



Para nuestros niños

National Task Force on Early Childhood Education for Hispanics

La Comisión Nacional para la Educación de la Niñez Hispana

The National Task Force on Early Childhood Education for Hispanics September 2006 www.ecehispanic.org

YOUNG HISPANIC CHILDREN'S DEMOGRAPHIC PROFILE

Stay on alert --- The Task Force will release the paper and brief associated with this Update in late October. You will receive an invitation to participate in a teleconference in the weeks to come. Contact amara.andrews@asu.edu for more information.

Hispanic children in immigrant* homes are more likely to live in a two-parent household than White children. Among young white children, 15% live in single parent households.

Interestingly, only 13% of Hispanic immigrant families are single parent households. On the other hand, 32% of Hispanic children in native-born families live in a single parent household. It is important to note that despite the benefits of living in a two-parent household, children of immigrants experience much less academic success than Hispanic children in native homes for many reasons including lower parent education levels and higher rates of poverty.

*An immigrant family includes a family where at least one parent is foreign-born.

Nine out of ten Hispanic children are United States citizens. Although 64% of Hispanic children come from immigrant families, 88% are born in the United States. Interestingly, the proportion of Hispanic children living in an immigrant family varies substantially across the various Hispanic subgroups. Only 27% of Central American children live in immigrant homes, but this percentage escalates considerably for other subgroups. For example, 41% of Dominican, 43% of South American and 64% of Cuban children live in an immigrant home. Moreover, about half of children of Mexican descent live in a household where one parent is foreign-born. While many Hispanic children live in immigrant homes, it is important to emphasize that nearly all young Hispanic children are U.S. citizens by birth.

Almost half of young Hispanic children have parents who did not finish high school compared to just 9% for White children. In the 0-8 age group, almost 46% of Hispanic children had mothers who had not graduated from high school. The most extreme case of low educational attainment is for immigrant parents from Mexico. About 66% of fathers and 64% of mothers from Mexico did not graduate high school. In addition, about 40% of Mexican immigrants completed only eight years of formal education.

Hispanic children are a diverse group of youngsters. In 2000, about 20% of young children ages 0-8 were Hispanic. The U.S. Census Bureau projects that the proportion of these children will increase to about 25% by the year 2030. About 68% of these children are of Mexican

descent. However, the balance of Hispanics are a diverse group - about 9% are Puerto Rican, 7% Central American, 6% South American, 3% Cuban, and 3% Dominican.

Hispanic families are dispersing across the country. The geographic concentration of Hispanics in “immigrant” states has a long history. In 2000, about 50% lived in California and Texas - 32% in California and 19% in Texas. Moreover, in 2000 about four-fifths of young Hispanic children lived in just nine states- California, Texas, New York, Florida, Illinois, Arizona, New Jersey, Colorado and New Mexico. Recently, however, Hispanics have become a substantial presence in many states. In 2004, Hispanic mothers had at least 10% of all infants born in twenty-seven states around the country and the District of Columbia. This statistic signals the growth and dispersion of the population throughout the country.

Implications for the nation

The growth of the Hispanic community in the United States has received a considerable amount of media recognition. This is due to the profound effects that Hispanics are likely to have on important aspects of the wellbeing of the country, such as economic outcomes, civic participation, educational attainment, and competitiveness with other industrialized nations.

Overall, the growth and widespread dispersion of Hispanics across the country can be attributed to rapid immigration and also to births, particularly among immigrants. Significantly, this growth is correlated to a growing number of Hispanics living in poverty and with low levels of parental educational attainment. Given these circumstances, it is not difficult to see that the Hispanic community’s future in the United States is intricately related to the future of America. The main report of the National Task Force on Early Childhood Education for Hispanics, to be released in January, will address this demographic reality and its relationship to school readiness and achievement and make recommendations for action. A brief and paper focusing on demographics will be released next month.

Hernandez, D. (2006). *Young Hispanic children in the U.S.: A demographic portrait based on Census 2000*. National Task Force on Early Childhood Education for Hispanics. New York: Foundation for Child Development.

For more information, visit our website at www.ecehispanic.org. Please forward this information to colleagues and friends interested in the education of our children.