican Immigrant Families," *International Migration Review* 41, no. 1 (2007): 152–81; Hannah Matthews and Danielle Ewen, *Reaching All Children? Understanding Early Care and Education Participation among Immigrant Families* (Washington, DC: Center for Law and Social Policy, 2006), www.clasp.org/admin/site/publications/files/0267.pdf.

in full partnership with parents and families to support children's future academic success.

As the number and share of children of immigrants have grown rapidly in recent years, the number of immigrant workers in the ECEC field has also increased dramatically: foreign-born workers now compose 18 percent of the nation's total ECEC workforce. While on the surface the ethnic and racial diversity of the workforce mirrors that of the young children it serves, this diversity and the majority of immigrant and refugee staff are concentrated in relatively low-paid sectors of the workforce that require lower levels of education and formal qualifications. An understanding of the training, professional development, and other needs of these workers is essential to ensure that the nation's increasingly diverse young children and their families will receive the high-quality care and support they require in their earliest years.

This report, based on analysis of the U.S. Census Bureau's most recent 2011-13 American Community Survey (ACS) data, aims to fill gaps in knowledge about ECEC workforce trends and, in particular, the large and growing share of immigrants in this field. The report's primary objective is to gain a better understanding of the unique characteristics of immigrant workers in order to ensure that their needs are reflected in policy efforts that seek to expand and improve ECEC services for young children. It begins with a brief overview of trends in the immigrant-origin child population (ages 5 and under) who are eligible to enroll in ECEC programs, and then provides a demographic and socioeconomic description of the ECEC workforce in the United States with an emphasis on those who are foreign born. It concludes with a discussion of policy implications and opportunities to facilitate the recruitment, retention, and advancement of immigrant ECEC workers as part of an overall effort to improve the quality of the early childhood workforce.

II. Demographics of Young Children of Immigrants

While this report focuses on the immigrant ECEC workforce, an understanding of the rapidly changing population served by early childhood programs in the United States (children ages 5 and under) provides critical context for this analysis. The ongoing demographic transformation of the young-child population in the United States has dramatically increased the need for linguistic and cultural competence among ECEC workers, which in turn has placed urgent new demands on the field's workforce preparation and professional development policies and practices. This section describes the growing population of young children of immigrants and offers a brief look at their early learning experiences, underscoring the importance of the diversity that immigrant workers bring to the field.

The ongoing demographic transformation of the young-child population in the United States has dramatically increased the need for linguistic and cultural competence among ECEC workers.

A. Size, Share, and U.S. Citizenship Status

Children from immigrant families represent a large and rapidly growing segment of the nation's child population under age 6. In the 2011-13 period approximately 5.8 million children age 5 and under had at least one immigrant parent, accounting for 25 percent of the 23 million young children in the nation. Nearly all young children from immigrant families are born in the United States (96 percent) and are therefore U.S. citizens with rights to access full social, health, and other benefits. The rest (4 percent) are

immigrants themselves.

Not surprisingly, children from immigrant families are highly concentrated in the nation's immigrant-gateway states. California is home to one-quarter (close to 1.4 million) of the nation's young children of immigrants (see Table 1). Four other states—Texas (747,000), New York (480,000), Florida (390,000), and Illinois (262,000)—account for another one-third of young children from immigrant families. Overall, the top ten states are home to 71 percent of these children.

Table 1. Top 15 States with the Largest Number of Children in Immigrant Families, 2011-13

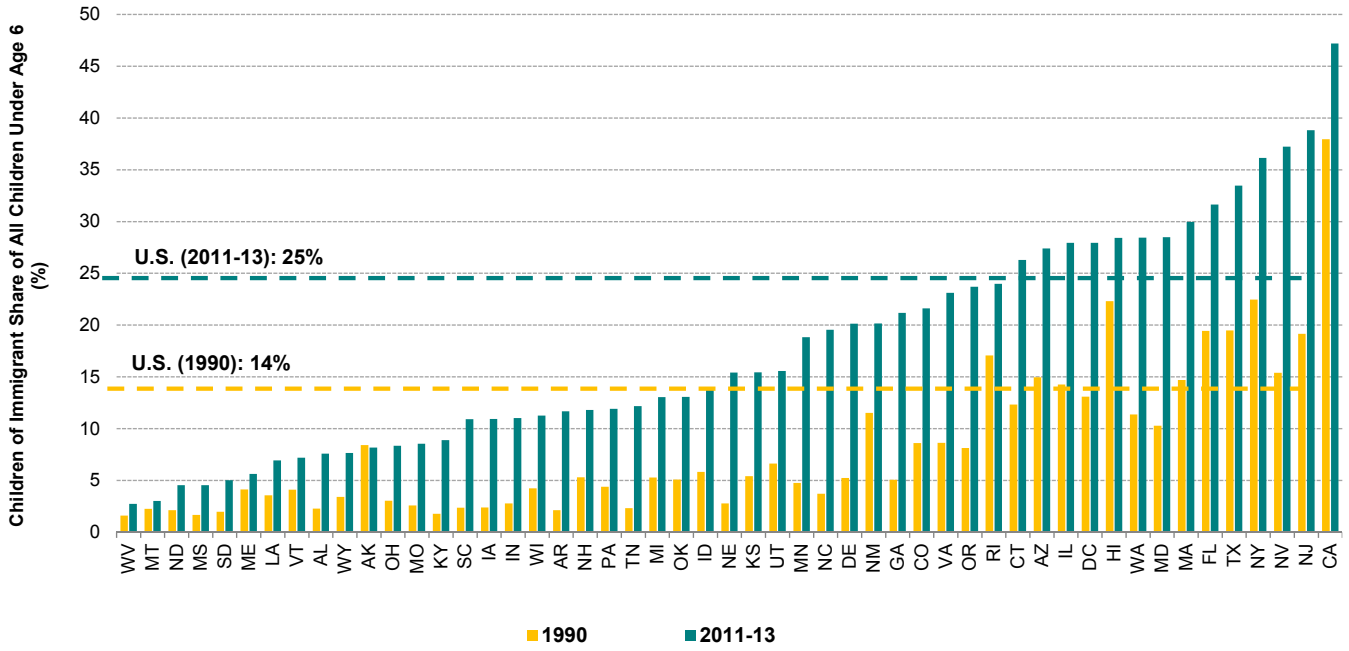
Rank	State	All Children (ages 0-5)	Children of Immigrants (ages 0-5)		
			Number	Share of All Children (%)	State Share of Children of Immigrants (%)
	United States	**23,014,000**	**5,751,000**	**25.0**	**100.0**
1	California	2,902,000	1,370,000	47.2	23.8
2	Texas	2,233,000	747,000	33.5	13.0
3	New York	1,328,000	480,000	36.1	8.3
4	Florida	1,233,000	390,000	31.6	6.8
5	Illinois	936,000	262,000	27.9	4.5
6	New Jersey	621,000	241,000	38.8	4.2
7	Georgia	772,000	164,000	21.2	2.8
8	Washington	508,000	145,000	28.5	2.5
9	North Carolina	716,000	140,000	19.5	2.4
10	Arizona	502,000	138,000	27.4	2.4
11	Virginia	593,000	137,000	23.1	2.4
12	Massachusetts	424,000	127,000	30.0	2.2
13	Maryland	423,000	121,000	28.5	2.1
14	Pennsylvania	831,000	99,000	11.9	1.7
15	Michigan	671,000	88,000	13.1	1.5

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

1. Growth since 1990

Figure 1 shows the percentage of children of immigrants among all young children in 1990 and in the 2011-13 period. This figure highlights two major trends. One is the wide variation by state in the share of immigrant-origin children in both periods. For instance, in 2011-13, nearly half of all young children in California; one-third or more in New Jersey, Nevada, New York, and Texas; and between one-quarter and one-third in Florida, Massachusetts, Maryland, Washington, Hawaii, the District of Columbia, Illinois, Arizona, and Connecticut were from immigrant families. In contrast, less than 5 percent of young children in West Virginia, Montana, North Dakota, and Mississippi were of immigrant origin.

Figure 1. Children of Immigrants' Share of All Children under Age 6, by State, (%), 1990 and 2011-13



Note: The percentages are sorted by the share observed in 2011-13.
Source: Authors' tabulations of U.S. Census Bureau 1990 Decennial Census and pooled 2011-13 ACS data.

The second trend is the rapid rise in the share of immigrant-origin children in most states. Their proportion nearly doubled at the national level—from 14 percent in 1990 to 25 percent in the 2011-13 period—and grew even faster in many parts of the nation.

Between 1990 and 2011-13, the number of immigrant-origin children doubled from 2.9 million to 5.8 million (see Table 2). While the population of children of immigrants grew significantly, the number of children with U.S.-born parents fell slightly, by 6 percent (from 18.3 million to 17.3 million). Thus, young children from immigrant families accounted for the entire growth in the nation's population under age 6 in this period.

While traditional immigrant destination states[4] still account for the largest number of children of immigrants, the immigrant-origin child population has been growing most quickly in other parts of the country. The ten states shown in Table 2 saw particularly rapid growth in their immigrant-origin populations between 1990 and 2011-13. Of these, the top three—North Carolina, Arkansas, and Tennessee—saw a more than 500 percent increase in the number of young children from immigrant families,[5] substantially higher than the national rate of change of 100 percent. At the same time the number of children from native-born families either declined or increased only modestly (with the exception of Nevada).

4 The traditional immigrant destination states are California, Texas, Florida, New York, New Jersey, and Illinois.
5 It is important to note that a number of states that experienced substantial *relative* growth of their immigrant-origin child population previously had only small *absolute* numbers of immigrant-origin children. Therefore, the extent of change should be interpreted with caution.

Table 2. Native and Immigrant-Origin Child Populations under Age 6 in Ten States with Fastest-Growing Immigrant-Origin Population, 1990 and 2011-13

Rank	State	Children from U.S.-Born Families			Children from Immigrant Families		
		1990	2011-13	Change from 1990 to 2011-13 (%)	1990	2011-13	Change from 1990 to 2011-13 (%)
	United States	**18,347,000**	**17,263,000**	**-5.9**	**2,870,000**	**5,751,000**	**100.4**
1	North Carolina	507,000	576,000	13.7	20,000	140,000	614.6
2	Arkansas	189,000	196,000	4.0	4,000	26,000	532.7
3	Tennessee	376,000	406,000	7.8	9,000	56,000	530.8
4	Nebraska	140,000	127,000	-9.2	4,000	23,000	480.7
5	Georgia	540,000	609,000	12.8	29,000	164,000	470.0
6	Kentucky	289,000	287,000	-0.8	5,000	28,000	434.6
7	South Carolina	286,000	300,000	4.7	7,000	37,000	432.1
8	Nevada	89,000	133,000	49.3	16,000	79,000	386.6
9	Iowa	227,000	207,000	-8.9	6,000	25,000	358.4
10	Delaware	53,000	51,000	-3.9	3,000	13,000	338.4

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

This impressive absolute and relative growth—in the United States overall and in many states across the country, as shown in Table 2 and Figure 1—is the result of high levels of immigration in the past two decades, the geographic dispersion of immigrants away from traditional immigrant destinations to new communities, and higher birth rates among the foreign born than the U.S. born. The increasing number of children of immigrant origin has brought remarkable new linguistic and cultural diversity to the young child population, challenging policymakers and those in the early childhood field to build the system capacities required to better serve them.

B. Linguistic Diversity

Among all young children in the United States, nearly 70 percent come from families who speak only English in their homes (see Table 3); 21 percent have Spanish-speaking parents. After English and Spanish, the ten-most-spoken languages account for only 5 percent of total linguistic diversity. Children of immigrants come from more diverse linguistic backgrounds than their peers with U.S.-born parents. Of the approximately 5.8 million young immigrant-origin children, 56 percent come from homes where Spanish is spoken, followed by 11 percent who come from families where only English is spoken. The other top ten languages spoken by immigrant families with young children are a mix of Asian, Middle Eastern, and European languages: together, these languages represent 17 percent of all languages spoken among children of immigrants.

Table 3. Top Languages Spoken at Home by Children, by Origin and Parental LEP Status, 2011-13

	All Children (ages 0-5)		Children of Immigrants (ages 0-5)		Children of LEP Parents (ages 0-5)	
	Language	Share (%)	Language	Share (%)	Language	Share (%)
Number	**23,014,000**	**100.0**	**5,751,000**	**100.0**	**3,933,000**	**100.0**
Rank						
1	English only	68.4	Spanish	55.6	Spanish	74.1
2	Spanish	21.3	English only	10.7	Chinese*	3.1
3	Chinese*	1.0	Chinese*	3.5	Vietnamese	2.2
4	Arabic	0.7	Arabic	2.5	Arabic	2.2
5	Tagalog	0.7	Tagalog	2.4	Russian*	1.2
6	German*	0.6	Vietnamese	2.0	Tagalog	1.2
7	French*	0.6	Russian*	1.9	Korean	1.2
8	Vietnamese	0.6	French*	1.5	Creole*	1.2
9	Russian*	0.5	Hindi	1.4	French*	1.0
10	Creole*	0.4	Creole*	1.4	Portuguese	0.8

Notes: The Census Bureau only collects languages spoken for the population ages 5 years and over; the languages spoken at home by children ages 0-5 in this report are based on languages of their parents. A child will be identified as speaking only English at home if both parents speak only English. Otherwise, the child will be identified as speaking another language at home if either parent speaks a language other than English.
*Chinese includes Mandarin, and Cantonese; French includes French and Patois; Russian includes Russian and Ukrainian; Creole includes French or Haitian Creole; German refers to German and Pennsylvania Dutch. LEP = Limited English Proficient.
Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

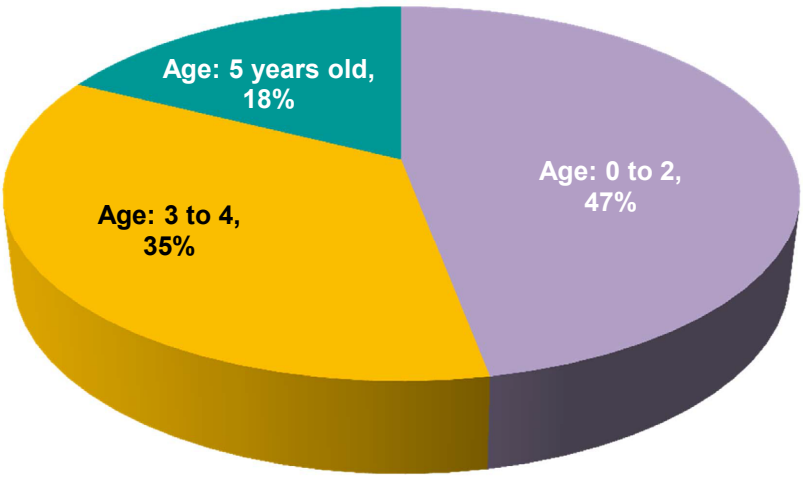
Table 3 also shows the top languages spoken by LEP[6] parents of immigrant-origin children. Approximately 3.9 million young children (or 17 percent of the 5.8 million children of immigrants) have at least one LEP parent. Seventy-four percent of children with LEP parents speak Spanish at home (see Table 3). Chinese, Vietnamese, Tagalog, and Korean are the top Asian languages (8 percent) spoken in homes of children with LEP parents; Arabic is spoken in the homes of 2 percent of children, and Russian in 1 percent.[7]

C. *Age Distribution*

Of the 5.8 million young children from immigrant families, 18 percent (or slightly more than 1 million) are 5 years old, and eligible to attend kindergarten; another 35 percent (or 2 million) are 3 and 4 years old and nearly half are under 3. This means that more than 4.7 million children from immigrant families (ages 4 and under)—with unique needs and challenges—may seek early education and care services across the nation in the near future (see Figure 2). This finding underscores the fact that many states will need to respond with capacity-building efforts—including the preparation of a culturally and linguistically responsive ECEC workforce—to support the educational success of these children.

6 Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the American Community Survey (ACS).
7 As defined in the dataset, Chinese includes Chinese, Mandarin, and Cantonese; French includes French and Patois; Russian includes Russian and Ukrainian; and Creole includes French or Haitian Creole.

Figure 2. Age Distribution of Children from Immigrant Families, 2011-13



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

D. Enrollment among Children Ages 3 to 4

As the number and share of young children of immigrants grows, a better understanding of the unique needs and strengths of these young children and the early childhood policies that affect them will be essential to their academic success. Extensive social science research demonstrates the importance of children's earliest years in building a foundation for their future success and their healthy development. Children who receive high-quality instruction in their early years enter kindergarten better prepared to learn, and have been shown to be more autonomous, emotionally adept, confident, and eager to learn than children who receive little or poor instruction prior to entering kindergarten.[8]

Children of immigrants, particularly those who speak a language other than English in their homes, especially stand to benefit from high-quality early learning experiences.

Children of immigrants, particularly those who speak a language other than English in their homes, especially stand to benefit from high-quality early learning experiences.[9] An evaluation of Oklahoma's universal prekindergarten (pre-K) program, for instance, found that while children from all racial groups exhibited academic gains, the program led to a narrowing of the achievement gap for Hispanic children, with Hispanic participants showing some of the highest gains in test scores among all subgroups.[10] Yet, analysis shows that immigrants are enrolling in pre-K programs at lower rates than their peers with U.S.-born parents.

