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Children in Immigrant Families in Alabama Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Alabama's future

Children with at least one immigrant parent account for 5% of all children in Alabama, and 2% of Alabama's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Alabama have origins in Mexico (40%). Many also have origins in East Asia (11%) and Central America (10%).

Children in immigrant families have deep roots in Alabama

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three in five (60%) children in immigrant families in Alabama have parents who

have lived in the United States 10 or more years. The proportion rises to 67% for those with English fluent parents only, but is only 52% for children with mixed-fluency parents and 48% for those with English language learner parents only.

One-half of children in immigrant families have American citizen parents

One-half (51%) of children in immigrant families in Alabama have parents who are U.S. citizens. The proportion rises from 18% for children with English language learner parents only to 66% for children with mixed-fluency parents and 76% for those with English fluent parents only.

Most children in immigrant families are American citizens

Four of every five (79%) children in immigrant families in Alabama are U.S. citizens. The proportion is nearly nine in ten for children with English fluent parents only (87%) and more than three in four for children with mixed-fluency parents (76%), but even among children with English language learner parents only, 70% are American citizens.



26% - 49%

14% - 26%

7% - 14%

2% - 7%



One-half of children
in immigrant
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families in Alabama speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three in ten (31%) children in immigrant families in Alabama live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

One-half of children in immigrant families live in family-owned homes

Fifty-five percent of children in immigrant families in Alabama live in family-owned homes. The proportion ranges from 36% for those with English language learner parents only to 58% for those with mixed-fluency parents and 72% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Alabama are more likely than children in native-born families to live with two parents. Among children in immigrant families, 82% live with two parents compared to 65% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents only (77%) or English

fluent parents only (81%), which is similar to the proportion for Whites in native-born families (78%).

Children in immigrant families in Alabama are more likely than Whites in native-born families to have another adult relative in the home (22% vs. 14%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (33%), followed by those with mixed-fluency parents (16%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–98%) for each parental English language fluency group among children in immigrant families.

Nearly four of every five (77%) children in immigrant families in Alabama with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (80%). The proportion ranges from 78% for children with English fluent parents only and English language learner parents only to 74% for those with mixed-fluency parents.

Nearly three of every five (58%) children in immigrant families in Alabama with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent parents only are less likely than children in native-born families to have a working mother (65% vs. 74%), and the difference is even greater for children with mixed-fluency parents and

One-third of children in immigrant families in Alabama speak another language at home and speak English very well.

English language learner parents only (46% and 53% vs. 74%).

Three of every ten (30%) children in immigrant families in Alabama with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 10 percentage points less likely than those in native-born families to have a mother working full-time (30% vs. 40%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those living with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty. This can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every three (33%) children in immigrant families in Alabama has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (15% vs. 14%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 35% for children with mixed-fluency parents and 54% for those with English language learner parents only.

One in five (20%) children in immigrant families in Alabama has a father who has completed only 8 or fewer years of school. The proportion rises to 39% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with

school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every three (35%) children in immigrant families in Alabama with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is nearly two times greater than the proportion for those in native-born families (19%). There is little difference between children in native-born families or children in immigrant families with English fluent parents only (19% vs. 15%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 38% for children with mixed-fluency parents and 58% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico have fathers with especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (51%).

Many children in immigrant families live below the poverty line

Almost one in four (23%) children in immigrant families in Alabama is officially poor, and the proportion rises to one in three (34%) for those with

74% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

English language learner parents only.

Overall, children in immigrant families in Alabama are about as likely as those in native-born families to be poor (23% vs. 21%), but they are almost two times more likely than Whites in native-born families to live in poverty (23% vs. 12%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than the rate for children in native-born families (14% and 19% vs. 21%), but the rate rises to 34% for those with English language learner parents only.

Children in immigrant families from Mexico have an even higher poverty rate of 39%, and the proportion rises to 43% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (52%) of children of immigrants in Alabama live in a family with an income below 200% of the official poverty line.

Children in immigrant families are one-fifth more likely than those in native-born families to have family incomes below 200% of the official poverty line (52% vs. 43%). Among children of immigrants with English fluent parents only, 32% live below the 200% poverty line compared to 43% of children in native-born families, but the proportion rises to 54% for children of immigrants with mixed-fluency parents

and to a very high 74% for those with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every four (25%) children in immigrant families in Alabama lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (25% vs. 8%). Overcrowding is as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (8% each), but as with poverty indicators, the proportion rises greatly for children in immigrant families with mixed-fluency parents (28%) and English language learner parents only (43%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Alabama is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in pre-school programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-

Citations

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Acknowledgements

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born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 40% of children in immigrant families in Alabama have origins in Mexico, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Alabama and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to

assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in immigrant families learning English are a key to Alaska's future

Children with at least one immigrant parent account for 11% of all children in Alaska, and 4% of Alaska's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Alaska have origins in East Asia (29%), but close behind are those with origins in the Philippines (21%). Many also have origins in Mexico, (13%) Central and Eastern Europe, and the former Soviet Union (12%).

Children in immigrant families have deep roots in Alaska

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Four of every five (81%) children in

immigrant families in Alaska have parents who have lived in the United States 10 or more years.

Most children in immigrant families have American citizen parents

More than four-fifths (85%) of children in immigrant families in Alaska have parents who are U.S. citizens.

Most children in immigrant families are American citizens

More than nine of every ten (92%) children in immigrant families in Alaska are U.S. citizens. The proportion is similar for children in immigrant families with English fluent parents only (96%), but even among those with English language learner parents only, 88% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.



which no one over the age of 13 speaks English exclusively or very well.

Three-fourths of children in immigrant families live in family-owned homes

Seventy-four percent of children in immigrant families in Alaska live in family-owned homes.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Alaska are more likely than children in native-born families to live with two parents. Among children in immigrant families, 87% live with two parents, compared to 76% of children in native-born families. More than four of every five children in immigrant families live with two parents if they have English fluent parents only (85%), which is similar to the proportion for Whites in native-born families (80%).

Children in immigrant families in Alaska are two-thirds more likely than Whites in native-born families to have another adult relative in the home (18% vs. 11%). This proportion is only 14% for children in immigrant families with English fluent parents only.

Children in immigrant families experience a strong family work ethic

Essentially all children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike.

Seven of every ten (70%) children in immigrant families in Alaska with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (67%).

Seven of every ten (72%) children in immigrant families in Alaska with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (77%). Children in immigrant families with English fluent parents only are also somewhat less likely than children in native-born families (70% vs. 77%) to have a working mother.

Two of every five (40%) children in immigrant families in Alaska with a mother in the home have a mother employed full-time year-round. Children in immigrant families are slightly more likely than those in native-born families to have a mother working full-time (40% vs. 37%).

Children in immigrant families experience important challenges

Many children in immigrant families experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Some children of immigrants have parents with limited education

One of every ten (10%) children in immigrant families in Alaska has a father who did not graduate from high school, and the proportion is similar for mothers. There is no difference between children in immigrant families with English fluent parents only and children in native-born families (6% each).

More than four-fifths of children (85%) in immigrant families have parents who are U.S. citizens.

One-third of children in immigrant families in Alaska speak another language at home and speak English very well.

One in twenty (5%) children in immigrant families in Alaska has a father who has completed only 8 or fewer years of school.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

One of every five (21%) children in immigrant families in Alaska with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is almost two times greater than the proportion among those in native-born families (12%). The difference is somewhat smaller for children in native-born families and children in immigrant families with English fluent parents only (12% vs. 19%).

Some children in immigrant families live below the poverty line

One in ten (10%) children in immigrant families in Alaska is officially poor.

Overall, children in immigrant families in Alaska are about as likely as those in native-born families to be poor (10% vs. 11%), but they are almost two-thirds more likely than Whites in native-born families to live in poverty (10% vs. 6%). However, the official poverty rate for children in immigrant families with English fluent parents only is similar to the rate for Whites in native-born families (5% vs. 6%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a

National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than one of every four children of immigrants in Alaska lives in a family with an income below 200% of the official poverty line. Children in immigrant families are just as likely as those in native-born families to have family incomes below 200% of the official poverty line (27% each). Children of immigrants with English fluent parents only are only slightly less likely to live below the 200% poverty line than children in native-born families (21% vs. 27%).

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every four (26%) children in immigrant families in Alaska lives in overcrowded housing. Children in immigrant families are slightly more likely than children in native-born families to live in overcrowded housing (26% vs. 22%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (24% vs. 22%).

Children in immigrant families have low early education enrollment

Although data on early education

Children in immigrant families in Alaska are more likely than children in native-born families to live with two parents (87% vs. 76%).

enrollment among children in immigrant families in Alaska is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because a number of children in immigrant families in Alaska have origins in Mexico (13%), low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children

age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Alaska and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful

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educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

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Citations

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Children in immigrant families learning English are key to Arizona's future

Children with at least one immigrant parent account for 31% of all children in Arizona, and 18% of Arizona's children live with English language learner parents only.

Children in immigrant families have diverse national origins

A substantial majority of children in immigrant families in Arizona have origins in Mexico (76%), but nearly one-fourth (24%) are from other countries and regions of the world.

Children in immigrant families have deep roots in Arizona

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven of every ten (72%) children in immigrant families in Arizona have parents who have lived in the United States 10 or more years. The proportion is two-thirds (66%) for children in

immigrant families with English language learner parents only, and rises to four-fifths (79%–81%) of children in immigrant families with at least one English fluent parent.

One-half of children in immigrant families have American citizen parents

One-half (49%) of children in immigrant families in Arizona have parents who are U.S. citizens. The proportion rises from 25% for children in immigrant families with English language learner parents only to 72% for those with mixed-fluency parents and 78% for those with English fluent parents only.

Most children in immigrant families are American citizens

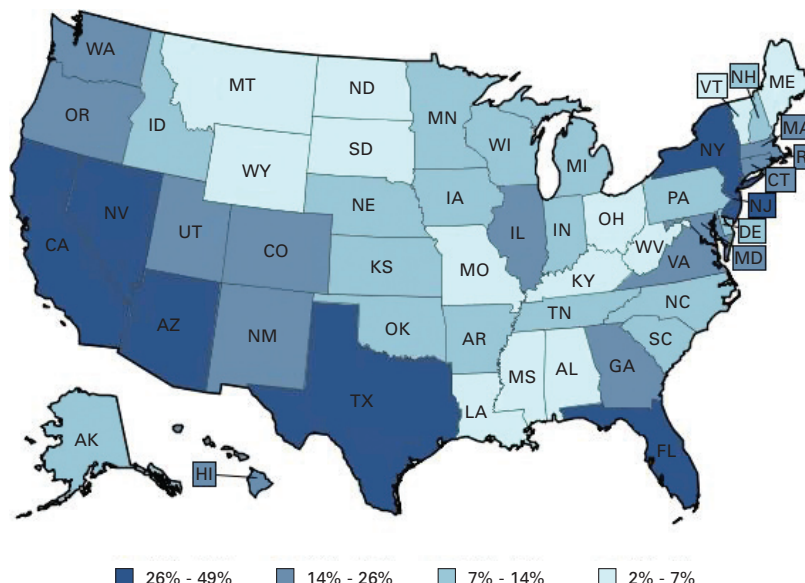
Four in five (80%) children in immigrant families in Arizona are U.S. citizens. The proportion is nearly nine in ten for children with at least one English fluent parent (89%), but even among children with English language learner parents only, 72% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Half of children in immigrant families have an English fluent parent Nearly one-half (47%) of children in immigrant families in Arizona live with at least one English fluent parent, while the others (53%) live with parents who are English language learners only. Of the 47%, three in ten live with English fluent

parents only, and about one-sixth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, two-thirds (66%) of English language learner parents have lived in the U.S. for 10 or more years, while four-fifths of English fluent (81%) and mixed-fluency parents (79%) have lived in the U.S. for 10 or more years. The relationship also exists for immigrant families with Mexican origins (66% for English language learner parents only vs. 82% of mixed-fluency parents and 88% of English fluent parents only). This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Three-fourths of children in immigrant families are English fluent Seventy-five percent of children in immigrant families in Arizona speak English exclusively or very well. Even

Four in five
children in
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in Arizona are
U.S. citizens.

One-half of
children in
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in Arizona have
parents who are
U.S. citizens.

among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (70%) speak English fluently.

More than one-half (55%) of children in immigrant families in Arizona speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

More than one-third (36%) of children in immigrant families in Arizona live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Most children in immigrant families live in family-owned homes

Sixty-one percent of children in immigrant families in Arizona live in family-owned homes. The proportion ranges from 53% for those with English language learner parents only to 68% for those with mixed-fluency parents and 73% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Arizona are more likely than children in native-born families to live with two parents. Among children in immigrant families,

82% live with two parents, compared to 70% of children in native-born families. Nearly four in five children in immigrant families live with two parents if they have English language learner parents only (78%) or English fluent parents only (77%), which is similar to the proportion for Whites in native-born families (78%).

Children in immigrant families in Arizona are nearly two times more likely than Whites in native-born families to have another adult relative in the home (24% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (29%), followed by those with mixed-fluency parents (21%) and English fluent parents only (18%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–96%) for each parental English language fluency group among children in immigrant families.

Four of every five (81%) children in immigrant families in Arizona with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (79%). The narrow range is 80% for children with English fluent parents only, 79% for those with mixed-fluency parents, and 81% for those English language learner parents only.

More than one-half (55%) of children in immigrant families in Arizona with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (73%).

More than one-half of children (55%) in immigrant families in Arizona speak another language at home and speak English very well.

Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (71% vs. 73%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (54% and 47% vs. 73%).

More than one of every four (28%) children in immigrant families in Arizona with a mother in the home has a mother employed full-time year-round. Children in immigrant families are 11 percentage points less likely than those in native-born families to have a mother working full-time (28% vs. 39%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those living with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

More than two of every five (44%) children in immigrant families in Arizona have a father who did not graduate from high school, and the proportion is similar for mothers.

There is only a small difference between children in immigrant families with English fluent parents only and children in native-born families (15% vs. 9%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 37% for children with mixed-fluency parents and 62% for those with English language learner parents only.

Nearly one in four (24%) children in immigrant families in Arizona has a father who has completed only 8 or fewer years of school. The proportion rises to 37% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

Three in ten (30%) children in immigrant families in Arizona with a father in the home have a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is nearly three times greater than the proportion among those in native-born families (12%). There is little difference between the children in native-born families or children in immigrant families with English fluent parents only (12% vs. 13%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 25% for children with mixed-fluency parents and 41% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in four (25%) children in immigrant families in Arizona is officially poor, and the proportion rises to more than one in three (36%) for those with English language learner parents only. Overall, children in immigrant families in Arizona are two times more likely than those in native-born families to be poor (25% vs. 13%) and three times more likely than

78% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

Whites in native-born families to live in poverty (25% vs. 7%). The official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the rate for children in native-born families (12% and 15% vs. 13%), but the rate rises to 36% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Three of five children of immigrants in Arizona live in a family with an income below 200% of the official poverty line. Children in immigrant families are nearly two times more likely than those in native-born families to have family incomes below 200% of the official poverty line (61% vs. 33%). Among children of immigrants with English fluent parents only, 34% live below the 200% poverty line, which is similar to the proportion for children in native-born families (33%), but the proportion rises to 53% of children with mixed-fluency parents and to a very high 78% of children with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce

resources go further, leading to overcrowded housing conditions.

One of every three children in immigrant families in Arizona lives in overcrowded housing. Children in immigrant families are more than two times more likely than children in native-born families to live in overcrowded housing (33% vs. 14%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (15% vs. 14%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (33%) and English language learner parents only (43%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Arizona are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 29%) and at age 4 (34% vs. 48%).

At age 3, the proportion of children in immigrant families enrolled in pre-school programs declines from 27% for those with English fluent parents only to 11% for those with mixed-fluency parents and 10% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (10%) and age 4 (30%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

Acknowledgements

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separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Arizona and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in

early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa, 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



C S D A

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Foundation is a private
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dedicated to helping
build better futures for
disadvantaged children
in the United States.
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Children in Immigrant Families in California Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to California's future

Children with at least one immigrant parent account for 50% of all children in California, and 26% of California's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in California have origins in Mexico (58%), followed by those with origins in East Asia (13%).

Children in immigrant families have deep roots in California

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

More than four-fifths (85%) of children in immigrant families in California have parents who have lived in the United States 10 or more years. The proportion

is similar for children with English fluent parents only (88%), mixed-fluency parents (87%), and English language learner parents only (82%).

One-half of children in immigrant families have American citizen parents

One-half (56%) of children in immigrant families in California have parents who are U.S. citizens. The proportion rises from 35% for children with English language learner parents only to 73% for children with mixed-fluency parents and 81% for those with English fluent parents only.

Most children in immigrant families are American citizens

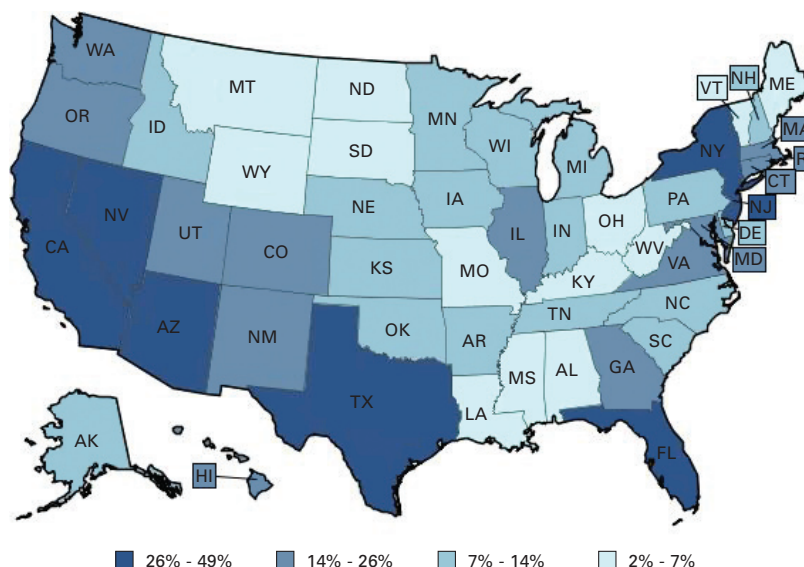
Nine of every ten (89%) children in immigrant families in California are U.S. citizens. The proportion is more than nine in ten for children with English fluent parents only (95%) and mixed-fluency parents (94%), but even among children with English language learner parents only, 84% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

One-half of children in immigrant families have an English fluent parent

One-half (49%) of children in immigrant families in California live with at least one English fluent parent, while the others (51%) live with parents who are English language learners only. Of the 49%, two-thirds live with English fluent parents only, and one-third live with mixed-fluency parents, that is, with one

English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 82% of English language learner parents have lived in the U.S. for 10 or more years, while 87% of mixed-fluency parents and 88% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Seventy-nine percent of children in immigrant families in California speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, Honduras, and China, the origin groups least likely to speak English fluently, a substantial majority (75% each) speak English fluently.

Nearly three-fifths (58%) of children in immigrant families in California speak another language at home and speak

Nine in ten children in immigrant families in California are U.S. citizens.

One-half of
children in
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English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three in ten (29%) children in immigrant families in California live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

One-half of children in immigrant families live in family-owned homes

Fifty-two percent of children in immigrant families in California live in family-owned homes. The proportion ranges from 41% for those with English language learner parents only to 58% for those with mixed-fluency parents and 66% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in California are more likely than children in native-born families to live with two parents.

Among children in immigrant families, 83% live with two parents compared to 68% of children in native-born families. About four-fifths of children in immigrant families live with two parents if they have English language learner parents only (79%) or English fluent parents only (81%), which is similar to the proportion for Whites in native-born families (78%).

Children in immigrant families in California are twice as likely as Whites in native-born families to have another adult relative in the home (28% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (35%), followed by those with mixed-fluency parents (24%) and English fluent parents only (19%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (95%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (94%–96%) for each parental English language fluency group among children in immigrant families.

Three of every four (76%) children in immigrant families in California with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (77%). The proportion ranges from 81% for children with English fluent parents only to 76% for those with mixed-fluency parents and 73% for those English language learner parents only.

Three-fifths (60%) of children in immigrant families in California with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (72%). Children in immigrant families with English fluent parents only and children in native-born families are equally likely to have a working mother (72% each), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (57% and 53% vs. 72%).

Nearly three-fifths of children (58%) in immigrant families in California speak another language at home and speak English very well.

One-third (32%) of children in immigrant families in California with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 4 percentage points less likely than those in native-born families to have a mother working full-time (32% vs. 36%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those living with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Two of every five (40%) children in immigrant families in California have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (11% vs. 9%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises sharply to 36% for children with mixed-fluency parents and 60% for those with English language learner parents only.

One-fourth (24%) of children in immigrant families in California have a father who has completed only 8 or fewer years of school. The proportion rises to 40% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education

administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico, Central America, and Indochina because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (27%) children in immigrant families in California with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is almost three times greater than the proportion among those in native-born families (10%). There is little difference between the children in native-born or immigrant families with English fluent parents only (10% vs. 11%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 23% for children with mixed-fluency parents and 38% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico, Central America, Indochina, and Pakistan have especially low levels of education among fathers and also are among those (Mexico, Central America, Indochina, Pakistan, Afghanistan, and Armenia) with the highest proportion of fathers earning less than 200% of the federal minimum wage (23%–35%).

Many children in immigrant families live below the poverty line

One in five (20%) children in immigrant

68% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

families in California is officially poor, and the proportion rises to three in ten (29%) for those with English language learner parents only. Overall, children in immigrant families in California are almost two times more likely than those in native-born families to be poor (20% vs. 12%) and are three times more likely than Whites in native-born families to live in poverty (20% vs. 6%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the rate for children in native-born families (8% and 13% vs. 12%), but the rate rises to 29% for those with English language learner parents only.

