



NATIONAL CENTER ON
IMMIGRANT INTEGRATION POLICY

Effectively Serving Immigrant and Dual Language Learner Families through Home Visiting Programs

Webinar

August 28, 2019



Logistics

- Slides and audio from today's webinar will be available at: <http://www.migrationpolicy.org/events>
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Presenters



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MPI's National Center on Immigrant Integration Policy (NCIIP)

Primary Areas of Work:

- Education and Training:
 - Early Childhood
 - K-16
 - Adult Education and Workforce Development
- Language Access and Other Benefits
- Governance of Integration Policy

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Today's Release



Policy Brief

Leveraging the Potential of Home Visiting Programs to Serve Immigrant and Dual Language Learner Families

By Maki Park and Caitlin Katsiaficas

August 2019

Executive Summary

Home visiting, a two-generation program model that serves young children alongside their caretakers as well as expecting mothers in their homes, has proven to be an effective tool in supporting children's school readiness, health, and socioemotional development. Though such programs have been around for decades, home visiting has gained increased prominence in recent years. Children in immigrant families and households where a language other than English is spoken (known as Dual Language Learners, or DLLs) are important target groups for such early childhood interventions as they are disproportionately likely to face risk factors, such as poverty and low parental education levels, that can negatively affect their wellbeing and long-term outcomes. Yet even as children of immigrants and DLLs make up growing shares of young children in the United States—reaching one in four and nearly one in three, respectively, in 2013–17—research shows that they are underserved by home visiting programs.

Home visiting programs are particularly well placed to promote improved outcomes for children of immigrants and DLLs for several reasons. Due to their mode of delivery (and because they are provided at no cost to families), they can be especially effective in reaching isolated and otherwise hard-to-reach families through regular, planned home visits by trained staff that offer education, resources, and support related to their young children's healthy development. For DLL families specifically, they can encourage parents who speak languages other than English to support their children's home-language development, harnessing their critical role as their children's first teachers to help them reap the benefits of bilingualism. They can also help to address access barriers that immigrant and limited English proficient (LEP) parents might otherwise face as they try to understand and navigate the social service programs and options available to them, and thus empower them to advocate on behalf of their children. And because home visiting programs take a two-generation approach to serve families' needs holistically, they can offer socioemotional and mental health supports that benefit various members of immigrant families who have experienced trauma and other stressors.

However, several barriers can impede immigrant and DLL families' participation in these programs. These can include language barriers as well as a lack of cultural competence among program staff. A scarcity of data related to families' LEP status or country of origin, moreover, means that programs are often unable to target or track immigrant and DLL families' participation and outcomes. As a result, states have no way of determining whether these families are being equitably served by home visiting initiatives, limiting efforts to improve programs' relevance and quality for these populations.

<http://bit.ly/MPIHomeVisiting>

Leveraging the Potential of Home Visiting Programs to Serve Immigrant and Dual Language Learner Families

By Maki Park and Caitlin Katsiaficas

This policy brief examines the characteristics that make children from immigrant families and Dual Language Learners and their families important targets for home visiting programs and the barriers that may hinder their participation. It also highlights opportunities to address them, including by making these groups visible in the federal Maternal, Infant, and Early Childhood Home Visiting program needs assessments, improving program data collection, and strengthening partnerships with community-based organizations.



Young Children in Immigrant Families

Children of immigrants comprise 1 in 4 of all young children ages 0-5 in the U.S.