8 Robert C. Pianta, W. Steven Barnett, Margaret Burchinal, and Kathy R. Thornburg, "The Effects of Preschool Education: What We Know, How Public Policy Is or Is Not Aligned with the Evidence Base and What We Need to Know," *Psychological Science in the Public Interest* 10, no. 2 (2009): 49–88; Espinosa, *Early Education for Dual Language Learners;* Karoly and Gonzalez, "Early Care and Education for Children."

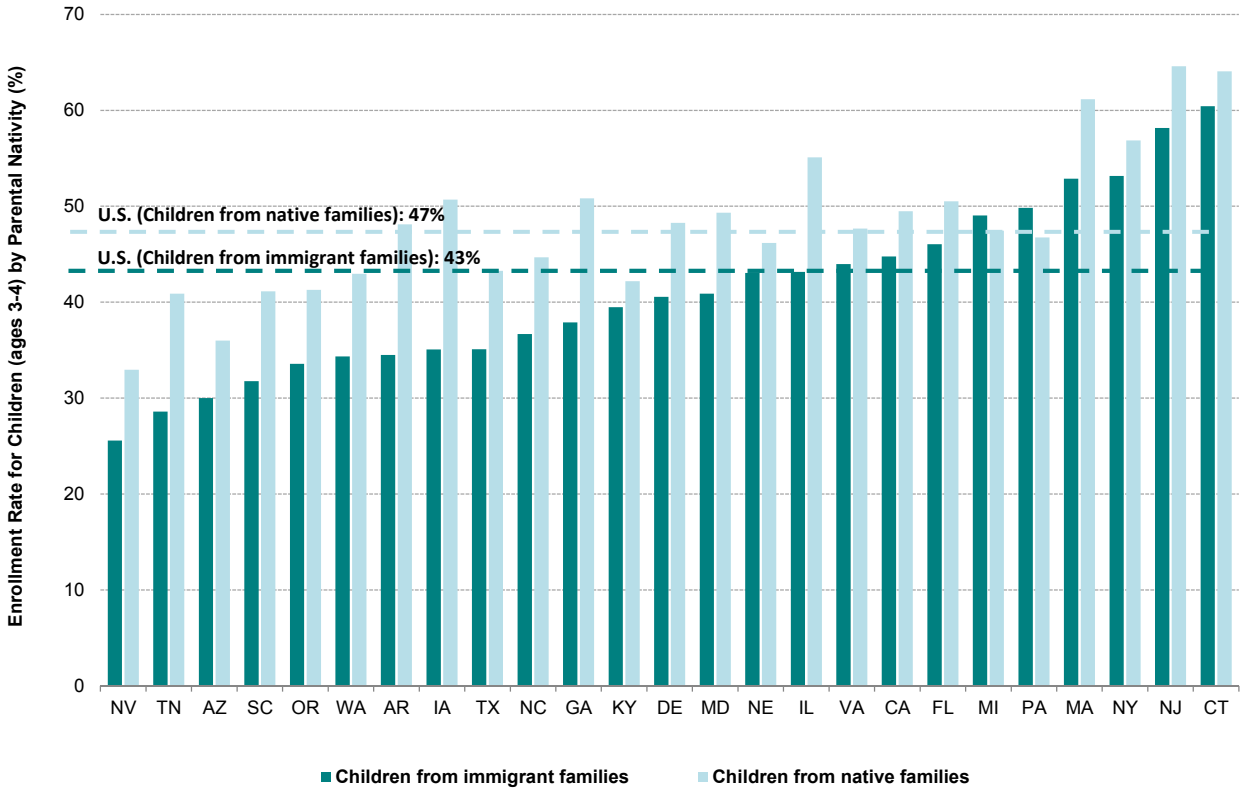
9 Ruby Takanishi, "Leveling the Playing Field: Supporting Immigrant Children from Birth to Eight," *The Future of Children* 14, no. 2 (2004): 61–79, http://futureofchildren.org/futureofchildren/publications/docs/14_02_04.pdf; Espinosa, *Early Education for Dual Language Learners.*

10 Gormley, Gayer, Phillips, and Dawson, "The Effects of Universal Pre-K on Cognitive Development."

Figure 3 shows the enrollment rate of children ages 3 to 4, by nativity, in states that either account for a large share of children of immigrant origin or experienced rapid growth in this population since 1990. Forty-three percent of those from immigrant families and 47 percent of those from native families are enrolled in preschool programs. While the share of those enrolled is roughly similar for children of immigrant and native parents at the national level, there are significant variations in enrollment shares across states. First, in most states, children from native families are more likely to be enrolled. For instance, in Georgia, which is among the top ten states with the fastest-growing immigrant-origin child population, 51 percent of children with native parents are enrolled compared with 37 percent of those with immigrant parents.

Second, states also differ in the share of enrolled immigrant-origin children. For the most part, states with larger numbers of children of immigrants also tend to have larger enrollment shares: New Jersey (58 percent), New York and Massachusetts (53 percent), and California and Florida (about 45 percent each). Texas is an outlier: only 35 percent of children from immigrant families are enrolled. On the other end of the continuum are Nevada (26 percent), Arizona (30 percent), and Washington (34 percent); however, these states also have lower shares of children from native families enrolled.

Figure 3. Enrollment Rate among Children Ages 3 to 4 in Select States, by Parental Nativity, 2011-13



Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data. This figure excludes children ages 3 to 4 who were enrolled in kindergarten.

Immigrants' lower use of preschool arrangements than the U.S. born may be partially attributable to the presence of a nonworking parent or another family member who provides child care. However, while all parents—regardless of their nativity—may face barriers to child care that include cost and the lack of nearby care, immigrant parents may face additional obstacles such as limited English proficiency, lack of

legal status, and cultural preferences.[11] In addition, a lack of access to quality programs is thought to be at least as significant as other factors, including income, parental education, and other family characteristics in determining rates of enrollment.[12]

As these data demonstrate, early childhood programs across most of the United States are facing a new demographic reality.

In sum, as these data demonstrate, early childhood programs across most of the United States are facing a new demographic reality. The unprecedented growth in cultural and linguistic diversity among the nation's young children requires thoughtful and robust policy action in order to ensure that early childhood services are able to effectively respond. Central to such considerations is the preparation of ECEC workers, who are on the front lines of preparing young children for school success, and who are often the first point of contact for immigrant parents and families to the public realm and to the education system. An understanding of cultural and linguistic characteristics, education levels, and other socioeconomic variables can aid in steering policy efforts to build a workforce that reflects the diversity of the families it serves and is prepared to provide high-quality services to all.

Box 1. Overview of ECEC Provision in the United States

Care and education services prior to kindergarten vary widely across the United States. Provision may occur in home or center settings, and may or may not be regulated or rely on government subsidies. Center-based programs may be privately operated, for-profit or not-for-profit, or publicly operated. Programs may be set up as small businesses in providers' homes. Alternatively, providers may care for children in other people's homes. Ideally, all provision models would serve two purposes: providing child care that allows parents to work, and promoting young children's readiness for school. In reality, funding streams and regulations governing child care compared with early education (i.e. pre-K) vary widely, leading to uneven quality across services. No comprehensive national system of child care and early childhood education exists, and the workforce qualifications and other quality indicators of many providers remain unregulated. Within the public realm, ECEC remains primarily a state responsibility, with the notable exception of the federally administered Head Start program, which served 10 percent of 3-year-olds and 13 percent of 4-year-olds in 2013.[1]

While public provision of ECEC services remains limited in the United States compared with most Western countries, publicly funded ECEC programs targeting at-risk children have expanded significantly over the past several decades. As recently as 1960, only 10 percent of 3- and 4-year olds were enrolled in early learning programs in a classroom setting. By 2008, 50 percent of 3-year-olds and 75 percent of 4-year-olds were enrolled in early learning programs, with approximately half enrolled in public programs.[2] State-funded prekindergarten (pre-K) is now available in most (42) states. Within the past year, several cities have also undertaken initiatives to expand pre-K provision through local tax measures.[3]

[1] MPI analysis of U.S. Census Bureau, pooled 2011-13 ACS data.
[2] W. Steven Barnett, *Preschool Education and Its Lasting Effects: Research and Policy Implications* (Boulder, CO and Tempe, AZ: Education and the Public Interest Center and Education Policy Research Unit, 2008), http://nepc.colorado.edu/files/PB-Barnett-EARLY-ED_FINAL.pdf.
[3] Lillian Mongeau, "Cities Moving at Their Own (Faster) Pace to Offer Publicly Funded Preschool," *Education Week*, November 13, 2014, http://blogs.edweek.org/edweek/early_years/2014/11/cities_moving_at_their_own_faster_pace_to_offer_publicly_funded_preschool.html?qs=seattle+early+childhood.

11 Karoly and Gonzalez, "Early Care and Education for Children."
12 Alexandra Figueras-Daniel and W. Steven Barnett, "Preparing Young Hispanic Dual Language Learners for a Knowledge Economy" (Preschool Policy Brief 24, National Institute for Early Education Research, New Brunswick, NH, January 2013), http://nieer.org/sites/nieer/files/Dual%20Language%20Learners.pdf.

Box 2. Definition of the ECEC Workforce and Data Source Information

A review of the literature reveals no one consistent definition of the ECEC workforce.[1] Some researchers define the workforce broadly and include all individuals working in the ECEC sector, while others include only those who provide direct instruction or care to young children.[2] This report follows the definition developed by the Government Accountability Office (GAO). In a 2012 report, which also used U.S. Census Bureau's ACS data, GAO defined the ECEC workforce as civilian employed workers who either provide direct care to children or are program directors.[3] More specifically, our study population includes workers in six occupational groups: private home-based child-care workers, family-based child-care workers, center-based child-care workers, teaching assistants, preschool teachers, and directors of programs (see the Glossary for more details).[4] Of the total 1.8 million people employed in ECEC occupations as of 2011-13, about 21 percent were family-based child-care workers, 12 percent were private home-based child-care workers, 33 percent were center-based child-care workers, 5 percent were teaching assistants, 24 percent were preschool teachers, and 4 percent were program directors.

A word of caution: ACS data offer both advantages and limitations. On the one hand, unlike other available surveys of ECEC providers, ACS encompasses a large, nationally representative sample of providers in both formal and informal settings; it also allows for a comparison of key worker characteristics and outcomes by nativity. In addition, ACS contains information on children who might access ECEC services and thus allows examination of their characteristics in comparison with those of ECEC workers. On the other hand, ACS data are likely to undercount certain immigrants and ECEC providers. For instance, because ACS is a government survey, immigrants who are unauthorized are less likely to participate. It is also possible that those who provide child care informally might not indicate that they are ECEC service providers. Therefore, the data might underestimate the size and characteristics of this segment of workers.

Note:

[1] Institute of Medicine and National Research Council, *The Early Childhood Care and Education Workforce: Challenges and Opportunities: A Workshop Report* (Washington, DC: The National Academies Press, 2012), www.nap.edu/catalog.php?record_id=13238.

[2] Ibid.

[3] Government Accountability Office (GAO), *HHS and Education are Taking Steps to Improve Workforce Data and Enhance Worker Quality* (Washington, DC: Government Accountability Office, 2012), www.gao.gov/assets/590/588577.pdf.

[4] ACS does not offer a differentiation between preschool teachers and kindergarten teachers, which share an occupation code. Our estimates of the preschool teachers may not reflect the characteristics of this population. However, the Government Accountability Office (GAO) in its ACS-based report assessed the reliability of the data by reviewing available documentation, discussing the strength and limitations of the data with Census officials, and conducting reliability tests. They determined that this definition was sufficiently reliable for the purposes of describing the composition, education level, and income of the ECEC workforce.

III. A Demographic and Socioeconomic Profile of the ECEC Workforce

This section compares immigrant and native ECEC workers across a variety of sociodemographic and economic characteristics in an attempt to identify both opportunities and challenges facing the workforce overall and to foreign-born workers in particular. Using 2011-13 pooled ACS data, the section describes the size, changes over time, linguistic and racial diversity, educational attainment, and English proficiency—as well as economic outcomes such as annual earnings, poverty rates, and health insurance access—of the ECEC workforce.

A national-level profile such as this cannot provide a geographic match between ECEC workers and the

young children they serve, placing some limitations on the data presented below. It may underestimate important geographical differences and overestimate the level of match between workers' language skills and the needs of children and their parents. As the data permit, this report looks at state differences and provides additional analysis of those ten states with the largest ECEC immigrant workforces (see Appendix).

A. Size and Growth

The ECEC workforce as a whole, and the immigrant share of the field, has grown remarkably over the past 20 years. As national-, state-, and city-level policymakers prepare to further expand access to early childhood programs, the field will need to continue to recruit and retain higher numbers of workers, including immigrants (who already constitute a significant proportion of the workforce overall).

According to the 2011-13 ACS, close to 1.8 million people are employed in the ECEC field. Of them, 18 percent or approximately 321,000 are immigrants. For comparison, immigrants' share of the total U.S. workforce is 17 percent.

As shown in Table 4, the six traditional immigrant destination states account for a major share (68 percent) of immigrant ECEC workers: California (25 percent), New York (17 percent), Texas (9 percent), Florida (7 percent), and New Jersey and Illinois (about 5 percent each). The top ten states with the largest number of immigrant ECEC workers account for 81 percent of all immigrant ECEC workers. However, they vary widely in the share immigrants represent of the total ECEC workforce. For example, nearly 40 percent of ECEC workers in California and New York are immigrants; however, in Georgia only 12 percent are immigrants, and in Pennsylvania this share is only 7 percent. Immigrants' share of ECEC workers is larger than the immigrant share of all workers in almost all of the 15 states with the largest shares of immigrants among ECEC workers (with the exceptions of Texas, New Jersey, and Georgia), indicating that ECEC is a relatively accessible industry for immigrant workers.

Table 4. Top 15 States with the Largest Immigrant Shares of the ECEC Workforce, 2011-13

Rank	State	Total ECEC Workforce	Immigrant ECEC Workers			State Share of Immigrant Workers among All Workers (%)
			Number	State Share of Immigrant ECEC Workers (%)	Share of All Workers (%)	
	United States	**1,763,000**	**321,000**	**100.0**	**18.2**	**16.6**
1	California	207,000	81,000	25.2	39.1	35.0
2	New York	140,000	55,000	17.3	39.6	27.8
3	Texas	138,000	28,000	8.7	20.2	21.4
4	Florida	87,000	22,000	6.9	25.6	24.9
5	New Jersey	56,000	15,000	4.8	27.4	27.6
6	Illinois	79,000	15,000	4.5	18.3	17.8
7	Virginia	52,000	13,000	4.2	25.6	15.3
8	Maryland	43,000	11,000	3.5	26.2	18.4
9	Massachusetts	45,000	9,000	2.9	20.3	18.2
10	Washington	41,000	8,000	2.6	20.1	16.8
11	Georgia	54,000	6,000	2.0	11.7	13.4
12	Connecticut	26,000	6,000	1.8	22.7	17.1
13	Arizona	28,000	6,000	1.7	20.0	16.9
14	Pennsylvania	68,000	5,000	1.6	7.4	7.3
15	Oregon	23,000	4,000	1.1	16.0	12.9

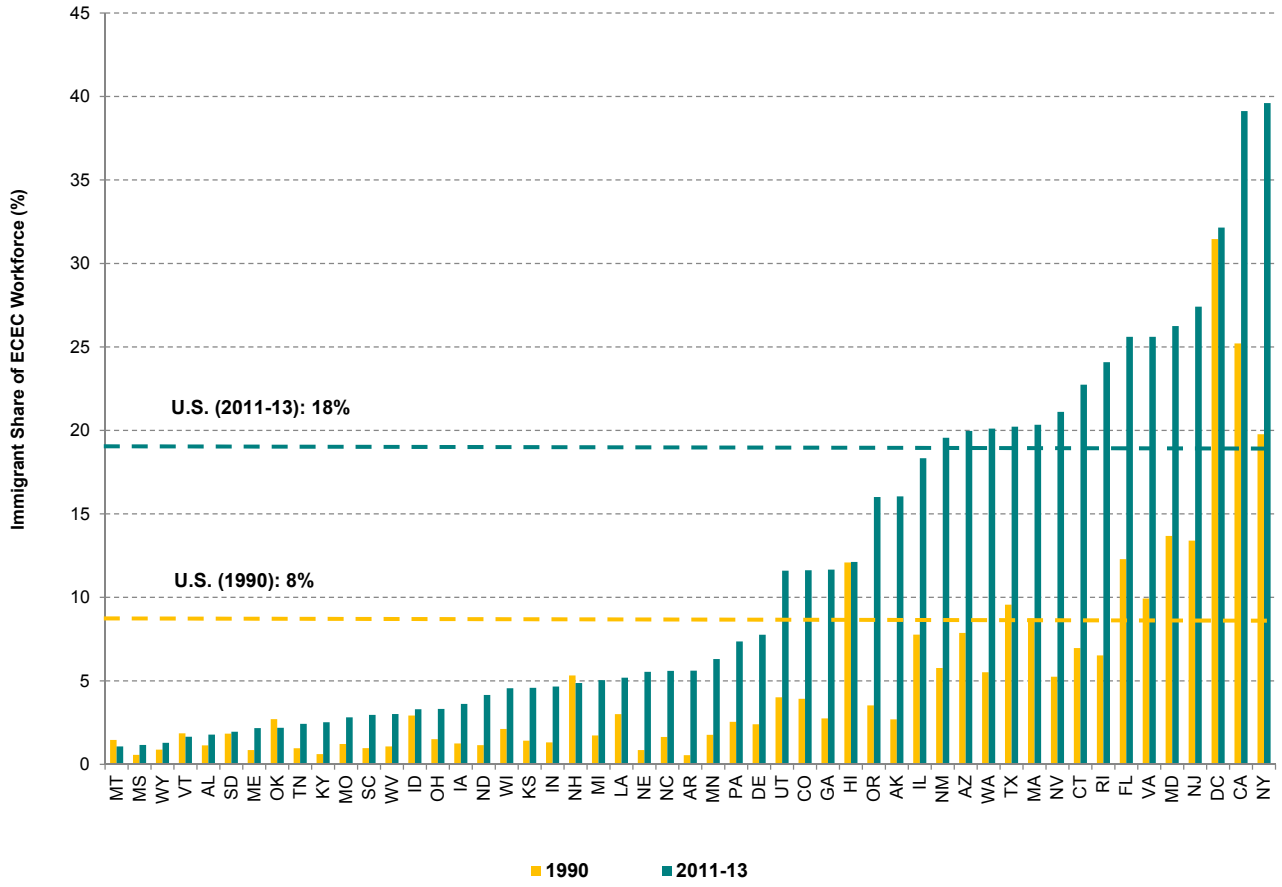
Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data on the U.S. workforce, which is ages 16 years or plus, employed, and earning a positive wage.