Among specific origin groups with official poverty rates of 20% or more, the rates for those with English language learner parents only are much higher for Guatemala and Honduras (33% each), Mexico (32%), the Middle East (30%), Indochina (28%), and Central America (27%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (49%) of children of immigrants in California live in a family with an income below 200% of the official poverty line. Children in immigrant families are nearly two times more likely than those in native-born families to have family incomes below 200% of the official poverty

line (49% vs. 27%). Among children of immigrants with English fluent parents only, 23% live below the 200% poverty line, which is similar to the proportion for children in native-born families (27%), but the proportion rises to 40% for children of immigrants with mixed-fluency parents and to a very high 68% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Two of every five (39%) children in immigrant families in California live in overcrowded housing. Children in immigrant families are nearly three times more likely than children in native-born families to live in overcrowded housing (39% vs. 14%). Overcrowding is nearly 50% more prevalent for children in immigrant families with English fluent parents than for children in native-born families (20% vs. 14%), and as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (38%) and English language learner parents only (52%).

Children in immigrant families have low early education enrollment

Children in immigrant families in California are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (30% vs. 41%) and at age 4 (59% vs. 65%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 29% for those with mixed-fluency parents and 23% for those with English language learner parents only. Similarly, at age 4,

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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the proportion enrolled declines across the three parental language groups. Specific origin groups less likely than Whites in native-born families to be enrolled include children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socio-economic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

California and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have

the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socio-economic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in Colorado Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Colorado's future

Children with at least one immigrant parent account for 21% of all children in Colorado, and 10% of Colorado's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Colorado have origins in Mexico (59%). Many also have origins in East Asia (8%).

Children in immigrant families have deep roots in Colorado

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven of every ten (70%) children in immigrant families in Colorado have parents who have lived in the United States 10 or more years. The proportion rises to 79% for children with mixed-

fluency parents and 74% for those with English fluent parents only, but falls slightly to 64% for those with English language learner parents only.

One-half of children in immigrant families have American citizen parents

One-half (53%) of children in immigrant families in Colorado have parents who are U.S. citizens. The proportion rises sharply from 25% for children with English language learner parents only to 73% for children with mixed-fluency parents and 81% for those with English fluent parents only.

Most children in immigrant families are American citizens

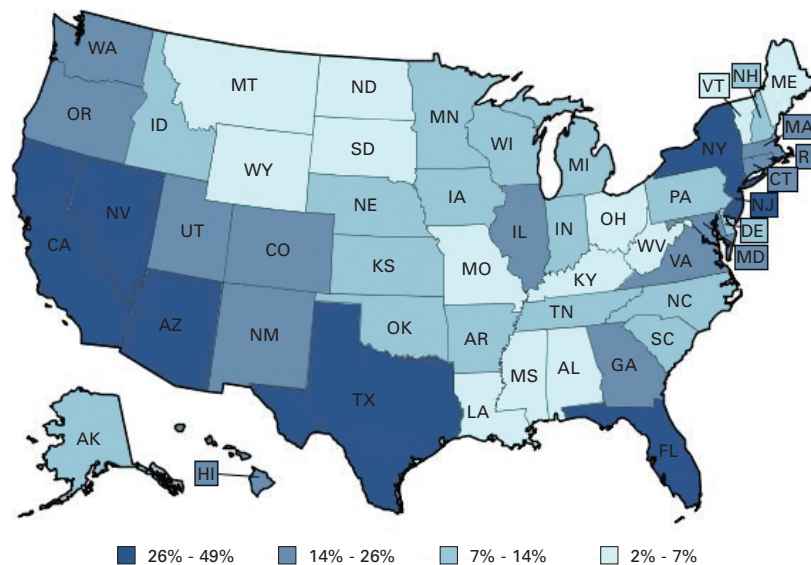
More than four in five (83%) children in immigrant families in Colorado are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (93%) and mixed-fluency parents (91%), but even among children with English language learner parents only, 72% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



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up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

One-half of children in immigrant families have an English fluent parent One-half (53%) of children in immigrant families in Colorado live with at least one English fluent parent, while the others (47%) live with parents who are English language learners only. Of the 53%, about two-thirds live with English fluent parents

only, and about one-third live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 64% of English language learner parents have lived in the U.S. for 10 or more years, while 79% of mixed-fluency parents and 74% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Nearly four-fifths of children in immigrant families are English fluent Seventy-seven percent of children in immigrant families in Colorado speak English exclusively or very well. Even among children in immigrant families with origins in Central America, the origin region least likely to speak English fluently, a substantial majority (67%) speak English fluently.

More than four in five children in immigrant families in Colorado are U.S. citizens.

One-half of
children in
immigrant families
in Colorado have
parents who are
U.S. citizens.

Almost one-half (48%) of children in immigrant families in Colorado speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three in ten (31%) children in immigrant families in Colorado live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-three percent of children in immigrant families in Colorado live in family-owned homes. The proportion ranges from 51% for those with English language learner parents only to 72% for those with mixed-fluency parents and 75% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Colorado are more likely than children in native-born families to live with two parents. Among children in immigrant families, 82% live with two parents compared to 75% of children in native-born families. About four of every five children in immigrant families live with two parents if they have English language learner parents only (77%)

or English fluent parents only (81%), which is similar to the proportion for Whites in native-born families (81%).

Children in immigrant families in Colorado are about two times more likely than Whites in native-born families to have another adult relative in the home (21% vs. 11%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (28%), followed by those with mixed-fluency parents (16%) and English fluent parents only (15%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–97%) for each parental English language fluency group among children in immigrant families.

Three of every four (75%) children in immigrant families in Colorado with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (81%). The proportion ranges from 81% for children with English fluent parents only to 70% for those with mixed-fluency parents and 73% for those English language learner parents only.

Three-fifths (62%) of children in immigrant families in Colorado with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (77%). Even children in immigrant families with English fluent parents only are less likely than children in native-born families to have a working mother (70% vs. 77%), and the proportion is even smaller for children with mixed-fluency

Almost one-half of children (48%) in immigrant families in Colorado speak another language at home and speak English very well.

parents (63%) and English language learner parents only (54%).

Three of every ten (30%) children in immigrant families in Colorado with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 7 percentage points less likely than those in native-born families to have a mother working full-time (30% vs. 37%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Two of every five (39%) children in immigrant families in Colorado have a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are two times more likely than children in native-born families to have fathers who did not graduate from high school (13% vs. 6%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises even higher to 37% for children in immigrant families with mixed-fluency parents and 62% for those with English language learner parents only.

More than one in five (22%) children in immigrant families in Colorado has a father who has completed only 8 or fewer years of school. The proportion rises to 40% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (25%) children in immigrant families in Colorado with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is more than two times greater than the proportion among those in native-born families (11%). There is little difference between the children in native-born families or immigrant families with English fluent parents only (11% vs. 10%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 25% for children with mixed-fluency parents and 37% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and Indochina have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (10%–29%).

Many children in immigrant families live below the poverty line

One in five (22%) children in immigrant

76% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

families in Colorado is officially poor, and the proportion rises to one in three (34%) for those with English language learner parents only. Overall, children in immigrant families in Colorado are two times more likely than those in native-born families to be poor (22% vs. 10%) and are three times more likely than Whites in native-born families to live in poverty (22% vs. 7%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are greater than the rate for children in native-born families (10% and 15% vs. 7%), but the rate rises even higher to 34% for those with English language learner parents only.

Children in immigrant families from Mexico have an even higher poverty rate of 30%, and the proportion rises to 36% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (53%) of children of immigrants in Colorado live in a family with an income below 200% of the official poverty line. Children in immigrant families are two times more likely than those in native-born families to have family incomes below 200% of the official poverty line (53% vs. 26%). Among children of immigrants with English fluent parents only,

26% live below the 200% poverty line, which is the same as the proportion for children in native-born families (26%), but the proportion rises to 48% for children of immigrants with mixed-fluency parents and to a very high 76% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Nearly one of every four (23%) children in immigrant families in Colorado lives in overcrowded housing. Children in immigrant families are four times more likely than children in native-born families to live in overcrowded housing (23% vs. 6%). Overcrowding is two-thirds more prevalent for children in immigrant families with English fluent parents only than it is for children in native-born families (10% vs. 6%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (24%) and English language learner parents only (33%).

Children in immigrant families have low early education enrollment Children in immigrant families in Colorado are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 34%) and at age 4 (45% vs. 59%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to 6% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

Acknowledgements

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three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (6%) and age 4 (42%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Colorado and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same

opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in immigrant families learning English are key to Connecticut's future

Children with at least one immigrant parent account for 21% of all children in Connecticut, and 7% of Connecticut's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Connecticut have origins in the Caribbean (17%), followed by those with origins in South America (16%). Many also have origins in Central and Eastern Europe and the former Soviet Union (14%) and Western Europe (13%).

Children in immigrant families have deep roots in Connecticut

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three in four (75%) children in immigrant families in Connecticut have parents who have lived in the United States 10 or more years. The proportion is similar (71%) for children with mixed-fluency parents and rises to 80% for those with English fluent parents only but is lower for those with English language learner parents only (64%).

Many children in immigrant families have American citizen parents

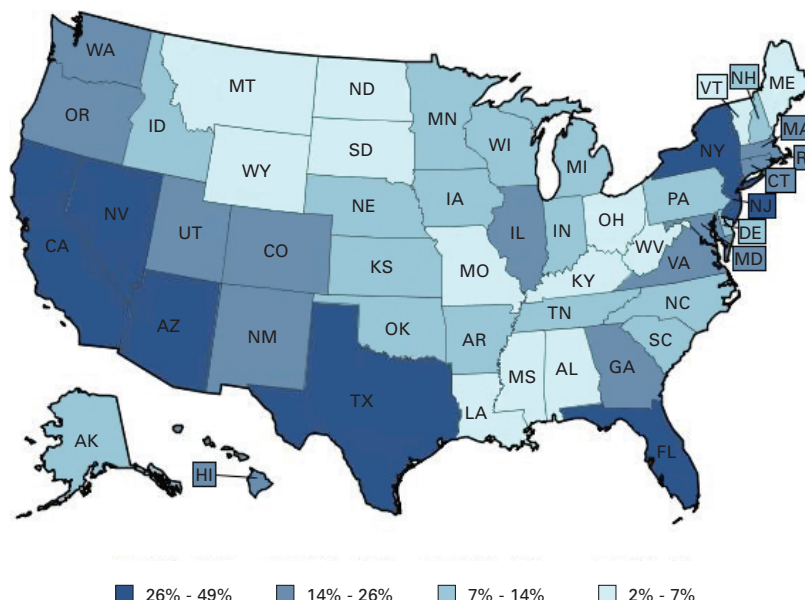
Seven of every ten (70%) children in immigrant families in Connecticut have parents who are U.S. citizens. The proportion rises from 45% for children with English language learner parents only to 71% for children with mixed-fluency parents and 80% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (86%) children in immigrant families in Connecticut are U.S. citizens. The proportion is nine in ten



Children in immigrant families (Percent – 2007)



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More than four
in five children in
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for children with English fluent parents only (92%) and more than four in five for children with mixed-fluency parents (85%), but even among children with English language learner parents only, a large 74% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-

paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nearly three of every four (73%) children in immigrant families in Connecticut live with at least one English fluent parent, while the others (27%) live with parents who are English language learners only. Of the 73%, about four-fifths live with English fluent parents only, and more than one-fifth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 64% of English language learner parents have lived in the U.S. for 10 or more years, while 71% of mixed-fluency parents and 80% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part,

Seven in ten
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the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Most children in immigrant families are English fluent

Ninety percent of children in immigrant families in Connecticut speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (68%) speak English fluently.

Two-fifths (41%) of children in immigrant families in Connecticut speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

About one of every six (17%) children in immigrant families in Connecticut lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Sixty-nine percent of children in immigrant families in Connecticut live in family-owned homes. The proportion ranges from 46% for those with English language learner parents only to 68% for those with mixed-fluency parents and 79% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and

are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Connecticut are more likely than children in native-born families to live with two parents. Among children in immigrant families, 84% live with two parents, compared to 75% of children in native-born families. Three in four children in immigrant families live with two parents if they have English language learner parents only (76%), and the proportion rises to 84% for those with English fluent parents only, which is the same as the proportion for Whites in native-born families (84%).

Children in immigrant families in Connecticut are more likely than Whites in native-born families to have another adult relative in the home (20% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (29%), followed by those with mixed-fluency parents (18%) and English fluent parents only (16%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (95%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (91%–96%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in Connecticut with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (83%). The proportion ranges from 82% for children with English fluent parents only to

Two-fifths of children (41%) in immigrant families in Connecticut speak another language at home and speak English very well.

79% for those with mixed-fluency parents and 71% for those English language learner parents only.

Seven of every ten (71%) children in immigrant families in Connecticut with a mother in the home have a mother working to support the family. This is similar to the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (75% vs. 76%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (62% and 66% vs. 76%).

Two of every five (40%) children in immigrant families in Connecticut with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 4 percentage points more likely than those in native-born families to have a mother working full-time (40% vs. 36%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every eight (13%) children in immigrant families in Connecticut has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born

families (4% vs. 5%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 16% for children with mixed-fluency parents and 33% for those with English language learner parents only.

One in every sixteen children (6%) in immigrant families in Connecticut has a father who has completed only 8 or fewer years of school. The proportion rises to 18% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every seven (14%) children in immigrant families in Connecticut with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is about two times greater than the proportion for those in native-born families (6%). There is little difference between the children in native-born or immigrant families with English fluent parents only (6% vs. 8%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 12% for children with mixed-fluency parents and 29% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One of every thirteen (8%) children in immigrant families in Connecticut is officially poor, and the proportion rises to about one in six (16%) for those with English language learner parents only. Overall, children in immigrant families in Connecticut are about as likely as those in native-born families to be poor (8% vs. 9%), but they are two times more likely than Whites in native-born families to live in poverty (8% vs. 4%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than for children in native-born families (5% and 7% vs. 9%), but the rate rises to 16% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One of every four (25%) children of immigrants in Connecticut lives in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (25% vs. 21%). Among children of immigrants with English fluent parents only, 16% live below the 200% poverty line, which is less than the proportion for children in native-born families (21%), but the proportion rises to 25% for children of immigrants with mixed-fluency parents and to a very high 46% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every eight (13%) children in immigrant families in Connecticut lives in overcrowded housing. Children in immigrant families are more than two times more likely than children in native-born families to live in overcrowded housing (13% vs. 5%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (7% vs. 5%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (16%) and English language learner parents only (24%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Colorado are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 34%) and at age 4 (45% vs. 59%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to 6% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (6%) and age 4 (42%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that

46% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educación Preescolar en México (Preschool Education in Mexico).

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separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Connecticut and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



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The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Foundation is a private
charitable organization
dedicated to helping
build better futures for
disadvantaged children
in the United States.
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**More than four
in five children in
immigrant families
in the District of
Columbia are
U.S. citizens.**

Children in Immigrant Families in the District of Columbia Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to the District of Columbia's future

Children with at least one immigrant parent account for 19% of all children in the District of Columbia, and 6% of children in the District of Columbia live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in the District of Columbia have origins in Central America (34%) and El Salvador (31%). Many also have origins in Africa (14%), the Caribbean (12%), and Western Europe (10%).

Children in immigrant families have deep roots in the District of Columbia

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven of every ten (70%) children in immi-

**grant families in the District of Columbia
have parents who have lived in the United
States 10 or more years.**

One-half of children in immigrant families have American citizen parents

**One-half (51%) of children in immigrant
families in the District of Columbia have
parents who are U.S. citizens.** The propor-
tion is 60% for those with English fluent
parents only.

Most children in immigrant families are American citizens

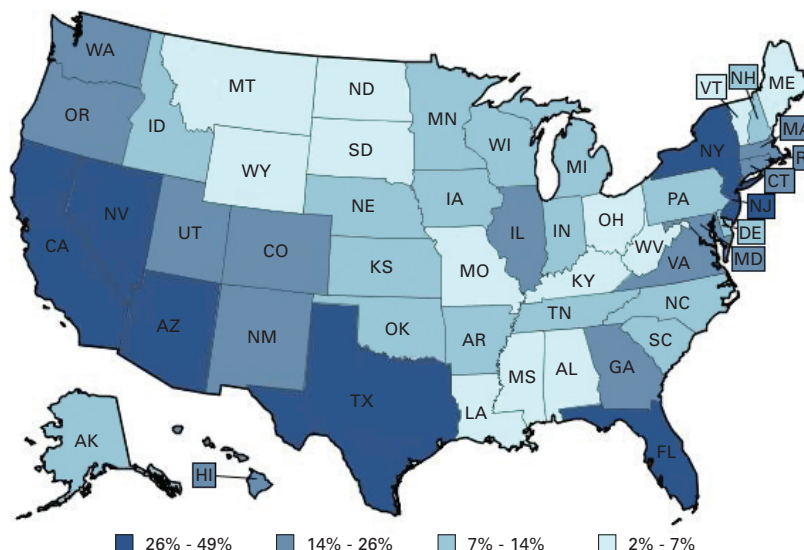
**More than four in five (86%) children in
immigrant families in the District of Co-
lumbia are U.S. citizens.** The proportion
is nine in ten for children with English
fluent parents only (92%), but even among
children with English language learner
parents only, 76% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

One-half of
children in
immigrant families
in the District of
Columbia have
parents who are
U.S. citizens.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Seven of every ten (69%) children in immigrant families in the District of Columbia live with at least one English fluent parent, while the others (31%) live with parents who are English language learners only. Of the 69%, about three-fourths live with English fluent parents only, and about one-sixth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

Four-fifths of children in immigrant families are English fluent

Eighty-three percent of children in immigrant families in the District of Columbia

speak English exclusively or very well.

More than two-fifths (46%) of children in immigrant families in the District of Columbia speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in five (19%) children in immigrant families in the District of Columbia live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-fifths of children in immigrant families live in family-owned homes

Forty-five percent of children in immigrant families in the District of Columbia live in family-owned homes. The proportion is 55% for those with English fluent parents only, but is only 33% for those with English language learner parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in the District of Columbia are more likely than children in native-born families to live with two parents. Among children in immigrant families, 73% live with two parents which is much greater than the proportion of children in native-born families (36%). Seven of every ten children in immigrant families live with two parents if they have English fluent parents only (71%), which is somewhat less than the proportion for Whites in native-born families (85%).

Children in immigrant families in the District of Columbia are about as likely as Whites in native-born families to have another adult relative in the home (20% vs. 19%). The proportion is smaller for children in immigrant families with English fluent parents only (13%).

Children in immigrant families experience a strong family work ethic

Nearly nineteen of every twenty (93%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike.

Four of every five (82%) children in immigrant families in the District of Columbia with a father in the home have a father working full-time year-round, compared to 73% in native-born families. The proportion is also 82% for children with English fluent parents only.

Three of every four (74%) children in im-

migrant families in the District of Columbia with a mother in the home have a mother working to support the family. This is about the same as the proportion for children in native-born families (73%). Children in immigrant families with English fluent parents only and children in native-born families are equally likely to have a working mother (73% each).

Two of every five (44%) children in immigrant families in the District of Columbia with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 2 percentage points less likely than those in native-born families to have a mother working full-time (44% vs. 46%).

Children in immigrant families experience important challenges

Many children in immigrant families experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every four (24%) children in immigrant families in the District of Columbia has a father who did not graduate from high school, and the proportion is similar for mothers. There is no difference between children in immigrant families with English fluent parents only and children in native-born families (9% each).

One in seven (15%) children in immigrant families in the District of Columbia has a father who has completed only 8 or fewer years of school.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively

More than two-fifths of children (46%) in immigrant families in the District of Columbia speak another language at home and speak English very well.

Almost three-fourths
of the children in
immigrant families
live with two
parents (73%).

negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

One of every five (20%) children in immigrant families in the District of Columbia with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion among those in native-born families (10%). There is little difference between the children in native-born or immigrant families with English fluent parents only (10% vs. 12%).

Many children in immigrant families live below the poverty line

One in eight (13%) children in immigrant families in the District of Columbia is officially poor. Overall, children in immigrant families in the District of Columbia are half as likely as those in native-born families to be poor (13% vs. 29%), but they are six times more likely than Whites in native-born families to live in poverty (13% vs. 2%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-third of children of immigrants in the District of Columbia live in a family with an income below 200% of the official poverty line. Children in immigrant families are about two-thirds less likely than those in

native-born families to have family incomes below 200% of the official poverty line (35% vs. 49%). Among children of immigrants with English fluent parents only, 24% live below the 200% poverty line.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every three children in immigrant families in the District of Columbia lives in overcrowded housing. Children in immigrant families are two times more likely than children in native-born families to live in overcrowded housing (33% vs. 17%). Overcrowding is about one-third more prevalent for children in immigrant families with English fluent parents only than it is for children in native-born families (23% vs. 17%).

Children in immigrant families have low early education enrollment

Children in immigrant families in DC are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 34%) and at age 4 (45% vs. 59%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to 6% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (6%) and age 4 (42%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research

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indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

The District of Columbia, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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Children in Immigrant Families in Delaware Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Delaware's future

Children with at least one immigrant parent account for 15% of all children in Delaware, and 7% of Delaware's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Delaware have origins in Mexico (29%), but close behind are children with origins in the Caribbean (14%) and East Asia and Africa (10% each).

Children in immigrant families have deep roots in Delaware

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Almost three in four (73%) children in immigrant families in Delaware have

parents who have lived in the United States 10 or more years. The proportion is similar for those with English fluent parents only (76%) and English language learner parents only (70%).

