



NATIONAL CENTER ON
IMMIGRANT INTEGRATION POLICY

***Disparities Facing U.S. Children in
Immigrant Families: New Data and
Ideas to Promote Equity***

April 21, 2021



Speakers



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New Fact Sheets:

Immigrant and U.S.-Born Parents of Young and Elementary-School-Age Children: Key Sociodemographic Characteristics

By Jacob Hofstetter and Margie McHugh

<https://bit.ly/immigrant-parents-2021>





Session Outline

- Overview of new analysis of socio-demographic characteristics of immigrant and U.S.-born parents.
- Topline findings from data analysis on disparities facing immigrant parents.
- Ideas to Promote Equity and Address Disparities
 - Need for responsive program designs;
 - Potential for adoption of equity-sensitive indicators for early childhood, K-12, adult education and social services fields.



MPI National Center on Immigrant Integration Policy (NCIIP)

NCIIP's Primary Areas of Work:

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

See more of our research at:

www.migrationpolicy.org/integration



Context for Analysis

- Extensive bodies of research demonstrate the connection between key parent/family level characteristics and challenges children may face in preparing for and succeeding in school and experiencing upward mobility in the future.
- The COVID-19 pandemic and the shift to remote PreK-12 instruction spotlighted enormous disparities facing immigrant families, DLL/EL children and other minority and low-income populations.
- Renewed efforts to address the legacy of systemic racism and those seeking to ensure an inclusive recovery create potential opportunities for reshaping policy and program frameworks in ways that advance equity.
- This analysis seeks to make key disparities experienced by immigrant families with young and school-age children visible and provide ideas of ways such data can be applied in efforts to more equitably and responsively serve them.



Preview: Potential Opportunities to Improve Program Access and Relevance

- State and county lawmakers, agency leaders.
 - Potential use of an equity-sensitive, two-generation lens:
 - ✓ Allocating federal and state pandemic relief and recovery funds;
 - ✓ Providing new appropriations or redirecting state funds to address equity;
 - ✓ Requiring equitable service for multiple-disparity parents/households in state contracting processes.
- Executive Order 13985 Advancing Racial Equity.
 - Potential to incorporate equity indicators in ECEC, K-12, Adult Ed and other system frameworks.
- Executive Order 14012 creating Task Force on New Americans.
 - Potential to incorporate equity indicators in ECEC, K-12, adult ed and other system frameworks.
- Congress.
 - Multiple potential appropriations or legislative vehicles.
- Partnership with or direct efforts of actors in early childhood, K-12 & social services fields or via two-generation initiatives.



Jacob Hofstetter



Jacob Hofstetter is an Associate Policy Analyst at the Migration Policy Institute's National Center on Immigrant Integration Policy, where he conducts research and policy analysis to promote the long-term civic, economic, and linguistic integration of immigrants and refugees, with a focus on adult education and workforce development policy.

Previously, he worked as a Research and Policy Associate at the Massachusetts Appleseed Center for Law and Justice, where he led a project evaluating language access in the child welfare system of Massachusetts. He has also interned for Refugee Services of Texas, worked as a Legal Services Coordinator for Human Rights First in Houston, and spent a year as a Fulbright English Teaching Assistant in Spain.

Mr. Hofstetter holds a master's degree in global policy studies with a focus on immigration and refugee policy from the Lyndon B. Johnson School of Public Affairs at the University of Texas, Austin and a BA in history from Miami University.



New Analysis of Key Socio-Demographic Characteristics of Immigrant and U.S.-Born Parents

- **Foreign-born parents and native-born parents** using age bands based on children, corresponding to specific systems.
 - Parents of children 0-4; 5-10; 11-13; 14-17; 0-18
- Crosstabulations by English proficiency, educational attainment, digital access, poverty demonstrate how disparities can compound for immigrant families.
- Analysis uses pooled **American Community Survey (ACS)** data from 2014-2018.
 - U.S.
 - All 50 states plus DC
 - Top 50 counties (by total population)



List of MPI NCIIP Immigrant Parents of Young and Elementary-School-Age Children State Fact Sheets

Arizona
California
Colorado
Connecticut
Florida
Georgia
Hawaii
Illinois
Indiana
Kansas
Maryland

Massachusetts
Michigan
Minnesota
Missouri
New Jersey
New Mexico
New York
Nevada
North Carolina
Ohio
Oklahoma

Oregon
Pennsylvania
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
Wisconsin

Note: Other geographies and children's age groups will be included in Excel files to be published by MPI.