Nationally, 18 percent of all ECEC workers are immigrants; this may be compared against the 25 percent share of immigrant-origin children among all young children (see Table 4 versus Table 1). In the 15 states with the largest number of children of immigrants, the share of immigrant-origin children under 6 is higher than the immigrant share of the ECEC workforce in all but two states (New York and Virginia).

B. Growth since 1990

Between 1990 and 2011-13, the size of the ECEC workforce increased by 56 percent—from 1.1 million to 1.8 million. While the number of native ECEC workers grew by only 38 percent (from 1 million to 1.4 million), the number of immigrants more than tripled, growing by almost 250 percent (from 94,000 to 321,000) during the same period. Figure 4 shows the immigrant share of the total ECEC workforce by state in 1990 and 2011-13.

Figure 4. Immigrant Share of ECEC Workforce, 1990 and 2011-13



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

This figure demonstrates that the immigrant share of the ECEC workforce grew considerably between 1990 and 2011-13 in most states, pushing the national immigrant share from 8 percent to 18 percent. For instance, between 1990 and 2011-13, the immigrant share of the ECEC workforce increased more than six-fold in Nebraska and more than four-fold in Oregon, Georgia, Kentucky, and Nevada. The share of immigrants also grew considerably in states that already had a higher share than the national average of 8 percent in 1990. For example, the share of immigrants increased from 25 percent to 39 percent in California, and doubled from 20 percent to 40 percent in New York.

As the immigrant share of the ECEC workforce has risen across the country, an understanding of these workers' career trajectories and of training and professional development opportunities that meet their needs has become increasingly important in efforts to bolster overall workforce quality.

C. *Linguistic, Racial, and Ethnic Diversity*

Considering the breadth of ethnic and linguistic diversity at the local, state, and national levels, language matches between young children and their caregivers and educators are not always possible, and a match in ethnicity does not necessarily guarantee cultural competence. However, retaining and promoting the diversity of the ECEC workforce is an important part of promoting the school readiness and future academic success of children from diverse ethnic and linguistic backgrounds. Children's foundational language skills as well as their cultural identities are formed during their earliest years, and caregivers and educators who reflect the cultural identities of young children can provide continuity between their home

and early learning settings and engage meaningfully with parents and families.[13] Research also demonstrates that promoting a child's literacy and content knowledge in a home language facilitates English-language acquisition.[14] An understanding of the current level of ethnic, cultural, and linguistic representation in the ECEC workforce is therefore an important first step toward improving policy and practice in caring for and educating children of immigrants and other minority populations.

Caregivers and educators who reflect the cultural identities of young children can provide continuity between their home and early learning settings and engage meaningfully with parents and families.

1. Linguistic Diversity

The analysis conducted for this report reveals that less than one-quarter of ECEC workers speak a language other than English. Spanish is the foreign language most often spoken (16 percent), followed by small shares of other, predominantly European, languages (see Table 5). In contrast, more than 30 percent of all young children in the United States come from families that speak a language other than English (as shown in Table 3). The share of Spanish speakers in the ECEC workforce (16 percent) is slightly lower than the share among young children (21 percent) (compare Table 5 and Table 3). Several of the top ten languages spoken in the homes of young children, including Arabic and Vietnamese, are not represented among the top ten languages spoken by ECEC workers.

Table 5. Languages Spoken by ECEC Workers, 2011-13

Rank	ECEC Workers		Family-Based Child-Care Workers		Preschool Teachers		Directors of Programs	
	Language	Share (%)	Language	Share (%)	Language	Share (%)	Language	Share (%)
1	English only	77.3	English only	69.8	English only	83.4	English only	87.4
2	Spanish	15.8	Spanish	23.2	Spanish	10.3	Spanish	9.1
3	Chinese*	0.6	Chinese*	0.8	Chinese*	0.6	Portuguese	0.3
4	Tagalog	0.5	Portuguese	0.4	Tagalog	0.5	Farsi	0.3
5	German*	0.4	Tagalog	0.4	French*	0.4	Russian*	0.3
6	French*	0.4	Russian*	0.4	Russian*	0.3	Italian	0.3
7	Portuguese	0.4	French*	0.4	Arabic	0.3	French*	0.3
8	Russian*	0.4	Creole*	0.3	Creole*	0.3	Chinese*	0.2
9	Creole*	0.3	Vietnamese	0.3	Farsi	0.2	Greek	0.2
10	Polish	0.2	Korean	0.3	German*	0.2	Korean	0.2

Notes: *Chinese includes Mandarin and Cantonese; French includes French and Patois; Russian includes Russian and Ukrainian; Creole includes French or Haitian Creole; German refers to German and Pennsylvania Dutch.
Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

13 Hannah Matthews, *Charting Progress for Babies in Child Care Project: Supporting a Diverse and Culturally Competent Workforce* (Washington, DC: Center for Law and Social Policy, 2008), www.clasp.org/babiesinchildcare/recommendations/nurturing-and-responsive-providers/support-a-diverse-and-culturally-competent-workforce/file/cp_rationale5.pdf.

14 Kellie Rolstad, Kate Mahoney, and Gene V. Glass, "The Big Picture: A Meta-Analysis of Program Effectiveness Research on English Language Learners," *Educational Policy* 19, no. 4 (2005): 572–94; Robert E. Slavin and Alan Cheung, "A Synthesis of Research on Language of Reading Instruction," *Review of Educational Research* 75, no. 2 (2005): 247–84.

The languages spoken by ECEC workers vary by occupational group. Preschool teachers and directors of programs are more likely to be monolingual than are child-care workers. For example, among program directors, 87 percent speak only English and just 9 percent speak Spanish. In comparison, among family-based child-care workers, 70 percent speak only English and 23 percent speak Spanish (see Table 5).

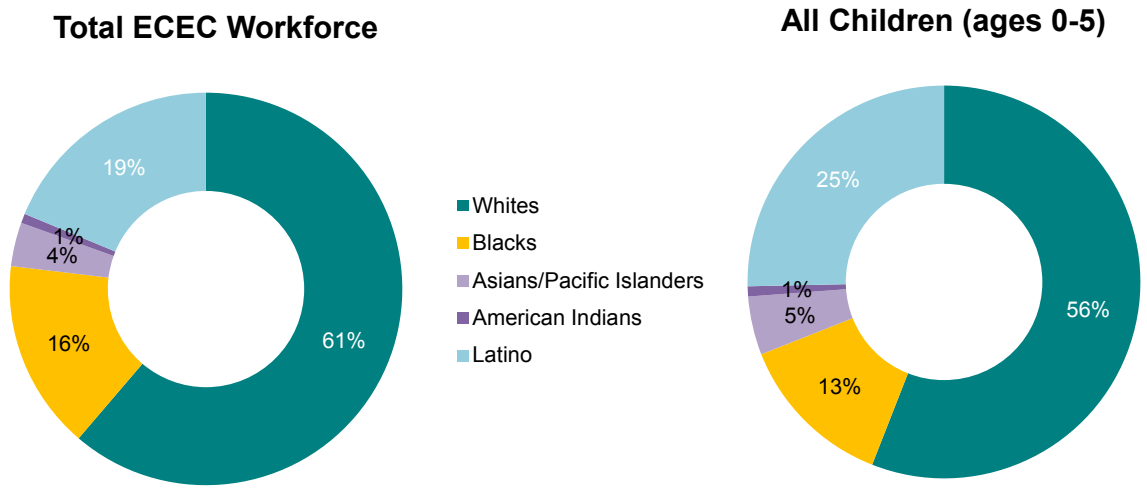
Immigrant workers provide much of the linguistic diversity in the ECEC workforce. Our analysis indicates that 63 percent of Spanish speakers are immigrants, as are 86 percent of Chinese speakers; 91 percent of Tagalog speakers; 90 percent of Portuguese, Polish, and Russian speakers; and 70 percent of Creole speakers. Native ECEC workers outnumber immigrant workers in a few European languages (i.e., French, Italian, Greek, and Dutch) as well as American Indian languages.

English and Spanish aside, ECEC workers are most likely to speak a European language, while LEP parents with immigrant-origin young children are most likely to speak an Asian language or Arabic. (See the state fact sheets for more specific information on the linguistic resources available to families within each state.)

2. Racial and Ethnic Diversity

Overall, the ECEC workforce is more representative of the children it serves than is the K-12 teaching force, where only 18 percent of teachers identify as a race other than non-Hispanic white.[15] The authors' analysis indicates that minority groups account for nearly 40 percent of the total ECEC workforce, compared with 44 percent among young children (see Figure 5-A).

Figure 5-A. Race and Ethnicity of All ECEC Workers and All Children under 6, 2011-13

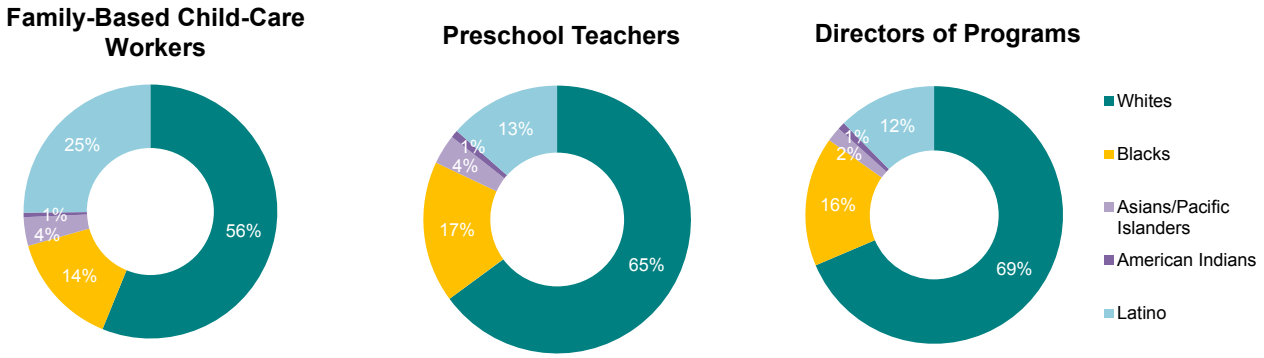


Note: In this figure "whites," "blacks," "Asians/Pacific Islanders," and "American Indians" refer to non-Latinos.
Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

The racial and ethnic distribution of the ECEC workforce, however, varies significantly by occupation group. For example, family-based child-care workers are far more diverse—and more closely reflect the ethnic distribution of young children—than are preschool teachers and program directors (see Figure 5-B and Figure 5-A).

15 Farah Z. Ahmad and Ulrich Boser, *America's Leaky Pipeline for Teachers of Color* (Washington, DC: Center for American Progress, 2014), http://cdn.americanprogress.org/wp-content/uploads/2014/05/TeachersOfColor-report.pdf.

Figure 5-B. Race and Ethnicity of Family-Based Child-Care Workers, Preschool Teachers, and Directors of Programs, 2011-13



Note: In this figure, "whites", "blacks", "Asians/Pacific Islanders," and "American Indians" refer to non-Latinos.
Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

Immigrants provide most of the racial diversity present in the ECEC workforce overall. In the 2011-13 period, only 29 percent of native ECEC workers identified as Latino or nonwhite, while 82 percent of the immigrant ECEC workforce is composed of racial and ethnic minorities.

Figure 5-B highlights the decline in ethnic and racial diversity that accompanies the rise in wages and qualifications across professional roles, from family-based child-care workers to directors of programs. This finding raises concerns about potential barriers that may be restricting immigrants and other ethnic minorities from advancing in the field. Moreover, the concentration of ethnic and linguistic diversity among lower-paid ranks of the ECEC profession creates racial stratification across professional roles that may send adverse messages to young children in the classroom.[16]

D. Key Socioeconomic Characteristics of Immigrants and Natives in the ECEC Workforce

The following section examines the socioeconomic characteristics of the immigrants and natives in the ECEC workforce and their labor market outcomes, including occupational groups within the ECEC field, levels of education and English proficiency, and earnings.

First, a few basic coordinates: in general, most of the ECEC workforce is female. Ninety-seven percent of ECEC immigrant workers are women, as are 95 percent of native workers. In contrast, only 48 percent of all U.S. civilian workers are women. ECEC workers' average age is 39; immigrant ECEC workers are six years older (43 years old), on average, than their native counterparts (37 years).[17]

1. Occupational Groups by Immigrant Status

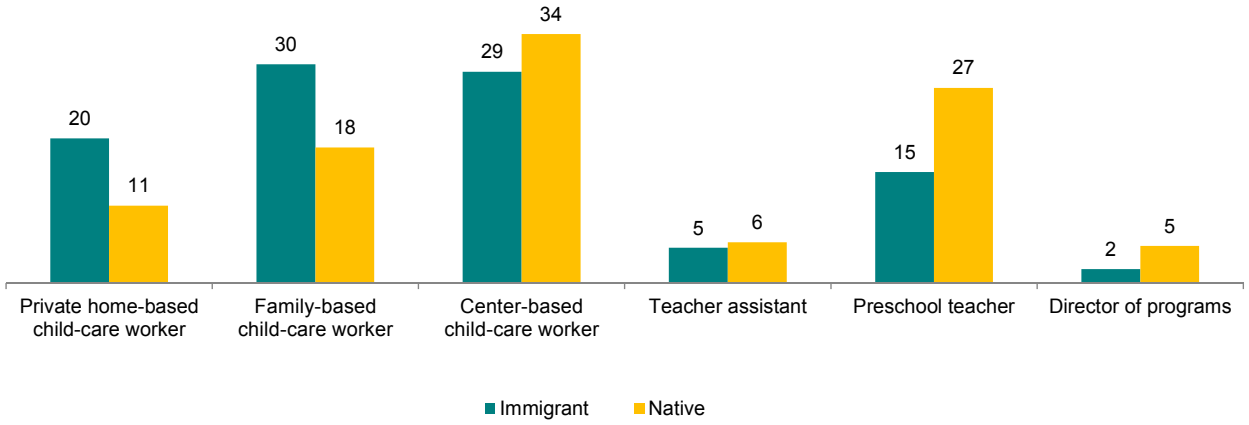
Similar to the findings regarding racial and ethnic diversity across occupational groups, immigrants are more likely to be employed as private home- and family-based child-care workers and are much less likely to be program directors than their native counterparts, as illustrated in Figure 6. Nearly 50 percent of ECEC immigrant workers are working in informal settings as child-care workers, versus 29

16 Marcy Whitebook, "An Early Childhood Workforce for the 21st Century" (presentation at the second meeting of the Transatlantic Forum on Inclusive Early Years, New York, July 2013), www.kbs-frb.be/uploadedFiles/2012-KBS-FRB/05)_Pictures,_documents_and_external_sites/13)_Speech/TFIEY_MarcyWhitebook.pdf.

17 For U.S. overall employed civilians, their average age is 42 years old.

percent of native ECEC workers. Native ECEC workers are almost twice as likely as immigrant workers to be preschool teachers and program directors.

Figure 6. Share of Immigrant and Native ECEC Workers, by Occupational Group, 2011-13



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

2. Education and English Proficiency

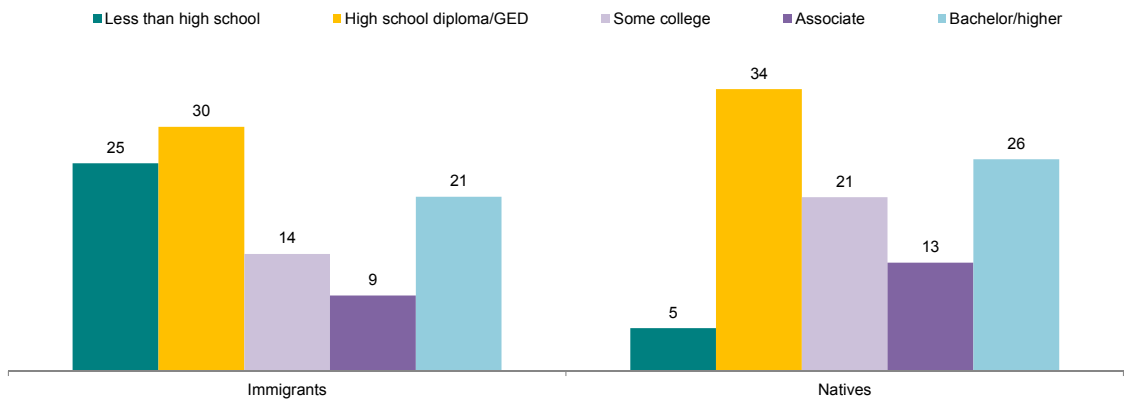
An increasing number of states, as well as the Head Start Bureau at the federal level, have called for higher professional standards for ECEC workers, including stricter education requirements. Head Start recently met its mark of requiring that 50 percent of all lead classroom teachers hold a bachelor's degree. Many states are similarly raising education requirements for some segments of their early childhood workforce—for example, requiring state pre-K teachers to possess a bachelor's degree and/or teacher certification. An examination of immigrants' relative levels of access to education and training, and barriers to such opportunities—particularly limited English proficiency—provides important context to efforts to improve worker skills.

