Children of Immigrants within a Cradle to Kindergarten Plan to Combat Inequality in a Shared Future for the United States

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U.S. Children of Immigrants – Key Points

• Rapid growth of foreign-born population in U.S. from 20 million to 43 million between 1990 to 2015
• Children of immigrants growing share of U.S. children (26%) across states
• Children of immigrants more likely to be in low-income families
• Children of immigrants less likely to benefit from early care and education opportunities
Children of Immigrants are a growing share of all U.S. children

Children of Immigrants as a share of all children under age 18

- 1990, 13%
- 2015, 26%
- 1990, 87%
- 2015, 74%

- with only US born parents
- with at least one foreign-born parent
Growth in Children of Immigrants Accounts for only Growth in U.S. Child Population

Chart Title

- with only US born parents
- with at least one foreign-born parent
- total

1990 to 2000:
- with only US born parents: 2,695
- with at least one foreign-born parent: 4,894
- total: 7,589

2000 to 2015:
- with only US born parents: (3,397)
- with at least one foreign-born parent: 4,777
- total: 1,381

1990 to 2015:
- with only US born parents: (702)
- with at least one foreign-born parent: 9,672
- total: 8,970
75% of Immigrants Lived in 6 States, 1900

6 Main Destination States
(73% of Children of Immigrants in 1990 and 62% in 2015)
Population of Children of Immigrants is Growing Rapidly and across the United States

Percent growth 2000 to 2015
Percent growth 1990 to 2000

U.S. 118% 84%
Big Six
NC 692% 570%
GA 533% 526%
AR 467% 460%
TN
NE
NV
Children of Immigrants in the U.S. are More Likely to be in Low-Income Families

Children of immigrants: 24% Poor, 52% Low-income, 42% Low-income working family
Children of natives: 18% Poor, 39% Low-income, 25% Low-income working family

Source: Tabulations from the 2015 American Community Survey.
Note: Poor is family income below the federal poverty level, and low income is family income below twice the federal poverty level. Family income includes income from all sources for the previous 12 months for all members of the family. In "working families," adults worked 1,800 or more hours combined.
Developmental Contexts & Potential Stressors for Children in Immigrant Families

- Parental Resources for investments in children
- Parental work conditions
- Access to lower quality schools and educational instability
- More limited access to some public benefit programs
- Parent-Child Separations - Prolonged and uncertain separations from one or both parents
- Parental/family stress
- Differential Ethnic/Racial Socialization from parents
- Immigration Status
  - Stigma
  - Fear
  - Uncertainty about the future.
Latinos have lower enrollment rates in center-based preschool and rely on public preschool opportunities.
Children of Immigrants in the Context of Wider Disparities and Unequal Early Childhood Opportunities

1. Most children in the U.S. are entering school without the skills they need to thrive.

2. Income gaps in achievement and development are very large and begin early.

3. Income gaps in families’ access to and the quality of early learning opportunities are large and growing.

4. The earliest years are the most promising period for brain and skill development, yet it is when the U.S. invests the least.

5. Greater investments in a cohesive vision of high-quality early childhood interventions can promote improved, more equitable development and give all children a level playing field.
Too many children in the United States are entering school without the skills they need to thrive.

Percentage of students low proficiency in math and literacy, 2010 ECLS-K kindergarten cohort

Source: Bassok & Latham 2016, Based on analysis of 2010 ECLS-K data
While too many children are entering school without the skills they need to thrive, school readiness has increased for all children and narrowed gaps marginally in recent years.

Source: Bassok & Latham 2016, Based on analysis of 2010 ECLS-K data
The educational achievement gap is large, growing, and spans a wide socio-economic gradient.

Source: Reardon (2011)
Much of the gap measured across primary schooling are present at school-entry.

Source: Reardon (2011)
Large disparities by family income in use of early learning programs, especially for youngest children.

Rates of center-based ECE for children ages 0 to 5, by family income and child age, 2011

Source: Chaudry, Morrissey, Weiland, and Yoshikawa (2017)
Children from low-income families experience lower quality in center-based care at age 4.

Source: Chaudry, Morrissey, Weiland, Yoshikawa (2017)
Educational investments in the early years have greatest benefit – but we do too little.

Federal and State/Local Spending on Children, by age

- Ages 0-2: $1,277 (Federal) + $4,138 (State) = $5,415
- Ages 3-5: $4,579 (Federal) + $4,023 (State) = $8,602
- Ages 6-17: $10,430 (State) + $3,723 (State) = $14,153

Source: Edelstein et al. 2013

Average per child annual public expenditure for education in U.S.