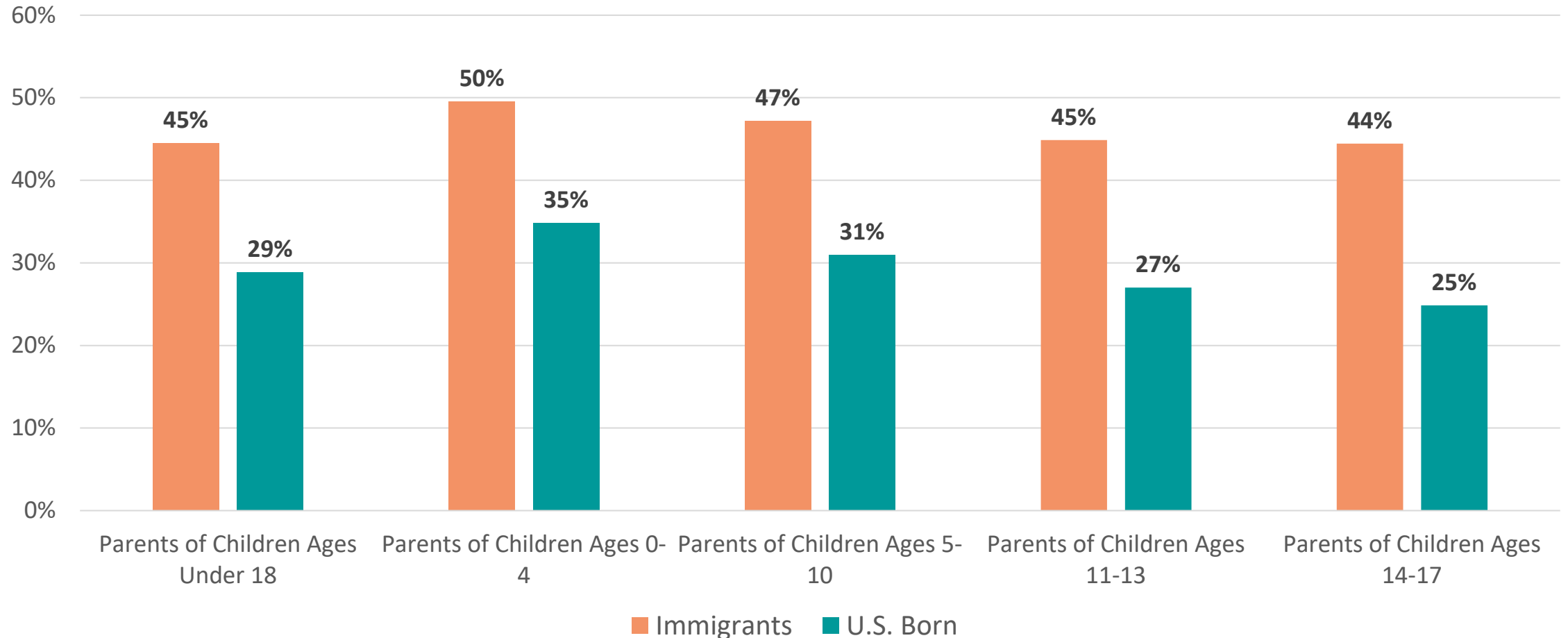
Overview of Results of Data Analysis

- Immigrants were a **substantial share of parents**, especially of young children, nationwide and in many states and counties.
- Many immigrant parents faced serious, often compounding barriers to integration and economic mobility such as:
 - Poverty;
 - Low levels of formal education;
 - Limited English Proficiency and linguistic isolation;
 - Lack of digital access.
- These disparities can have **two-generational impacts**, affecting the school readiness and academic success of parents' children.