Many children in immigrant families have American citizen parents

Three-fifths (62%) of children in immigrant families in Delaware have parents who are U.S. citizens. The proportion rises from 39% for children with English language learner parents only to 77% for those with English fluent parents only.

Most children in immigrant families are American citizens

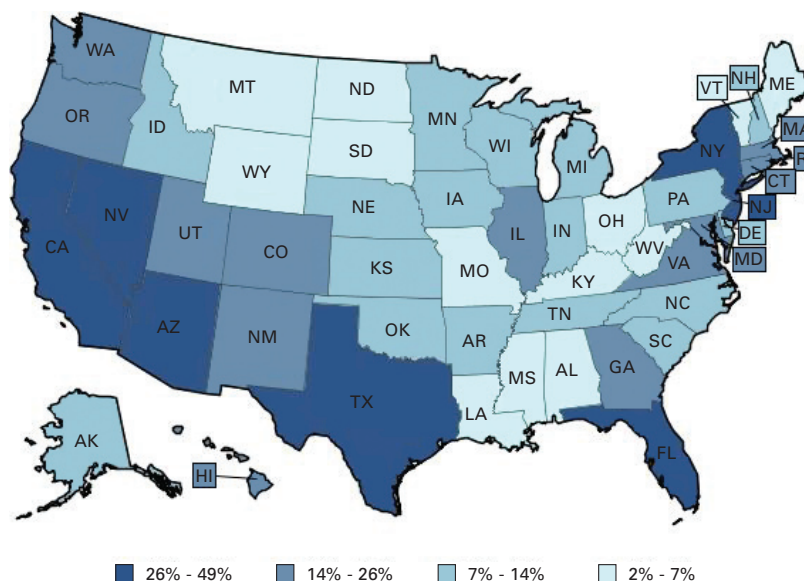
Nine of every ten (89%) children in immigrant families in Delaware are U.S. citizens. The proportion is similar for children with English fluent parents only (93%), but even among children with English language learner parents only, 82% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Three-fifths (60%) of children in immigrant families in Delaware live with at least one English fluent parent, while the others (40%) live with parents who are English language learners only. Of the 60%, most (51%) live with English fluent parents only, and about one-sixth live with mixed-fluency parents, that is, with

one English fluent parent and one English language learner parent.

English fluent parents are slightly more likely to have lived longer in the U.S. In all immigrant families, 70% of English language learner parents have lived in the U.S. for 10 or more years, while 76% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-five percent of children in immigrant families in Delaware speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (72%) speak English fluently.

Two-fifths (42%) of children in immigrant families in Delaware speak another language at home and speak English very

Nine in ten children in immigrant families in Delaware are U.S. citizens.

Three-fifths of children (62%) in immigrant families in Delaware have parents who are U.S. citizens.

well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in four (24%) children in immigrant families in Delaware live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty-three percent of children in immigrant families in Delaware live in family-owned homes. The proportion ranges from 41% for those with English language learner parents only to 81% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Delaware are more likely than children in native-born families to live with two parents. Among children in immigrant families, 87% live with two parents compared to 70% of children in native-born families. Almost nine in ten children in immigrant families live with two parents if they have English fluent parents only (88%). This is greater than the proportion for those with English language learner parents only (82%), which is the same as the proportion for Whites in native-born families (82%).

Children in immigrant families in Delaware are about one-third more likely than Whites in native-born families to have another adult relative in the home (18% vs. 14%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (30%), but those with English fluent parents only are less likely than Whites in native-born families to have another adult relative in the home (11% vs. 14%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (97%–98%) for each parental English language fluency group among children in immigrant families.

More than four of every five (85%) children in immigrant families in Delaware with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (83%). The proportion is 85% for children with English fluent parents only and 84% for those English language learner parents only.

Three-fifths (63%) of children in immigrant families in Delaware with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (79%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (77% vs. 79%), but children with English language learner parents only are less likely than children in native-born families to have a working mother (46% vs. 79%).

Two-fifths of children (42%) in immigrant families in Delaware speak another language at home and speak English very well.

Nearly two of every five (37%) children in immigrant families in Delaware with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 7 percentage points less likely than those in native-born families to have a mother working full-time (37% vs. 44%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Three of every ten (29%) children in immigrant families in Delaware have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (5% vs. 9%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to a very high 64% for those with English language learner parents only.

About one of every six (18%) children in immigrant families in Delaware has a father who has completed only 8 or fewer years of school. The proportion rises to 44% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education

administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every six (17%) children in immigrant families in Delaware with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is 50% greater than the proportion among those in native-born families (11%). There is no difference between the children in native-born or immigrant families with English fluent parents only (11% each), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 28% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in seven (14%) children in immigrant families in Delaware is officially poor, and the proportion rises to more than one in four (27%) for those with English language learner parents only. Overall, children in immigrant families in Delaware are about as likely as those in native-born families to be poor (14% vs. 12%), but they are almost three times more likely than Whites in native-born families to live in poverty (14% vs. 5%). The official poverty rate for children in immigrant families with English fluent parents only is similar to the rate for children in native-born families (4% vs. 5%), but the proportion of children living

65% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

in poverty rises to 27% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

About two of every five (37%) children of immigrants in Delaware live in a family with an income below 200% of the official poverty line. Children in immigrant families are about one-third more likely than those in native-born families to have family incomes below 200% of the official poverty line (37% vs. 29%). Among children of immigrants with English fluent parents only, 16% live below the 200% poverty line, which is less than the proportion for children in native-born families (29%), but the proportion rises to a very high 65% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every six (18%) children in immigrant families in Delaware lives in overcrowded housing. Children in immigrant families are about three times more likely

than children in native-born families to live in overcrowded housing (18% vs. 5%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (4% vs. 5%), but as with poverty indicators, the proportion rises greatly for children with English language learner parents only (38%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Delaware is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 29% of children in immigrant families in Delaware have origins in Mexico, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early

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education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Delaware and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve

their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



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Children in Immigrant Families in Florida

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Florida's future

Children with at least one immigrant parent account for 31% of all children in Florida, and 12% of Florida's children live with English language learner parents only.

families in Florida have parents who have lived in the United States 10 or more years. The proportion is the same (74%) for children with mixed-fluency parents and rises to 82% for those with English fluent parents only, but is only 63% for those with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Florida have origins in Cuba (14%), but close behind are children with origins in Mexico (12%), Central America (10%), and Haiti (10%). Many also have origins in Colombia (6%), and the Dominican Republic or Eastern Europe and the former Soviet Union (4% each).

Many children in immigrant families have American citizen parents

Three-fifths (62%) of children in immigrant families in Florida have parents who are U.S. citizens. The proportion rises from 33% for children with English language learner parents only to 73% for children with mixed-fluency parents only and 80% for those with English fluent parents only.

Children in immigrant families have deep roots in Florida

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families are American citizens

More than four in five (84%) children in immigrant families in Florida are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (92%) and more than four in five for children with mixed-fluency parents (86%), but even among children with English language learner parents only, 73% are American citizens.

Most children in immigrant families have long-term resident parents

Three in four (74%) children in immigrant



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26% - 49% 14% - 26% 7% - 14% 2% - 7%

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Three-fifths of
children (62%) in
immigrant families
in Florida have
parents who are
U.S. citizens.

speak English fluently.

One-half (52%) of children in immigrant families in Florida speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Nearly one in four (23%) children in immigrant families in Florida live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-five percent of children in immigrant families in Florida live in family-owned homes. The proportion ranges from 51% for those with English language learner parents only to 66% for those with mixed-fluency parents and 74% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Florida are more likely than children in native-born families to live with two parents. Among children in immigrant families, 79% live with two parents, compared to 67% of children in native-born families. About three in four children in immigrant

families live with two parents if they have English language learner parents only (73%) or English fluent parents only (77%), which is similar to the proportion for Whites in native-born families (77%).

Children in immigrant families in Florida are two-thirds more likely than Whites in native-born families to have another adult relative in the home (20% vs. 12%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (27%), followed by those with mixed-fluency parents (16%) and English fluent parents only (17%).

Children in immigrant families experience a strong family work ethic Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (94%–96%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in Florida with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (80%). The proportion ranges from 81% for children with English fluent parents only to 77% for those with mixed-fluency parents and 76% for those English language learner parents only.

Seven of every ten (70%) children in immigrant families in Florida with a mother in the home have a mother working to support the family. This is similar to the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only and children in native-born families are equally likely to have a working mother

One-half of children in immigrant families in Florida speak another language at home and speak English very well.

(76% each), while children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (66% and 63% vs. 76%).

Two of every five (41%) children in immigrant families in Florida with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 2 percentage points less likely than those in native-born families to have a mother working full-time (41% vs. 43%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every five (21%) children in immigrant families in Florida has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (9% vs. 10%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 23% for children with mixed-fluency parents and 37% for those with English language learner parents only.

One in ten (10%) children in immigrant families in Florida has a father who has completed only 8 or fewer years of school. The proportion rises to 21% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (25%) children in immigrant families in Florida with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two-thirds greater than the proportion among those in native-born families (15%). There is little difference between the children in native-born or immigrant families with English fluent parents only (15% vs. 14%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 24% for children with mixed-fluency parents and 40% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico, Central America, the Caribbean, and Indochina have especially low levels of education among fathers and also are among the five (Mexico, Central America, the Caribbean, Indochina, and Africa) with the highest proportion of fathers earning less than 200% of the federal minimum wage (20%–43%).

65% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

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Many children in immigrant families live below the poverty line

One in six (16%) children in immigrant families in Florida is officially poor, and the proportion rises to more than one in four (27%) for those with English language learner parents only. Overall, children in immigrant families in Florida are about as likely as those in native-born families to be poor (16% vs. 14%), but they are two times more likely than Whites in native-born families to live in poverty (16% vs. 8%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than the rate for children in native-born families (9% and 10% vs. 14%), but the rate rises to 27% for those with English language learner parents only.

Among specific origin groups with official poverty rates of 20% or more, the rates for those with English language learner parents only are much higher for Mexico (38%), Central America (27%), and Haiti (32%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than two of every five children of immigrants in Florida live in a family with an income below 200% of the official poverty line. Children in immigrant families are nearly one-fourth more likely than those in native-born families to have family

incomes below 200% of the official poverty line (43% vs. 35%). Among children of immigrants with English fluent parents only, 29% live below the 200% poverty line, compared to 35% for children in native-born families, but the proportion rises to 40% for children of immigrants with mixed-fluency parents and to a very high 65% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every six (18%) children in immigrant families in Florida lives in overcrowded housing. Children in immigrant families are two times more likely than children in native-born families to live in overcrowded housing (18% vs. 9%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (10% vs. 9%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (22%) and English language learner parents only (28%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Florida are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (35% vs. 42%) and at age 4 (59% vs. 63%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 45% for those with English fluent parents only to 31% for those with mixed-fluency parents and 22% for those with English language learner parents only. Similarly,

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at age 4, the proportion enrolled declines across the three parental language groups. Specific origin groups less likely than Whites in native-born families to be enrolled include children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Florida and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immi-

grant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in Georgia Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Georgia's future

Children with at least one immigrant parent account for 16% of all children in Georgia, and 7% of Georgia's children live with English language learner parents only.

Children in immigrant families have diverse national origins

More than one-third of children in immigrant families in Georgia have origins in Mexico (36%). Many also have origins in the Caribbean and East Asia (9% each), Africa (8%), and Central America (7%).

Children in immigrant families have deep roots in Georgia

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Two-thirds (67%) of children in immigrant families in Georgia have parents who have lived in the United States 10 or more years. The proportion rises from

55% for children with English language learner parents only to 73% for children with mixed-fluency parents and 76% for those with English fluent parents only.

One-half of children in immigrant families have American citizen parents

More than one-half (53%) of children in immigrant families in Georgia have parents who are U.S. citizens. The proportion rises from 26% for children with English language learner parents only to 61% for children with mixed-fluency parents and 75% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five children (83%) in immigrant families in Georgia are U.S. citizens. The proportion is greater for children with at least one English fluent parent (85%–91%), but even among children with English language learner parents only, 74% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



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26% - 49% 14% - 26% 7% - 14% 2% - 7%

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English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parent or parents.

But many children live in linguistically isolated households

Nearly three in ten (28%) children in immigrant families in Georgia live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty-two percent of children in immigrant families in Georgia live in family-owned homes. The proportion ranges from 48% for those with English language learner parents only to 63% for those with mixed-fluency parents and 75% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Georgia are more likely than children in native-born families to live with two parents. Among children in immigrant families, 84% live with two parents, compared to 67% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents only (82%) or English fluent parents only (80%), which is similar to the proportion for

Whites in native-born families (82%).

Children in immigrant families in Georgia are two-thirds more likely than Whites in native-born families to have another adult relative in the home (20% vs. 12%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (27%), followed by those with mixed-fluency parents (19%) and English fluent parents only (14%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (96%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in Georgia with a father in the home have a father working full-time year-round, compared to 81% in native-born families. The proportion ranges from 83% for children with English fluent parents only to 77% for those with mixed-fluency parents and 75% for those English language learner parents only.

Three of every five (60%) children in immigrant families in Georgia with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (75%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (71% vs. 75%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working

More than two-fifths of children (45%) in immigrant families in Georgia speak another language at home and speak English very well.

mother (54% and 49% vs. 75%).

One of every three (32%) children in immigrant families in Georgia with a mother in the home has a mother employed full-time year-round. Children in immigrant families are 9 percentage points less likely than those in native-born families to have a mother working full-time (32% vs. 41%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Three of every ten (29%) children in immigrant families in Georgia have a father who did not graduate from high school, and the proportion is similar for mothers.

There is little difference in fathers' high school graduation between children in immigrant families with English fluent parents only and children in native-born families (9% vs. 11%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 34% for children with mixed-fluency parents and 50% for those with English language learner parents only.

One in six (18%) children in immigrant families in Georgia has a father who has completed only 8 or fewer years of school. The proportion rises to 34% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system,

less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico, Central America, and Indochina because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (26%) children in immigrant families in Georgia with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is nearly two times greater than the proportion among those in native-born families (14%). There is little difference between the children in native-born or immigrant families with English fluent parents only (14% vs. 13%), the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 25% for children with mixed-fluency parents and 40% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and Central American have especially low levels of education among fathers and also have high proportions of fathers earning less than 200% of the federal minimum wage (29%–42%).

Many children in immigrant families live below the poverty line

One in six (18%) children in immigrant

69% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

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families in Georgia is officially poor, and the proportion rises to nearly three in ten (28%) for those with English language learner parents only. Overall, children in immigrant families in Georgia are about as likely as those in native-born families to be poor (18% vs. 17%), but are about two times more likely than Whites in native-born families to live in poverty (18% vs. 8%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are comparable to the proportion for children in native-born families (10% and 16% vs. 17%), but the rate rises to 28% for those with English language learner parents only.

Among specific origin groups with official poverty rates of 19% or more, the rate for those with English language learner parents only is much higher for Mexico (33%) and Central America (29%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Nearly one-half (47%) of every two children of immigrants in Georgia live in a family with an income below 200% of the official poverty line. Children in immigrant families are about one-fourth more likely than those in native-born families to have family incomes below 200% of the official poverty line (47% vs. 37%). Among children of immigrants

with English fluent parents only, 28% live below the 200% poverty line, compared to 37% for children in native-born families, but the proportion rises to 49% for children of immigrants with mixed-fluency parents and to a very high 69% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every five (19%) children in immigrant families in Georgia lives in overcrowded housing. Children in immigrant families are almost three times more likely than children in native-born families to live in overcrowded housing (19% vs. 7%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents as for children in native-born families (9% vs. 7%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (22%) and English language learner parents only (30%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Georgia are less likely than in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 39%) and at age 4 (52% vs. 67%). At age 3, the proportion of children in immigrant families enrolled in pre-school programs declines from 41% for those with English fluent parents only to 20% for those with mixed-fluency parents and 18% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. About

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educación Preescolar en México (Preschool Education in Mexico).

Acknowledgements

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one-third (36%) of children in immigrant families in Georgia have origins in Mexico, and these children are much less likely than children in native-born families to be enrolled in early education at age 3 (13% vs. 39%) and at age 4 (36% vs. 67%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Georgia and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant

families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in Hawaii

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Hawaii's future

Children with at least one immigrant parent account for 26% of all children in Hawaii, and 8% of Hawaii's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Hawaii have origins in Philippines (50%). Many also have origins in Japan (10%) and Korea (6%).

Children in immigrant families have deep roots in Hawaii

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Four of every five (79%) children in immigrant families in Hawaii have parents who have lived in the United States 10 or more

years. The proportion is slightly greater for those with English fluent parents only (85%) and is slightly less for children with mixed-fluency parents and English language learner parents only (71% each).

Most children in immigrant families have American citizen parents

Four-fifths (81%) of children in immigrant families in Hawaii have parents who are U.S. citizens. The proportion rises from 60% for children with English language learner parents only to 88% for children with mixed-fluency parents only and 89% for those with English fluent parents only.

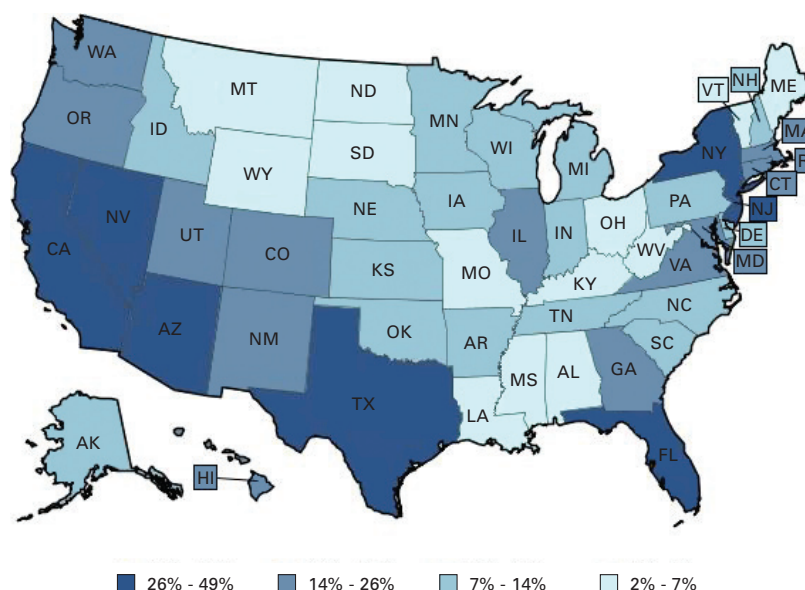
Most children in immigrant families are American citizens

Nine of every ten (89%) children in immigrant families in Hawaii are U.S. citizens. The proportion is even greater for children with English fluent parents only (95%) and mixed-fluency parents (93%), but even among children with English language learner parents only, 74% are American citizens.

Children in immigrant families have diverse language environments



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
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Nine in every
ten children in
immigrant families
in Hawaii are
U.S. citizens.

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nearly three of every four (73%) children in immigrant families in Hawaii live with at least one English fluent parent, while the others (27%) live with parents who are English language learners only. Of the 73%,

three-fourths live with English fluent parents only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 71% of English language learner parents only and mixed-fluency parents have lived in the U.S. for 10 or more years, while 85% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Most children in immigrant families are English fluent

Eighty-nine percent of children in immigrant families in Hawaii speak English exclusively or very well. Even among children in immigrant families with origins in Japan, the origin group least likely to speak English fluently, a substantial majority (78%)

Four-fifths of children in immigrant families in Hawaii have parents who are U.S. citizens.

speak English fluently.

Three of every ten (29%) children in immigrant families in Hawaii speak another language at home and speak English very well.

Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in seven (14%) children in immigrant families in Hawaii live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty-one percent of children in immigrant families in Hawaii live in family-owned homes. The proportion ranges from 49% for those with English language learner parents only to 58% for those with mixed-fluency parents and 67% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Hawaii are more likely than children in native-born families to live with two parents. Among children in immigrant families, 86% live with two parents compared to 75% of children in native-born families. About four of every five children in immigrant families live with two parents if they have English

language learner parents only (77%), and the proportion rises to 87% for children with English fluent parents only, which is similar to the proportion for Whites in native-born families (83%).

Children in immigrant families in Hawaii are more likely than Whites in native-born families to have another adult relative in the home (27% vs. 17%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (40%), followed by those with mixed-fluency parents (22%) and English fluent parents only (23%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (93%–95%) for each parental English language fluency group among children in immigrant families.

Nearly four of every five (78%) children in immigrant families in Hawaii with a father in the home have a father working full-time year-round, which is the same as the proportion for children in native-born families (78%). The proportion ranges from 81% for children with English fluent parents only to 77% for those with mixed-fluency parents and 72% for those English language learner parents only.

Three of every four (77%) children in immigrant families in Hawaii with a mother in the home have a mother working to support the family. This is similar to the proportion for children in native-born families (75%). Children in immigrant families with English fluent parents only and English language learner parents only are somewhat more likely than children in native-born

Three in ten
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families to have a working mother (79% and 82% vs. 75%), but children with mixed-fluency parents are less likely than children in native-born families to have a working mother (65% vs. 75%).

About one-half (48%) of children in immigrant families in Hawaii with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 4 percentage points more likely than those in native-born families to have a mother working full-time (48% vs. 44%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every eight (12%) children in immigrant families in Hawaii has a father who did not graduate from high school, and the proportion is similar for mothers. There is no difference between children in immigrant families with English fluent parents only and children in native-born families (6% each), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 9% for children with mixed-fluency parents and 26% for those with English language learner parents only.