The ECEC workforce in general has relatively low education levels: 63 percent of all ECEC workers ages 25 and older have less than an associate's degree compared with 55 percent of all U.S. workers and 52 percent of all U.S. female workers.[18] Immigrant ECEC workers, meanwhile, are represented at both ends of the education attainment spectrum. Figure 7 shows that immigrants in the ECEC workforce are nearly as likely as their native counterparts to have a bachelor's or higher degree, but they are also five times more likely to not have a high school diploma. The share of those who are college educated among ECEC immigrant workers (21 percent) is smaller than that of all immigrant workers ages 25 and older (32 percent).

Educational attainment levels within the ECEC workforce vary greatly by occupation. Low-educated ECEC workers are concentrated in the informal sector—48 percent of immigrant workers and 38 percent of native workers with less than a high school diploma are employed as family-based child-care workers. Conversely, 32 percent of immigrant ECEC workers with an associate's or higher degree work as preschool teachers, as do 41 percent of their native counterparts.[19]

18 Authors' analysis of the U.S. Census Bureau's 2011-13 ACS. Workers refer to adults ages 25 and older employed in the U.S. labor force in 2013.
19 See Appendix, Table A.1.

Figure 7. Educational Attainment of ECEC Immigrant and Native Workers (ages 25 and older), 2011-13

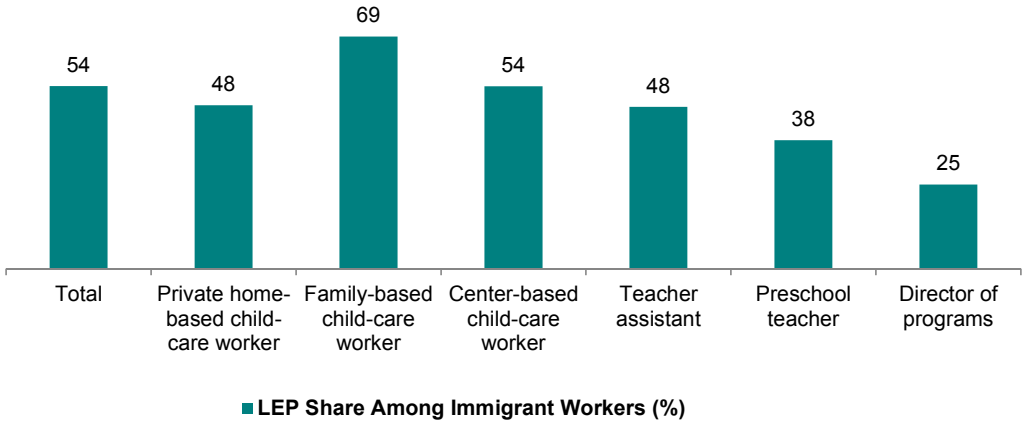


Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

Even with the same level of education, immigrants are less likely than their peers with U.S.-born parents to be employed as preschool teachers and program directors[20]—occupations that are on average better paid—pointing to potential barriers to advancement specific to this population. For example, only 3 percent of immigrants with less than a high school diploma work as preschool teachers, versus 11 percent of the native workforce; only 4 percent of immigrants with a college education are program directors, versus 12 percent of their native counterparts.[21] Some immigrant ECEC workers who have a bachelor's degree have likely been educated elsewhere, and may be excluded from leadership roles in the absence of provisions for foreign transcript evaluation or credential recognition, leaving them to work in lower-paid and lower-skilled roles.

Turning to English language proficiency, about 54 percent of immigrant ECEC workers were LEP in 2011-13; in contrast, only 4 percent of the native workforce falls in this category. Family- and center-based child-care workers have the highest LEP rate among immigrant ECEC workers; preschool teachers and program directors have a lower rate (see Figure 8).

Figure 8. Limited English Proficiency among Immigrant ECEC Workers (ages 16 and older), Total and by Occupational Group, (%), 2011-13



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

20 Ibid.
21 Ibid.

These educational and occupational trends call attention to immigrant workers' lack of representation both in instruction and leadership positions and in formal settings. Efforts to professionalize and upskill the workforce may be difficult to access by those in the informal sectors, where most immigrant workers are employed, and barriers such as limited English proficiency may pose an additional challenge. The linguistic and cultural diversity that the immigrant ECEC workforce has to offer could therefore be lost without policies and workforce training strategies that explicitly aim to be inclusive of their needs and strengths.

3. Annual Earnings and Other Economic Outcomes

The issue of low wages in the ECEC field is a central public policy concern: inadequate remuneration jeopardizes the success of efforts to attract and retain highly educated workers. Yet this problem will inevitably persist as long as public funding for early childhood programs remains largely insufficient. Although the United States now spends nearly $40 billion annually—including federal, state, and local expenditures—in support of ECEC provision,[22] most parents continue to bear the majority of child-care costs on their own. Given the labor-intensive nature of ECEC provision, parent fees alone cannot typically cover the cost of high-quality services and do not provide a family-sustaining wage for many ECEC workers.[23] As a result, many ECEC workers—particularly immigrants—live below the poverty line. Meanwhile, the strong link between low compensation, staff turnover, and diminished program quality has been well documented in research, underscoring its significance for child outcomes.[24]

Many ECEC workers—particularly immigrants—live below the poverty line.

Our analysis finds that ECEC workers earn much less than U.S. workers overall. The average annual earned income ranges from $8,000 to $13,400 for part-time ECEC workers (excluding program directors) and is around $22,900 for program directors. The ECEC workforce primarily consists of part-time workers: less than half, or 48 percent, of the workforce is employed full time, year round, compared with 68 percent of all U.S. workers in the 2011-13 period. However, even full-time, year-round ECEC workers earn just slightly above the federal poverty line[25]—with earnings ranging from $21,200 to $25,300 for full-time ECEC workers (excluding program directors) and $40,000 for program directors. To put the earnings of ECEC workers (excluding program directors) in perspective, occupations that pay comparable salaries for full-time, year-round work include counter attendants ($19,100), dishwashers ($20,200), and food preparation workers ($20,900).

Figure 9 shows the average annual incomes of full-time U.S. and ECEC workers ages 25 and above, by nativity and educational attainment. ECEC full-time workers and directors, regardless of their nativity, on

22 W. Steven Barnett, *Preschool Education and Its Lasting Effects: Research and Policy Implications* (Boulder, CO and Tempe, AZ: Education and The Public Interest Center and Education Policy Research Unit, 2008), http://nieer.org/resources/research/PreschoolLastingEffects.pdf.

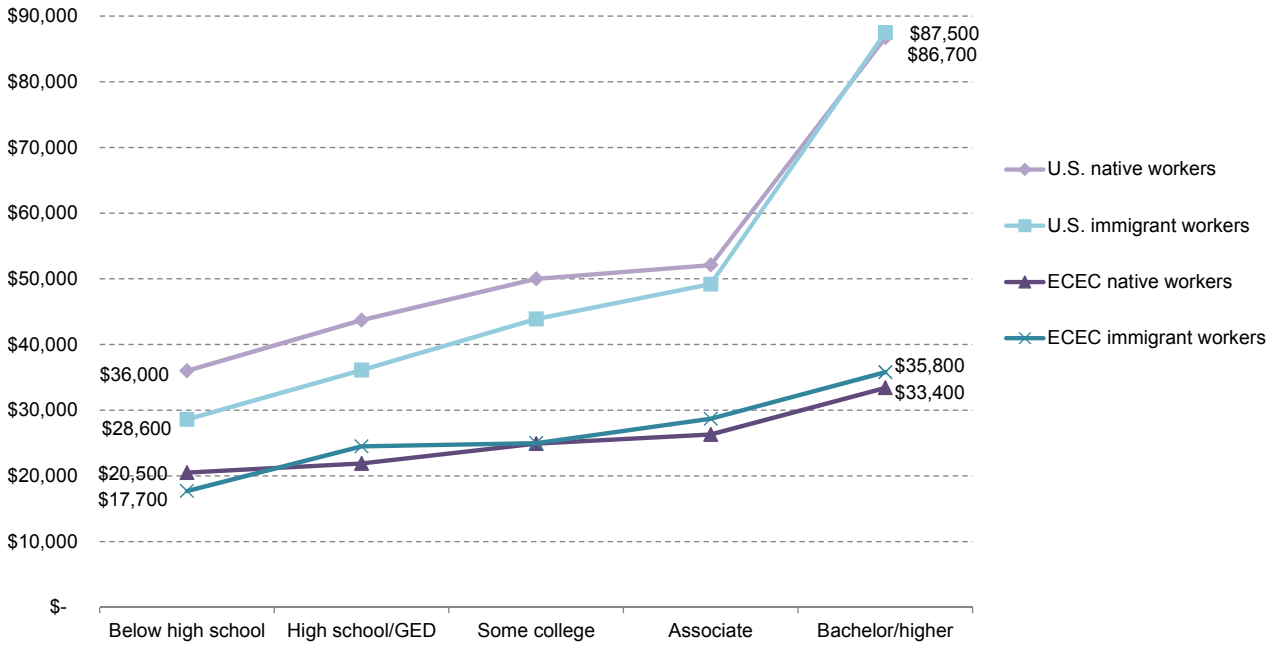
23 Dan Bellm and Marcy Whitebook, *Roots of Decline: How Government Policy Has De-Educated Teachers of Young Children* (Berkeley, CA: Center for the Study of Child Care Employment, 2006), www.irle.berkeley.edu/cscce/wp-content/uploads/2006/01/roots_decline061.pdf.

24 Marcy Whitebook, Deborah Phillips, and Carollee Howes, *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study* (Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley, 2014), www.irle.berkeley.edu/cscce/wp-content/uploads/2014/11/ReportFINAL.pdf.

25 Whether a family is considered below the poverty threshold depends on the family's total income before taxes, not including any capital gains or noncash benefits, such as food stamps or housing subsidies. The Census Bureau's poverty threshold varies depending on the number of adults and children in a family. To give a general idea of poverty levels, as defined by the Office of Management and Budget, the average poverty threshold for a family of four in 2013 was $23,834 and for an unrelated individual, $11,888.

average earn approximately half of what U.S. full-time workers with similar levels of education earn.

Figure 9. Average Annual Earnings of All U.S. and ECEC Workers (ages 25 and older) Employed Full-Time, Year Round, by Nativity and Educational Attainment, 2011-13



Note: 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 U.S. Census Bureau pooled 2011-13 ACS data.

The gap is especially large for workers with a bachelor's or higher degree: ECEC professionals earn only one-third of the average income of other U.S. workers. Moreover, college-educated, full-time U.S. workers earn about $35,000 more than those with associate's degrees, whereas an average full-time ECEC worker can expect only a $7,200 income increase—reflecting the small premium placed on workers' education in ECEC settings.[26]

ECEC professionals earn only one-third of the average income of other U.S. workers.

This marginal return on college education within the ECEC field—relative to other professions— presents a unique and pressing challenge to attempts to raise the quality of this workforce. A college-educated Head Start teacher, for instance, earns only 58 percent of the average salary of a female civilian worker, compared with 94 percent earned by a kindergarten teacher and 99 percent by an elementary school teacher.[27] This same low premium for degrees, moreover, applies also to ECEC workers with an associate's degree as well as those with only a high school diploma.[28]

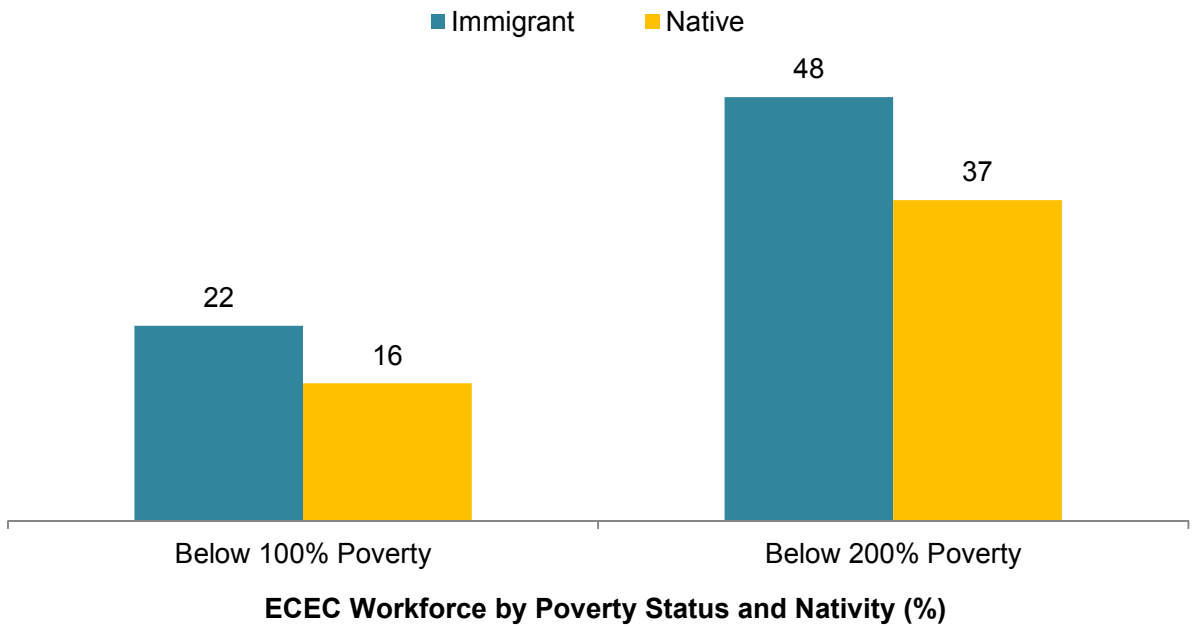
26 Whitebook, Phillips, and Howes, *Worthy Work, STILL Unlivable Wages.*
27 Ibid.
28 Ibid.

Although full-time ECEC immigrant workers with at least a high school/GED diploma earn slightly more than their native counterparts, on average, this earning advantage is not available to a full one-quarter of immigrants (who have less than a high school diploma). Twenty-one percent of full-time ECEC immigrant workers earn an average of $17,700 per year, and more than 30 percent of part-time ECEC immigrant workers earn an average of $9,000 per year.

Seventeen percent of the total ECEC workforce lives below the poverty line, and 75 percent of the ECEC workforce earns less than $22,000 per year (which approximates the federal poverty level for a family of four). In general, immigrant ECEC workers are significantly more likely to be living in poverty than their native counterparts (see Figure 10)—22 percent of immigrants compared with 16 percent of natives—despite their similar annual earnings. This may be partially attributable to the fact that 57 percent of immigrant workers have one or more children in their household, compared with 46 percent of natives.[29]

In addition to earnings, access to health insurance is an important indicator of economic well-being. Immigrant ECEC workers are twice as likely as their native counterparts to be uninsured (41 percent versus 20 percent), which in part may be explained by the unauthorized status of some. Compared with their immigrant counterparts, native ECEC workers are also much more likely to have private coverage (68 percent versus 42 percent) than public coverage (16 percent versus 20 percent).

Figure 10. Annual Family Income Relative to Federal Poverty Threshold for Immigrant and U.S.-Born ECEC Workers, 2011-13



Notes: Whether a family is considered below the poverty threshold depends on the family's total income before taxes, not including any capital gains or noncash benefits, such as food stamps or housing subsidies. The Census Bureau's poverty threshold varies depending on the number of adults and children in a family. To give a general idea of poverty levels, as defined by the Office of Management and Budget, the average poverty threshold for a family of four in 2012 was $23,283 and for an unrelated individual, $11,720.
Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

29 Authors' analysis of U.S. Census Bureau pooled 2011-13 ACS data.

IV. Discussion of Policy Implications and Opportunities

As two demographic trends continue—a growing number of children of immigrants among the young child population, accompanied by that of immigrants in the ECEC workforce—the value that diverse workers and providers bring to the ECEC field is also becoming more pervasively recognized and acknowledged. Federal-, state-, and city-level policymakers are turning their attention toward raising the quality and accountability of new and existing programs, in addition to expanding access. In this context, several policy issues and opportunities that could better serve both young children of immigrants as well as immigrants in the ECEC workforce may be explored, as discussed in the following section.