Income Levels of Immigrant and U.S. Born Parents

Low-Income Share of Parents of Children Under Age 18 in the United States, by Nativity and Age of Their Children



Source: Migration Policy Institute tabulation of pooled 2014-18 ACS data.



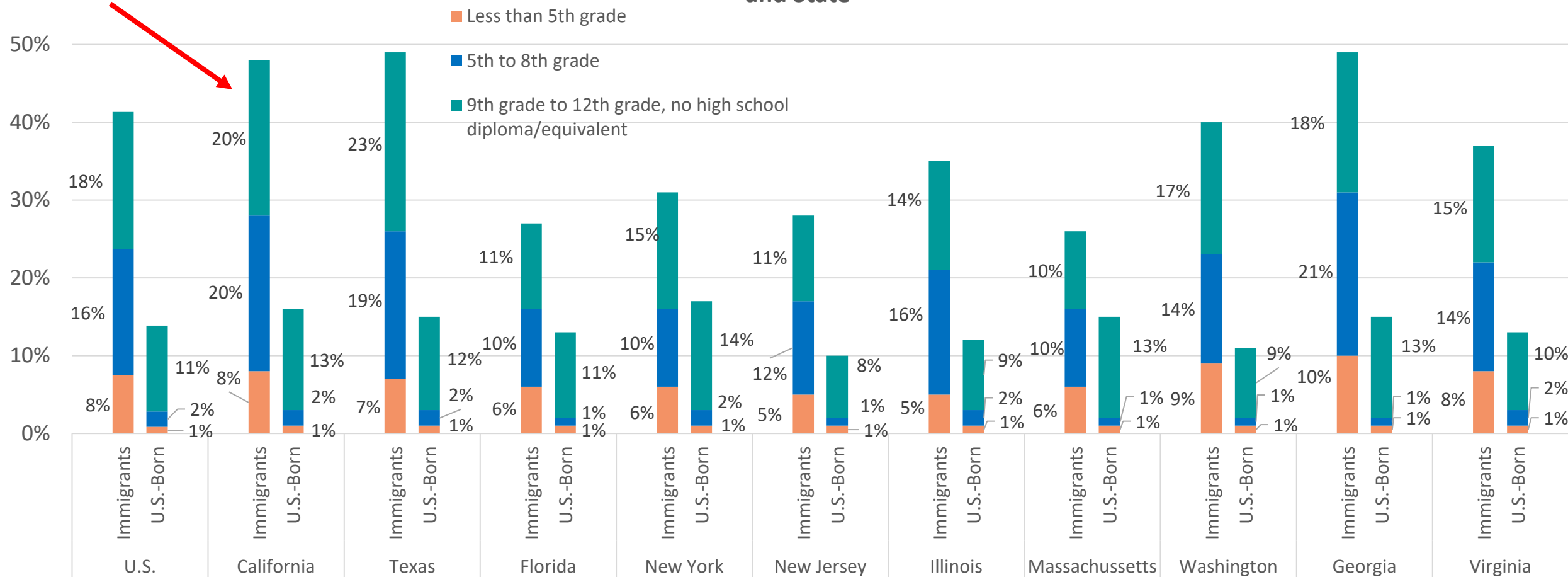
Compounding Barriers Facing Immigrant Parents

- Many immigrant parents faced multiple, compounding barriers.
- Low-income immigrant parents experienced severe disparities in levels of formal education compared to native-born parents.
 - Nationally, 45 percent of immigrant parents did not have a high school diploma or equivalent; 27 percent had less than a 9th grade level of education; and 9 percent had less than a 5th grade level of education.
- Over half (51 percent) of immigrant parents were LEP and:
 - One-quarter of all immigrant parents were LEP and did not have a high school diploma, and 31 percent were LEP and low-income.
- Disparities in digital access were more severe when cross tabulated with LEP, low-income, and education levels.