- An even larger proportion (nearly 1 in 3) are Dual Language Learners (DLLs)***
- Accounted for all net growth since 1990***
- Rapid growth across the nation***
- 96% of immigrant-origin children are U.S. citizens***
- Linguistically diverse families***
- Less likely to be enrolled in pre-K***
- Exposure to trauma, especially for young children in refugee families***



Immigrant parents of young children: Sociodemographic highlights

- *Immigrant parents are disproportionately low income and more likely to lack health insurance*
- *Many immigrant parents of young children have Limited English Proficiency (50%)*
- *Many also have low levels of education (27% have less than a high school degree)*



Home Visiting Programs: A Promising Model to Reach Immigrant Families

- *Reaches immigrant and DLL families “where they are”*
- *Can connect otherwise “hard to reach” families with a range of other critical services: systems navigation*
- *Can promote home language support through the cultivation of parents as first teachers in critical 0-5 age period*
- *Relationship-based model: builds trusting relationships as a foundation for effective, tailored service provision*
- *Opportunity to mitigate maternal and intergenerational trauma and provide mental health supports through trauma-informed approaches*
- *Can provide information about child development and the importance of early childhood services and support long-term parent engagement in children’s education*



Home Visiting Programs: Barriers to Participation

- *DLL and immigrant families are currently underserved by home visiting programs*
 - *Not a targeted or priority population*
- *Scant research on promising practices and approaches*
- *Insufficient data collection*
- *In many cases, immigrant families may be fearful of engaging with services, particularly in today's policy climate*
- *Many programs lack training in cultural/linguistic sensitivity and/or lack home-language capacity*
 - *Parenting is inextricably tied to culture*



Opportunities to Expand High-Quality Home Visiting Services for Immigrant and DLL Families

- ***Make immigrant and DLL families visible in needs assessments***
- ***Improve data collection to inform program improvement efforts – build an understanding of what models and strategies work for diverse families***
- ***Leverage partnerships to reach immigrant families – partner with trusted and knowledgeable cultural brokers in the community***
- ***Prioritize staff diversity (linguistic and cultural competence) and professional development***
- ***Adopt a trauma-informed approach to service provision***



Jamie Colvard



Jamie Colvard
Senior Technical
Assistance
Specialist, Zero
to Three

Jamie Colvard is a Senior Technical Assistance Specialist with the Zero to Three Policy Center, where she supports state and community leaders to develop comprehensive early childhood systems that support young children and their families.

Ms. Colvard's work focuses on issues such as home visiting, early childhood mental health, early care and education, and cross-agency collaboration. Ms. Colvard's technical assistance includes assisting state and community leaders to identify and move infant-toddler priorities; planning and facilitating peer-to-peer learning opportunities such as communities of practice and cross-state meetings; and developing technical assistance (TA) tools and resources. She has experience providing TA through privately and federally funded projects. Prior to joining Zero to Three, Ms. Colvard worked on the program and policy staff at Grantmakers for Children, Youth & Families, and held several managerial positions with a regional law firm located in California. Ms. Colvard earned her MPP from the McCourt School of Public Policy at Georgetown University and her BA from Linfield College. She is located in Portland, Oregon.



ZERO TO THREE
Early connections last a lifetime

Overview of Home Visiting

Migration Policy Institute Webinar: Effectively Serving Immigrant and Dual Language Learner Families through Home Visiting Programs

August 28, 2019

Jamie Colvard, Senior Technical Assistance Specialist



HOME VISITING

Supporting Parents and Child Development



A knock on the front door can bring parents the support they need to nurture their young child's healthy development. Home visiting reaches families where they live by delivering parent support and child development services directly to the home environment.

Developmental Screenings

Information on child development and early learning

Social Support

Referrals to ancillary community services



Linkages for enrollment in public benefits

Learn more: www.zerotothree.org/homevisiting

Citation: Adapted from Deanna S. Gomby, *Home Visitation in 2005: Outcomes for Children and Parents*. Invest in Kids Working Paper No. 7. Committee for Economic Development, Invest in Kids Working Group, 2005. www.ced.org.