About one in sixteen (6%) children in immigrant families in Hawaii has a father who has completed only 8 or fewer years of school. The proportion rises to 18% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

One of every six (16%) children in immigrant families in Hawaii with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is one-third greater than among those in native-born families (12%). There is essentially no difference between the children in native-born or immigrant families with English fluent parents only (12% vs. 11%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 16% for children with mixed-fluency parents and 29% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One of every thirteen (8%) children in immigrant families in Hawaii is officially poor, and the proportion rises to about one in seven (15%) for those with English language learner parents only. Overall, children in immigrant families in Hawaii are about as likely as those in native-born families (8% vs. 10%) and Whites in native-born families (8% each) to be poor. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than the rate for children in native-born families (7% and 6% vs. 10%), but the rate rises to 15% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in

39% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than one of every four (27%) children of immigrants in Hawaii live in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (27% vs. 28%). Among children of immigrants, 22% of those with English fluent parents only and 23% of those with mixed-fluency parents live below the 200% poverty line, compared to 28% for children in native-born families, but the proportion rises to 39% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Nearly two of every five (37%) children in immigrant families in Hawaii live in overcrowded housing. Children in immigrant families are about one-third more likely than children in native-born families to live in overcrowded housing (37% vs. 27%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only and mixed-fluency parents as for children in native-born families (30% and 31% vs. 27%), but

as with poverty indicators, the proportion rises greatly for children with English language learner parents only (54%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Hawaii are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 34%) and at age 4 (45% vs. 59%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to 6% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (6%) and age 4 (42%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Children in immigrant families are less likely than those in native-born families to be enrolled in pre-k/nursery school at age 3 (30% vs. 44%).

Policies and programs to foster children's success

Hawaii and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004): Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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Children in Immigrant Families in Idaho

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Idaho's future

Children with at least one immigrant parent account for 13% of all children in Idaho, and 6% of Idaho's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Idaho have origins in Mexico (67%). Many also have origins in Central and Eastern Europe and the former Soviet Union (6%) and East Asia (5%).

Children in immigrant families have deep roots in Idaho

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three in four (76%) children in immigrant families in Idaho have parents who have lived in the United States 10

or more years. The proportion is similar for those with English fluent parents only (78%) and English language learner parents only (70%).

Many children in immigrant families have American citizen parents

Three-fifths (61%) of children in immigrant families in Idaho have parents who are U.S. citizens. The proportion rises from 30% for children with English language learner parents only to 89% for those with English fluent parents only.

Most children in immigrant families are American citizens

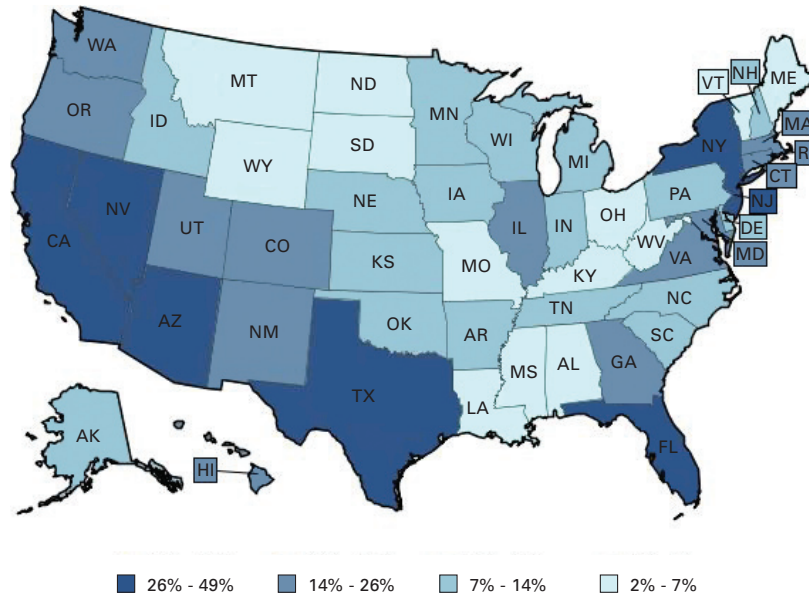
More than four in five (84%) children in immigrant families in Idaho are U.S. citizens. The proportion is more than nine in ten for children with English fluent parents only (94%) and mixed-fluency parents (97%), but even among children with English language learner parents only, 70% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

More than one-half (55%) children in immigrant families in Idaho live with at least one English fluent parent, while

the others (45%) live with parents who are English language learners only. Of the 55%, about three-fourths live with English fluent parents only, and about one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 70% of English language learner parents have lived in the U.S. for 10 or more years, while 78% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-three percent of children in immigrant families in Idaho speak English exclusively or very well.

More than four in five children in immigrant families in Idaho are U.S. citizens.

Three-fifths of children (61%) in immigrant families in Idaho have parents who are U.S. citizens.

About one-half (47%) of children in immigrant families in Idaho speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

More than one of every four (28%) children in immigrant families in Idaho lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty-one percent of children in immigrant families in Idaho live in family-owned homes. The proportion ranges from 49% for those with English language learner parents only to 74% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Idaho are slightly more likely than children in native-born families to live with two parents. Among children in immigrant families, 85% live with two parents, compared to 81% of children in native-born families. At least three in four children in immigrant families live with two parents if they have English language learner parents only (78%) or English fluent

parents only (86%), which is similar to the proportion for Whites in native-born families (83%).

Children in immigrant families in Idaho are almost three-fourths more likely than Whites in native-born families to have another adult relative in the home (19% vs. 11%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (29%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–98%) for each parental English language fluency group among children in immigrant families.

Three of every four (74%) children in immigrant families in Idaho with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (78%). The proportion ranges from 79% for children with English fluent parents only to 68% for those English language learner parents only.

Almost two-thirds (64%) of children in immigrant families in Idaho with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (72%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (75% vs. 72%), but children with English language learner parents only are less likely than children in native-born families to have a working mother (55% vs. 72%).

About one-half of children (47%) in immigrant families in Idaho speak another language at home and speak English very well.

One-third (32%) of children in immigrant families in Idaho with a mother in the home have a mother employed full-time year-round. Children in immigrant families are about as likely as those in native-born families to have a mother working full-time (32% vs. 33%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Two of every five (44%) children in immigrant families in Idaho have a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are about two times more likely than children in native-born families to have fathers who did not graduate from high school (16% vs. 7%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises sharply to 68% for those with English language learner parents only.

Three of every ten (30%) children in immigrant families in Idaho have a father who has completed only 8 or fewer years of school. The proportion rises to 56% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and

education administrators.

Many children of immigrants have parents with low hourly earnings

One of every three (36%) children in immigrant families in Idaho with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion among those in native-born families (17%). Children in native-born families are somewhat less likely than immigrant families with English fluent parents only to have fathers earning less than 200% of minimum wage (17% vs. 23%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 49% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

Almost one in four (23%) children in immigrant families in Idaho is officially poor, and the proportion rises to two in five (39%) for those with English language learner parents only. Overall, children in immigrant families in Idaho are about two times more likely than those in native-born families (23% vs. 13%) and Whites in native-born families (23% vs. 12%) to be in poverty. Official poverty rates for children in immigrant families with English fluent parents only are less than the rate for children in native-born families (6%, vs. 13%), but the rate rises to 39% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC)

81% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

report urged that the official measure be revised because “...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time” (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Three of every five (60%) children of immigrants in Idaho live in a family with an income below 200% of the official poverty line. Children in immigrant families are about three-fifths more likely than those in native-born families to have family incomes below 200% of the official poverty line (60% vs. 38%). Among children of immigrants with English fluent parents only, 35% live below the 200% poverty line, which is similar to the proportion for children in native-born families (38%), but the proportion rises to a very high 81% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every four (25%) children in immigrant families in Idaho lives in overcrowded housing. Children in immigrant families are more than two times more likely than children in native-born families to live in overcrowded housing (25% vs. 9%). Overcrowding is a little less prevalent for children in immigrant families with English fluent parents only than for children in native-born families (5% vs. 9%), but as with poverty indicators,

the proportion rises greatly for children with English language learner parents only (41%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Idaho is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in pre-school programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 67% of children in immigrant families in Idaho have origins in Mexico, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is

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important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Idaho and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encour-

age fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Children in Immigrant Families in Illinois Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Illinois' future

Children with at least one immigrant parent account for 25% of all children in Illinois, and 12% of Illinois' children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Illinois have origins in Mexico (54%). Many also have origins in Central and Eastern Europe and the former Soviet Union (12%) and Poland (6%).

Children in immigrant families have deep roots in Illinois

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Almost four of every five (78%) children in immigrant families in Illinois have parents who have lived in the United States 10 or more years. The proportion

is similar for children with English fluent parents only (80%), mixed-fluency parents (83%), and English language learner parents only (75%).

Many children in immigrant families have American citizen parents

Three-fifths (61%) of children in immigrant families in Illinois have parents who are U.S. citizens. The proportion rises from 39% for children with English language learner parents only to 77% for children with mixed-fluency parents only and 83% for those with English fluent parents only.

Most children in immigrant families are American citizens

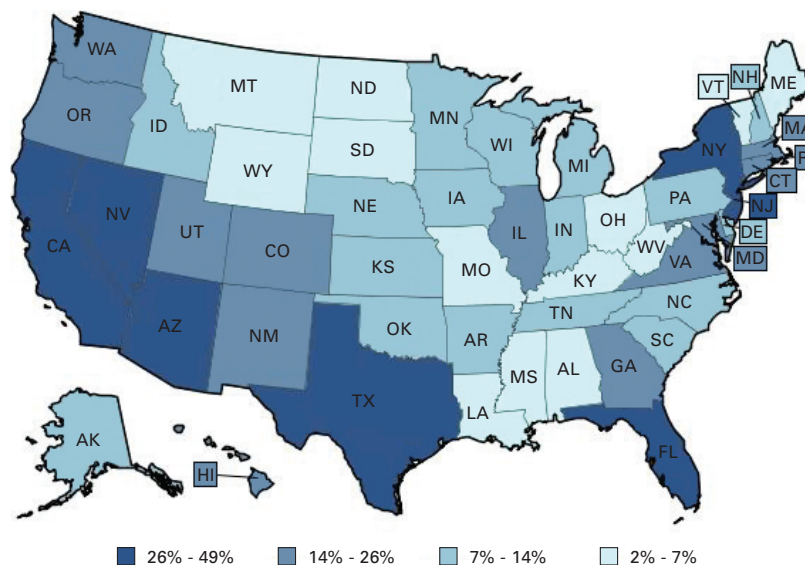
More than four in five (87%) children in immigrant families in Illinois are U.S. citizens. The proportion is more than nine in ten for children with English fluent parents only (94%) and mixed-fluency parents (92%), but even among children with English language learner parents only, a large 81% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
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that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

One-half of children in immigrant families have an English fluent parent

One-half (53%) of children in immigrant families in Illinois live with at least one English fluent parent, while the others (47%) live with parents who are English language learners only. Of the 53%, two-thirds live with English fluent parents only, and one-third live with mixed-fluency parents, that is, with one English fluent parent and one English

language learner parent.

English fluent parents are slightly more likely to have lived longer in the U.S.

In all immigrant families, 75% of English language learner parents have lived in the U.S. for 10 or more years, while 83% of mixed-fluency parents and 80% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty percent of children in immigrant families in Illinois speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (72%) speak English fluently.

More than one-half (57%) of children in immigrant families in Illinois speak another language at home and speak English very well. Thus, many children in

More than four in five children in immigrant families in Illinois are U.S. citizens.

Three-fifths of children (61%) in immigrant families in Illinois have parents who are U.S. citizens.

immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three of every ten children (30%) in immigrant families in Illinois live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Sixty-nine percent of children in immigrant families in Illinois live in family-owned homes. The proportion ranges from 58% for those with English language learner parents only to 72% for those with mixed-fluency parents and 81% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Illinois are more likely than children in native-born families to live with two parents. Among children in immigrant families, 87% live with two parents, compared to 71% of children in native-born families. More than four in five children in immigrant families live with two parents if they have English language learner parents only (84%) or English fluent parents only (85%), which is similar to the proportion for Whites in native-born families (83%).

Children in immigrant families in Illinois are two-thirds more likely than Whites in native-born families to have another adult relative in the home (24% vs. 14%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (31%), followed by those with mixed-fluency parents (19%) and English fluent parents only (16%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in Illinois with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (80%). The proportion ranges from 80% for children with English fluent parents only to 79% for those with mixed-fluency parents and 78% for those English language learner parents only.

Three-fifths (61%) of children in immigrant families in Illinois with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (72% vs. 76%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (59% and 53% vs. 76%).

More than one-half of children (57%) in immigrant families in Illinois speak another language at home and speak English very well.

One-third (34%) of children in immigrant families in Illinois with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 4 percentage points less likely than those in native-born families to have a mother working full-time (34% vs. 38%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Three of every ten (31%) children in immigrant families in Illinois have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (9% vs. 6%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 29% for children with mixed-fluency parents and 49% for those with English language learner parents only.

One in five (19%) children in immigrant families in Illinois has a father who has completed only 8 or fewer years of school. The proportion rises to 33% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially

important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

Almost one of every four (23%) children in immigrant families in Illinois with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion among those in native-born families (10%). There is little difference between the children in native-born or immigrant families with English fluent parents only (10% vs. 11%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 21% for children with mixed-fluency parents and 33% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and Central America have especially low levels of education among fathers and also are among those (Mexico, Central America, China, Pakistan, Middle East, and Africa) with the highest proportion of fathers earning less than 200% of the federal minimum wage (20%–31%).

Many children in immigrant families live below the poverty line

About one in seven (15%) children in immigrant families in Illinois is officially poor, and the proportion rises to almost

59% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

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The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

one in four (23%) for those with English language learner parents only. Overall, children in immigrant families in Illinois are about as likely as those in native-born families to be poor (15% vs. 14%), but they are almost three times more likely than Whites in native-born families to live in poverty (15% vs. 6%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than the rate for children in native-born families (7% and 12% vs. 14%), but the rate rises to 23% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico (21%) and rises to 25% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than two of every five (43%) children of immigrants in Illinois live in a family with an income below 200% of the official poverty line. Children in immigrant families are more likely than those in native-born families to have family incomes below 200% of the poverty line (43% vs. 29%). Among children of immigrants with English fluent parents only, 22% live below the 200% poverty line, compared to 29% for

children in native-born families, but the proportion rises to 41% for children of immigrants with mixed-fluency parents and to a very high 59% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

More than one of every five (22%) children in immigrant families in Illinois lives in overcrowded housing. Children in immigrant families are almost four times more likely than children in native-born families to live in overcrowded housing (22% vs. 6%). Overcrowding is about two-thirds more prevalent for children in immigrant families with English fluent parents only than for children in native-born families (10% vs. 6%), but as with poverty indicators, the proportion rises even higher for children with mixed-fluency parents (18%) and English language learner parents only (32%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Illinois are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 40%) and at age 4 (55% vs. 70%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 42% for those with English fluent parents only to 25% for those with mixed-fluency parents and 18% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Specific origin groups less likely

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than Whites in native-born families to be enrolled include children in immigrant families from Mexico and from Central and Eastern Europe and the former Soviet Union.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Illinois and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to

succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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September 2009

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Children in immigrant families learning English merit special attention for Indiana's future

Children with at least one immigrant parent account for 8% of all children in Indiana, and 4% of Indiana's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Indiana have origins in Mexico (47%). Many also have origins in East Asia (11%).

Children in immigrant families have deep roots in Indiana

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Almost two-thirds (64%) of children in immigrant families in Indiana have parents who have lived in the United States 10 or more years. The proportion ranges from 59% for children with

English language learner parents only to 62% for children with mixed-fluency parents and 69% for those with English fluent parents only.

Many children in immigrant families have American citizen parents

Three-fifths (58%) of children in immigrant families in Indiana have parents who are U.S. citizens. The proportion rises from 27% for children with English language learner parents only to 76% for children with mixed-fluency parents only and 79% for those with English fluent parents only.

Most children in immigrant families are American citizens

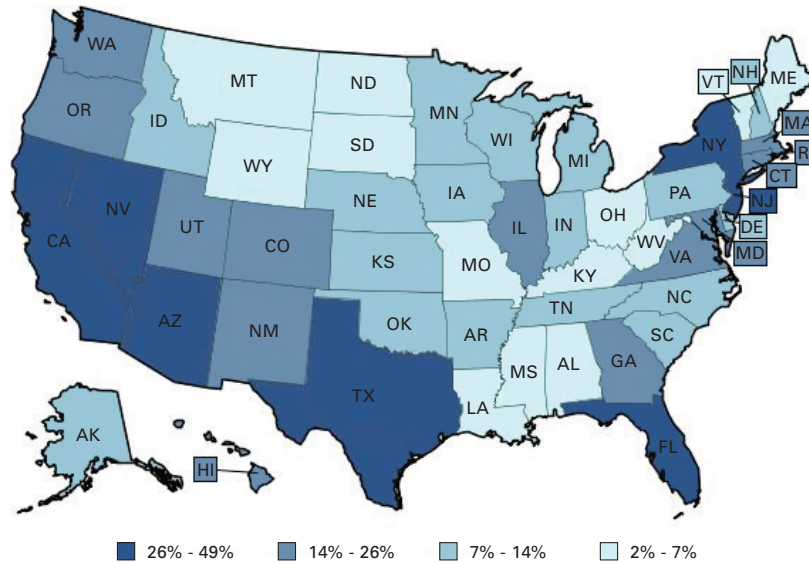
More than four in five (83%) children in immigrant families in Indiana are U.S. citizens. The proportion is about nine in ten for children with English fluent parents only (92%) and mixed-fluency parents (88%), but even among children with English language learner parents only, 72% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



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up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Three-fifths (61%) of children in immigrant families in Indiana live with at least one English fluent parent, while the others (39%) live with parents who are English language learners only. Of the 61%, about three-fourths live with English fluent parents only, and about

one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are somewhat more likely to have lived longer in the U.S. In all immigrant families, 59% of English language learner parents have lived in the U.S. for 10 or more years, while 62% of mixed-fluency parents and 69% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty percent of children in immigrant families in Indiana speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (67%) speak English fluently.

More than two-fifths (45%) of children

More than four in five children in immigrant families in Indiana are U.S. citizens.

Three-fifths of children (58%) in immigrant families in Indiana have parents who are U.S. citizens.

in immigrant families in Indiana speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three of every ten (30%) children in immigrant families in Indiana live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-seven percent of children in immigrant families in Indiana live in family-owned homes. The proportion ranges from 56% for those with English language learner parents only to 69% for those with mixed-fluency parents and 76% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Indiana are more likely than children in native-born families to live with two parents. Among children in immigrant families, 86% live with two parents, compared to 74% of children in native-born families. About four of every five children in immigrant families live with two parents if they have English language learner

parents only (81%) or English fluent parents only (85%), which is similar to the proportion for Whites in native-born families (80%).

Children in immigrant families in Indiana are more likely than Whites in native-born families to have another adult relative in the home (18% vs. 12%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (24%), followed by those with mixed-fluency parents (13%) and English fluent parents only (14%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (94%–98%) for each parental English language fluency group among children in immigrant families.

Three of every four (76%) children in immigrant families in Indiana with a father in the home have a father working full-time year-round, compared to 80% in native-born families. The proportion ranges from 80% for children with English fluent parents only to 74% for those with mixed-fluency parents and 72% for those English language learner parents only.

Three-fifths (62%) of children in immigrant families in Indiana with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only are slightly less likely than children in native-born families to have a working mother (70% vs. 76%), and

More than two-fifths of children (45%) in immigrant families in Indiana speak another language at home and speak English very well.

this difference increases for children with mixed-fluency parents and English language learner parents only (61% and 53% vs. 76%).

One-third (32%) of children in immigrant families in Indiana with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 6 percentage points less likely than those in native-born families to have a mother working full-time (32% vs. 38%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every three (32%) children in immigrant families in Indiana has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (9% vs. 11%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 37% for children with mixed-fluency parents and 58% for those with English language learner parents only.

One of every five (20%) children in immigrant families in Indiana has a father who has completed only 8 or fewer years of school. The proportion rises to 38% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

More than one of every four (28%) children in immigrant families in Indiana with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is more than two times greater than the proportion among those in native-born families (13%). There is little difference between the children in native-born or immigrant families with English fluent parents only (13% vs. 14%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 24% for children with mixed-fluency parents and 47% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (43%).

74% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Many children in immigrant families live below the poverty line

One in five (19%) children in immigrant families in Indiana is officially poor, and the proportion rises to more than one in three (32%) for those with English language learner parents only. Overall, children in immigrant families in Indiana are about one-third more likely than those in native-born families (19% vs. 14%) and three-fourths more likely than Whites in native-born families to live in poverty (19% vs. 11%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the rate for children in native-born families (10% and 16% vs. 14%), but the poverty rate rises to 32% for those with English language learner parents only.

Children in immigrant families from Mexico have an even higher poverty rate of 30%, and the proportion rises to 34% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

About one-half (48%) of children of immigrants in Indiana live in a family with an income below 200% of the official poverty line. Children in immigrant families are four-tenths more likely than those in native-born families

to have family incomes below 200% of the official poverty line (48% vs. 34%). Among children of immigrants with English fluent parents only, 27% live below the 200% poverty line, compared to 34% for children in native-born families, but the proportion rises to 42% for children of immigrants with mixed-fluency parents and to a very high 74% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every five (19%) children in immigrant families in Indiana lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (19% vs. 6%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (9% vs. 6%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (17%) and English language learner parents only (30%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Indiana are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (23% vs. 26%) and at age 4 (43% vs. 52%). Although data on early education enrollment is not available for any specific origin groups in Indiana, about one half (47%) of children in immigrant families have origins in Mexico, and data from the U.S. overall suggests

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press). Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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that low enrollment in early education programs is likely a concern among this group in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Indiana and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



C S D A

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Foundation is a private
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build better futures for
disadvantaged children
in the United States.
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Children in Immigrant Families in Iowa

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Iowa's future

Children with at least one immigrant parent account for 8% of all children in Iowa, and 3% of Iowa's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Iowa have origins in Mexico (43%), followed by those with origins in Korea (6%).