Disparities in Levels of Formal Education between Low-Income Immigrant and Native-born Parents

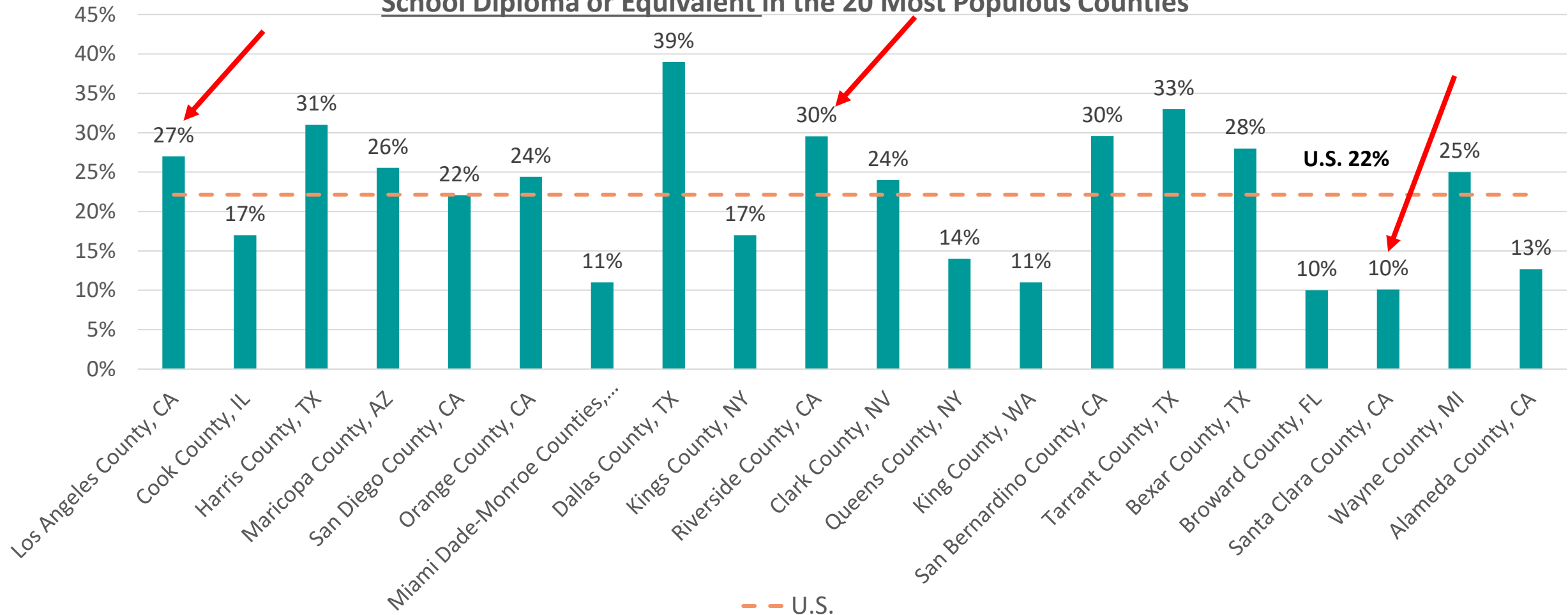
Educational Attainment of Low-Income Parents of Children Ages 0 to 4 with No High School Diploma or Equivalent in the United States and in the Top 10 States by Immigrant Population in the United States, by Nativity and State





LEP and Low Levels of Formal Education Among Immigrant Parents on the County Level

Share of Immigrant Parents of Children Ages 0 to 4 with Limited English Proficiency and No High School Diploma or Equivalent in the 20 Most Populous Counties



Source: Migration Policy Institute tabulation of pooled 2014-18 ACS data.