Benefits of Home Visiting

- Depending on the model implemented, research has shown that high quality, voluntary home visiting programs can:
 - Increase children's school readiness
 - Enhance parents' abilities to support their children's overall development
 - Improve child health and development
 - Improve family economic self-sufficiency
 - Improve maternal health outcomes
 - Reduce child abuse and neglect
- They can also produce a substantial return on investment – up to \$1.80 to \$5.70 per dollar invested
- And yet, it is estimated that less than 2% of families with infants and toddlers who could benefit from home visiting are receiving home visiting services



History of Home Visiting

- Home visiting is not a new concept – popular delivery mechanism for over 100 years
 - Growth of locally-developed programs to meet specific community needs
 - Establishment of some of the most commonly known evidence-based models in the 70s, 80s, and 90s
- This paves the way for new federal investments in home visiting
 - 2009 – Establishment of the Home Visiting Evidence of Effectiveness (HomVEE)
 - 2010 – Creation of the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV)
 - Includes a 3% set-aside for the Tribal Home Visiting Program
 - Congress reauthorized funding in 2015 (through 2017) and again in 2018 (for 5 more years)
- Some states, communities, and private funders have also invested in home visiting



Emerging Issues and Considerations

- States have leveraged MIECHV to strengthen systems, such as:
 - Central intake and referral
 - Data systems
 - Professional development
- States are increasingly thinking about a full continuum of home visiting that includes universal and targeted home visiting
- Tribal grantees have implemented cultural enrichments, enhancements, and adaptations





Additional Resources

- *The Research Case for Home Visiting* – <https://www.zerotothree.org/resources/144-the-research-case-for-home-visiting>
- Tribal Home Visiting Website – <https://www.acf.hhs.gov/ecd/home-visiting/tribal-home-visiting>
 - *Cultural Enrichments, Enhancements, and Adaptations of Tribal Home Visiting Programs*
 - *Culture, Collaboration, and Innovation: How Tribal Home Visiting Programs Are Working to Improve Outcomes for Children, Families, and Communities*
- *2018 Home Visiting Yearbook*, National Home Visiting Resource Center, 2018 – <https://nhvrc.org/yearbook/>
- <https://www.zerotothree.org/policy-and-advocacy/home-visiting>

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Pamela Williams



Pamela Williams
Washington State
Program Director,
ParentChild+

Pamela Williams currently serves as the ParentChild+ Washington State Program Director and supports a diverse group of organizations statewide implementing the ParentChild+ core and family child-care models. She trains newly hired site coordinators, monitors sites to ensure model fidelity, and supports new program site development. Ms. Williams is also a member of the Home Visiting Services Account HUB team within Washington.

Ms. Williams is a Pennsylvania native and before moving to Washington State worked for more than 20 years in the field of family literacy. She was the Family Literacy Program Manager for the School District of Philadelphia's Office of Early Childhood where she managed ParentChild+ in Philadelphia for 9 years and the Even Start Family Literacy Program for more than 10 years. She had a successful career helping to expand family literacy services (ABE & ESL services, Parenting Education and Home Visiting Services) to support low-income, low literacy, and ELL families with young children.

Ms. Williams holds a BA from Temple University and a MS from Drexel University. She has served as a board member of the World Organization for Early Childhood Education, has presented at conferences on home visitor safety, and served on several advisory committees.

ParentChild+

Equal Possibilities from the Start

**Webinar: Effectively Serving Immigrant
and Dual Language Learner Families
through Home Visiting Programs**

August 28, 2019





**Our purpose at ParentChild+ is
to be agents of social equity.**

We intervene early in life and put
vulnerable toddlers and their parents
on a path to possibility.

Since 1965, ParentChild+, formerly known as Parent-Child Home Program or PCHP, has been providing under-resourced families with the necessary skills and tools to help their children thrive in school and life.



ParentChild+

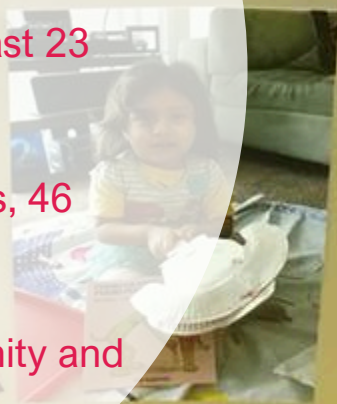


Design

1-on-1 modeling of reading and play activities with parent and child together

Design

- Two program cycles
- Each program cycle is at least 23 weeks
- Families receive at least 92 visits, 46 educational books and toys
- Connections to diverse community and educational resources.