Children in immigrant families have deep roots in Iowa

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three-fifths (60%) of children in immigrant families in Iowa have parents who have lived in the United States 10 or more years. The proportion is 58% for children with mixed-fluency parents

and English fluent parents only and 63% for those with English language learner parents only.

Many children in immigrant families have American citizen parents

Three-fifths (59%) of children in immigrant families in Iowa have parents who are U.S. citizens. The proportion rises from 35% for children with English language learner parents only to 74% for children with mixed-fluency parents only and 73% for those with English fluent parents only.

Most children in immigrant families are American citizens

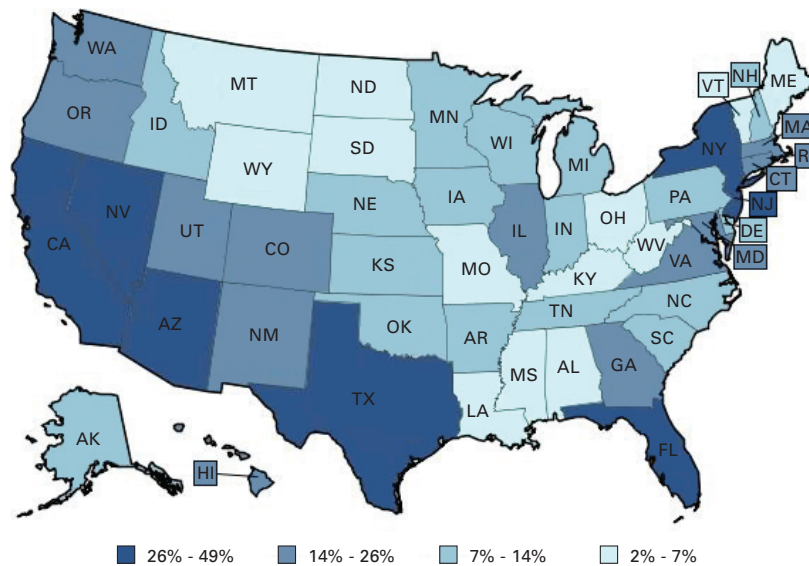
More than four in five (82%) children in immigrant families in Iowa are U.S. citizens. The proportion is similar for children with English fluent parents only and mixed-fluency parents (86% each), but even among children with English language learner parents only, 76% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

More than four in five children in immigrant families in Iowa are U.S. citizens.

that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Three-fifths (62%) of children in immigrant families in Iowa live with at least one English fluent parent, while the others (38%) live with parents who are English language learners only. Of the 62%, two-thirds live with English flu-

ent parents only, and one-third live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

Four-fifths of children in immigrant families are English fluent

Eighty-one percent of children in immigrant families in Iowa speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (72%) speak English fluently.

One-half (48%) of children in immigrant families in Iowa speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in four (26%) children in immigrant

Three-fifths of children (59%) in immigrant families in Iowa have parents who are U.S. citizens.

families in Iowa live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-eight percent of children in immigrant families in Iowa live in family-owned homes. The proportion ranges from 61% for those with English language learner parents only to 64% for those with mixed-fluency parents and 75% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Iowa are about as likely as children in native-born families to live with two parents. Among children in immigrant families, 81% live with two parents, compared to 79% of children in native-born families. About three-fifths of children in immigrant families live with two parents if they have English language learner parents only (68%), but the proportion rises to 84% for children with English fluent parents only, which is slightly greater than the proportion for Whites in native-born families (79%).

Children in immigrant families in Iowa are two times more likely than Whites in native-born families to have another adult relative in the home (19% vs. 10%). Children in immigrant families with English language learner parents only are

the most likely to have such relatives in the home (30%), followed by those with mixed-fluency parents (18%) and English fluent parents only (11%).

Children in immigrant families experience a strong family work ethic

Nine of every ten (91%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is high (88%–94%) for each parental English language fluency group among children in immigrant families.

Three of every four (73%) children in immigrant families in Iowa with a father in the home have a father working full-time year-round, compared to 81% in native-born families. The proportion ranges from 76% for children with English fluent parents only to 65% for those with mixed-fluency parents and 75% for those English language learner parents only.

Seven of every ten (71%) children in immigrant families in Iowa with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (85%). Children in immigrant families with English fluent parents only are less likely than those in native-born families to have a working mother (71% vs. 85%), and this pattern exists for children with mixed-fluency parents and English language learner parents only (65% and 76% vs. 85%).

One-third (35%) of children in immigrant families in Iowa with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 12 percentage points less likely than those in native-born families to have a mother working full-time (35% vs. 47%).

Almost one-half of children (48%) in immigrant families in Iowa speak another language at home and speak English very well.

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every three (36%) children in immigrant families in Iowa has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (10% vs. 7%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 36% for children with mixed-fluency parents and 67% for those with English language learner parents only.

One in five (19%) children in immigrant families in Iowa has a father who has completed only 8 or fewer years of school. The proportion rises to 39% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (24%) children in immigrant families in Iowa with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is 60% greater than the proportion among those in native-born families (15%). There is little difference between the children in native-born or immigrant families with English fluent parents only (15% vs. 17%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 20% for children with mixed-fluency parents and 36% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in five (19%) children in immigrant families in Iowa is officially poor, and the proportion rises to one in four (26%) for those with English language learner parents only. Overall, children in immigrant families in Iowa are six-tenths more likely than those in native-born families (19% vs. 12%) and two times more likely than Whites in native-born families (19% vs. 9%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are slightly higher than the rate for children in native-born families (13% and 16% vs. 12%), but the rate rises to 26% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no

65% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time” (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Almost one-half (47%) of children of immigrants in Iowa live in a family with an income below 200% of the official poverty line. Children in immigrant families are more likely than those in native-born families to have family incomes below 200% of the official poverty line (47% vs. 30%). Among children of immigrants with English fluent parents only, 32% live below the 200% poverty line, compared to 30% for children in native-born families, but the proportion rises to 46% for children of immigrants with mixed-fluency parents and to a very high 65% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing. Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Nearly one of every four (23%) children in immigrant families in Iowa lives in overcrowded housing. Children in immigrant families are about four times more likely than children in native-born families to live in overcrowded housing (23% vs. 5%). Overcrowding is slightly more prevalent for children in immigrant families with English fluent parents only than for children in native-born families (9% vs. 5%), but as with poverty

indicators, the proportion rises greatly for children with mixed-fluency parents (35%) and English language learner parents only (31%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Iowa is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 43% of children in immigrant families in Iowa have origins in Mexico, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

Citations

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These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Iowa and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encour-

age fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

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Children in Immigrant Families in Kansas Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Kansas' future

Children with at least one immigrant parent account for 13% of all children in Kansas, and 5% of Kansas' children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Kansas have origins in Mexico (58%). Many also have origins in East Asia (8%) and Indochina (7%).

Children in immigrant families have deep roots in Kansas

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven of every ten (69%) children in immigrant families in Kansas have parents who have lived in the United States 10 or more years. The proportion is the same for those with English

fluent parents only (69%) and is similar for children with mixed-fluency parents (72%) and English language learner parents only (68%).

Many children in immigrant families have American citizen parents

Three-fifths (59%) of children in immigrant families in Kansas have parents who are U.S. citizens. The proportion rises from 32% for children with English language learner parents only to 72% for children with mixed-fluency parents only and 81% for those with English fluent parents only.

Most children in immigrant families are American citizens

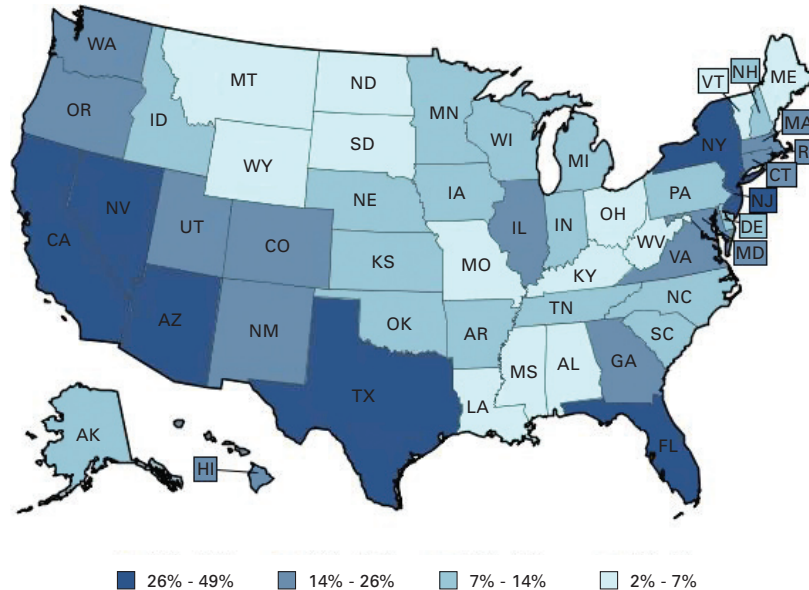
More than four in five (85%) children in immigrant families in Kansas are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (92%) and mixed-fluency parents (90%), but even among children with English language learner parents only, 76% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

More than four in
five children in
immigrant families
in Kansas are
U.S. citizens.

up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Three-fifths (59%) of children in immigrant families in Kansas live with at least one English fluent parent, while the others (41%) live with parents who are Eng-

lish language learners only. Of the 59%, about two-thirds live with English fluent parents only, and about one-third live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

Four-fifths of children in immigrant families are English fluent

Eighty-three percent of children in immigrant families in Kansas speak English exclusively or very well.

One-half (55%) of children in immigrant families in Kansas speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One of every four (27%) children in

Three-fifths of children (59%) in immigrant families in Kansas have parents who are U.S. citizens.

immigrant families in Kansas live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Seventy percent of children in immigrant families in Kansas live in family-owned homes. The proportion ranges from 63% for those with English language learner parents only to 69% for those with mixed-fluency parents and 76% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Kansas are more likely than children in native-born families to live with two parents. Among children in immigrant families, 85% live with two parents, compared to 76% of children in native-born families. About four of every five children in immigrant families live with two parents if they have English language learner parents only (78%) or English fluent parents only (85%), which is similar to the proportion for Whites in native-born families (80%).

Children in immigrant families in Kansas are two-thirds more likely than Whites in native-born families to have another adult relative in the home (18% vs. 11%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (25%), followed

by those with English fluent parents only (14%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in Kansas with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (83%). The proportion ranges from 83% for children with English fluent parents only to 76% for those with mixed-fluency parents and 77% for those English language learner parents only.

Almost two-thirds (65%) of children in immigrant families in Kansas with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (80%). Children in immigrant families with English fluent parents only are less likely than those in native-born families to have a working mother (69% vs. 80%), and this pattern exists for children with mixed-fluency parents and English language learner parents only (64% and 62% vs. 80%).

One-third (33%) of children in immigrant families in Kansas with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 9 percentage points less likely than those in native-born families to have a mother working full-time (33% vs. 42%).

More than one-half of children (55%) in immigrant families in Kansas speak another language at home and speak English very well.

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Almost two-fifths (37%) of children in immigrant families in Kansas have a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are almost three times more likely than children in native-born families (15% vs. 6%) to have fathers who did not graduate from high school, but the proportion of children in immigrant families whose fathers did not graduate from high school rises even higher to 40% for children with mixed-fluency parents and 61% for those with English language learner parents only.

Almost one of every four (23%) children in immigrant families in Kansas has a father who has completed only 8 or fewer years of school. The proportion rises to 43% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

Three of every ten (30%) children in immigrant families in Kansas with a

father in the home have a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is almost two times greater than the proportion among those in native-born families (16%). There is little difference between the children in native-born or immigrant families with English fluent parents only (16% vs. 14%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 31% for children with mixed-fluency parents and 46% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (42%).

Many children in immigrant families live below the poverty line

One in five (21%) children in immigrant families in Kansas is officially poor, and the proportion rises to one in three (32%) for those with English language learner parents only. Overall, children in immigrant families in Kansas are about two times more likely than those in native-born families (21% vs. 11%) and Whites in native-born families (21% vs. 9%) to live in poverty. The official poverty rate for children in immigrant families with English fluent parents only is less than the rate for children in native-born families (9% vs. 11%), but the rate rises to 24% for those with mixed-fluency parents and 32% for those with English

language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico (31%), and it rises to 35% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because “...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time” (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (50%) of children of immigrants in Kansas live in a family with an income below 200% of the official poverty line. Children in immigrant families are more likely than those in native-born families to have family incomes below 200% of the official poverty line (50% vs. 30%). Among children of immigrants with English fluent parents only, 28% live below the 200% poverty line, which is similar to the proportion for children in native-born families (33%), but the proportion rises to 49% for children of immigrants with mixed-fluency parents and to a very high 73% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing
Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives

to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every four (24%) children in immigrant families in Kansas lives in overcrowded housing. Children in immigrant families are five times more likely than children in native-born families to live in overcrowded housing (24% vs. 5%). Overcrowding is two times more prevalent for children in immigrant families with English fluent parents only than for children in native-born families (10% vs. 5%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (33%) and English language learner parents only (34%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Kansas are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (25% vs. 30%) and at age 4 (44% vs. 58%). Although data on early education enrollment is not available for any specific origin groups in Kansas, because about three-fifths (58%) of children in immigrant families have origins in Mexico, low enrollment in early education programs is likely a concern among this group in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

73% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educación Preescolar en México (Preschool Education in Mexico).

Acknowledgements

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These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Kansas and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage

fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

*The Annie E. Casey
Foundation is a private
charitable organization
dedicated to helping
build better futures for
disadvantaged children
in the United States.
www.aecf.org*

Children in Immigrant Families in Kentucky Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention to Kentucky's future

Children with at least one immigrant parent account for 5% of all children in Kentucky, and 2% of Kentucky's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Kentucky have origins in Mexico (27%). Many also have origins in East Asia (12%), Western Europe (8%), and Africa (7%).

Children in immigrant families have deep roots in Kentucky

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

One-half (52%) of children in immigrant families in Kentucky have parents who have lived in the United States 10 or more

years. The proportion rises to 59% for those with English fluent parents only, but is about two-fifths (37%) for those with English language learner parents only.

Most children in immigrant families have American citizen parents

Three-fifths (60%) of children in immigrant families in Kentucky have parents who are U.S. citizens. The proportion rises from 21% for children with English language learner parents only to 82% for those with English fluent parents only.

Most children in immigrant families are American citizens

Four of every five (79%) children in immigrant families in Kentucky are U.S. citizens. The proportion is nearly nine in ten for children with English fluent parents only (88%) and more than four in five for children with mixed-fluency parents (82%), but even among children with English language learner parents only, 62% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments



26% - 49%

14% - 26%

7% - 14%

2% - 7%

Three-fifths of children (60%) in immigrant families in Kentucky have parents who are U.S. citizens.

One-third (36%) of children in immigrant families in Kentucky speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Nearly one in four (23%) children in immigrant families in Kentucky lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Fifty-nine percent of children in immigrant families in Kentucky live in family-owned homes. The proportion ranges from 31% for those with English language learner parents only to 73% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Kentucky are more likely than children in native-born families to live with two parents. Among children in immigrant families, 86% live with two parents, compared to 72% of children in native-born families. Nine in ten children in immigrant families live with two parents if they have English fluent parents only (89%). This is greater than the proportion for children with English

language learner parents only (73%), which is similar to the proportion for Whites in native-born families (77%).

Children in immigrant families in Kentucky are more likely than Whites in native-born families to have another adult relative in the home (16% vs. 11%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (24%), followed by those with English fluent parents only (12%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (98% each) for each parental English language fluency group among children in immigrant families.

Three-fourths (74%) of children in immigrant families in Kentucky with a father in the home have a father working full-time year-round, which is the same as the proportion for native-born families (74%). The proportion ranges from 80% for children with English fluent parents only to 70% for those with English language learner parents only.

Three-fifths (60%) of children in immigrant families in Kentucky with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent parents only are also less likely than those in native-born families (66% vs. 73%) to have a working mother, and this difference is even greater for children with English language learner parents only (53% vs. 73%).

One-third of children (36%) in immigrant families in Kentucky speak another language at home and speak English very well.

Three of every ten (29%) children in immigrant families in Kentucky with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 10 percentage points less likely than those in native-born families to have a mother working full-time (29% vs. 39%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every five (22%) children in immigrant families in Kentucky has a father who did not graduate from high school, and the proportion is similar for mothers.

The proportion is smaller for children in immigrant families with English fluent parents only than for those in children in native-born families (7% vs. 15%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises dramatically to 48% for those with English language learner parents only.

One in eight (13%) children in immigrant families in Kentucky has a father who has completed only 8 or fewer years of school. The proportion rises to 27% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and

education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (23%) children in immigrant families in Kentucky with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is similar to the proportion for those in native-born families (20%). There is little difference between the children in native-born or immigrant families with English fluent parents only (20% vs. 17%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 34% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in five (19%) of children in immigrant families in Kentucky are officially poor, and the proportion rises to one in three (32%) for those with English language learner parents only. Overall, children in immigrant families in Kentucky are about as likely as those in native-born families (19% vs. 20%) and Whites in native-born families (19% vs. 18%) to live in poverty. The official poverty rate for children in immigrant families with English fluent parents only is less than the rate for children in native-born families (12% vs. 20%), but the rate rises to 32% for those with English language learner parents only.

74% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Nearly one-half (46%) of children of immigrants in Kentucky live in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (46% vs. 42%). Among children of immigrants with English fluent parents only, 30% live below the 200% poverty line, compared to 42% for children in native-born families, but the proportion rises to a very high 74% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every six (18%) children in immigrant families in Kentucky lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (18% vs. 6%). Overcrowding is two-thirds more prevalent for

children in immigrant families with English fluent parents only than for children in native-born families (10% vs. 6%), but as with poverty indicators, the proportion rises greatly for children with English language learner parents only (31%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Kentucky is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 27% of children in immigrant families in Kentucky have origins in Mexico, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for

Citations

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example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Kentucky and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

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Children in Immigrant Families in Louisiana Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Louisiana's future

Children with at least one immigrant parent account for 5% of all children in Louisiana, and 2% of Louisiana's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Louisiana have origins in Central America (20%), followed by those with origins in Indochina (15%). Many also have origins in Mexico (12%) and East Asia (10%).

Children in immigrant families have deep roots in Louisiana

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three in four (75%) children in immigrant

families in Louisiana have parents who have lived in the United States 10 or more years. The proportion is similar for children with mixed-fluency parents and English fluent parents only (78% each), but falls slightly for those with English language learner parents only (69%).

Many children in immigrant families have American citizen parents

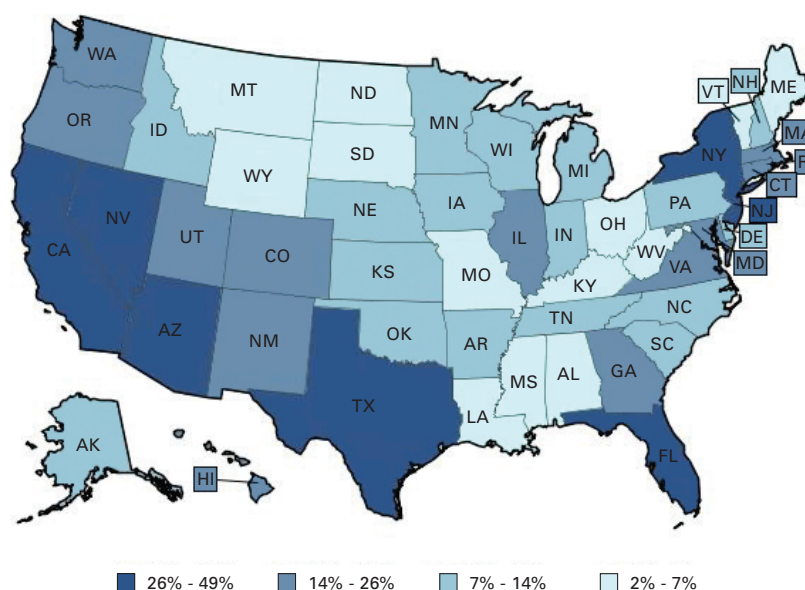
Three-fourths (74%) of children in immigrant families in Louisiana have parents who are U.S. citizens. The proportion rises from 48% for children with English language learner parents only to 78% for children with mixed-fluency parents only and 88% for those with English fluent parents only.

Most children in immigrant families are American citizens

Nearly nine in ten (88%) children in immigrant families in Louisiana are U.S. citizens. The proportion is similar for children with English fluent parents only (94%) and mixed-fluency parents (90%), but even among children with English language learner parents only, 75% are American citizens.



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Seven of every ten (70%) children in immigrant families in Louisiana live

with at least one English fluent parent, while the other third live with parents who are English language learners only. Of the 70%, three-fourths live with English fluent parents only, and one fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 69% of English language learner parents have lived in the U.S. for 10 or more years, while 78% of mixed-fluency parents and English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Most children in immigrant families are English fluent

Eighty-seven percent of children in immigrant families in Louisiana speak English exclusively or very well. Even among

Nearly nine in ten children in immigrant families in Louisiana are U.S. citizens.

Three-fourths
of children in
immigrant families
in Louisiana have
parents who are
U.S. citizens.

children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (72%) speak English fluently.

Two of every five (43%) children in immigrant families in Louisiana speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households
One of every five (19%) children in immigrant families in Louisiana lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Sixty-nine percent of children in immigrant families in Louisiana live in family-owned homes. The proportion ranges from 56% for those with English language learner parents only to 59% for those with mixed-fluency parents and 79% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Louisiana are more likely than children in native-born families to live with two parents. Among

children in immigrant families, 86% live with two parents, compared to 63% of children in native-born families. About four of every five children in immigrant families live with two parents if they have English language learner parents only (83%) or English fluent parents only (83%), which is similar to the proportion for Whites in native-born families (79%).