Before K: $1,350
K-12: $12,400

Source: Kena et al. 2016
In many countries with advanced economies, nearly all children receive a public education starting at age three.

Source: OECD Social Expenditure Database (Data for Chart PF3.2F)
Note: Total expenditures include child care and pre-primary education expenditures
Average cognitive and achievement skill impact at the end of preschool program treatment.

Source: Magnuson & Duncan, 2016, The Russell Sage Foundation Journal of the Social Sciences
Cradle to Kindergarten: A new plan for early childhood that gives all children a fair shot.

- **Paid parental leave** as social insurance for children and working parents.
- Reliable **guarantee of child care assistance** for working families to assure all children can access good, stable early care and learning opportunities.
- **Universal early education** that starts at age 3.
- **Re-imagine Head Start** to begin early and provide continuous development services to the most vulnerable children until school entry.
# Paid Parental Leave

## Current Context
- FMLA provides up to 12 weeks of unpaid leave at the birth of a child.
  - Only 60% of workers are eligible.
  - Far fewer can afford to take unpaid time when facing added costs of a new baby.
- The U.S. is just 1 of 2 among 170 countries with no guarantee of paid leave.
- A few states have established paid leave programs (California, New Jersey, Rhode Island, New York in 2018, Washington in 2020).

## Our Proposal
- Paid parental leave to guarantee families with working parents 12 to 16 weeks per family of partially paid, job-protected leave at birth or adoption of a child.
  - Families decide how to split weeks of leave with bonus if both parents take some.
  - Parents get a % of their wages during the weeks each is on leave, up to a maximum benefit.
  - Social insurance administered through Social Security system.
  - Being born and having a child are common experiences like old-age or disability.
## Affordable High-Quality Care and Education

<table>
<thead>
<tr>
<th>Current Context</th>
<th>Our Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good child care is expensive and hard to find.</td>
<td>• “Assurance” subsidies to support high-quality care and education for low- and moderate-income working families with children birth-5.</td>
</tr>
<tr>
<td>• Families with children under 5 spend 11% of incomes on child care.</td>
<td>• Family incomes below 250% FPL, state option to go to 400% FPL.</td>
</tr>
<tr>
<td>• Families with incomes below 200% FPL spend 22%.</td>
<td>• Family co-payments on sliding scale (3-10% of income).</td>
</tr>
<tr>
<td>• 15% of eligible families with children receive subsidies through Federal and State CCDF funding</td>
<td>• Subsidies adequate to pay for quality.</td>
</tr>
<tr>
<td>• Subsidy programs vary by state and are complex.</td>
<td>• Only licensed care eligible for subsidies.</td>
</tr>
<tr>
<td>• Child care tax credits provide minimal benefits (max $600) and are not refundable.</td>
<td>• Increased, refundable child care tax credit</td>
</tr>
<tr>
<td></td>
<td>• % of paid costs for all types of paid care.</td>
</tr>
<tr>
<td></td>
<td>• Maximum benefit increased to $3000 (1 child).</td>
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</tbody>
</table>
## Universal Early Education

<table>
<thead>
<tr>
<th>Current Context</th>
<th>Our Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Piecemeal system.</td>
<td>• High-quality universal preschool for children aged 3 and 4.</td>
</tr>
<tr>
<td>• A few states and cities have universal programs for 4 year olds, and some states have none.</td>
<td>• Developmentally focused curricula and professional development.</td>
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<td>• Fewer public programs for 3 year olds.</td>
<td>• Consistent and transparent quality standards and measurement.</td>
</tr>
<tr>
<td>• Variation across many dimensions (governance, location, hours, workforce, quality assessment) in what exists across states.</td>
<td>• Full school-day and longer school year, with wrap-around care options to meet family needs.</td>
</tr>
<tr>
<td></td>
<td>• Mixed auspice (in schools and community centers).</td>
</tr>
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<td></td>
<td>• Alignment with K-3 education.</td>
</tr>
</tbody>
</table>
## A New Head Start Begins at (or before) Birth