PARENT-CHILD HOME PROGRAM
A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1964



Design

Diverse Curriculum

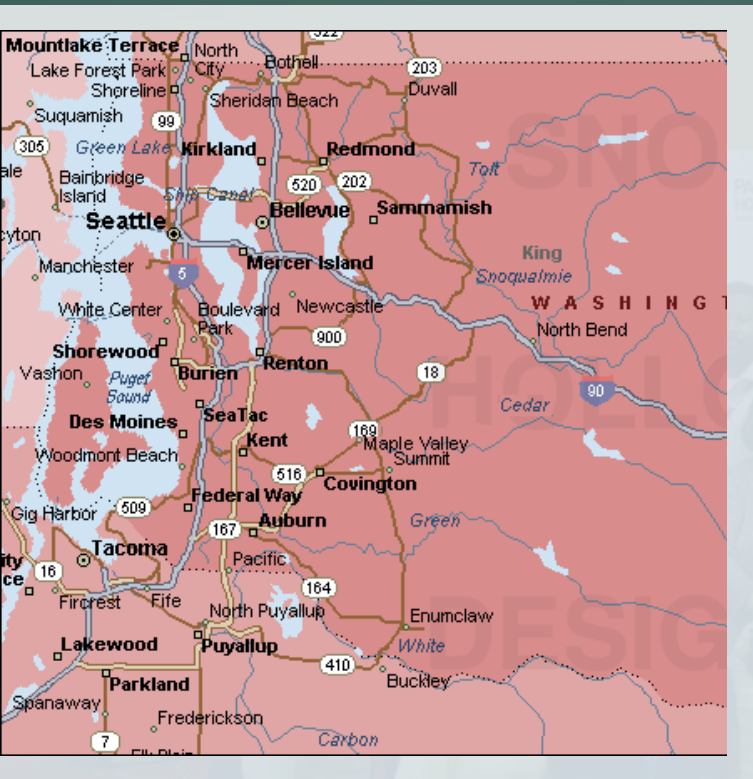
ParentChild+



Our early literacy specialists are hired from within the community, making them uniquely suited to understand the culture and language of the diverse families with whom they work.

71% of WA ParentChild+ staff speak two or more languages

ParentChild+ in Washington



State Population

- 7.5 million people
- 14% are foreign born
- 19% language other than English spoken
- 69 % are White

King County

- Most populated county in the state with 2.2 million people
- 22% are foreign born
- 26.7% language other than English spoken at home
- 60% are White

Yakima County

- 18% are foreign born
- 40% language other than English spoken at home
- 43% are White



Yakima County – 45 King County - 1287

Relation to Child	Cannot Speak English	Percent
Custodial Parent	Yes	58
Other Adults	Yes	67

ParentChild+ families speak over 50 languages

Art by Norma Maldonado, Site
Coordinator @
Children's Home Society of
Washington



ParentChild+

King County Growth



- Eight agencies - Large CBOs connected to community

- 17 agencies
- Six of eight agencies expanded
- Nine new small CBOs

Diverse Organizations

Agency	Focus Population (in contract)	Area within County
Atlantic Street Center	African American Families	Renton School District
Children's Home Society of Washington	Open	Seattle/South King
Chinese Information & Service Center +	Chinese, Vietnamese & East Indian Families	Seattle, East/South King
Congolese Integration Network	Congolese Immigrants/Refugees	All of King
Denise Louie *	Latino, and either African American, African Immigrant, or Asian	North Seattle
El Centro +	Latino	Seattle/South King
Encompass +	Open	Greater Snoqualmie Valley
Horn of Africa *	East African Families	Seattle/South King
InterCultural Children and Family Services *	African American Families, Native American/Alaskan Native Families	Seattle/South King
Iraqi Community Center *	Arabic Speaking Families	Kent
Kinderling	Open	Bellevue Families in Stevenson & Lake Hills Elementary neighborhoods
Neighborhood House	Immigrant & Refugee Families	Seattle
SEYFS *	African American, African Immigrant & Southeast Asian	Seattle, South King
Southwest Youth & Family Services +	Open, Amharic & Oromo speaking Families at Windsor Heights Apts	Seattle & Families at Windsor Heights Apts (South King)
Voices of Tomorrow *	East African Families	Seattle/South King
West African Community Council *	West African Families	Seattle/South King
YWCA+	Homeless & African American Families	Seattle/ South King, African American Families
West Valley School District	Open	Families in the West Valley School District (Yakima)