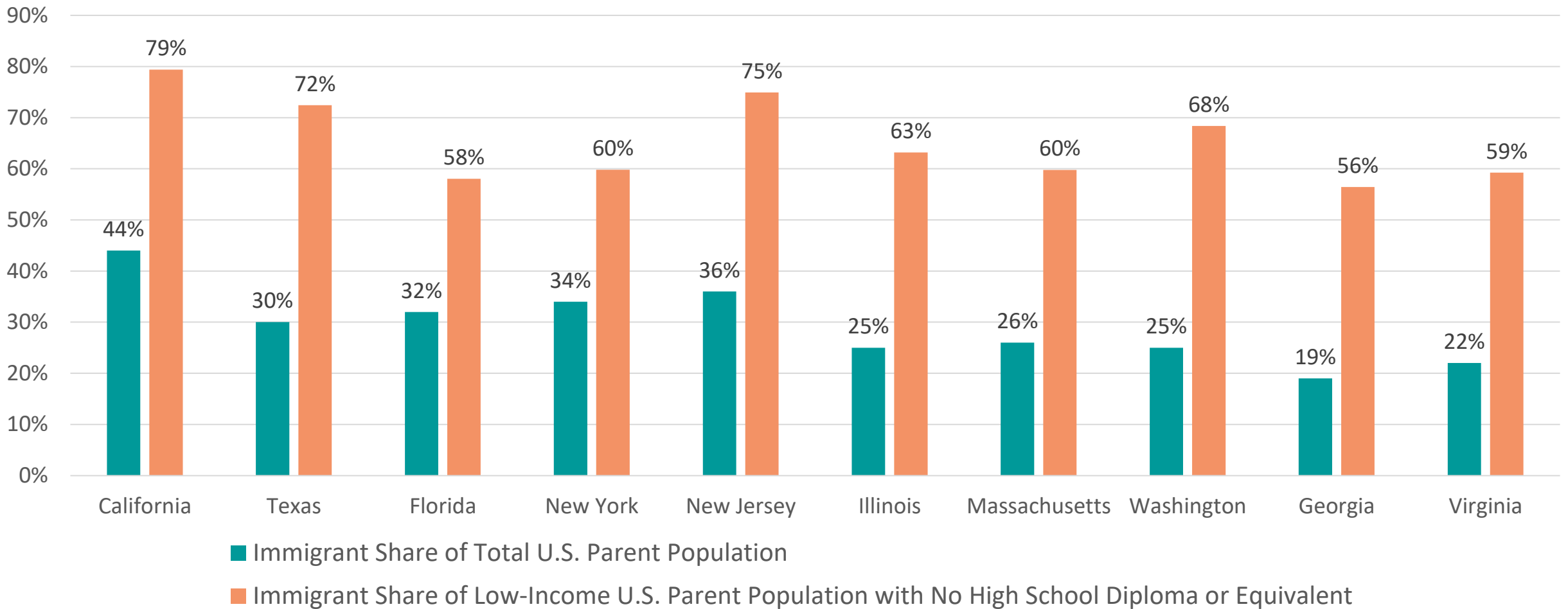
Disproportionate Representation of Immigrant Parents

- Immigrant parents represented a disproportionate share of many indicators when compared to their share of the overall parent population.
- For example, immigrants were 23 percent of all parents, so they should have represented around 23 percent of all parents who were low-income and did not have a high school diploma.
 - **Yet immigrants were actually 59 percent of all parents who are low-income and do not have a high school diploma.**
- These data reveal serious disparities between immigrant and native-born parents and demonstrate the need for programs and systems to target and tailor services for immigrant parents.



Poverty and Educational Attainment

Immigrant Share of Parents vs. Immigrant Share of Low-Income Parents with No High School Diploma or Equivalent in the Top 10 U.S. States by Immigrant Population





Reactions? Questions? Clarifications?





Preview: Potential Equity-Sensitive Indicators

- Parent (or parent of child 0-4 or 5-10 years of age).

- Low-income, plus:
 - Very low formal education,
 - Less than 5 years of formal education,
 - Less than 9 years of formal education;

 - Less than high school diploma/equivalent;

 - LEP;

 - Digital access, device and/or literacy challenges;

 - Linguistic isolation.