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<thead>
<tr>
<th>Current Context</th>
<th>Our Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Beneficial program aimed at most disadvantaged, but serves fraction of eligible</td>
<td>• Target the most vulnerable young children starting before or at birth:</td>
</tr>
<tr>
<td>• ~40% in Head Start</td>
<td>• Communities of concentrated poverty.</td>
</tr>
<tr>
<td>• ~4% in Early Head Start</td>
<td>• Poor families and those facing adverse circumstances (e.g., foster care).</td>
</tr>
<tr>
<td>• What happens in the context of universal preschool?</td>
<td>• Integrate center-based early learning with home visiting and other</td>
</tr>
<tr>
<td></td>
<td>comprehensive services.</td>
</tr>
<tr>
<td></td>
<td>• Head Start centers as hubs to link with child health and other service</td>
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<tr>
<td></td>
<td>providers (e.g., WIC, Medicaid/CHIP).</td>
</tr>
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<td></td>
<td>• Generate innovations in birth to 3 services and test program elements to</td>
</tr>
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<td></td>
<td>further improve systems.</td>
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</tbody>
</table>
A 10-year investment plan

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost at full implementation (in billions)</th>
<th>Existing Funding (in billions)</th>
<th>New Investments (in billions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid parental leave</td>
<td>$19.0</td>
<td>Few state programs and private employers</td>
<td>$19.0</td>
</tr>
<tr>
<td>Child Care Assurance</td>
<td>$30.2</td>
<td>$13.9</td>
<td>$16.3</td>
</tr>
<tr>
<td>Child &amp; Dependent Care Tax Credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Universal Preschool for 3 and 4 year-olds</td>
<td>$33.0</td>
<td>$6.2 (states)</td>
<td>$26.8</td>
</tr>
<tr>
<td>A New Head Start for Infants and Toddlers</td>
<td>$17.2</td>
<td>$9.0</td>
<td>$8.2</td>
</tr>
<tr>
<td>Total New Public Investments (federal and state)</td>
<td></td>
<td></td>
<td>$70.3</td>
</tr>
</tbody>
</table>
U.S. lags nearly all nations with advanced economies in spending on early childhood care and education.

Public spending on early childhood care and education as a % of GDP, 2013 and latest available

Source: OECD Social Expenditure Database (3.1A)
Note: Total expenditures include child care and pre-primary education expenditures
Conclusions

• Coordinated investments to develop early childhood services infrastructure from birth to 5.
  • Builds on the evidence of what works to support children’s development.
  • Invests both in broader access to all children and higher-quality services.
  • Flexible for family needs; promotes parent choice.
  • Economic support when families bear the greatest financial strain of raising children, and when children are most vulnerable to disadvantage.
• Shared federal, state, and family responsibility.
Extra slides
## A 10-year investment plan

<table>
<thead>
<tr>
<th>Program</th>
<th>Existing Funding &amp; Service Levels</th>
<th>Cradle to Kindergarten Funding &amp; Service Levels</th>
<th>New Investments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Funding (in billions)</td>
<td>Number Served (annually)</td>
<td>Funding (in billions)</td>
</tr>
<tr>
<td>Public paid parental leave</td>
<td>$0.9</td>
<td>~330,000 (8% of newborns in US)</td>
<td>$19.0</td>
</tr>
<tr>
<td>Child Care Subsidies/Assurance</td>
<td>$13.9</td>
<td>~730,000</td>
<td>$30.2</td>
</tr>
<tr>
<td>Child &amp; Dependent Care Tax Credit</td>
<td>$6.2 (states)</td>
<td>1,050,000* (13% of 3 &amp; 4 year olds)</td>
<td>$33.0</td>
</tr>
<tr>
<td>State or Local Public Preschool for 3 and 4 year-olds</td>
<td>$6.2 (states)</td>
<td>1,050,000* (13% of 3 &amp; 4 year olds)</td>
<td>$33.0</td>
</tr>
<tr>
<td>A New Head Start for Infants and Toddlers</td>
<td>$9.0</td>
<td>960,000 (5% of birth to 5 in US)</td>
<td>$17.2</td>
</tr>
<tr>
<td>Total New Public Investments (federal and state)</td>
<td>$30.0</td>
<td>2,600,000</td>
<td>$99.4</td>
</tr>
</tbody>
</table>

*Of this number 450,000 children receive Head Start and/or Child Care Subsidy Funding in combination with public preschool funds

^Of this number 700,000 children would receive Head Start and/or Child Care Subsidy Funding in combination with public preschool funds
Too many children in the United States are not entering school ready to learn.

- Half of children in the U.S. are measured as not “school-ready” at kindergarten entry in terms of early literacy, cognitive skills, social and emotional development, and approaches to learning.

- 49 percent measured with low literacy skills and 48 percent with low math skills at KG entry in 2010 ECLS-K (Bassok & Latham 2016)

- Two-thirds of children in low-income families (have incomes in the lowest quintile of the distribution) are significantly more disadvantaged with low literacy and math skills (Bassok & Latham 2016).
Selected school readiness skills for children ages 3 to 6, by parent education.