Children in immigrant families in Louisiana are more likely than Whites in native-born families to have another adult relative in the home (20% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (31%), followed by those with English fluent parents only (19%).

Children in immigrant families experience a strong family work ethic

Close to nineteen of every twenty (93%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (89%–95%) for each parental English language fluency group among children in immigrant families.

Nearly three of every four (73%) children in immigrant families in Louisiana with a father in the home have a father working full-time year-round, which is similar to the proportion of children in native-born families (75%). The proportion ranges from 77% for children with English fluent parents only and 72% for those English language learner parents only to 62% for those with mixed-fluency parents.

Three of every five (61%) children in immigrant families in Louisiana with a mother in the home have a mother working to support the family. This is

Two in five children (43%) in immigrant families in Louisiana speak another language at home and speak English very well.

somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent parents only are less likely than those in native-born families to have a working mother (67% vs. 74%), and the difference is even greater for children with mixed-fluency parents and English language learner parents only (51% and 56% vs. 74%).

Three of every ten (29%) children in immigrant families in Louisiana with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 11 percentage points less likely than those in native-born families to have a mother working full-time (29% vs. 40%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every five (21%) children in immigrant families in Louisiana has a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are less likely than children in native-born families to have fathers who did not graduate from high school (8% vs. 15%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 29% for children with mixed-fluency parents and 37% for those with English language learner parents only.

One in nine (11%) children in immigrant families in Louisiana has a father who has completed only 8 or fewer years of school. The proportion rises to 25% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

One of every four (26%) children in immigrant families in Louisiana with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is about one-third greater than the proportion among those in native-born families (19%). There is little difference between the children in native-born or immigrant families with English fluent parents only (15% vs. 19%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 36% for children with mixed-fluency parents and 41% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in five (19%) children in immigrant families in Louisiana is officially poor, and the proportion rises to one in four (24%) for those with English language learner parents only. Overall, children in immigrant families in Louisiana are one-fifth less likely than those in native-born families to be poor (19% vs. 24%), but they are almost two times more likely

65% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

than Whites in native-born families to live in poverty (19% vs. 11%). The official poverty rate for children in immigrant families with English fluent parents only is similar to the rate for Whites in native-born families (14% vs. 11%). The official poverty rates for children in immigrant families with mixed-fluency parents and English language learner parents only are similar to the rate for children in native-born families (24% and 28% vs. 24%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than two of every five (44%) children of immigrants in Louisiana live in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (44% vs. 45%). Among children of immigrants with English fluent parents only, 28% live below the 200% poverty line, compared to 45% for children in native-born families, but the proportion rises to 61% for children of immigrants with mixed-fluency parents and to a very high 65% for those with English language learner parents only.

Many children in immigrant families live in overcrowded housing
Families with low wages and below-poverty-line incomes may live with

other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every seven (15%) children in immigrant families in Louisiana lives in overcrowded housing. Children in immigrant families are about as likely as children in native-born families to live in overcrowded housing (15% vs. 13%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (10% vs. 13%), but as with poverty indicators, the proportion rises for children with mixed-fluency parents (18%) and English language learner parents only (23%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Louisiana is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because a number of children in immigrant families in Louisiana have origins in Central America (20%) and Mexico (12%), low enrollment in early

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press). Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educación Prescolar en México (Preschool Education in Mexico).

Acknowledgements

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education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Louisiana and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

*The Annie E. Casey
Foundation is a private
charitable organization
dedicated to helping
build better futures for
disadvantaged children
in the United States.
www.aecf.org*

**More than four in
five children in
immigrant families
in Maine are
U.S. citizens.**

Children in Immigrant Families in Maine

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Maine's future

Children with at least one immigrant parent account for 6% of all children in Maine, and 2% of Maine's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Maine have origins in Canada (23%). Many also have origins in East Asia as well as Central and Eastern Europe and the former Soviet Union (14% each), Western Europe (13%), and Africa (10%).

Children in immigrant families have deep roots in Maine

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Almost three in four (73%) children in immigrant families in Maine have parents who

have lived in the United States 10 or more years. The proportion is similar for children with English fluent parents only (79%).

Most children in immigrant families have American citizen parents

Three-fourths (77%) of children in immigrant families in Maine have parents who are U.S. citizens. The proportion is nearly nine in ten for children with English fluent parents only (88%).

Most children in immigrant families are American citizens

More than four in five (84%) children in immigrant families in Maine are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (92%).

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for lan-



Legend:

- 26% - 49%
- 14% - 26%
- 7% - 14%
- 2% - 7%

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One-third of children in immigrant families in Maine speak another language at home and speak English very well.

(and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Maine are slightly more likely than children in native-born families to live with two parents. Among children in immigrant families, 81% live with two parents, compared to 76% of children in native-born families. More than four of every five children in immigrant families live with two parents if they have English fluent parents only (86%).

Children in immigrant families in Maine are about as likely as Whites in native-born families to have another adult relative in the home (10% vs. 11%). Children in immigrant families with English fluent parents only are also about as likely as Whites in native-born families to have another adult relative in the home (8% vs. 11%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant children and native-born families alike.

Seven of every ten (69%) children in immigrant families in Maine with a father in the home have a father working full-time year-round, compared to 76% in native-born families. The proportion is 78% for those English language learner parents only.

Seven of every ten (71%) children in immigrant families in Maine with a mother in the home have a mother working to support the family. This is slightly less than the proportion for children in native-born families (78%). Children in immigrant families with English fluent parents only and children in

native-born families are about equally likely to have a working mother (77% vs. 78%).

More than one of every four (28%) children in immigrant families in Maine with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 9 percentage points less likely than those in native-born families to have a mother working full-time (28% vs. 37%).

Children in immigrant families experience important challenges

Many children in immigrant families experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Some children of immigrants have parents with limited education

One of every eleven (9%) children in immigrant families in Maine has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (5% vs. 6%).

One in twenty (5%) children in immigrant families in Maine has a father who has completed only 8 or fewer years of school.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Some children of immigrants have parents with low hourly earnings

One of every eight (12%) children in immigrant families in Maine with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Mini-

One in four children
in immigrant
families in Maine
is officially poor.

minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is slightly less than the proportion among those in native-born families (15%). Children in native-born families are two-thirds more likely to have fathers earning less than 200% of the minimum wage than children in immigrant families with English fluent parents only (15% vs. 9%).

Many children in immigrant families live below the poverty line

One in four (24%) children in immigrant families in Maine is officially poor. Overall, children in immigrant families in Maine are about two times more likely than those in native-born families (24% vs. 13%) and Whites in native-born families (24% vs. 12%) to live in poverty. However, the official poverty rate for children in immigrant families with English fluent parents only is similar to the rate for children in native-born families (12% vs. 13%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Two of every five (39%) children of immigrants in Maine live in a family with an income below 200% of the official poverty line. Children in immigrant families are about one-fifth more likely than those in native-born families to have family incomes below 200% of the official poverty line (39% vs. 33%). Among children of immigrants with English fluent parents only,

26% live below the 200% poverty line.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every five (20%) children in immigrant families in Maine lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (20% vs. 6%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (7% vs. 6%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Maine is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, espe-

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cially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Maine and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve

their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

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CSDA

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Children in Immigrant Families in Maryland Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Maryland's future

Children with at least one immigrant parent account for 20% of all children in Maryland, and 6% of Maryland's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Maryland have origins in Africa (18%), followed by those with origins in Central America (17%).

Children in immigrant families have deep roots in Maryland

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven in ten (72%) children in immigrant families in Maryland have parents who have lived in the United States 10 or more years. The proportion rises from

61% of those with English language learner parents only to 75% of those with mixed-fluency parents and 77% of those with English fluent parents only.

Many children in immigrant families have American citizen parents

About two-thirds (64%) of children in immigrant families in Maryland have parents who are U.S. citizens. The proportion rises from 35% for children with English language learner parents to 67% for children with mixed-fluency parents and 77% for those with English fluent parents only.

Most children in immigrant families are American citizens

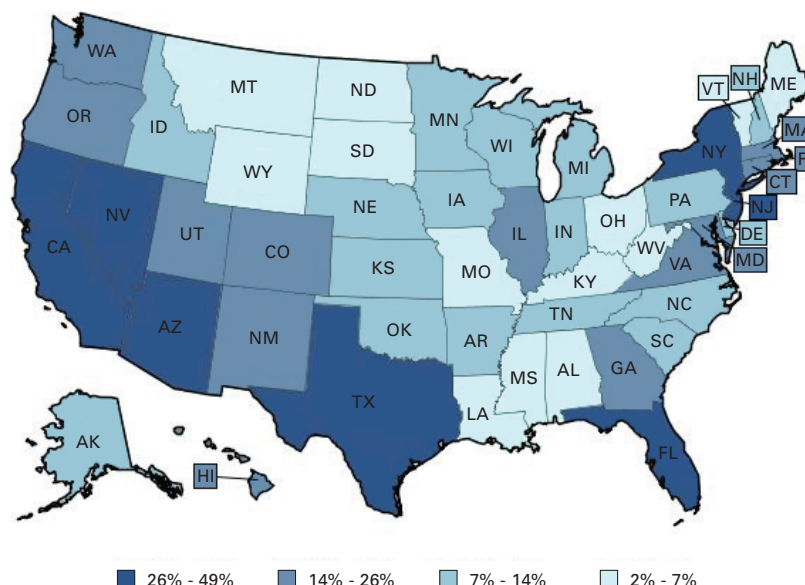
More than four in five (85%) children in immigrant families in Maryland are U.S. citizens. The proportion is slightly greater for children with at least one English fluent parent (86%–90%), but even among children with English language learner parents only, 73% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Almost three in four (73%) children in immigrant families in Maryland live with at least one English fluent parent, while

the others (27%) live with parents who are English language learners only. Of the 73%, the majority live with English fluent parents only, and only about one in five live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 61% of English language learner parents have lived in the U.S. for 10 or more years, while 75% of mixed-fluency parents and 77% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Most children in immigrant families are English fluent

Eighty-eight percent of children in immigrant families in Maryland speak English exclusively or very well.

More than four in five children in immigrant families in Maryland are U.S. citizens.

Two-thirds of children in immigrant families in Maryland have parents who are U.S. citizens.

More than two in five (41%) children in immigrant families in Maryland speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in six (18%) children in immigrant families in Maryland live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Seventy percent of children in immigrant families in Maryland live in family-owned homes. The proportion ranges from 55% for those with English language learner parents only to 74% for those with mixed-fluency parents and 76% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Maryland are more likely than children in native-born families to live with two parents. Among children in immigrant families, 83% live with two parents, compared to 70% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents

only (78%) or English fluent parents only (82%), which is similar to the proportion for Whites in native-born families (83%).

Children in immigrant families in Maryland are almost two times more likely than Whites in native-born families to have another adult relative in the home (23% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (32%), followed by those with mixed-fluency parents (20%) and English fluent parents only (19%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (96%–98%) for each parental English language fluency group among children in immigrant families.

Four of every five (82%) children in immigrant families in Maryland with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (84%). The proportion ranges from 85% for children with English fluent parents only to 81% for those with mixed-fluency parents and 76% for those English language learner parents only.

Three of every four (74%) children in immigrant families in Maryland with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (80%). Children in immigrant families with English fluent parents and children in native-born families are about equally likely to have a working mother (79% vs.

More than two in five children (41%) in immigrant families in Maryland speak another language at home and speak English very well.

80%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (64% and 69% vs. 80%).

More than two of every five (42%) children in immigrant families in Maryland with a mother in the home have a mother employed full-time year-round.

Children in immigrant families are only 3 percentage points less likely than those in native-born families to have a mother working full-time (42% vs. 45%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every six (16%) children in immigrant families in Maryland has a father who did not graduate from high school, and the proportion is similar for mothers.

There is little difference between children in immigrant families with English fluent parents only and children in native-born families (5% vs. 7%), but the proportion rises to 18% for children with mixed-fluency parents and 38% for those with English language learner parents only. The proportions are much greater for children with origins in Central America, ranging from 23% for children with English fluent parents only to 64% for children with English language learner parents only.

One in twelve (8%) children in immigrant families in Maryland has a father who has completed only 8 or fewer years

of school, but the proportion rises to 24% for children with English language learner parents only. The proportions are much greater for children in immigrant families with origins in Central America, at 30% overall, and with a range of 8% for those with English fluent parents to 19% for those with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families who have completed only few years of school.

Many children of immigrants have parents with low hourly earnings

One of every eight (12%) children in immigrant families in Maryland with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is somewhat greater than the proportion among those in native-born families (7%). There is no difference between the children in native-born or immigrant families with English fluent parents only (7% each), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 12% for children with mixed-fluency parents and 21% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Among children in immigrant families with origins in

45% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Central America 25% of those with English language learner parents only have fathers earning less than 200% of the federal minimum wage.

Many children in immigrant families live below the poverty line

One in sixteen (6%) children in immigrant families in Maryland is officially poor, and the proportion rises to nearly one in eight (13%) for those with English language learner parents only. These rates are somewhat comparable to the rates for children in native-born families (9%) and White children in native-born families (4%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One of every four (24%) children of immigrants in Maryland lives in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families (24% vs. 21%) and two times more likely than Whites in native-born families (24% vs. 12%) to have family incomes below 200% of the official poverty line. Among children of immigrants with English fluent parents only, 14% live below the 200% poverty line, but the proportion rises to 26% for children of immigrants with mixed-fluency parents and to a very high 45% for children of immigrants with English

language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every seven (15%) children in immigrant families in Maryland lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (15% vs. 5%). Overcrowding is about two times more prevalent for children in immigrant families with English fluent parents only than for children in native-born families (9% vs. 5%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (18%) and English language learner parents only (24%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Maryland are less likely than those in native-born families to be enrolled in pre-k/nursery school at age 3 (34% vs. 38%) and at age 4 (55% vs. 66%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 46% for those with English fluent parents to only 19% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled is highest for children with English fluent parents only (63%) but declines to 43% for children with at least one English language learner parent. Although data on early education enrollment is not available for any specific origin groups in Maryland, 17% of children in immigrant families have origins in Mexico, and data

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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from the U.S. overall suggests that low enrollment in early education programs is likely a concern among this group in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Maryland and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed

as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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The Center for Social and
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Children in Immigrant Families in Massachusetts Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Massachusetts's future

Children with at least one immigrant parent account for 23% of all children in Massachusetts, and 9% of Massachusetts' children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Massachusetts have origins the Caribbean (18%), but close behind are children with origins in Western Europe (15%). Many also have origins in South America (11%) and East Asia (10%).

Children in immigrant families have deep roots in Massachusetts

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Almost three in four (73%) children in immigrant families in Massachusetts

have parents who have lived in the United States 10 or more years. The proportion is similar for children with mixed-fluency parents (72%) and rises slightly to 77% for those with English fluent parents only, and is 65% for those with English language learner parents only.

Two-thirds of children in immigrant families have American citizen parents

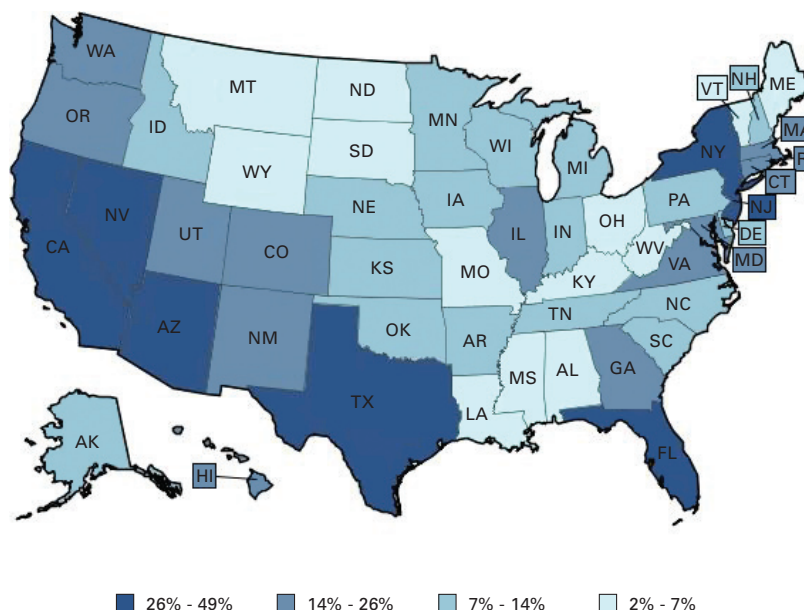
Two-thirds (67%) of children in immigrant families in Massachusetts have parents who are U.S. citizens. The proportion rises from 45% for children with English language learner parents only to 71% for children with mixed-fluency parents only and 79% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (86%) children in immigrant families in Massachusetts are U.S. citizens. The proportion is the same for children with mixed-fluency parents (86%) and rises to nine in ten for children with English fluent parents only (93%), but even among children with English language learner parents only, 76% are



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
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American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Two-thirds of children in immigrant families have an English fluent parent

Two of every three (68%) children in immigrant families in Massachusetts live with at least one English fluent parent, while the others (32%) live with parents who are English language learners only. Of the 68%, four-fifths live with English fluent parents only, and one-fifth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 65% of English language learner parents have lived in the U.S. for 10 or more years, while 72% of mixed-fluency parents and 77% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient

More than four
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are U.S. citizens.

Two-thirds of children in immigrant families in Massachusetts have parents who are U.S. citizens.

in English.

Most children in immigrant families are English fluent

Eighty-seven percent of children in immigrant families in Massachusetts speak English exclusively or very well. Even among children in immigrant families with origins in Vietnam, the origin group least likely to speak English fluently, a substantial majority (74%) speak English fluently.

Almost one-half (46%) of children in immigrant families in Massachusetts speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in five (20%) children in immigrant families in Massachusetts live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty percent of children in immigrant families in Massachusetts live in family-owned homes. The proportion ranges from 40% for those with English language learner parents only to 64% for those with mixed-fluency parents and 71% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture

their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Massachusetts are slightly more likely than children in native-born families to live with two parents. Among children in immigrant families, 79% live with two parents compared to 75% of children in native-born families. Two in three children in immigrant families live with two parents if they have English language learner parents only (68%), but this proportion rises to 80% for children with English fluent parents only, which is similar to the proportion for Whites in native-born families (81%).

Children in immigrant families in Massachusetts are three-fifths more likely than Whites in native-born families to have another adult relative in the home (19% vs. 12%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (27%), followed by those with mixed-fluency parents (17%) and English fluent parents only (15%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (95%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (92%–96%) for each parental English language fluency group among children in immigrant families.

Three of every four (76%) children in immigrant families in Massachusetts with a father in the home have a father working full-time year-round, compared to 82% in native-born families. The proportion ranges from 80% for children with English fluent parents only to 74% for those with

Almost one-half of children (46%) in immigrant families in Massachusetts speak another language at home and speak English very well.

mixed-fluency parents and 69% for those English language learner parents only.

About three-fourths (73%) of children in immigrant families in Massachusetts with a mother in the home have a mother working to support the family. This is similar to the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (75% vs. 76%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (68% and 70% vs. 76%).

Almost two of every five (38%) children in immigrant families in Massachusetts with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 6 percentage points more likely than those in native-born families to have a mother working full-time (38% vs. 32%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every six (16%) children in immigrant families in Massachusetts has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in

native-born families (6% vs. 5%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 22% for children with mixed-fluency parents and 33% for those with English language learner parents only.

One in thirteen (8%) children in immigrant families in Massachusetts has a father who has completed only 8 or fewer years of school. The proportion rises to 20% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Central America because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every seven (15%) children in immigrant families in Massachusetts with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is more than two times greater than the proportion among those in native-born families (6%). There is little difference between the children in native-born or immigrant families with English fluent parents only (6% vs. 8%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 17% for children with mixed-fluency parents and 28% for those with English language learner parents only.

53% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Many children in immigrant families live below the poverty line

One in seven (14%) children in immigrant families in Massachusetts is officially poor, and the proportion rises to almost one in four (23%) for those with English language learner parents only. Overall, children in immigrant families in Massachusetts are more likely than those in native-born families (14% vs. 10%) and three times more likely than Whites in native-born families to live in poverty (14% vs. 5%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the rate for children in native-born families (10% and 9% vs. 10%), but the rate rises to 23% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in the Caribbean (28%) and Indochina and Guatemala (23%), and for those with origins in the Caribbean and Indochina the rates are even higher for those with English language learner parents only (36% and 34%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-third (32%) of children of immigrants in Massachusetts live in a family with an income below 200% of the official poverty line. Children in immigrant families are

more likely than those in native-born families to have family incomes below 200% of the official poverty line (32% vs. 21%). The proportion among children of immigrants with English fluent parents only is the same as that for children in native-born families (21% each), but the proportion rises to 28% for children of immigrants with mixed-fluency parents and to a very high 53% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every seven (14%) children in immigrant families in Massachusetts lives in overcrowded housing. Children in immigrant families are almost five times more likely than children in native-born families to live in overcrowded housing (14% vs. 3%). Overcrowding is two times more prevalent for children in immigrant families with English fluent parents than for children in native-born families (7% vs. 3%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (18%) and English language learner parents only (25%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Colorado are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 34%) and at age 4 (45% vs. 59%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to 6% for those with English language learner parents only. Similarly, at age 4, the

Citations

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proportion enrolled declines across the three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (6%) and age 4 (42%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where pre-school is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Massachusetts and its local governments, including cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in Michigan Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Michigan's future

Children with at least one immigrant parent account for 11% of all children in Michigan, and 4% of Michigan's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Michigan have origins in Mexico (19%), but close behind are children with origins in the Middle East (18%). Many also have origins in East Asia as well as Central and Eastern Europe and the former Soviet Union (12% each), and South Central Asia (9%).