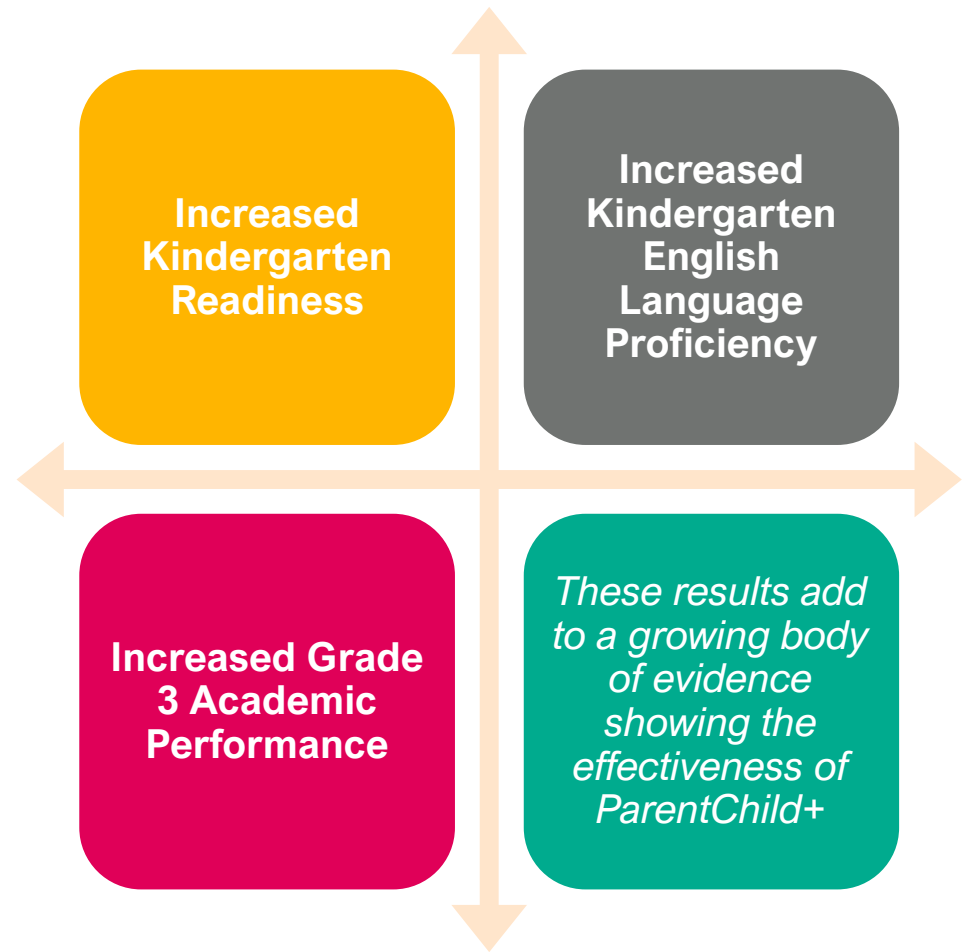
Outcomes



Key Findings In WA



ParentChild+ is narrowing the preparation gap by increasing children's kindergarten readiness, English language proficiency, and academic performance.





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Q & A

- Use Q&A chat function to write questions
- Or email events@migrationpolicy.org with your questions
- Or tweet questions to @MigrationPolicy #MPIdiscuss
- Slides and audio will be available at: <http://www.migrationpolicy.org/events>



Thank You For Joining Us!

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www.migrationpolicy.org
www.migrationpolicy.org/integration