A. *Creating Pathways for Entry and Advancement*

The analysis conducted for this report indicates that immigrant and refugee workers, most of them women, are a vital component of the ECEC workforce in many parts of the United States, serving primarily as low-paid child-care workers in the informal sector. They provide critically needed linguistic and cultural competence and capacity to ECEC systems, despite their often-limited levels of formal education. ECEC administrators and directors report a pressing need to recruit speakers of minority languages in their classrooms and to support home language development.[30]

However, the trend toward requiring higher levels of education and credentials for ECEC workers may have the indirect result of pushing immigrant workers with less formal education out of the ECEC field, in turn diminishing the linguistic and cultural competence of the workforce overall. Twenty-five percent of immigrant ECEC workers have less than a high school education compared with 5 percent of natives, and over half (55 percent) have a high school diploma or less. These figures point to the need to specifically consider the challenges that low-educated immigrants face in entering or remaining in the ECEC workforce. These and new workers will likely need assistance in gaining advanced training and credentials in order for the field to retain and build its linguistic and cultural competency skills.

The trend toward requiring higher levels of education and credentials for ECEC workers may have the indirect result of pushing immigrant workers with less formal education out of the ECEC field.

The additional issue of limited English proficiency, considering that 19 percent of the immigrant ECEC workforce is both low educated and LEP—means that training programs and career pathways should include an integrated ESOL[31] component. Currently, the unaligned and sequential nature of ESOL, adult basic education, and high school equivalency programs can result in many LEP ECEC workers, particularly those who are low educated, unnecessarily spending many years in noncredit classes before they begin accumulating academic credit toward an associate's degree. This places an enormous burden on working students, particularly considering that the average ECEC worker is 39 years old and likely shoulders a full workload in addition to family responsibilities.

State ECEC career lattices and professional development systems can embrace these needs by anticipating

30 Virginia Buysse, Dina C. Castro, Tracey West, and Martie L. Skinner, *Addressing the Needs of Latino Children: A National Survey of State Administrators of Early Childhood Programs* (Chapel Hill, NC: University of North Carolina, FPG Child Development Institute, 2004), http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_NN_exec_summary.pdf.

31 English for speakers of other languages.

that workers will have widely varying levels of previous education, training, and competencies, and weave into their designs effective education and training pathway options that account for the diverse learning needs of ECEC students and workers.

For instance, integrated basic education and training models such as those pioneered in Washington state help students move more quickly through basic education coursework, while at the same time earning college credit toward degrees aligned with living wage and career pathway jobs.[32] Career-focused community college cohort models have also been successful in helping ECEC workers already in the field complete a bachelor's degree; these programs target a group of students with similar needs and characteristics who complete a course of study together while benefiting from tailored support.[33]

For those immigrant workers who earned credentials and degrees in other countries, efforts to provide fast-paced ESL instruction contextualized for to the early childhood field, foreign transcript evaluation, and other means of qualification recognition are critical to ensure that foreign-trained workers with valuable skills and experience are not left underemployed.

Programs like these and others throughout the country that seek to improve ECEC education and training pathways for immigrants will be explored in a future report.

B. *Ensuring That Quality Measures Reflect the Importance of Linguistic and Cultural Competencies*

As states increase their efforts to raise overall ECEC program and workforce quality through the creation of Quality Rating Improvement Systems (QRIS), state Pre-K standards, and early learning guidelines, a comprehensive definition of "high quality" will need to reflect program elements important for the success of children from diverse backgrounds. All standards and guidelines can address issues of cultural and linguistic competency to ensure that the skills necessary to work effectively with diverse families are appropriately incentivized. A QRIS system that, for instance, promote the hiring of staff who reflect the children and community served by a program, reward multilingual capacity and make family involvement and—specifically—communication with LEP families a priority, and encourage programs to increase the cultural and linguistic skills of their workforce while also raising immigrant parents' awareness and understanding of quality early care and education.[34]

Executed thoughtfully, the implementation of QRIS can also support immigrant providers, rather than potentially excluding them from opportunities to meet increasingly professionalized standards. Many states provide coaching and technical assistance to providers in an effort to assist them in achieving higher ratings. As 48 percent of immigrant private home-based workers and 69 percent of immigrant family-based workers are LEP, neglecting to provide resources in other languages will exclude many workers and providers from valuable advancement opportunities. QRIS administrators can provide more accessible technical assistance by, for example, offering community-based training in multiple languages and financial support such as scholarships, and conducting outreach to diverse communities with translated materials to ensure that they have adequate system access. As of 2012, 26 states offered training and technical assistance for providers in languages other than English, or specifically provided information on their QRIS programs in multiple languages for those workers who may otherwise be

32 For more information, see Washington State Board for Community and Technical Colleges, "I-BEST: Integrated Basic Education and Skills Training," updated January 30, 2015, www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx.

33 Marcy Whitebook, Fran Kipnis, Mirella Almaraz, Laura Sakai, and Lea J. E. Austin, *Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education* (Year 4 Report) (Berkeley, CA: University of California, Center for the Study of Child Care Employment, 2012), www.irle.berkeley.edu/cscce/wp-content/uploads/2012/02/LearningTogether-Year4Report.pdf.

34 Hannah Matthews, "Incorporating Cultural Competence in Quality Rating and Improvement Systems," PowerPoint presentation, Center for Law and Social Policy, Washington, DC, 2008, www.clasp.org/resources-and-publications/files/qrs_cultural_competency.pdf.

uncomfortable or fearful of applying for a rating.[35] Only 11 states had QRIS systems that incorporated standards related to linguistic and cultural competency to ensure that providers working effectively with diverse populations are being appropriately rewarded and recognized for doing so.[36]

In addition to supporting immigrant teachers and providers in the ECEC field, the inclusion of linguistic and cultural competencies in quality standards would encourage training for all professionals to better serve children of immigrants and other Dual Language Learners (DLLs), which is currently lacking. Research shows that professionals currently do not receive sufficient training (for instance, to help DLLs gain English proficiency). The National Center for Early Development and Learning found that of 1,179 institutions of higher education, less than 15 percent required students to take coursework that specifically addressed the skills necessary to work effectively with DLLs.[37]

C. *Addressing Inadequate Compensation*

More than one in five (22 percent) immigrant ECEC workers and 16 percent of native-born ECEC workers overall currently live below the poverty line. The inverse relationship between the age of students that teachers work with and these workers' compensation is in direct logical opposition to the importance that research places on high-quality early childhood services for children's successful development. And in spite of the increasingly high demands being placed on the ECEC workforce in response to this research, the workforce has experienced no increase in real earnings since 1997.[38]

Given the current reality of low wages—even many full-time workers live below the poverty line—policy changes such as those mentioned above, that incentivize linguistic and cultural competence, will continue to fail to adequately improve earnings. Meanwhile, without appropriate professional-level compensation as a real financial incentive for pursuing training, professional development, and costly advanced degrees (as noted earlier, this analysis shows a mere $7,200 wage increase as a reward for earning a bachelor's degree), ongoing reform efforts cannot hope to successfully raise the overall quality of the ECEC workforce. Furthermore, the significance of this field for immigrant LEP women, who otherwise may struggle to integrate into the workforce, adds increased urgency to the issue of adequate remuneration.

In terms of child outcomes, high rates of staff turnover are known to correlate strongly with lower program quality: providers that offer higher wages experience less staff turnover.[39] Children of immigrants are perhaps most likely to suffer the negative consequences of diminished quality as they are more likely to be enrolled in informal and community-based programs and family- and home-based care where staff wages are lowest. Estimates of staff turnover in community-based programs can be as high as 30 percent each year, which is twice the rate estimated for public K-12 school teachers.[40]

At the state level, including compensation levels as an indicator in QRIS systems and acknowledging the explicit link between wages and quality could provide necessary incentives for programs to increase investments in their staff.

Existing federal initiatives such as the Child Care Development Block Grant (CCDBG), the Head Start Program, and the Race to the Top-Early Learning Challenge all permit but do not require increased staff compensation as an allowable use of funds. This means that providers struggle to devote resources to

35 Emily Firgens and Hannah Mathews, *State Child Care Policies for Limited English Proficient Families* (Washington, DC: CLASP, 2012), www.clasp.org/admin/site/publications/files/CCDBG-LEP-Policies.pdf.
36 Ibid.
37 Figueras-Daniel and Barnett, "Preparing Young Hispanic Dual Language Learners."
38 Whitebook, Phillips, and Howes, *Worthy Work, STILL Unlivable Wages.*
39 Marcy Whitebook, Sharon Ryan, Fran Kipnis, and Laura Sakai, *Partnering for Preschool: A Study of Center Directors in New Jersey's Mixed-Delivery Abbott Program* (Berkeley, CA: University of California, Center for the Study of Child Care Employment, 2008), http://files.eric.ed.gov/fulltext/ED505292.pdf.
40 Susan Fowler, Paula Jorde Bloom, Teri N. Talan, Sallee Beneke, and Robyn Kelton, *Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois-2008* (Wheeling, Illinois: McCormick Center for Early Childhood Leadership, National-Louis University, 2008), http://ecap.crc.illinois.edu/pubs/whos-caring/whos_caring_report_2008.pdf.

wages when faced with numerous competing program needs and often severely limited funding.[41] The new Preschool Development and Expansion grants do provide increased support and explicit incentives to raise wages, potentially signaling increased commitment at the federal level to address the issue of inadequate compensation. However, without a funding source dedicated to raising compensation, significant progress in this realm remains unlikely.

D. Gathering Reliable and Comprehensive Data

Data systems are currently unable to answer key policy questions about the ECEC workforce and the children they are serving; relevant data are only available through multiple, uncoordinated systems.[42] Comprehensive statewide data are needed to make plain the educational and training needs of the ECEC workforce and its progress in meeting current and future certification requirements. This information would, for example, allow policymakers to anticipate the number of early childhood workers needing additional training, those already enrolled in training programs, and the level of advancement and employment achieved by graduates. Data on professional development and preservice training programs, including funding sources and financial rewards for educational attainment, are important to allow states to understand the impacts of professional development resources and investment in training and education. State systems should also collect information regarding languages spoken, English language proficiency and race and ethnicity of ECEC workers. Armed with this information, the most-pressing recruitment, training, and retention issues of ECEC workers can be identified at the state level. While many states now have computerized registries tracking the education, training, and employment histories of individual ECEC workers, participation in such registries is voluntary, resulting in an incomplete picture of the overall workforce. Furthermore, these registries rarely attempt to capture those working in home and other informal settings, thereby leaving out a significant proportion of immigrant workers.

Without a funding source dedicated to raising compensation, significant progress in this realm remains unlikely.

At the federal level, as this report has noted, definitions and categorizations within the early care and education industry and its many occupations vary widely, limiting the usefulness of national data for policy analysis and improvement. Notably, the lack of distinction between licensed and license-exempt home-based providers leads to a poor understanding of home-based providers overall, given that license-exempt providers are not subject to any training or education requirements and would be expected to have a significantly different profile.[43] Many immigrant ECEC workers are license-exempt home-based providers, and are also less likely to be reached by traditional professional development, QRIS outreach, and other training opportunities. Valuable information on this sector is currently missing from policy conversations.

Meanwhile, data on young children's home languages would provide valuable information pointing to the need for additional linguistic diversity in the workforce. A demonstrated need for qualified educators to meet increasing language demands can lead to more stringent licensing and credentialing standards to address this issue through legal requirements, as has been the case in Illinois.[44] However, of those states that offer state pre-K programs, only 40 percent require language screening and assessment of enrolled children, only 38 percent use home language surveys, and many do not identify DLLs enrolled in their

41 Whitebook, Phillips, and Howes, *Worthy Work, STILL Unlivable Wages.*
42 Early Childhood Data Collaborative, *2013 State of States' Early Childhood Data Systems* (Bethesda, MD: Early Childhood Data Collaborative, 2014), www.ecedata.org/files/2013%20State%20of%20States'%20Early%20Childhood%20Data%20Systems.pdf.
43 Bellm and Whitebook, *Roots of Decline*.
44 Mary Ann Zehr, "Bilingual Mandate Challenges Chicago's Public Preschools," *Education Week*, November 29, 2010, www.edweek.org/ew/articles/2010/11/29/13preschool_ep.h30.html?tkn=YLSFWJ1YphaHn7Tf+WBro0TGd39EXCAA3BM9&cmp=clp-edweek.

pre-K programs.[45] Systems that align data on enrollment, demographics, and other child-level statistics with data on programs and the ECEC workforce would go far toward revealing the efficacy of services being provided to various subpopulations, including the growing population of DLLs and children of immigrants.

V. Conclusion

The young child population in the United States is becoming increasingly diverse, creating an urgent demand for an ECEC workforce with the linguistic and cultural competence necessary to meet its learning and development needs. Though immigrant workers constitute a large and growing share of the ECEC workforce and are the source of most of its current linguistic and cultural competence capacity, their position is vulnerable. This is due to a variety of factors—perhaps most notable being the lack of accessible training programs that integrate English language, adult education, and ECEC course content. Meanwhile, the field requires an influx of additional personnel as early childhood service provision expands substantially across the country. Taken together, these developments indicate that considering the needs of immigrant workers in ECEC policy and capacity-building efforts is not only strategic but also an urgent necessity.

Considering the needs of immigrant workers in ECEC policy and capacity-building efforts is not only strategic but also an urgent necessity.

Today's unprecedented efforts to expand and build coherent, high-quality ECEC systems across the nation provide many opportunities to ensure that local programs are prepared to meet the needs of children from immigrant and refugee families. Seizing these opportunities now can ensure that the linguistic and cultural competence of the workforce will grow, thus improving program quality and benefiting both young learners and the early childhood professionals who serve them.

45 Lori Connors-Tadros, W. Steven Barnett, and Milagros Nores, "Young Immigrants and Dual Language Learners: Participation in Pre-K and Gaps at Kindergarten Entry" (webinar sponsored by NIEER and CEELO, November 13, 2014), http://ceelo.org/wp-content/uploads/2014/11/ceelo_nieer_webinar_equity_immigrant_dll_pre_k_slides_final.pdf.

Appendix

Table A-1. Share of ECEC Workers Employed in Six Occupational Groups, by Nativity and Educational Attainment (%), 2009-13

Occupational Groups	Foreign Born			Native Born		
	Less than High School	High School/ GED/Some College	Associate/ higher	Less than High School	High School/ GED/Some College	Associate/ higher
Estimate	**74,000**	**128,000**	**89,000**	**56,000**	**593,000**	**417,000**
By Occupation (%)						
Family-based child-care worker	48	31	21	38	27	16
Private home-based child-care worker	18	20	13	9	6	6
Teacher assistant	2	6	5	4	6	4
Preschool teacher	3	12	32	11	23	41
Center-based child-care worker	30	30	24	37	36	22
Director of programs	0	2	4	1	3	12

Source: Authors' tabulations of U.S. Census Bureau pooled 2009-13 ACS data.

Definition of ECEC Workforce Occupational Groups

An early childhood education and care (ECEC) worker is an individual who is an employed civilian. If not self-employed, the individual has positive wage or salary income, and falls into one of the following categories (see ACS industry or occupation code number in parentheses):

- *Private home-based child-care worker*. Individual worked in the private household industry (9290) under the child-care worker occupation (4600).
- *Family-based child-care worker*. Individual was self-employed, worked in the child day-care services industry (8470), under the child-care worker occupation (4600) or under the education administrator occupation (0230).
- *Center-based child-care worker*. Individual was not self-employed and worked in either the child day-care services industry (8470) or in the elementary or secondary school industry (7860) under the child-care worker occupation (4600).
- *Teaching assistant*. Individual worked in the child day-care services industry (8470) under the assistant teacher occupation (2540).
- *Preschool teacher*. Individual worked in the child day-care services industry (8470) under either the preschool or kindergarten teacher occupation (2300) or under the special education teacher occupation (2330).
- *Director of programs*. Individual was not self-employed and worked in the child day-care services industry (8470) under the education administrator occupation (0230) or under the director of religious activities and education occupation (2050).

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About the Authors

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.

Ms. Park holds a master's in international education policy from Harvard University's Graduate School of Education, and earned her bachelor's degree with a double major in French and government with a concentration in international relations from Cornell University.

Margie McHugh is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. The Center is a national hub for leaders in government, community affairs, business and academia to obtain the insights and knowledge they need to respond to the challenges and opportunities that today's high rates of immigration pose for communities across the United States. It provides in-depth research, policy analysis, technical assistance, training and information resource services on a broad range of immigrant integration issues. Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary and workforce skills programs. She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States.

Prior to joining MPI, Ms. McHugh served for 15 years as Executive Director of The New York Immigration Coalition, an umbrella organization for over 150 groups in New York that uses research, policy development, and community mobilization efforts to achieve landmark integration policy and program initiatives. During her time with NYIC, Ms. McHugh oversaw research, writing, and publication of over a dozen reports dealing with issues such as the quality of education services provided to immigrant students in New York's schools, the lack of availability of English classes for adult immigrants, the voting behavior of foreign-born citizens, and barriers faced by immigrants seeking to access health and mental health services.

Prior to joining NYIC, Ms. McHugh served as Deputy Director of New York City's 1990 Census Project and as Executive Assistant to New York Mayor Ed Koch's chief of staff. She is the recipient of dozens of awards recognizing her efforts to bring diverse constituencies together and tackle tough problems, including the prestigious Leadership for a Changing World award. She has served as a member and officer on the boards of directors for both the National Immigration Forum and Working Today; on the editorial board of *Migration World* Magazine; and has held appointive positions in a variety of New York city and state commissions, most notably the Commission on the Future of the City University of New York and the New York Workers' Rights Board.