Children in immigrant families have deep roots in Michigan

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families

have long-term resident parents

Seven in ten (70%) children in immigrant families in Michigan have parents who have lived in the United States 10 or more years.

The proportion is similar for children with mixed-fluency parents (73%) and English fluent parents only (74%), while 61% for those with English language learner parents only.

Seven in ten children in immigrant families have American citizen parents

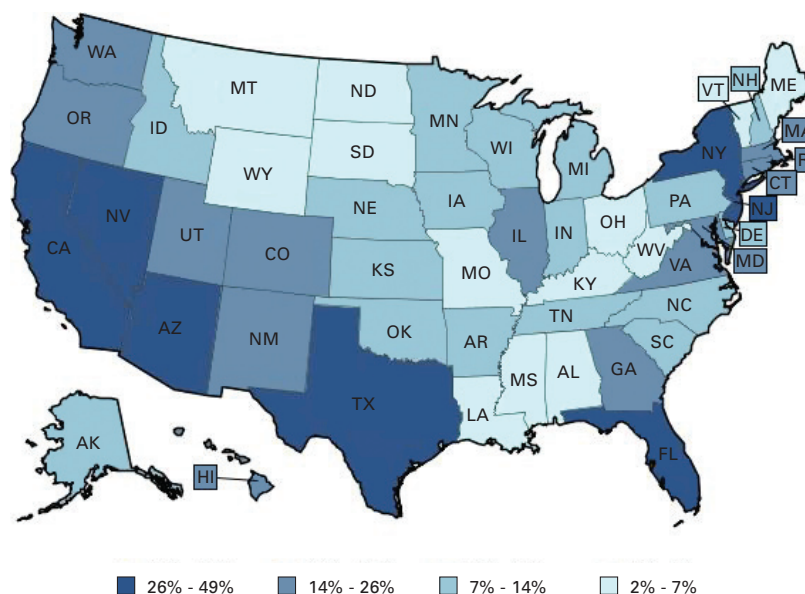
Seven in ten (69%) children in immigrant families in Michigan have parents who are U.S. citizens. The proportion rises from 45% for children with English language learner parents only to 75% for children with mixed-fluency parents only and 82% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (85%) children in immigrant families in Michigan are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (91%) and mixed-fluency parents (89%), but even among children with English language learner parents



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

only, a large 73% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Seven in ten children in immigrant families have an English fluent parent

Seven in ten (69%) children in immigrant families in Michigan live with at least one

English fluent parent, while the others (31%) live with parents who are English language learners only. Of the 69%, three-fourths live with English fluent parents only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 61% of English language learner parents have lived in the U.S. for 10 or more years, while 73% of mixed-fluency parents and 74% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-five percent of children in immigrant families in Michigan speak English exclusively or very well. Even among children in immigrant families with origins in the Yemen Arab

More than four in five children in immigrant families in Michigan are U.S. citizens.

Seven in ten
children in
immigrant families
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parents who are
U.S. citizens.

Republic, the origin group least likely to speak English fluently, a substantial majority (63%) speak English fluently.

Two-fifths (44%) of children in immigrant families in Michigan speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in five (20%) children in immigrant families in Michigan live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fourths of children in immigrant families live in family-owned homes

Seventy-three percent of children in immigrant families in Michigan live in family-owned homes. The proportion ranges from 57% for those with English language learner parents only to 73% for those with mixed-fluency parents and 83% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Michigan are more likely than children in native-born families to live with two parents. Among children in immigrant families, 88% live with two parents compared to 72% of children in native-born families. Close to nine in ten children in immigrant families live with two parents if they have English fluent parents

only (87%). This is slightly higher than the proportion for those with English language learner parents only (81%), which is the same as the proportion for Whites in native-born families (81%).

Children in immigrant families in Michigan are about one-third more likely than Whites in native-born families to have another adult relative in the home (18% vs. 14%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (25%), followed by those with mixed-fluency parents (18%).

Children in immigrant families experience a strong family work ethic

Nine of every ten (92%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (87%–96%) for each parental English language fluency group among children in immigrant families.

Seven in ten (70%) children in immigrant families in Michigan with a father in the home have a father working full-time year-round, compared to 76% in native-born families. The proportion ranges from 80% for children with English fluent parents only to 64% for those with mixed-fluency parents and 57% for those English language learner parents only.

Three of every five (59%) children in immigrant families in Michigan with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only are less likely than those in native-born families to have a working mother (68% vs. 76%), and the difference is even greater for children with mixed-fluency parents and English language learner parents only (53% and 47% vs. 76%).

Two-fifths of children (44%) in immigrant families in Michigan speak another language at home and speak English very well.

More than one of every four (27%) children in immigrant families in Michigan with a mother in the home has a mother employed full-time year-round. Children in immigrant families are 9 percentage points less likely than those in native-born families to have a mother working full-time (27% vs. 36%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing.

Many children of immigrants have parents with limited education

Almost one of every four (23%) children in immigrant families in Michigan has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (6% vs. 9%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 31% for children with mixed-fluency parents and 47% for those with English language learner parents only.

One in seven (14%) children in immigrant families in Michigan has a father who has completed only 8 or fewer years of school. The proportion rises to 32% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and the Middle

East as these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

About one of every six (18%) children in immigrant families in Michigan with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is 40% greater than the proportion among those in native-born families (13%). Children in native-born are slightly more likely than immigrant families with English fluent parents only to have a father earning less than 200% of the minimum wage (13% vs. 9%), but the proportion rises sharply for children in immigrant families to 27% for those with mixed-fluency parents and 29% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and the Middle East have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (28%–36%).

Many children in immigrant families live below the poverty line

One in five (19%) children in immigrant families in Michigan is officially poor, and the proportion rises to one in three (35%) for those with English language learner parents only. Overall, children in immigrant families in Michigan are about as likely as those in native-born families to be poor (19% vs. 16%), but they are two times more likely than Whites in native-born families to live in poverty (19% vs. 10%). The official poverty rate for children in immigrant families with English fluent parents only is half of that for

65% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

children in native-born families (8% vs. 16%), but the rate rises to 21% for children with mixed-fluency parents and 35% for those with English language learner parents only.

The official poverty rate is even higher among children in immigrant families with origins in Mexico (34%) and the Middle East (31%), and the rate rises still higher for those with English language learner parents only (42% and 51%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "... it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Two of every five (40%) children of immigrants in Michigan live in a family with an income below 200% of the official poverty line. Children in immigrant families are about one-sixth more likely than those in native-born families to have family incomes below 200% of the official poverty line (40% vs. 34%). Among children of immigrants with English fluent parents only, 20% live below the 200% poverty line, compared to 34% for children in native-born families, but the proportion rises to 51% for children of immigrants with mixed-fluency parents and to a very high 65% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing
Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further,

leading to overcrowded housing conditions.

One of every six (17%) children in immigrant families in Michigan lives in overcrowded housing. Children in immigrant families are more than two times more likely than children in native-born families to live in overcrowded housing (17% vs. 7%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (9% vs. 7%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (20%) and English language learner parents only (29%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Michigan is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico,

A large majority
(81%) of children
in families with
English language
learner parents
only live in two-
parent households

for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Michigan and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children

and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Foundation is a private
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Children in Immigrant Families in Minnesota Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Minnesota's future

Children with at least one immigrant parent account for 14% of all children in Minnesota, and 6% of Minnesota's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Minnesota have origins in Indochina and Mexico (21% each), but close behind are children with origins in Africa (17%). Many also have origins in East Asia (10%).

Children in immigrant families have deep roots in Minnesota

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Almost two in three (64%) children in

immigrant families in Minnesota have parents who have lived in the United States 10 or more years. The proportion is similar for children with mixed-fluency parents (67%) and English fluent parents only (68%), and is 58% for those with English language learner parents only.

Most children in immigrant families have American citizen parents

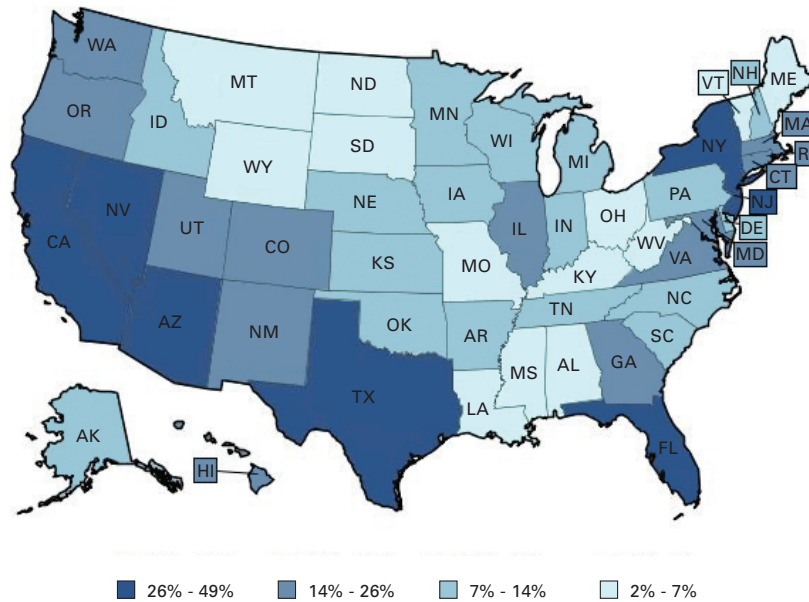
About two-thirds (65%) of children in immigrant families in Minnesota have parents who are U.S. citizens. The proportion rises from 43% for children with English language learner parents only to 70% for children with mixed-fluency parents only and 83% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (85%) children in immigrant families in Minnesota are U.S. citizens. The proportion is about nine in ten for children with English fluent parents only (92%) and mixed-fluency parents (88%), but even among children with English language learner parents only, 75% are American citizens.



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Three-fifths (59%) of children in immigrant families in Minnesota live with at

least one English fluent parent, while the others (41%) live with parents who are English language learners only. Of the 59%, about three-fourths live with English fluent parents only, and about one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 58% of English language learner parents have lived in the U.S. for 10 or more years, while 67% of mixed-fluency parents and 68% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-one percent of children in immigrant families in Minnesota speak English exclusively or very well. Even among

More than four in five children in immigrant families in Minnesota are U.S. citizens.

Two-thirds of children in immigrant families in Minnesota have parents who are U.S. citizens.

children in immigrant families with Hmong ancestry, the group least likely to speak English fluently, a substantial majority (62%) speak English fluently.

Close to one-half (46%) of children in immigrant families in Minnesota speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households One in four (25%) children in immigrant families in Minnesota live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Nearly two-thirds of children in immigrant families live in family-owned homes

Sixty-four percent of children in immigrant families in Minnesota live in family-owned homes. The proportion ranges from 50% for those with English language learner parents only to 64% for those with mixed-fluency parents and 75% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Minnesota are about as likely as children in native-born families to live with two

parents. Among children in immigrant families, 83% live with two parents, compared to 79% of children in native-born families. About three in four children in immigrant families live with two parents if they have English language learner parents only (75%), and the proportion rises to more than four in five children for those with English fluent parents only (85%), which is similar to the proportion for Whites in native-born families (84%).

Children in immigrant families in Minnesota are three-fifths more likely than Whites in native-born families to have another adult relative in the home (19% vs. 12%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (29%), followed by those with mixed-fluency parents (15%).

Children in immigrant families experience a strong family work ethic

Nearly nineteen of every twenty (93%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (89%–96%) for each parental English language fluency group among children in immigrant families.

Three of every four (75%) children in immigrant families in Minnesota with a father in the home have a father working full-time year-round, compared to 81% in native-born families. The proportion ranges from 67% for children with English fluent parents only to 71% for those with mixed-fluency parents and 82% for those English language learner parents only.

Seven of every ten (71%) children in immigrant families in Minnesota with a mother in the home have a mother working to support the family. This is somewhat

Close to one-half of children (46%) in immigrant families in Minnesota speak another language at home and speak English very well.

less than the proportion for children in native-born families (82%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (79% vs. 82%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (76% and 60% vs. 82%).

One of every three (35%) children in immigrant families in Minnesota with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 6 percentage points less likely than those in native-born families to have a mother working full-time (35% vs. 41%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every four (25%) children in immigrant families in Minnesota has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (8% vs. 5%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 21% for children with mixed-fluency parents and 48% for those with English language learner parents only.

One in seven (15%) children in immigrant families in Minnesota has a father who has completed only 8 or fewer years of school. The proportion rises to 30% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every five (21%) children in immigrant families in Minnesota with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion for those in native-born families (10%). There is essentially no difference between the children in native-born or immigrant families with English fluent parents only (10% vs. 11%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 23% for children with mixed-fluency parents and 33% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in

72% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (37%).

Many children in immigrant families live below the poverty line

One in five (20%) children in immigrant families in Minnesota is officially poor, and the proportion rises to almost two-fifths (37%) of those with English language learner parents only. Overall, children in immigrant families in Minnesota are more than two times more likely than those in native-born families (20% vs. 8%) and four times more likely than Whites in native-born families (20% vs. 5%) to live in poverty. The official poverty rate for children in immigrant families with English fluent parents only is about the same as that for children in native-born families (7% vs. 8%), but the rate rises to 13% for those with mixed-fluency parents and 37% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because “...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time” (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (48%) of children of immigrants in Minnesota live in a family with an income below 200% of the official poverty line. Children in immigrant families are more than two times more likely as those in native-born families

to have family incomes below 200% of the official poverty line (48% vs. 22%). Among children of immigrants with English fluent parents only, 28% live below the 200% poverty line, compared to 22% for children in native-born families, but the proportion rises to 46% for children of immigrants with mixed-fluency parents and to a very high 72% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

More than one of every four (27%) children in immigrant families in Minnesota lives in overcrowded housing. Children in immigrant families are five times more likely than children in native-born families to live in overcrowded housing (27% vs. 5%). Overcrowding is two times more prevalent for children in immigrant families with English fluent parents than for children in native-born families (11% vs. 5%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (25%) and English language learner parents only (46%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Minnesota are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (25% vs. 31%), but this enrollment difference no longer exists at age 4 (59% vs. 59%). Although data on early education enrollment is not available for any specific origin groups in Minnesota, because

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21% of children in immigrant families in Minnesota have origins in Mexico, low enrollment in early education programs is likely a concern among this group in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Minnesota and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed

as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in Mississippi Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Mississippi's future

Children with at least one immigrant parent account for 3% of all children in Mississippi, and 1% of Mississippi's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Mississippi have origins in Mexico (30%). Many also have origins in East Asia (15%), Central America (12%), and Vietnam (10%).

Children in immigrant families have deep roots in Mississippi

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Two-thirds (68%) of children in immigrant

families in Mississippi have parents who have lived in the United States 10 or more years.

Many children in immigrant families have American citizen parents

Seven of every ten (70%) children in immigrant families in Mississippi have parents who are U.S. citizens. The proportion rises from 44% for children with English language learner parents only to 86% for those with English fluent parents only.

Most children in immigrant families are American citizens

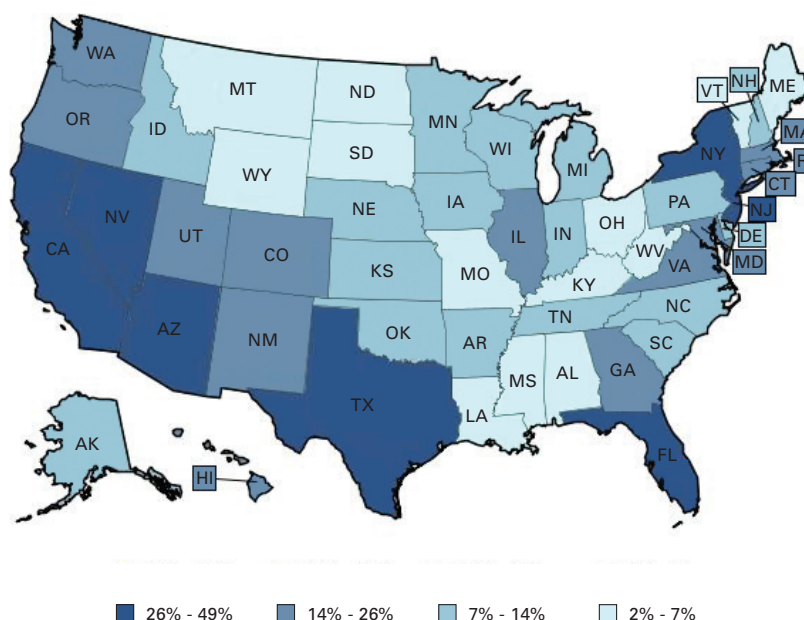
More than four in five (85%) children in immigrant families in Mississippi are U.S. citizens. The proportion is nine in ten or more for children with English fluent parents only (90%) and mixed-fluency parents (94%), but even among children with English language learner parents only, 75% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
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More than four in
five children in
immigrant families
in Mississippi are
U.S. citizens.

that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nearly two of every three (64%) children in immigrant families in Mississippi live with at least one English flu-

ent parent, while the others (36%) live with parents who are English language learners only. Of the 64%, three-fourths live with English fluent parents only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

Four-fifths of children in immigrant families are English fluent

Eighty-three percent of children in immigrant families in Mississippi speak English exclusively or very well.

Two of every five (41%) children in immigrant families in Mississippi speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

Seven in ten
children in
immigrant families
in Mississippi have
parents who are
U.S. citizens.

But many children live in linguistically isolated households

One in four (24%) children in immigrant families in Mississippi lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Sixty-nine percent of children in immigrant families in Mississippi live in family-owned homes. The proportion ranges from 57% for those with English language learner parents only to 77% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Mississippi are more likely than children in native-born families to live with two parents. Among children in immigrant families, 85% live with two parents, compared to 61% of children in native-born families. Close to nine in ten children in immigrant families live with two parents if they have English fluent parents only (88%). This proportion is greater than the proportion of children in immigrant families who live with two parents if they have English language learner parents only (75%), which is similar to the proportion for Whites in native-born families (79%).

Children in immigrant families in Mississippi are about as likely as Whites in native-born families to have another

adult relative in the home (19% vs. 16%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (37%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike.

Seven of every ten (70%) children in immigrant families in Mississippi with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (75%).

Nearly two-thirds (64%) of children in immigrant families in Mississippi with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (72% vs. 74%), but children with English language learner parents only are less likely than children in native-born families to have a working mother (54% vs. 74%).

One of every three (36%) children in immigrant families in Mississippi with a mother in the home has a mother employed full-time year-round. Children in immigrant families are only 5 percentage points less likely than those in native-born families to have a mother working full-time (36% vs. 41%).

Children in immigrant families experience important challenges

Many children in immigrant families

Two in five children (41%) in immigrant families in Mississippi speak another language at home and speak English very well.

experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Three of every ten (30%) children in immigrant families in Mississippi have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (13% vs. 17%).

One in seven (15%) children in immigrant families in Mississippi has a father who has completed only 8 or fewer years of school.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Three in ten children of immigrants have parents with low hourly earnings

Three in ten (30%) children in immigrant families in Mississippi with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is one-third greater than the proportion among those in native-born families (23%). There is little difference between the children in native-born or immigrant families with English fluent parents only (23% vs. 20%).

Many children in immigrant families live below the poverty line

One in seven (14%) children in immigrant families in Mississippi is officially poor. Overall, children in immigrant families in Mississippi are about half as likely as those in native-born families to be poor (14% vs. 26%), but they are about as likely as Whites in native-born families to live in poverty (14% vs. 12%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

About one-half (48%) of children of immigrants in Mississippi live in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (48% vs. 51%).

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every five (19%) children in immigrant families in Mississippi lives

More than one-third (36%) of children in immigrant families live with parents who are English language learners.

in overcrowded housing. Children in immigrant families are two-thirds more likely than children in native-born families to live in overcrowded housing (19% vs. 12%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Mississippi is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 30% of children in immigrant families in Mississippi have origins in Mexico and 12% have origins in Central America, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for

example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Mississippi and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve

Three-fourths of children in families with English language learner parents only live in two-parent households.

their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing).

This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Citations

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CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Children in Immigrant Families in Missouri Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Missouri's future

Children with at least one immigrant parent account for 7% of all children in Missouri, and 3% of Missouri's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Missouri have origins in Mexico (23%), but close behind are children with origins in East Asia as well as Central and Eastern Europe and the former Soviet Union (16% each).

Children in immigrant families have deep roots in Missouri

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Nearly two in three (64%) children in immigrant families in Missouri have parents who

have lived in the United States 10 or more years. The proportion is similar for children with mixed-fluency parents (62%), rises to 71% for those with English fluent parents only, and is 55% for those with English language learner parents only.

Most children in immigrant families have American citizen parents

Two-thirds (67%) of children in immigrant families in Missouri have parents who are U.S. citizens. The proportion rises from 38% for children with English language learner parents only to 67% for children with mixed-fluency parents and 84% for those with English fluent parents only.