Source: 2012 (NHES)
Large disparities by family income in use of early learning programs, especially for youngest children.

Rates of center-based ECE for infants and toddlers, by family income and child age, 2011

More recent growth has been in public preschool: narrowing disparities, but only modestly.

Children Ages 3 & 4 in Public & Private Center-based Early Care and Education, by family income quintiles, 1990 & 2013

Source: Chaudry & Datta (2017), based on tabulations from the current population survey, October supplement
Preschool education is norm for families can afford it, widening gaps for children whose families cannot.
Growth in preschool expansions have slowed nationally.

Percentage of 3 & 4 Year Olds Enrolled in Center-Based Preschool (ECE) programs in the U.S., 1964-2013

Public Spending on Early Care and Education, Selected Countries, 1998-2013

Source: Pending
Distribution of Preschool Enrollment for Children Ages 3 and (2015)


*Note*: Among the “not enrolled” in preschool at ages three and four are children in non-parental home-based care providers and some who are in no regular and non parental care.
Private/Public mix of Preschool’s top two funding sources

Source: NSECE center based provider questionnaire (N=129,000 Centers)
Estimated trends in test performance by family income level, age 13.

Source: (Reardon)
Children from low-income families experience lower quality, as well as less access – at age 2

Source: Chaudry, Morrissey, Weiland, Yoshikawa (2017)
Share of Children with Immigrant Parents by State, 2015

Immigration Categories

- **6 Main Destination States** (75% of immigrants in 1990, 67% in 2000)
- **22 New Growth States** (1990-2000 > 91%)
- **Top 10 Growth States** 1990-2000 (135-274%)
Children of Immigrants Account for a Large Percentage of Children in Many States
U.S. Children of Immigrants Have Diverse Origins

16.5 million children of immigrants

Mexico 42%
Central America and Spanish-speaking Caribbean 11%
South America East Asia and Pacific 6%
Southeast Asia 4%
Middle East and South Asia 8%
Europe, Canada, and Australia 11%
Africa 8%

Source: Tabulations from the 2015 American Community Survey.
Children of Immigrants Have Lower Receipt of Public Benefits Nationally (NEEDS TO BE UPDATED)

Source: Urban Institute tabulations from the IPUMS datasets drawn from the 2008 American Community Survey.

Note: The Food Stamp Program was renamed the Supplemental Nutrition Assistance Program (SNAP) in October 2008. SNAP receipt is for anyone in the household for the past 12 months. Income from welfare is for anyone in the family and includes Temporary Assistance for Needy Families and General Assistance payments received during the past 12 months. Supplemental Security Income (SSI) is for anyone in the family received during the past 12 months.
Developmental Contexts & Potential Stressors for Children in Immigrant Families

- Parental Resources for investments in children (Ng et al. 2009; Yoshikawa & Kalil, 2013)
- Access to lower quality schools and educational instability (Crosnoe & Turley, 2011; Han, 2008; Orfield and Lee, 2006; Suarez-Orozco, et. al. 2010)
- More limited access to some public benefit programs
- Parent-Child Separations - Prolonged and uncertain separations from one or both parents (Suárez-Orozco, et. al. 2008)
- Parental/family stress (Yoshikawa & Kalil, 2013)
- Differential Ethnic/Racial Socialization from parents (Lopez, Morin, & Taylor, 2010)

Immigration Status (Suárez-Orozco, Abo-Zena, & Marks)
  - Stigma.
  - Fear
  - Uncertainty about the future.
Developmental Outcomes

Health (Yoshikawa, 2011)

Cognitive (Ortega et al., 2009; Yoshikawa, 2011)
  ◦ Language Development

Socio-Emotional Trajectories
  ◦ Complicated identity formation & Compromised sense of social belonging (Fuligni 2010)

Educational Trajectories (Crosnoe & Turley, 2011; Gandara & Contreras, 2008)
  ◦ Periodic interrupted schooling
  ◦ Truncated higher education

Constricted Labor Market Access (Gonzalez, 2009)

Family Formation
Much of overall employment growth has been by foreign-born workers, 2003-2013

Increase in Employed Persons (in thousands)

- Employed native-born
- Employed foreign-born
- All Employed

- All workers: 2300 (4800), 3900 (4600), 6200 (4600)
- Age 16-44: 200 (4600)
- Employed parents with children: 1600 (3500), 1900 (3500)

Note: Numbers in parentheses indicate decreases.