Ms. McHugh is a graduate of Harvard and Radcliffe Colleges.

Jie Zong is a Research Assistant at the Migration Policy Institute, where she provides quantitative research and project management support across MPI programs, particularly the National Center on Immigrant Integration Policy. Her research areas include structural and cultural integration of first- and second-generation immigrants, protective factors for children in refugee families, and workforce development in the United States.

Previously, Ms. Zong interned with the Center for Migration Studies of New York, where she provided research support on U.S. refugee and asylum issues, as well as the U.S. immigration detention system.

She has a master's degree in public administration from New York University's Wagner Graduate School of Public Service with a specialization in policy analysis, and a bachelor's degree in international finance from the Central University of Finance and Economics in China.

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. She is also a Nonresident Fellow with Migration Policy Institute Europe.

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.

Her book, *Skilled Immigrant and Native Workers in the United States*, was published in 2006.

Dr. Batalova earned her PhD in sociology, with a specialization in demography, from the University of California-Irvine; an MBA from Roosevelt University; and bachelor of the arts in economics from the Academy of Economic Studies, Chisinau, Moldova.

Select State Fact Sheets

California: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in California

Among the 2.9 million young children in California overall, 50 percent are Hispanic, 31 percent are white, 13 percent are Asian, and 5 percent are black. The top languages spoken in young children's homes are Spanish (44 percent), followed by English only (41 percent), Chinese (3 percent), Tagalog (2 percent), and Vietnamese (2 percent). Young children of immigrants constitute 47 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in California grew by 58 percent between 1990 and 2011-13. Today, immigrants make up 39 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 145 percent in the past two decades. The average age of ECEC workers is 40, and an overwhelming majority (94 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in California is very diverse, with approximately 46 percent identifying as Hispanic, 38 percent as white, 10 percent as Asian, and 6 percent as black. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Nearly 50 percent speak only English, 37 percent speak Spanish, 2 percent Chinese, and 1 percent Tagalog or Vietnamese (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in California.

Education, English Proficiency, and Professional Standing

Only 35 percent of California's ECEC workers overall have an associate's or higher degree. Nineteen percent are low educated, with less than a high school diploma. Immigrant ECEC workers are far more likely than their native counterparts to be low educated: 34 percent have attained less than a high school diploma, compared with only 7 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (27 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 36 percent of all immigrant workers employed as family-based care workers and 19 percent as private home-based child-care workers (versus 19 percent and 13 percent of natives, respectively). Conversely, only 14 percent of immigrant workers are employed as preschool teachers (compared with 24 percent of natives) and 1 percent as program directors (compared with almost 5 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 27 percent of the ECEC workforce overall, and 65 percent of immigrant ECEC workers, are classified as Limited English Proficient (LEP).

Wages and Income

The average annual income for ECEC workers in California overall is $30,000, which is only $7,000 higher than the $23,000 federal poverty level for a family of four. Overall, 17 percent of ECEC workers live in poverty in California. Immigrant ECEC workers are more likely to live in poverty than their native counterparts (at 21 percent compared with 14 percent).

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

California		
Children under 6	**Total**	**Children of Immigrants**
Size	2,902,000	1,370,000
Immigrant share (%)		47.2
Top 5 Languages Spoken at Home		
Language 1	Spanish	Spanish
Share language 1 (%)	44.1	63.6
Language 2	English only	English only
Share language 2 (%)	40.7	6.8
Language 3	Chinese*	Chinese*
Share language 3 (%)	2.7	5.1
Language 4	Tagalog	Tagalog
Share language 4 (%)	2.2	4.2
Language 5	Vietnamese	Vietnamese
Share language 5 (%)	1.5	3
Race/Ethnicity* (%)		
Non-Hispanic whites	31.5	12.3
Non-Hispanic blacks	5.4	1.3
Non-Hispanic Asians	13	22.5
Hispanics	49.6	63.8

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

California			
ECEC Workforce	**Total**	**Immigrants**	**Natives**
Size and Growth			
1990			
ECEC workforce (estimate)	131,000	33,000	98,000
Immigrant share (%)		25.2	
2011-13			
ECEC workforce (estimate)	207,000	81,000	126,000
Immigrant share (%)		39.1	
Percent change: 1990 to 2011-13	58.1	145.4	28.7
Characteristics in 2011-13			
Average age	40.2	45.3	36.8
Share female (%)	94.4	97.6	92.3
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	49.7	66.1	77.5
Language 2	Spanish	English only	Spanish
Share language 2 (%)	37.3	6.5	18.8
Language 3	Chinese*	Chinese*	Chinese*
Share language 3 (%)	2.3	4.8	0.6
Language 4	Tagalog	Tagalog	Tagalog
Share language 4 (%)	1.4	3	0.3
Language 5	Vietnamese	Vietnamese	Vietnamese
Share language 5 (%)	1	2.1	0.3
English Proficiency			
Share limited English proficient (LEP)	27.3	64.8	3.2
Race/Ethnicity* (%)			
Non-Hispanic whites	37.7	13.1	53.5
Non-Hispanic blacks	5.9	1.1	9.0
Non-Hispanic Asians	10.2	18.6	4.8
Hispanics	45.7	67.2	31.9
Educational Attainment (%)			
Population ages 25 and older	169,000	77,000	92,000
Less than high school	19.2	34.2	6.7
High school/GED/Some college	45.6	38.8	51.2
Associate's or higher	35.2	27	42.1

Occupational Groups (%)			
Population ages 16 and older	207,000	81,000	126,000
Family-based child-care worker	25.4	35.5	19
Private home-based child-care worker	15.2	18.5	13.1
Teacher assistant	4.3	4.1	4.5
Preschool teacher	20	14	23.8
Center-based child-care worker	31.8	26.6	35.1
Director of programs	3.3	1.3	4.6
Average Annual Earned Income ($)**			
All workers	30,000	29,000	30,000
By occupational group			
Family-based child-care worker	29,000	32,000	27,000
Private home-based child-care worker	27,000	28,000	26,000
Preschool teacher	31,000	30,000	32,000
Center-based child-care worker	25,000	21,000	27,000
Poverty (%)			
Under 100 percent poverty	16.8	21.3	13.9
100-199 percent poverty	23.2	27.3	20.7
200 percent or higher	59.9	51.4	65.4

Notes: *Chinese includes Chinese, Mandarin and Cantonese;
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

This fact sheet is based on analysis of the U.S. Census Bureau's 2011-13 (pooled) American Community Survey (ACS). For definitions and national-level trends, see *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*, www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.

Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

This state fact sheet is a project of the Migration Policy Institute's National Center on Immigrant Integration Policy. For more on the Center, visit: www.migrationpolicy.org/integration.

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Florida: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in Florida

Among the 1,233,000 young children in Florida overall, 48 percent are white, 29 percent are Hispanic, 20 percent are black, and 3 percent are Asian. The top languages spoken in young children's homes are English only (61 percent), followed by Spanish (29 percent), Creole (4 percent), Portuguese (1 percent), and French (1 percent). Young children of immigrants constitute 32 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in Florida grew by 72 percent between 1990 and 2011-13. Today, immigrants make up 26 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 258 percent in the past two decades. The average age of ECEC workers is 39, and an overwhelming majority (96 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in Florida is very diverse, with approximately 48 percent identifying as white, 31 percent as Hispanic, 20 percent as black, and 1 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Sixty-eight percent speak only English, 28 percent speak Spanish, 2 percent Creole, and less than 1 percent Portuguese or Tagalog (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in Florida.

Education, English Proficiency, and Professional Standing

Only 36 percent of Florida's ECEC workers overall have an associate's or higher degree. Seven percent are low educated, with less than a high school diploma. Immigrant ECEC workers are more likely than their native counterparts to be low educated: 14 percent have attained less than a high school diploma, compared with only 4 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (37 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 17 percent of all immigrant workers employed as family-based care workers and 19 percent as private home-based child-care workers (versus 9 percent and 8 percent of natives, respectively). Conversely, only 29 percent of immigrant workers are employed as preschool teachers (compared with 38 percent of natives) and 3 percent as program directors (compared with 8 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 17 percent of the ECEC workforce overall, and 59 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in Florida overall is $23,000, which is equal to the federal poverty level for a family of four. Overall, 15 percent of ECEC workers live in poverty in Florida. Immigrant ECEC workers are more likely to live in poverty than their native counterparts, at 19 percent compared with 14 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

Florida		
Children under 6	**Total**	**Children of Immigrants**
Size	1,233,000	390,000
Immigrant share (%)		31.6
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	60.9	57.6
Language 2	Spanish	English only
Share language 2 (%)	28.7	13.8
Language 3	Creole*	Creole*
Share language 3 (%)	3.9	10.4
Language 4	Portuguese	Portuguese
Share language 4 (%)	0.7	2.1
Language 5	French*	Arabic
Share language 5 (%)	0.7	1.8
Race/Ethnicity* (%)		
Non-Hispanic whites	48.4	19.1
Non-Hispanic blacks	19.6	18.8
Non-Hispanic Asians	2.8	7.1
Hispanics	28.9	54.9

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

Florida			
ECEC Workforce	**Total**	**Immigrants**	**Natives**
Size and Growth			
1990			
ECEC workforce (estimate)	50,000	6,000	44,000
Immigrant share (%)		12.3	
2011-13			
ECEC workforce (estimate)	87,000	22,000	64,000
Immigrant share (%)		25.6	
Percent change: 1990 to 2011-13	72	258.4	45.9
Characteristics in 2011-13			
Average age	39.2	44.4	37.4
Share female (%)	95.7	98	94.9
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	68.3	74.6	87.2
Language 2	Spanish	English only	Spanish
Share language 2 (%)	27.7	13.1	11.5
Language 3	Creole*	Creole*	Creole*
Share language 3 (%)	1.5	4.3	0.5
Language 4	Portuguese	Portuguese	Arabic
Share language 4 (%)	0.5	2.1	0.2
Language 5	Tagalog	Tagalog	Russian*
Share language 5 (%)	0.3	1.1	0.1
English Proficiency			
Share limited English proficient (LEP)	17	59.2	2.5
Race/Ethnicity* (%)			
Non-Hispanic whites	47.8	81.9	61.4
Non-Hispanic blacks	20.1	10	23.5
Non-Hispanic Asians	1.3	4.4	0.2
Hispanics	30.8	77.4	14.8
Educational Attainment (%)			
Population ages 25 and older	68,000	20,000	48,000
Less than high school	7.1	13.7	4.4
High school/GED/Some college	56.8	49.2	60.1
Associate's or higher	36.1	37.2	35.6

Occupational Groups (%)			
Population ages 16 and older	87,000	22,000	64,000
Family-based child-care worker	10.9	16.6	8.9
Private home-based child-care worker	10.9	18.8	8.2
Teacher assistant	5.9	6.3	5.8
Preschool teacher	35.5	29.3	37.6
Center-based child-care worker	30.4	26.1	31.9
Director of programs	6.4	3	7.6
Average Annual Earned Income ($)**			
All workers	23,000	20,000	24,000
Poverty (%)			
Under 100 percent poverty	15.4	18.6	14.3
100-199 percent poverty	26	31.6	24.1
200 percent or higher	58.6	49.8	61.6

Notes: *French includes French and Patois; Russian includes Russian and Ukrainian; Creole includes French or Haitian Creole.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

This fact sheet is based on analysis of the U.S. Census Bureau's 2011-13 (pooled) American Community Survey (ACS). For definitions and national-level trends, see *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*, www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.

Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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Illinois: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in Illinois

Among the 936,000 young children in Illinois overall, 56 percent are white, 23 percent are Hispanic, 16 percent are black, and 5 percent are Asian. The top languages spoken in young children's homes are English only (66 percent), followed by Spanish (22 percent), Polish (2 percent), Arabic (1 percent), and Tagalog (1 percent). Young children of immigrants constitute 28 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in Illinois grew by 71 percent between 1990 and 2011-13. Today, immigrants make up 18 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 305 percent in the past two decades. The average age of ECEC workers is 39, and an overwhelming majority (95 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in Illinois is diverse, with approximately 61 percent identifying as white, 22 percent as black, 14 percent as Hispanic, and 3 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Seventy-eight percent speak only English, 12 percent speak Spanish, 2 percent Polish, and 1 percent Tagalog or French (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in Illinois.

Education, English Proficiency, and Professional Standing

Only 42 percent of ECEC workers in Illinois overall have an associate's or higher degree. Eight percent are low educated, with less than a high school diploma. Immigrant ECEC workers are more likely than their native counterparts to be low educated: 18 percent have attained less than a high school diploma, compared with only 6 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (37 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 29 percent of all immigrant workers employed as family-based care workers and 24 percent as private home-based child-care workers (versus 22 percent and 12 percent of natives, respectively). Conversely, only 14 percent of immigrant workers are employed as preschool teachers (compared with 23 percent of natives) and 1 percent as program directors (compared with over 4 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 9 percent of the ECEC workforce overall, and 49 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in Illinois overall is $26,000, which is only $3,000 higher than the $23,000 federal poverty level for a family of four. Overall, 15 percent of ECEC workers live in poverty in Illinois. Immigrant ECEC workers are slightly less likely to live in poverty than their native counterparts, at 14 percent compared with 15 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

Illinois		
Children under 6	**Total**	**Children of Immigrants**
Size	936,000	262,000
Immigrant share (%)		27.9
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	66.1	56.4
Language 2	Spanish	English only
Share language 2 (%)	22.3	7.7
Language 3	Polish	Polish
Share language 3 (%)	2.1	6.5
Language 4	Arabic	Arabic
Share language 4 (%)	1.1	3.8
Language 5	Tagalog	Tagalog
Share language 5 (%)	0.8	2.6
Race/Ethnicity* (%)		
Non-Hispanic whites	56.3	22.8
Non-Hispanic blacks	16.2	3.3
Non-Hispanic Asians	4.6	15.5
Hispanics	22.7	58.3

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

Illinois			
ECEC Workforce	Total	Immigrants	Natives
Size and Growth			
1990			
ECEC workforce (estimate)	46,000	4,000	43,000
Immigrant share (%)		7.8	
2011-13			
ECEC workforce (estimate)	79,000	15,000	65,000
Immigrant share (%)		18.3	
Percent change: 1990 to 2011-13	71.4	304.5	51.8
Characteristics in 2011-13			
Average age	38.6	42.3	37.8
Share female (%)	95.3	96.2	95.1
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	78.3	42.6	93.6
Language 2	Spanish	Polish	Spanish
Share language 2 (%)	12	10.5	5.2
Language 3	Polish	English only	German*
Share language 3 (%)	2	10.2	0.3
Language 4	Tagalog	Tagalog	French*
Share language 4 (%)	0.9	4.3	0.2
Language 5	French*	Hindi	Italian
Share language 5 (%)	0.6	2.8	0.2
English Proficiency			
Share limited English proficient (LEP)	9.4	48.8	0.5
Race/Ethnicity* (%)			
Non-Hispanic whites	60.8	34.8	66.7
Non-Hispanic blacks	22	6.5	25.5
Non-Hispanic Asians	3.3	15.7	0.5
Hispanics	13.8	42.8	7.3
Educational Attainment (%)			
Population ages 25 and older	63,000	13,000	50,000
Less than high school	8.1	18.1	5.5
High school/GED/Some college	49.4	44.6	50.6
Associate's or higher	42.6	37.3	44

Occupational Groups (%)			
Population ages 16 and older	79,000	15,000	65,000
Family-based child-care worker	23.2	28.7	21.9
Private home-based child-care worker	14.4	23.7	12.3
Teacher assistant	6.1	5.8	6.2
Preschool teacher	21	13.8	22.6
Center-based child-care worker	31.8	27	32.9
Director of programs	3.6	1	4.2
Average Annual Earned Income ($)**			
All workers	26,000	28,000	26,000
Poverty (%)			
Under 100 percent poverty	15.2	14.2	15.4
100-199 percent poverty	21.9	26.2	20.9
200 percent or higher	62.9	59.6	63.7

Notes: * French includes French and Patois; German refers to German and Pennsylvania Dutch.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

This fact sheet is based on analysis of the U.S. Census Bureau's 2011-13 (pooled) American Community Survey (ACS). For definitions and national-level trends, see *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*, www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.

Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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Massachusetts: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in Massachusetts

Among the 424,000 young children in Massachusetts overall, 72 percent are white, 14 percent are Hispanic, 8 percent are black, and 6 percent are Asian. The top languages spoken in young children's homes are English only (64 percent), followed by Spanish (16 percent), Portuguese (5 percent), Creole (2 percent), and Chinese (2 percent). Young children of immigrants constitute 30 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in Massachusetts grew by 66 percent between 1990 and 2011-13. Today, immigrants constitute 20 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 285 percent in the past two decades. The average age of ECEC workers is 39, and an overwhelming majority (96 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in Massachusetts is diverse, with approximately 73 percent identifying as white, 16 percent as Hispanic, 8 percent as black, and 3 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Nearly 74 percent speak only English, 16 percent speak Spanish, 2 percent Portuguese or Creole (each), and 1 percent Chinese.

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in Massachusetts.