Maki Park



Maki Park is a Senior Policy Analyst for Early Education and Care at the Migration Policy Institute's National Center on Immigrant Integration Policy, where her work focuses on early childhood policies affecting children of immigrants and Dual Language Learners (DLLs) from birth to age 8 in the United States and internationally.

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..



Implications & Opportunities in Early Childhood

- Implications of this data analysis for young children ages 0-5.
- Importance of addressing young children's needs from a holistic, family-based perspective.
- Opportunities to address a range of needs including:
 - Home language and English language development during this critical period;
 - Access to high-quality, culturally and linguistically relevant early learning opportunities;
 - Promoting socioemotional well-being from a two-generation perspective.



Potential Applications for Data: Broad

Early Childhood Education and Care (ECEC)	<ul style="list-style-type: none">➤ Expand access to and relevance of high-quality early childhood services, where children of immigrants are currently underserved.➤ Support family, friend, and neighbor (FFN) care that many immigrant families rely on.➤ Improve early childhood data systems that identify immigrant and DLL needs.➤ Leverage home visiting services to address immigrant family needs.
K-12	
Adult Education (AE)	
Two-Generation	



Specific Applications for Data: ECEC

ECEC: Potential Broad Applications for Data	Policy and Funding Levers
<ul style="list-style-type: none">➤ Expand access to and relevance of high-quality early childhood services, where children of immigrants are currently underserved.➤ Support family, friend, and neighbor (FFN) care that many immigrant families rely on.➤ Improve early childhood data systems that identify immigrant and DLL needs.➤ Leverage home visiting services to address immigrant family needs.	<ul style="list-style-type: none">➤ Federal:<ul style="list-style-type: none">• Devote funds and other resources to support FFN care providers as part of child care expansion efforts.• Target immigrant families in Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program and prioritize cultural relevance and diverse needs in building the program’s evidence base.➤ State/Local:<ul style="list-style-type: none">• Develop comprehensive early childhood data systems that identify Dual Language Learners and collect important information about their language use and environments at an early age.• Provide training, professional development, and other resources to support FFN care providers at state and local levels.• Include indicators of cultural and linguistic relevance throughout state Quality Rating and Improvement Systems (QRIS).



Delia Pompa



Delia Pompa is Senior Fellow for Education Policy at MPI's National Center on Immigrant Integration Policy where her work focuses on research and policy analysis related to improving educational services for immigrant students and English Learners (ELs). Ms. Pompa came to MPI from the National Council of La Raza (NCLR), where she was Senior Vice President for Programs, overseeing its education, health, housing, workforce development, and immigrant integration work, and where she previously served as Vice President of Education. She has had a key role in shaping federal education policy through her positions as Director of the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education, and as Executive Director of the National Association for Bilingual Education.

Ms. Pompa came to Washington, DC to serve as Director of Education for the Children's Defense Fund after serving as Assistant Commissioner for Program Development at the Texas Education Agency. Her previous experience as Executive Director for Bilingual and Migrant Education in the Houston Independent School District and as a bilingual classroom teacher and instructor to prospective teachers at the graduate level has anchored her work.

Her influence has been felt widely throughout the field of education policy; she has served as an advisor or board member for many key institutions including the Chapter I Commission and the Stanford Working Group, the Civil Rights and Business Coalition on the Reauthorization of the Elementary and Secondary Education Act, the American Youth Policy Forum, EdReports, the National PTA, International Baccalaureate, and the Joan Ganz Cooney Center.



Implications and Opportunities for K-12 Education

- General implications for significant numbers of K-12 students.
- Creates additional information from expanded data sets.
- Opportunities for more specifically targeted program responses.
- Opens up a wider array of responses to academic issues.



