

1. Descriptive Information

Workshop D1 (Meeting Room)

Changing Demographics and Implications for ECE Research and Service Delivery

Description

The rapidly changing ethnic and linguistic composition of the population of children has significant implications for the ECE field in trying to ensure access and to meet families' demands. This workshop will highlight a few recent research projects exploring how ECE settings and providers reflect and respond to the changing population and to the various needs or preferences (e.g., language experiences, outreach and service approaches) and which public data sources permit related inquiries. The discussion will explore the implications for administrators working to ensure access to subsidies and publicly funded ECE for different populations, PD activities, folks interested in consumer education and QRIS messaging, researchers who are working to understand what is happening, and child care/early education providers trying to meet the changing demands of families in their communities.

Facilitator

- Ann Rivera, OPRE, ACF

Presenters

- Julia Mendez, University of North Carolina-Greensboro
- Julia Gelatt, Urban Institute
- Gina Adams, Urban Institute
- Soojin Oh, University of Washington

Discussant

- Lyn Morland, Center for the Culturally Responsive Practice, Bank Street College of Education

Scribe

- Claire Lowe, Child Trends

2. Documents in Session Folder (Please list any electronic documents or web links used during the session.)

Documents in CCPRC jump drive

- Gelatt CPRC 2015; presentation
- Hispanic Ctr Presentation Template V.2 Mendex & Crosby 2015 CCORC_V3; presentation

3. Brief Summary of Presentations

Introduction to the session

The ethnic and linguistic composition of the children in the U.S. is changing. The following presentations will provide research and new ways of thinking about this change and then explore the implications of the research.

Summary of Presentation #1: Using large-scale data for examining child care utilization and experiences for Hispanic children and families

Some work suggests that Hispanic children are under-represented in ECE setting. This is a complex process of access

Project overview

- The goal of this project was to using existing data to further understand the needs of Hispanics. This includes descriptive elements, aspects of search and decision-making, utilization of ECE, and experiences with ECE.

Data sets were selected based on a series of inclusion criteria. Large-scale data such as this comes with benefits and challenges. Differing data sets can use differential measurement of key constructs and some variables, especially those with particular relevance for Hispanics, may go unmeasured. Further, not all data sets contain the same, comprehensive sets of variables. The current presentation includes ten specific Hispanic data elements.

Utilization

- Two main types of variables were used to analyze utilization of ECE: Characteristics of current arrangements, and retrospective ECE history.

Experiences

- Three main types of variables were used to analyze experiences with ECE: Quality indicators of ECE, parent satisfaction, and coordination with employment, work, and family life.

Key findings

- *Utilization*- There is little data on ECE utilization for Hispanic children as few data sets use these variables. Attendance could be a proxy variable for utilization. Created a chart of utilization data based on each data set
- *Experiences*- Data on parent satisfaction is limited and does not typically include information on satisfaction for infants and toddlers. More measures are present for Age 3 than for younger ages.

Summary

- There are many possibilities to leverage current data with a Hispanic lens. Though current data sets are not designed to address issues of access, utilization, and experience, much can be done with the current data and these are necessary areas of future focus.

Summary of Presentation #2: Immigration and the changing landscape for local service delivery: demographic shifts in cities and neighborhoods

National immigration trends:

- Increasingly, children immigrants are young children and a higher share of kids with a foreign born parent in some states such as California and Texas. However, this distribution is changing quickly some states with few current immigrant populations have some of the highest growth.
- 40% of children immigrants have children immigrants have parents from Mexico, but there are parents from all world regions. With diversity of origin, comes diversity of backgrounds, languages, cultures, and expectations for early childcare.

Examples from cities:

- The number of foreign-born individuals in Raleigh has grown from 2000 to 2011. The Mexican population in particular has grown significantly. IN Texas, there is growth in immigrant populations from around the world.

Example from neighborhoods:

- Archer Heights in Chicago- in 2000, about half of the foreign born were from Poland but now about half are from Mexican. This change is common and has impacts for childcare providers who might be used to serving foreign born from a particular area and now have to adjust to a new cultures. Changing demographics bring challenges for ECE providers. They may have to learn new languages or learn to work with different cultural beliefs. There are different strategies for working with families from different areas of the world depending not only on their culture but also what forms of communication they use.

Strategies to developing responsive service

- Keep up to date about the characteristics and trends of immigrant communities. This includes things such as where people are coming from and what their beliefs are.
- Develop flexible strategies and approaches in ECE that allow for adaptability.
- Centralize dissemination models and resources to support providers as they support immigrant families.

Summary of Presentation #3: Early language exposure to English and Spanish among dual language learners: Variations by context, ethnicity and age

There is an increasing presence of Dual Language Learners (DLL) in ECE programs. This has a large impact on providers however, DLLs are a largely understudied population.

In order to understand the comprehensive experience of DLL, research must focus on language exposure and development, specifically on the variety of language exposures and inputs.

This study aims to understand the *types* of early language exposure, the *hours* of exposure, and if this *varies* by ethnicity. This is a longitudinal study conducted in New York City. The data includes surveys, parent interview, observations, and direct child assessment. There were 212 children from Dominican and Mexican families. At age 2, over half of children primarily spoke Spanish. There were not too many demographic differences between the Dominican and Mexican participants. Years of schooling and years in the U.S. for both mothers and fathers varied between the two groups.

Results

- Mothers and fathers primarily speak Spanish to their children at every age.
- For providers, while Spanish appears to be the dominant language at 2 and 3, English is the dominant type of language at age 4 and 5.
- The amount of English exposure in childcare settings increases with the child's age
- Children of Dominican mothers are experiencing greater exposure to English than Mexican mothers. These differences in ethnicity disappear by age 5.
- Exposure to Spanish decreased as children got older. But among mothers, weekly amount of Spanish exposure was greater for the Dominican group than for the Mexican group at most ages. However, only one difference was observed for fathers.

Key takeaways

- Spanish is the predominant language spoken by adult caregivers, especially at age 2 and 3
- By age 5, Mexican and Dominican families look similar in their language input.
- First generation mothers are increasing English use as their children are entering preschool
- All of this research can help frame bilingualism as a developmental advantage

Discussant Remarks

- It's important to do research on cultural diversity to see differences and then to better serve families. This research is often framed as cultural and linguistic competence or being culturally responsive.
- It is important to work with organizations on this increasing and changing diversity.
- New directions for research
 - Think about new methodologies that will capture more variables and make measures more consistent
 - Implementing and sustaining support for communities
 - Promotion for cultural responsiveness
 - Local innovations and documentation

4. Brief Summary of Discussion

- There is a need to look into data even deeper. This means looking not just at the quantity of dual language use but also at the quality of the language use.
- There were a few clarification questions about specifics of study methodology. There was no time for discussion.

5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)

- Current data sets provide the ability to look at important questions about the Hispanic community and their access, utilization, and experiences with ECE.
- As communities change due to immigration trends, it will be important for ECE providers not only to keep up to date on these trends, but also to develop flexible strategies that allow ECE to adapt for these communities.
- Though use of English is increasing in some communities and with certain age groups, Spanish is still a predominant language in many communities. Bilingualism can be framed as a developmental advantage.