Education, English Proficiency, and Professional Standing

Only 48 percent of Massachusetts' ECEC workers overall have an associate's or higher degree. Six percent are low-educated, with less than a high school diploma. Immigrant ECEC workers are more likely than their native counterparts to be low educated: 14 percent have attained less than a high school diploma, compared with only 4 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (32 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 35 percent of all immigrant workers employed as family-based care workers and 20 percent as private home-based child-care workers (versus 16 percent and 13 percent of natives, respectively). Conversely, only 15 percent of immigrant workers are employed as preschool teachers (compared with 33 percent of natives) and 3 percent as program directors (compared with over 5 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 13 percent of the ECEC workforce overall, and 55 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in Massachusetts overall is $32,000, which is only $9,000 higher than the $23,000 federal poverty level for a family of four. Overall, 13 percent of ECEC workers live in poverty in Massachusetts. Immigrant ECEC workers are almost twice as likely to live in poverty as their native counterparts, at 21 percent compared with 11 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

Massachusetts		
Children under 6	**Total**	**Children of Immigrants**
Size	424,000	127,000
Immigrant share (%)		30.0
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	63.7	26.3
Language 2	Spanish	English only
Share language 2 (%)	15.5	14.4
Language 3	Portuguese	Portuguese
Share language 3 (%)	5.1	13.7
Language 4	Creole*	Chinese*
Share language 4 (%)	2.3	6.5
Language 5	Chinese*	Creole*
Share language 5 (%)	2.1	6.1
Race/Ethnicity* (%)		
Non-Hispanic whites	72.1	38.9
Non-Hispanic blacks	7.8	16.3
Non-Hispanic Asians	5.9	20
Hispanics	14.1	24.7

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

Massachusetts			
ECEC Workforce	Total	Immigrants	Natives
Size and Growth			
1990			
ECEC workforce (estimate)	27,000	2,000	25,000
Immigrant share (%)		8.7	
2011-13			
ECEC workforce (estimate)	45,000	9,000	36,000
Immigrant share (%)		20.3	
Percent change: 1990 to 2011-13	65.5	285.3	44.5
Characteristics in 2011-13			
Average age	38.6	43.1	37.5
Share female (%)	95.7	96.6	95.5
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	73.5	47.1	88.7
Language 2	Spanish	English only	Spanish
Share language 2 (%)	15.5	14.1	7.5
Language 3	Portuguese	Portuguese	Creole*
Share language 3 (%)	2.2	8.3	1
Language 4	Creole*	Creole*	Portuguese
Share language 4 (%)	2.2	6.7	0.7
Language 5	Chinese*	Chinese*	Italian
Share language 5 (%)	1.2	5.8	0.6
English Proficiency			
Share limited English proficient (LEP)	12.7	54.9	1.9
Race/Ethnicity* (%)			
Non-Hispanic whites	72.5	24.5	84.8
Non-Hispanic blacks	8.3	16.7	61.3
Non-Hispanic Asians	3	10.9	1
Hispanics	15.8	47.7	7.7
Educational Attainment (%)			
Population ages 25 and older	34,000	8,000	25,000
Less than high school	6.1	13.7	3.6
High school/GED/Some college	45.8	54	43
Associate's or higher	48.1	32.3	53.4

Occupational Groups (%)			
Population ages 16 and older	45,000	9,000	36,000
Family-based child-care worker	19.7	35.2	15.7
Private home-based child-care worker	14.1	19.7	12.7
Teacher assistant	3.4	1.8	3.8
Preschool teacher	29.4	15.3	33
Center-based child-care worker	28.6	25.2	29.4
Director of programs	4.9	2.8	5.4
Average Annual Earned Income ($)**			
All workers	32,000	34,000	31,000
Poverty (%)			
Under 100 percent poverty	12.8	21.1	10.7
100-199 percent poverty	14.8	25	12.2
200 percent or higher	72.4	54	77.1

Notes: *Chinese includes Chinese, Mandarin and Cantonese; Creole includes French or Haitian Creole.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

This fact sheet is based on analysis of the U.S. Census Bureau's 2011-13 (pooled) American Community Survey (ACS). For definitions and national-level trends, see *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*, www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.

Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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Maryland: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in Maryland

Among the 423,000 young children in Maryland overall, 50 percent are white, 32 percent are black, 11 percent are Hispanic, and 6 percent are Asian. The top languages spoken in young children's homes are English only (72 percent), followed by Spanish (12 percent), French (2 percent), Kru (2 percent), or Chinese (1 percent). Young children of immigrants constitute 29 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in Maryland grew by 59 percent between 1990 and 2011-13. Today, immigrants make up 26 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 206 percent in the past two decades. The average age of ECEC workers is 40, and an overwhelming majority (96 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in Maryland is diverse, with approximately 50 percent identifying as white, 30 percent as black, 15 percent as Hispanic, and 5 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Seventy-three percent speak only English, 13 percent speak Spanish, 2 percent speak French, and 1 percent speak Tagalog or Portuguese (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in Maryland.

Education, English Proficiency, and Professional Standing

Only 36 percent of Maryland's ECEC workers overall have an associate's or higher degree. Ten percent are low educated, with less than a high school diploma. Immigrant ECEC workers are significantly more likely than their native counterparts to be low educated: 25 percent have attained less than a high school diploma, compared with only 3 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (32 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 30 percent of all immigrant workers employed as family-based care workers and 28 percent as private home-based child-care workers (versus 23 percent and 10 percent of natives, respectively). Conversely, only 13 percent of immigrant workers are employed as preschool teachers (compared with 24 percent of natives) and 1 percent as program directors (compared with 5 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 9 percent of the ECEC workforce overall, and 49 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in Maryland overall is $28,000, which is only $5,000 higher than the $23,000 federal poverty level for a family of four. Overall, 12 percent of ECEC workers live in poverty in Maryland. Immigrant ECEC workers are more likely to live in poverty than their native counterparts, at 16 percent compared with 11 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

Maryland		
Children under 6	**Total**	**Children of Immigrants**
Size	423,000	121,000
Immigrant share (%)		28.5
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	71.9	33.6
Language 2	Spanish	English only
Share language 2 (%)	12.2	18
Language 3	French*	French*
Share language 3 (%)	2.1	6.1
Language 4	Kru	Kru
Share language 4 (%)	1.6	5.4
Language 5	Chinese*	Chinese*
Share language 5 (%)	1.1	3.8
Race/Ethnicity* (%)		
Non-Hispanic whites	50.4	19.4
Non-Hispanic blacks	32.4	24.6
Non-Hispanic Asians	6.1	23.1
Hispanics	10.7	32.8

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

Maryland			
ECEC Workforce	**Total**	**Immigrants**	**Natives**
Size and Growth			
1990			
ECEC workforce (estimate)	27,000	4,000	23,000
Immigrant share (%)		13.7	
2011-13			
ECEC workforce (estimate)	43,000	11,000	31,000
Immigrant share (%)		26.2	
Percent change: 1990 to 2011-13	59.2	205.6	36.1
Characteristics in 2011-13			
Average age	40.3	43.8	39.1
Share female (%)	96.4	98.4	95.6
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	76.2	41.3	95.5
Language 2	Spanish	English only	Spanish
Share language 2 (%)	13	22	2.9
Language 3	French*	Tagalog	French*
Share language 3 (%)	1.5	5.3	0.8
Language 4	Tagalog	French*	Chinese*
Share language 4 (%)	1.4	3.4	0.2
Language 5	Portuguese	Portuguese	Italian
Share language 5 (%)	0.9	3.4	0.2
English Proficiency			
Share limited English proficient (LEP)	9.4	48.8	0.5
Race/Ethnicity* (%)			
Non-Hispanic whites	49.6	16.2	61.5
Non-Hispanic blacks	30.1	17.6	34.5
Non-Hispanic Asians	5.4	19.3	0.4
Hispanics	15	46.9	3.6
Educational Attainment (%)			
Population ages 25 and older	33,000	10,000	23,000
Less than high school	9.8	24.9	3.2
High school/GED/Some college	54.5	43.5	59.2
Associate's or higher	35.7	31.6	37.6

Occupational Groups (%)			
Population ages 16 and older	43,000	11,000	31,000
Family-based child-care worker	24.5	29.7	22.7
Private home-based child-care worker	14.4	28.1	9.5
Teacher assistant	4.9	3.1	5.5
Preschool teacher	20.9	13.1	23.7
Center-based child-care worker	31.6	25.3	33.9
Director of programs	3.7	0.7	4.8
Average Annual Earned Income ($)**			
All workers	28,000	27,000	28,000
Poverty (%)			
Under 100 percent poverty	12.8	21.1	10.7
100-199 percent poverty	14.8	25	12.2
200 percent or higher	72.4	54	77.1

Notes: *Chinese includes Chinese, Mandarin and Cantonese; French includes French and Patois.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

This fact sheet is based on analysis of the U.S. Census Bureau's 2011-13 (pooled) American Community Survey (ACS). For definitions and national-level trends, see *Immigrant and Refugee Workers in the Early Childhood Field:Taking a Closer Look*, www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.

Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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New Jersey: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in New Jersey

Among the 621,000 young children in New Jersey overall, 55 percent are white, 22 percent are Hispanic, 14 percent are black, and 9 percent are Asian. The top languages spoken in young children's homes are English only (55 percent), followed by Spanish (25 percent) and Chinese, Hindi, or Portuguese (1 percent each). Young children of immigrants constitute 39 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in New Jersey grew by 110 percent between 1990 and 2011-13. Today, immigrants make up 27 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 329 percent in the past two decades. The average age of ECEC workers is 40, and an overwhelming majority (95 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in New Jersey is diverse, with approximately 56 percent identifying as white, 22 percent as Hispanic, 16 percent as black, and 5 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Sixty-six percent speak only English, 20 percent speak Spanish, 2 percent Portuguese, and less than 1 percent Tagalog or Italian (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in New Jersey.

Education, English Proficiency, and Professional Standing

Forty percent of New Jersey's ECEC workers overall have an associate's or higher degree. Nine percent are low educated, with less than a high school diploma. Immigrant ECEC workers are significantly more likely than their native counterparts to be low educated: 19 percent have attained less than a high school diploma, compared with only 4 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (33 percent) holds an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 27 percent of all immigrant workers employed as family-based care workers and 18 percent as private home-based child-care workers (versus 11 percent and 7 percent of natives, respectively). Conversely, only 14 percent of immigrant workers are employed as preschool teachers (compared with 30 percent of natives) and 2 percent as program directors (compared with 5 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 16 percent of the ECEC workforce overall, and 52 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in New Jersey overall is $29,000, which is only $6,000 higher than the $23,000 federal poverty level for a family of four. Overall, 14 percent of ECEC workers live in poverty in New Jersey. Immigrant ECEC workers are more likely to live in poverty than their native counterparts, at 21 percent compared with 11 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

New Jersey		
Children under 6	**Total**	**Children of Immigrants**
Size	621,000	241,000
Immigrant share (%)		38.8
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	55.2	43.1
Language 2	Spanish	English only
Share language 2 (%)	24.7	12.5
Language 3	Chinese*	Hindi
Share language 3 (%)	1.4	3.6
Language 4	Hindi	Chinese*
Share language 4 (%)	1.4	3.5
Language 5	Portuguese	Arabic
Share language 5 (%)	1.4	3.2
Race/Ethnicity* (%)		
Non-Hispanic whites	54.8	27.1
Non-Hispanic blacks	13.8	10.5
Non-Hispanic Asians	9	24.1
Hispanics	22.2	38.1

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

New Jersey			
ECEC Workforce	Total	Immigrants	Natives
Size and Growth			
1990			
ECEC workforce (estimate)	27,000	4,000	23,000
Immigrant share (%)		13.4	
2011-13			
ECEC workforce (estimate)	56,000	15,000	41,000
Immigrant share (%)		27.4	
Percent change: 1990 to 2011-13	109.7	329	75.7
Characteristics in 2011-13			
Average age	39.4	43.7	37.8
Share female (%)	94.8	97.7	93.7
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	66.3	47.3	85.3
Language 2	Spanish	English only	Spanish
Share language 2 (%)	20.5	16.1	10.4
Language 3	Portuguese	Portuguese	Italian
Share language 3 (%)	1.8	5.5	0.8
Language 4	Tagalog	Tagalog	Arabic
Share language 4 (%)	1.1	3.6	0.6
Language 5	Italian	Gujar	Portuguese
Share language 5 (%)	0.9	2.7	0.4
English Proficiency			
Share limited English proficient (LEP)	15.7	52.1	2
Race/Ethnicity* (%)			
Non-Hispanic whites	56.4	24.1	68.6
Non-Hispanic blacks	16.2	12.1	17.8
Non-Hispanic Asians	5	15.2	1.1
Hispanics	22.1	48.4	12.2
Educational Attainment (%)			
Population ages 25 and older	44,000	14,000	30,000
Less than high school	9	19.2	4.2
High school/GED/Some college	51.2	48.2	52.6
Associate's or higher	39.8	32.6	43.2

Occupational Groups (%)			
Population ages 16 and older	56,000	15,000	41,000
Family-based child-care worker	15.1	26.6	10.8
Private home-based child-care worker	10.1	18.3	7
Teacher assistant	10.9	7.3	12.2
Preschool teacher	25.5	14	29.8
Center-based child-care worker	34.1	31.7	35
Director of programs	4.4	2.1	5.3
Average Annual Earned Income ($)**			
All workers	29,000	26,000	31,000
Poverty (%)			
Under 100 percent poverty	13.6	21.2	10.7
100-199 percent poverty	16.8	22.6	14.6
200 percent or higher	69.6	56.1	74.7

Notes: *Chinese includes Chinese, Mandarin and Cantonese.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

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Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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New York: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in New York

Among the 1,328,000 young children in New York overall, 53 percent are white, 23 percent are Hispanic, 17 percent are black, and 8 percent are Asian. The top languages spoken in young children's homes are English only (58 percent), followed by Spanish (22 percent), Yiddish (3 percent), Chinese (3 percent), and Russian (2 percent). Young children of immigrants constitute 36 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in New York grew by 107 percent between 1990 and 2011-13. Today, immigrants make up 40 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 315 percent in the past two decades. The average age of ECEC workers is 42, and an overwhelming majority (95 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in New York is very diverse, with approximately 46 percent identifying as white, 25 percent as Hispanic, 23 percent as black, and 6 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Sixty-four percent speak only English, 23 percent speak Spanish, 2 percent Chinese, and 1 percent Creole or Yiddish (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in New York.

Education, English Proficiency, and Professional Standing

Only 36 percent of New York's ECEC workers overall have an associate's or higher degree. Sixteen percent are low educated, with less than a high school diploma. Immigrant ECEC workers are significantly more likely than their native counterparts to be low educated: 25 percent have attained less than a high school diploma, compared with only 8 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (43 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 33 percent of all immigrant workers employed as family-based care workers and 22 percent as private home-based child-care workers (versus 19 percent and 10 percent of natives, respectively). Conversely, only 8 percent of immigrant workers are employed as preschool teachers (compared with 20 percent of natives) and 2 percent as program directors (compared with 5 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 20 percent of the ECEC workforce overall, and 46 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in New York overall is $27,000, which is only $4,000 higher than the federal poverty level for a family of four. Overall, 19 percent of ECEC workers live in poverty in New York. Immigrant ECEC workers are more likely to live in poverty than their native counterparts, at 24 percent compared with 16 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

New York		
Children under 6	**Total**	**Children of Immigrants**
Size	1,328,000	480,000
Immigrant share (%)		36.1
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	57.5	37.2
Language 2	Spanish	English only
Share language 2 (%)	21.5	19.3
Language 3	Yiddish	Chinese*
Share language 3 (%)	3	7.1
Language 4	Chinese*	Russian*
Share language 4 (%)	2.8	4
Language 5	Russian*	French*
Share language 5 (%)	1.5	2.9
Race/Ethnicity* (%)		
Non-Hispanic whites	52.5	24.7
Non-Hispanic blacks	16.6	20
Non-Hispanic Asians	7.9	19.7
Hispanics	22.7	35.3

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

New York			
ECEC Workforce	**Total**	**Immigrants**	**Natives**
Size and Growth			
1990			
ECEC workforce (estimate)	68,000	13,000	54,000
Immigrant share (%)		19.8	
2011-13			
ECEC workforce (estimate)	140,000	55,000	85,000
Immigrant share (%)		39.6	
Percent change: 1990 to 2011-13	107.3	315.2	56
Characteristics in 2011-13			
Average age	41.7	44.8	39.7
Share female (%)	94.7	96.5	93.5
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	63.9	42.5	84.4
Language 2	Spanish	English only	Spanish
Share language 2 (%)	23.4	32.6	11
Language 3	Chinese*	Chinese*	Yiddish
Share language 3 (%)	2.2	4.7	1.4
Language 4	Creole*	Creole*	Creole*
Share language 4 (%)	1.3	2.3	0.6
Language 5	Yiddish	Russian*	Italian
Share language 5 (%)	1	1.9	0.6
English Proficiency			
Share limited English proficient (LEP)	19.9	45.9	2.8
Race/Ethnicity* (%)			
Non-Hispanic whites	46	15.3	66.1
Non-Hispanic blacks	22.8	28.4	19.1
Non-Hispanic Asians	5.8	12.8	1.2
Hispanics	25.1	43.1	13.3
Educational Attainment (%)			
Population ages 25 and older	119,000	52,000	66,000
Less than high school	15.5	24.9	8
High school/GED/Some college	48.1	47.6	48.6
Associate's or higher	36.4	27.6	43.4

Occupational Groups (%)			
Population ages 16 and older	140,000	55,000	85,000
Family-based child-care worker	24.8	33.1	19.3
Private home-based child-care worker	14.6	21.7	9.9
Teacher assistant	8.4	4.9	10.7
Preschool teacher	15.4	7.9	20.3
Center-based child-care worker	33.5	30.7	35.3
Director of programs	3.5	1.6	4.7
Average Annual Earned Income ($)**			
All workers	27,000	26,000	28,000
By occupational group			
Family-based child-care worker	23,000	21,000	26,000
Private home-based child-care worker	27,000	30,000	20,000
Preschool teacher	32,000	38,000	30,000
Center-based child-care worker	24,000	24,000	24,000
Poverty (%)			
Under 100 percent poverty	19	24	15.6
100-199 percent poverty	22	25.7	19.5
200 percent or higher	59.1	50.3	64.9

Notes: *Chinese includes Chinese, Mandarin and Cantonese; French includes French and Patois; Russian includes Russian and Ukrainian; Creole includes French or Haitian Creole.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

This fact sheet is based on analysis of the U.S. Census Bureau's 2011-13 (pooled) American Community Survey (ACS). For definitions and national-level trends, see *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*, www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.

Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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Texas: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in Texas

Among the 2,233,000 young children in Texas overall, 48 percent are Hispanic, 36 percent are white, 12 percent are black, and 4 percent are Asian. The top languages spoken in young children's homes are English only (51 percent), followed by Spanish (43 percent), Vietnamese (1 percent), Chinese (1 percent), and Arabic (less than 1 percent). Young children of immigrants constitute 34 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in Texas grew by 64 percent between 1990 and 2011-13. Today, immigrants make up 20 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 247 percent in the past two decades. The average age of ECEC workers is 37, and an overwhelming majority (96 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in Texas is very diverse, with approximately 45 percent identifying as white, 38 percent as Hispanic, 14 percent as black, and 3 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Sixty-six percent speak only English, 30 percent speak Spanish, 1 percent Vietnamese, and less than 1 percent Urdu or Kru (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in Texas.

Education, English Proficiency, and Professional Standing

Only 28 percent of ECEC workers in Texas overall have an associate's or higher degree. Thirteen percent are low educated, with less than a high school diploma. Immigrant ECEC workers are significantly more likely than their native counterparts to be low educated: 30 percent have attained less than a high school diploma, compared with only 7 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (24 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 27 percent of all immigrant workers employed as family-based care workers and 21 percent as private home-based child-care workers (versus 14 percent and 10 percent of natives, respectively). Conversely, only 14 percent of immigrant workers are employed as preschool teachers (compared with 30 percent of natives) and 3 percent as program directors (compared with 7 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 15 percent of the ECEC workforce overall, and 60 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in Texas overall is $22,000, which is $1,000 less than the $23,000 federal poverty level for a family of four. Overall, 18 percent of ECEC workers live in poverty in Texas. Immigrant ECEC workers are more likely to live in poverty than their native counterparts, at 23 percent compared with 17 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

Texas		
Children under 6	**Total**	**Children of Immigrants**
Size	2,233,000	747,000
Immigrant share (%)		33.5
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	51.3	77.5
Language 2	Spanish	English only
Share language 2 (%)	43.2	5.5
Language 3	Vietnamese	Vietnamese
Share language 3 (%)	0.8	2.1
Language 4	Chinese*	Chinese*
Share language 4 (%)	0.6	1.7
Language 5	Arabic	Arabic
Share language 5 (%)	0.4	1.1
Race/Ethnicity* (%)		
Non-Hispanic whites	35.8	8.7
Non-Hispanic blacks	11.8	2.9
Non-Hispanic Asians	4	10.7
Hispanics	48.2	77.6

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

Texas			
ECEC Workforce	Total	Immigrants	Natives
Size and Growth			
1990			
ECEC workforce (estimate)	84,000	8,000	76,000
Immigrant share (%)		9.6	
2011-13			
ECEC workforce (estimate)	138,000	28,000	110,000
Immigrant share (%)		20.2	
Percent change: 1990 to 2011-13	64.2	247.4	44.9
Characteristics in 2011-13			
Average age	37.3	42.2	36.1
Share female (%)	96	98.3	95.4
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	65.7	74	80.3
Language 2	Spanish	English only	Spanish
Share language 2 (%)	30.2	8.2	19.1
Language 3	Vietnamese	Vietnamese	Greek
Share language 3 (%)	0.6	2.7	0.1
Language 4	Urdu	Urdu	Arabic
Share language 4 (%)	0.4	1.8	0.1
Language 5	Kru	Kru	German*
Share language 5 (%)	0.3	1.3	0.1
English Proficiency			
Share limited English proficient (LEP)	14.8	60.1	3.3
Race/Ethnicity* (%)			
Non-Hispanic whites	44.8	8.5	54
Non-Hispanic blacks	13.9	4.1	16.3
Non-Hispanic Asians	3	12.4	0.7
Hispanics	38.2	75.1	28.8
Educational Attainment (%)			
Population ages 25 and older	102,000	25,000	77,000
Less than high school	12.9	29.8	7.4
High school/GED/Some college	58.9	46	63
Associate's or higher	28.3	24.2	29.6

Occupational Groups (%)			
Population ages 16 and older	138,000	28,000	110,000
Family-based child-care worker	16.4	27.3	13.6
Private home-based child-care worker	12.5	21.6	10.1
Teacher assistant	4.3	4.2	4.3
Preschool teacher	26.6	13.8	29.8
Center-based child-care worker	34.3	30.1	35.4
Director of programs	5.9	3	6.7
Average Annual Earned Income ($)**			
All workers	22,000	21,000	22,000
Poverty (%)			
Under 100 percent poverty	17.7	22.7	16.5
100-199 percent poverty	25.5	33.5	23.4
200 percent or higher	56.8	43.8	60.1

Notes: *Chinese includes Chinese, Mandarin and Cantonese; German refers to German and Pennsylvania Dutch.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

This fact sheet is based on analysis of the U.S. Census Bureau's 2011-13 (pooled) American Community Survey (ACS). For definitions and national-level trends, see *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*, www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.

Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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Virginia: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in Virginia

Among the 593,000 young children in Virginia overall, 61 percent are white, 22 percent are black, 11 percent are Hispanic, and 7 percent are Asian. The top languages spoken in young children's homes are English only (75 percent), followed by Spanish (12 percent) and Arabic, French, or Vietnamese (1 percent each). Young children of immigrants constitute 23 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in Virginia grew by 50 percent between 1990 and 2011-13. Today, immigrants make up 26 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by 286 percent in the past two decades. The average age of ECEC workers is 38, and an overwhelming majority (95 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in Virginia is diverse, with approximately 55 percent identifying as white, 21 percent as black, 17 percent as Hispanic, and 7 percent as Asian. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Seventy-three percent speak only English, 15 percent speak Spanish, and 1 percent speak Tagalog, German, or Urdu (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in Virginia.

Education, English Proficiency, and Professional Standing

Forty percent of Virginia's ECEC workers overall have an associate's or higher degree. Ten percent are low educated, with less than a high school diploma. Immigrant ECEC workers are significantly more likely than their native counterparts to be low educated: 22 percent have attained less than a high school diploma, compared with only 6 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (40 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 21 percent of all immigrant workers employed as family-based care workers and 24 percent as private home-based child-care workers (versus 20 percent and 11 percent of natives, respectively). Conversely, only 18 percent of immigrant workers are employed as preschool teachers (compared with 28 percent of natives) and 2 percent as program directors (compared with 6 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 14 percent of the ECEC workforce overall, and 51 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in Virginia overall is $28,000, which is only $5,000 higher than the $23,000 federal poverty level for a family of four. Overall, 17 percent of ECEC workers live in poverty in Virginia. Immigrant ECEC workers are more likely to live in poverty than their native counterparts, at 21 percent compared with 16 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

Virginia		
Children under 6	**Total**	**Children of Immigrants**
Size	593,000	137,000
Immigrant share (%)		23.1
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	75.4	37.9
Language 2	Spanish	English only
Share language 2 (%)	12	13.4
Language 3	Arabic	Arabic
Share language 3 (%)	1.1	4.4
Language 4	French*	Vietnamese
Share language 4 (%)	0.8	3.3
Language 5	Vietnamese	Urdu
Share language 5 (%)	0.8	3.2
Race/Ethnicity* (%)		
Non-Hispanic whites	60.5	26.3
Non-Hispanic blacks	21.9	10.9
Non-Hispanic Asians	6.5	28.3
Hispanics	10.8	34.4

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

Virginia			
ECEC Workforce	Total	Immigrants	Natives
Size and Growth			
1990			
ECEC workforce (estimate)	35,000	3,000	31,000
Immigrant share (%)		9.9	
2011-13			
ECEC workforce (estimate)	52,000	13,000	39,000
Immigrant share (%)		25.6	
Percent change: 1990 to 2011-13	49.8	286.2	23.7
Characteristics in 2011-13			
Average age	37.6	38.6	37.2
Share female (%)	95.1	98.4	94
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	72.7	47.6	93.4
Language 2	Spanish	English only	Spanish
Share language 2 (%)	15.1	12.7	4
Language 3	Tagalog	Tagalog	Arabic
Share language 3 (%)	1.3	5.1	0.4
Language 4	German*	German*	French*
Share language 4 (%)	1.1	3.7	0.3
Language 5	Urdu	Persian, Iranian, Farsi	Vietnamese
Share language 5 (%)	0.8	3	0.2
English Proficiency			
Share limited English proficient (LEP)	13.7	51.3	0.8
Race/Ethnicity* (%)			
Non-Hispanic whites	55.1	21.7	66.6
Non-Hispanic blacks	21.1	5.2	26.5
Non-Hispanic Asians	6.8	22.6	1.4
Hispanics	16.5	50.2	4.9
Educational Attainment (%)			
Population ages 25 and older	39,000	11,000	28,000
Less than high school	10.3	22.1	5.6
High school/GED/Some college	50.3	38	55.2
Associate's or higher	39.4	39.9	39.2

Occupational Groups (%)			
Population ages 16 and older	52,000	13,000	39,000
Family-based child-care worker	20.5	21.2	20.2
Private home-based child-care worker	14.6	23.8	11.4
Teacher assistant	5.1	4.1	5.5
Preschool teacher	25.9	18	28.7
Center-based child-care worker	29.3	30.6	28.8
Director of programs	4.7	2.3	5.5
Average Annual Earned Income ($)**			
All workers	28,000	27,000	28,000
Poverty (%)			
Under 100 percent poverty	16.7	20.9	15.2
100-199 percent poverty	16.1	17.5	15.6
200 percent or higher	67.2	61.6	69.2

Notes: * French includes French and Patois; German refers to German and Pennsylvania Dutch.
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

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Limited English Proficient (LEP) status applies to persons who reported speaking English less than "very well" in the ACS.

The 2012 federal poverty threshold for a family of four with two children under age 18 was $23,283 and for an unrelated individual, $11,720. See U.S. Census Bureau, "Poverty Thresholds for 2012 by Size of Family and Number of Related Children under 18 Years," accessed April 3, 2015, www.census.gov/hhes/www/poverty/data/threshld/.

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Washington State: Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC)

Young Children under 6 in Washington

Among the 508,000 young children in Washington State overall, 68 percent are white, 18 percent are Hispanic, 8 percent are Asian, and 4 percent are black. The top languages spoken in young children's homes are English only (68 percent), followed by Spanish (18 percent), Russian (2 percent), Chinese (1 percent), and Tagalog (1 percent). Young children of immigrants constitute 29 percent of all children ages 5 and under in the state. The young child population's ethnic, racial, and linguistic diversity calls attention to the need for increased cultural and linguistic competence in the early childhood workforce in order to effectively serve these children and their families.

ECEC Workforce

The early childhood education and care (ECEC) workforce in Washington State grew by 48 percent between 1990 and 2011-13. Today, immigrants make up 20 percent of the overall ECEC workforce, and the foreign-born ECEC workforce alone has grown by an overwhelming 439 percent in the past two decades. The average age of ECEC workers is 37, and an overwhelming majority (96 percent) is female.

Cultural and Linguistic Diversity

The ECEC workforce in Washington is diverse, with approximately 72 percent identifying as white, 14 percent as Hispanic, 8 percent as Asian, and 5 percent as black. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Nearly 75 percent speak only English, 11 percent speak Spanish, 3 percent Russian, and 1 percent Tagalog or Chinese (each).

Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in Washington.

Education, English Proficiency, and Professional Standing

Only 38 percent of Washington's ECEC workers overall have an associate's or higher degree. Nine percent are low educated, with less than a high school diploma. Immigrant ECEC workers are more likely than their native counterparts to be low educated: 19 percent have attained less than a high school diploma, compared with only 6 percent of natives. On the other hand, a significant proportion of immigrant ECEC workers (31 percent) hold an associate's or higher degree.

Immigrants tend to be concentrated in lower-paying sectors of the workforce, with 36 percent of all immigrant workers employed as family-based care workers and 19 percent as private home-based child-care workers (versus 19 percent and 13 percent of natives, respectively). Conversely, only 14 percent of immigrant workers are employed as preschool teachers (compared with 24 percent of natives) and 1 percent as program directors (compared with almost 5 percent of natives). These data raise concerns about potential barriers to advancement for immigrant workers.

One such barrier to advancement may be the issue of limited English proficiency: 10 percent of the ECEC workforce overall, and 45 percent of immigrant ECEC workers, are classified as LEP.

Wages and Income

The average annual income for ECEC workers in Washington overall is $26,000, which is only $3,000 higher than the $23,000 federal poverty level for a family of four. Overall, 16 percent of ECEC workers live in poverty in Washington. Immigrant ECEC workers are more likely to live in poverty than their native counterparts, at 23 percent compared with 15 percent of natives.

Number, Race and Ethnicity, and Top 5 Languages Spoken for All Children and Children of Immigrants under Age 6

Washington		
Children under 6	**Total**	**Children of Immigrants**
Size	508,000	145,000
Immigrant share (%)		28.5
Top 5 Languages Spoken at Home		
Language 1	English only	Spanish
Share language 1 (%)	67.5	44.1
Language 2	Spanish	English only
Share language 2 (%)	17.8	11
Language 3	Russian*	Russian*
Share language 3 (%)	2.3	8
Language 4	Chinese*	Chinese*
Share language 4 (%)	1.4	4.4
Language 5	Tagalog	Vietnamese
Share language 5 (%)	1.1	3.4
Race/Ethnicity* (%)		
Non-Hispanic whites	68.3	28.5
Non-Hispanic blacks	3.8	4.9
Non-Hispanic Asians	8.4	25.6
Hispanics	18	40.6

Size, Growth, and Key Characteristics of the Total, Immigrant, and Native ECEC Workforce

Washington			
ECEC Workforce	Total	Immigrants	Natives
Size and Growth			
1990			
ECEC workforce (estimate)	28,000	2,000	26,000
Immigrant share (%)		5.5	
2011-13			
ECEC workforce (estimate)	41,000	8,000	33,000
Immigrant share (%)		20.1	
Percent change: 1990 to 2011-13	47.7	438.6	24.8
Characteristics in 2011-13			
Average age	37	39.2	36.4
Share female (%)	95.6	98.4	94.9
Top 5 Languages Spoken			
Language 1	English only	Spanish	English only
Share language 1 (%)	74.9	26.9	91
Language 2	Spanish	Russian*	Spanish
Share language 2 (%)	10.8	14.1	6.8
Language 3	Russian*	English only	German*
Share language 3 (%)	3.1	10.9	0.6
Language 4	Tagalog	Tagalog	Russian*
Share language 4 (%)	1.4	6	0.4
Language 5	Chinese*	Chinese*	Tagalog
Share language 5 (%)	1.1	5.4	0.3
English Proficiency			
Share limited English proficient (LEP)	9.7	44.5	0.9
Race/Ethnicity* (%)			
Non-Hispanic whites	72.2	34	81.8
Non-Hispanic blacks	5.1	7.8	4.4
Non-Hispanic Asians	7.8	30.5	2.1
Hispanics	13.5	27.6	9.9
Educational Attainment (%)			
Population ages 25 and older	30,000	7,000	23,000
Less than high school	8.6	18.8	5.8
High school/GED/Some college	53.9	50.4	54.9
Associate's or higher	37.5	30.8	39.4

Occupational Groups (%)			
Population ages 16 and older	41,000	8,000	33,000
Family-based child-care worker	18.7	18.6	18.7
Private home-based child-care worker	19.6	16.9	20.3
Teacher assistant	3.2	5.6	2.6
Preschool teacher	21.6	19.8	22.1
Center-based child-care worker	32.6	38	31.2
Director of programs	4.3	1.1	5.1
Average Annual Earned Income ($)**			
All workers	26,000	24,000	27,000
Poverty (%)			
Under 100 percent poverty	16.4	23	14.7
100-199 percent poverty	21.5	23.7	21
200 percent or higher	62.1	53.4	64.4

Notes: *Chinese includes Chinese, Mandarin and Cantonese; Russian includes Russian and Ukrainian; German refers to German and Pennsylvania Dutch..
* Other race is not included due to small numbers
** Workers who worked full time year around and earned at least 1 dollar in previous year

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www.migrationpolicy.org

1400 16th Street NW
Suite 300
Washington, DC 20036

Tel: 001 202-266-1940
Fax: 001 202-266-1900