Potential Applications for Data: Broad

Early Childhood Education and Care (ECEC)	<ul style="list-style-type: none">➤ Expand access to and relevance of high-quality early childhood services, where children of immigrants are currently underserved.➤ Support family, friend, and neighbor (FFN) care that many immigrant families rely on.➤ Improve early childhood data systems that identify immigrant and DLL needs.➤ Leverage home visiting services to address immigrant family needs.
K-12	<ul style="list-style-type: none">➤ Demonstrate household-level disparities facing student sub-population; make case for more equitable and responsive parent-focused programming, particularly with regard to new, federal ARP funds.➤ Drive/justify program designs responsive to parent characteristics and family two-generation success needs.
Adult Education (AE)	
Two-Generation	



Specific Applications for Data: K-12 Education

K-12: Potential Broad Applications for Data	Policy and Funding Levers
<ul style="list-style-type: none">➤ Demonstrate household-level disparities facing student sub-population; make case for more equitable and responsive parent-focused programming, particularly with regard to new, federal ARP funds.➤ Drive/justify program designs responsive to parent characteristics and family two-generation success needs.	<ul style="list-style-type: none">➤ Federal:<ul style="list-style-type: none">• Identify programmatic responses based on parent characteristics.• Expand analysis of and reporting on federal data sets.• Review and leverage federal guidance for using ARP funds.• Target Title I as a source of funding to meet the specific needs of immigrant families.➤ State/Local:<ul style="list-style-type: none">• Involve members of the immigrant community in advisory groups that determine use of state and federal funds.• Use state and county population data to create equity analysis and define responses to socio-emotional, academic and access needs of immigrant students.• Design two-generation programs that respond to digital and print literacy gaps.• Use ARP mental health funding to create programmatic responses to decreased school connections during the COVID pandemic.



Potential Applications for Data in Adult Ed: Broad

Early Childhood Education and Care (ECEC)	<ul style="list-style-type: none">➤ Expand access to and relevance of high-quality early childhood services, where children of immigrants are currently underserved.➤ Support family, friend, and neighbor (FFN) care that many immigrant families rely on.➤ Improve early childhood data systems that identify immigrant and DLL needs.➤ Leverage home visiting services to address immigrant family needs.
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Adult Education (AE)	<ul style="list-style-type: none">➤ Demonstrate disparities facing parent adult learner sub-population; make case for equitable share of AE services for parents and/or equity for parents with multiple challenges.➤ Drive/justify program designs responsive to parent characteristics and learning goals.
Two-Generation	



Specific Applications for Data: Adult Education

Potential AE Applications for Data	Policy and Funding Levers
<ul style="list-style-type: none">➤ Demonstrate disparities facing parent adult learner sub-population; make case for equitable share of AE services for parents and/or equity for parents with multiple challenges.➤ Drive/justify program designs responsive to parent characteristics and learning goals.	<ul style="list-style-type: none">➤ Federal:<ul style="list-style-type: none">• Request actions via unfolding EO implementation processes to ensure state WIOA Title II plans provide an equity analysis inclusive of parent needs, along with proportionate service approaches; adjust performance expectations accordingly for parent programs targeting learners facing multiple disparities.• Create carve-out in WIOA T2 funds for parent programs or provide new, dedicated appropriation.➤ State/Local:<ul style="list-style-type: none">• Use state and county population data to create equity analysis and define responsive, proportionate approaches for equitably serving multiple-disparity parents.• Devote excess state-match funds and/or provide new appropriations to improve equity for parents in AE access and responsive program designs.• Seek partnerships with school districts using American Rescue Plan funds and provide digital literacy and other supports for parents of students most heavily impacted by COVID-19, the move to remote instruction, and projected learning loss.



Potential Applications for Data: Broad

Early Childhood Education and Care (ECEC)	<ul style="list-style-type: none">➤ Expand access to and relevance of high-quality early childhood services, where children of immigrants are currently underserved.➤ Support family, friend, and neighbor (FFN) care that many immigrant families rely on.➤ Improve early childhood data systems that identify immigrant and DLL needs.➤ Leverage home visiting services to address immigrant family needs.
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Two-Generation	<ul style="list-style-type: none">➤ Incorporate poverty and other disparity measures into program designs and frameworks.➤ Drive/justify program designs responsive to parent characteristics and learning goals.



Thoughts? Reactions? Questions?

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Thank you—let's stay in touch!

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