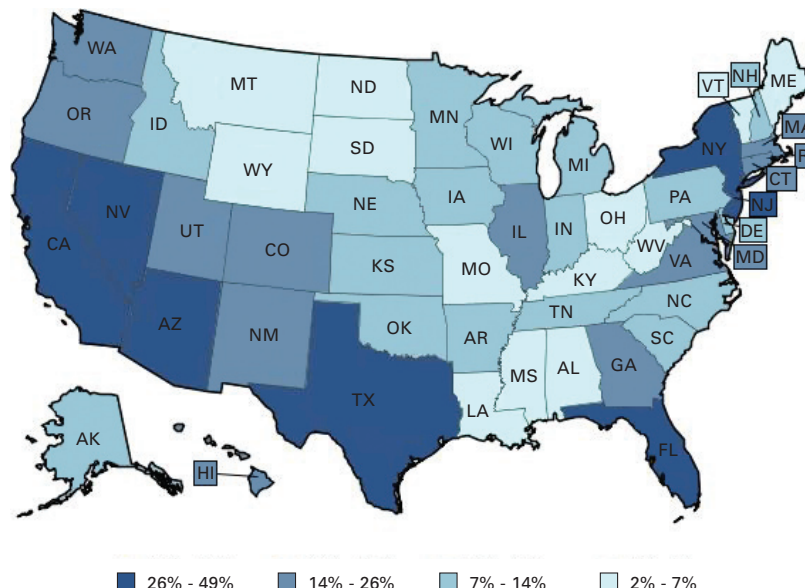
Most children in immigrant families are American citizens

More than four in five (82%) children in immigrant families in Missouri are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (92%) and four in five for children with mixed-fluency parents (80%), but even among children with English language learner parents only, a large 68% are American citizens.

Children in immigrant families have



Children in immigrant families (Percent – 2007)



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diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

language learners only. Of the 67%, three-fourths live with English fluent parents only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, only 55% of English language learner parents have lived in the U.S. for 10 or more years, while 62% of mixed-fluency parents and 71% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Most children in immigrant families have an English fluent parent

Two of every three (67%) children in immigrant families in Missouri live with at least one English fluent parent, while the others (33%) live with parents who are English

Four-fifths of children in immigrant families are English fluent

Eighty-four percent of children in immigrant families in Missouri speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English

More than four in five children in immigrant families in Missouri are U.S. citizens.

Two-thirds
of children in
immigrant families
in Missouri have
parents who are
U.S. citizens.

fluently, a substantial majority (73%) speak English fluently.

Two-fifths (42%) of children in immigrant families in Missouri speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in five (22%) children in immigrant families in Missouri lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-seven percent of children in immigrant families in Missouri live in family-owned homes. The proportion ranges from 50% for those with English language learner parents only to 66% for those with mixed-fluency parents and 78% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Missouri are more likely than children in native-born families to live with two parents. Among children in immigrant families, 87% live with two parents, compared to 72% of children in native-born families. About nine in ten children in immigrant families live with two parents if they have English fluent parents only (87%). This is greater than the

proportion for children in immigrant families with English language learner parents only (79%), which is similar to the proportion for Whites in native-born families (80%).

Children in immigrant families in Missouri are one-fourth more likely than Whites in native-born families to have another adult relative in the home (15% vs. 12%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (24%), followed by those with mixed-fluency parents (15%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (94%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (78%) children in immigrant families in Missouri with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (79%). The proportion ranges from 71% for children with English fluent parents only to 76% for those with mixed-fluency parents and 83% for those English language learner parents only.

Nearly two-thirds (64%) of children in immigrant families in Missouri with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (78%). Children in immigrant families with English fluent parents only are less likely than children in native-born families to have a working mother (71% vs. 78%), and the difference is even greater for children with mixed-fluency parents and English language learner parents only (63% and 55%

Two-fifths of children (42%) in immigrant families in Missouri speak another language at home and speak English very well.

vs. 78%).

One of every three (36%) children in immigrant families in Missouri with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 5% less likely than those in native-born families to have a mother working full-time (36% vs. 41%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which in turn can lead to overcrowded housing.

Many children of immigrants have parents with limited education

One of every four (24%) children in immigrant families in Missouri has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (10% vs. 11%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 25% for children with mixed-fluency parents and 45% for those with English language learner parents only.

One in seven (14%) children in immigrant families in Missouri has a father who has completed only 8 or fewer years of school. The proportion rises to 30% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators

to focus attention on the needs of children in immigrant families from Mexico because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (26%) children in immigrant families in Missouri with a father in the home has a father earning below 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is 50% greater than the proportion among those in native-born families (17%). There is little difference between the children in native-born families and children in immigrant families with English fluent parents only (17% vs. 14%), but the proportion of children in immigrant families whose fathers earn below 200% of minimum wage rises sharply to 23% for children with mixed-fluency parents and 48% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning below 200% of the federal minimum wage (41%).

Many children in immigrant families live below the poverty line

One in six (18%) children in immigrant families in Missouri is officially poor, and the proportion rises to three in ten (31%) for those with English language learner parents only. Overall, children in immigrant families in Missouri are as about likely as those in native-born families to be poor (18% vs. 16%), but they are two-thirds more likely than Whites in native-born families to

68% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

live in poverty (18% vs. 11%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are somewhat comparable to the rate for children in native-born families (9% and 17% vs. 16%), but the rate rises to 31% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "... it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Two of every five (40%) children of immigrants in Missouri live in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (40% vs. 37%). Among children of immigrants with English fluent parents only, 23% live below the 200% poverty line compared to 37% for children in native-born families, but the proportion rises to 41% for children of immigrants with mixed-fluency parents and to a very high 68% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every six (18%) children in immigrant families in Missouri lives in overcrowded housing. Children in immigrant families are more than two times more likely than children in native-born families to live in overcrowded housing (18% vs. 7%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (8% vs. 7%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (24%) and English language learner parents only (31%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Missouri is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Her-

More than three-fourths of children in families with English language learner parents only live in two-parent households.

andez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Missouri and its local governments including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

Citations

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September 2009

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Children in immigrant families learning English merit special attention for Montana's future

Children with at least one immigrant parent account for 4% of all children in Montana, and less than 1% of Montana's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Montana have origins in Canada (22%), followed by those with origins in East Asia (20%). Many also have origins in Central and Eastern Europe and the former Soviet Union (14%), Mexico (12%), and Western Europe (10%).

Children in immigrant families have deep roots in Montana

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

**Three of every four (74%) children in
immigrant families in Montana have**

**parents who have lived in the United
States 10 or more years.**

Nine in ten of children in immigrant families have American citizen parents

**Nine in ten (92%) children in immigrant
families in Montana have parents who
are U.S. citizens.**

Most children in immigrant families are American citizens

**More than nine in ten (94%) children
in immigrant families in Montana are
U.S. citizens.**

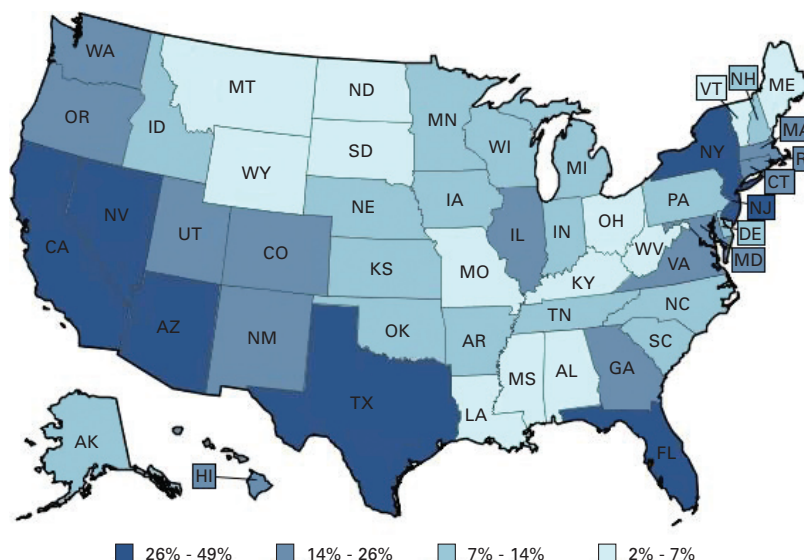
Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

**The language skills of parents in immi-
grant families have important implica-
tions for language acquisition among
children** because parents provide the
earliest environment in which children
learn to speak. The English language
skills of parents may also have important



Children in immigrant families (Percent – 2007)



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implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nine in ten (93%) children in immigrant families in Montana live with at least one English fluent parent, while the others (7%) live with parents who are English language learners only. Of the 93%, most (80%) live with English fluent parents only and about one-eighth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

Almost all children in immigrant families are English fluent

Ninety-nine percent of children in immigrant families in Montana speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (73%) speak English fluently.

One of every seven (15%) children in

immigrant families in Montana speaks another language at home and speaks English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But a few children live in linguistically isolated households

Less than one in twenty (3%) children in immigrant families in Montana live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fourths of children in immigrant families live in family-owned homes

Seventy-six percent of children in immigrant families in Montana live in family-owned homes.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

More than nine in ten children in immigrant families in Montana are U.S. citizens.

Nine in ten
children in
immigrant families
in Montana have
parents who are
U.S. citizens.

Most children in immigrant families have two parents in the home

Children in immigrant families in Montana are more likely than children in native-born families to live with two parents.

Among children in immigrant families, 91% live with two parents, compared to 77% of children in native-born families.

Children in immigrant families in Montana are about as likely as Whites in native-born families to have another adult relative in the home (12% vs. 10%).

Children in immigrant families experience a strong family work ethic

Sample size is too small to report results for father's employment, but seven in ten (71%) children in immigrant families in Montana with a mother in the home have a mother working to support the family, only 8% less than the 79% reported for children in native-born families.

About one in four (27%) children in immigrant families in Montana with a mother in the home has a mother employed full-time year-round. Children in immigrant families are 10 percentage points less likely than those in native-born families to have a mother working full-time (27% vs. 37%).

Children in immigrant families experience important challenges

Many children in immigrant families experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Some children of immigrants have parents with limited education

One of every nine (11%) children in immigrant families in Montana has a mother who did not graduate from high school.

There is little difference between children in immigrant families with English fluent parents only and children in native-born families (11% vs. 7%).

One in sixteen (6%) children in immigrant families in Montana has a mother who has completed only 8 or fewer years of school.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

One-half (53%) of children in immigrant families in Montana with a mother in the home has a mother earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is somewhat greater than the proportion among those in native-born families (45%).

Many children in immigrant families live below the poverty line

One in fifteen (7%) children in immigrant families in Montana is officially poor.

Overall, children in immigrant families in Montana are about half as likely as those in native-born families (7% vs. 16%) or Whites in native-born families to live in poverty (7% vs. 13%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among

One in seven children (15%) in immigrant families in Montana speak another language at home and speak English very well.

population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-third (32%) of children of immigrants in Montana live in a family with an income below 200% of the official poverty line. Children in immigrant families are a little less likely than those in native-born families to have family incomes below 200% of the official poverty line (32% vs. 39%).

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every thirteen (8%) children in immigrant families in Montana lives in overcrowded housing. Children in immigrant families are about as likely as children in native-born families to live in overcrowded housing (8% vs. 9%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Montana is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents

only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 12% of children in immigrant families in Montana have origins in Mexico, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Montana and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government

The vast majority
of children in
immigrant families
live with two
parents (91%).

activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations

and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Socio-cultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

Acknowledgements

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CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Children in Immigrant Families in Nebraska Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Nebraska's future

Children with at least one immigrant parent account for 12% of all children in Nebraska, and 7% of Nebraska's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Nebraska have origins in Mexico (52%). Many also have origins in Central America (10%) and East Asia (8%).

Children in immigrant families have deep roots in Nebraska

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven of every ten (70%) children in

immigrant families in Nebraska have parents who have lived in the United States 10 or more years. The proportion rises to 77% for those with English fluent parents only, but is only 66% for those with English language learner parents only.

One-half of children in immigrant families have American citizen parents

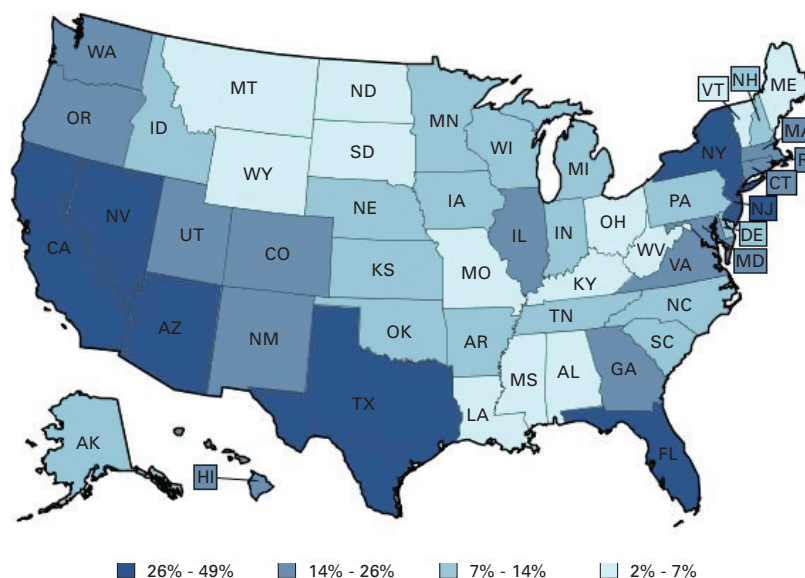
One-half (55%) of children in immigrant families in Nebraska have parents who are U.S. citizens. The proportion rises from 31% for children with English language learner parents only to 84% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (85%) children in immigrant families in Nebraska are U.S. citizens. The proportion is more than nine in ten for children with English fluent parents only (95%) and mixed-fluency parents (96%), but even among children with English language learner parents only, 76% are American citizens.



Children in immigrant families (Percent – 2007)



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Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nearly one-half (47%) of children in

immigrant families in Nebraska live with at least one English fluent parent, while the others (53%) live with parents who are English language learners only. Of the 47%, about two-thirds live with English fluent parents only, and about one-third live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 66% of English language learner parents have lived in the U.S. for 10 or more years, while 77% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Seventy-nine percent of children in immigrant families in Nebraska speak

More than four in five children in immigrant families in Nebraska are U.S. citizens.

One-half of
children in
immigrant families
in Nebraska have
parents who are
U.S. citizens.

English exclusively or very well.

Three-fifths (59%) of children in immigrant families in Nebraska speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in three (35%) children in immigrant families in Nebraska lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty-one percent of children in immigrant families in Nebraska live in family-owned homes. The proportion ranges from 52% for those with English language learner parents only to 74% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Nebraska are slightly more likely than children in native-born families to live with two parents. Among children in immigrant families, 82% live with two parents, compared to 78% of children in native-born families. About four in five children in immigrant families live

with two parents if they have English language learner parents only (79%) or English fluent parents only (80%), which is similar to the proportion for Whites in native-born families (83%).

Children in immigrant families in Nebraska are more than two times more likely than Whites in native-born families to have another adult relative in the home (25% vs. 11%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (35%), followed by those with English fluent parents only (13%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (92%–95%) for each parental English language fluency group among children in immigrant families.

Four of every five (78%) children in immigrant families in Nebraska with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (84%). The proportion ranges from 80% for children with English fluent parents only to 76% for those English language learner parents only.

Two-thirds (68%) of children in immigrant families in Nebraska with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (83%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (83% vs. 80%), but

Three-fifths of children (59%) in immigrant families in Nebraska speak another language at home and speak English very well.

children with English language learner parents only are less likely than children in native-born families to have a working mother (61% vs. 80%).

Two of every five (41%) children in immigrant families in Nebraska with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 3 percentage points less likely than those in native-born families to have a mother working full-time (41% vs. 44%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Two of every five (44%) children in immigrant families in Nebraska have a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are almost three times more likely than children in native-born families to have fathers who did not graduate from high school (13% vs. 5%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises even higher to 65% for those with English language learner parents only.

Nearly three of every ten (28%) children in immigrant families in Nebraska has a father who has completed only 8 or fewer years of school. The proportion rises to 44% for children with English

language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every five (22%) children in immigrant families in Nebraska with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is three-tenths greater than the proportion among those in native-born families (17%). Children in native-born families are about two-thirds more likely than children in immigrant families with English fluent parents only (17% vs. 10%) to have fathers earning less than 200% of the minimum wage, but the proportion rises sharply to 31% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in five (19%) children in immigrant families in Nebraska is officially poor, and the proportion rises to almost one in four (23%) for those with English language learner parents only. Overall, children in immigrant families in Nebraska are about three-fifths more likely than those in native-born families (19% vs. 12%) and two times

64% of children in immigrant families with English language learner parents only live below the 200% poverty line.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

more likely than Whites in native-born families (19% vs. 8%) to live in poverty. The official poverty rate for children in immigrant families with English fluent parents only is about the same as the rate for children in native-born families (11% vs. 12%), but the rate rises to 23% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (51%) of children of immigrants in Nebraska live in a family with an income below 200% of the official poverty line. Children in immigrant families are nearly two-thirds more likely than those in native-born families to have family incomes below 200% of the official poverty line (51% vs. 31%). Among children of immigrants with English fluent parents only, 33% live below the 200% poverty line, which is similar to the proportion for children in native-born families (31%), but the proportion rises to a very high 64% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing
Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce

resources go further, leading to overcrowded housing conditions.

One of every five (22%) children in immigrant families in Nebraska lives in overcrowded housing. Children in immigrant families are four times more likely than children in native-born families to live in overcrowded housing (22% vs. 5%). Overcrowding for children in immigrant families with English fluent parents only is the same as for children in native-born families (5% each), but as with poverty indicators, the proportion rises greatly for children with English language learner parents only (32%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Nebraska is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 52% of children in immigrant families in Nebraska have origins in Mexico and 10% have origins in Central America, low enrollment in early education programs is likely a concern for this group of children.

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press). Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Nebraska and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important

for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in immigrant families learning English are key to Nevada's future

Children with at least one immigrant parent account for 37% of all children in Nevada, and 17% of Nevada's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Nevada have origins in Mexico (60%). Many also have origins in East Asia (12%) and Central America and the Philippines (9% each).

Children in immigrant families have deep roots in Nevada

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

About four-fifths (78%) of children in immigrant families in Nevada have parents who have lived in the United States 10 or more years. The proportion is similar

for children with mixed-fluency parents (80%) and English fluent parents only (82%) and is 73% for those with English language learner parents only.

Most children in immigrant families have American citizen parents

Three-fifths (58%) of children in immigrant families in Nevada have parents who are U.S. citizens. The proportion rises from 33% for children with English language learner parents only to 72% for children with mixed-fluency parents only and 83% for those with English fluent parents only.

Most children in immigrant families are American citizens

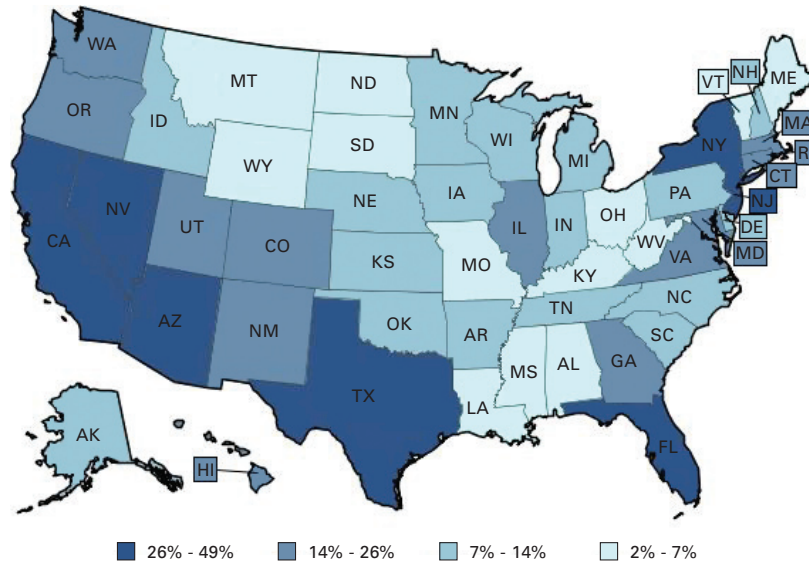
Nearly nine of every ten (87%) children in immigrant families in Nevada are U.S. citizens. The proportion is even greater for children with mixed-fluency parents (92%) and English fluent parents only (95%), but even among children with English language learner parents only, 78% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



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up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

One-half (54%) of children in immigrant families in Nevada live with at least one English fluent parent, while the others (46%) live with parents who are English language learners only. Of the 54%, two-thirds live with English fluent parents only, and one-third live with

mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 73% of English language learner parents have lived in the U.S. for 10 or more years while 80% of mixed-fluency parents and 82% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-four percent of children in immigrant families in Nevada speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (79%) speak English fluently.

Nearly three of every five (57%) children

Nearly nine in ten children in immigrant families in Nevada are U.S. citizens.

Three-fifths of
children (58%) in
immigrant families
in Nevada have
parents who are
U.S. citizens.

in immigrant families in Nevada speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households
More than one in four (28%) children in immigrant families in Nevada live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Fifty-nine percent of children in immigrant families in Nevada live in family-owned homes. The proportion ranges from 49% for those with English language learner parents only to 64% for those with mixed-fluency parents and 69% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Nevada are more likely than children in native-born families to live with two parents. Among children in immigrant families, 83% live with two parents, compared to 70% of children in native-born families. About four of every five children in immigrant families live with two parents if they have English language learner parents only (77%) or English fluent parents only

(80%), which is similar to the proportion for Whites in native-born families (76%).

Children in immigrant families in Nevada are two-thirds more likely than Whites in native-born families to have another adult relative in the home (23% vs. 14%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (30%), followed by those with mixed-fluency parents (20%) and English fluent only parents (16%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (96%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (80%) children in immigrant families in Nevada with a father in the home have a father working full-time year-round, which is similar to the proportion in native-born families (79%). The proportion ranges from 80% for children with English fluent parents only to 82% for those with mixed-fluency parents and 79% for those English language learner parents only.

Two-thirds (65%) of children in immigrant families in Nevada with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent parents only and children in native-born families are almost equally likely to have a working mother (78% vs. 74%), but children with mixed-fluency parents and English language learner parents only are

Nearly three in five children (57%) in immigrant families in Nevada speak another language at home and speak English very well.

less likely than children in native-born families to have a working mother (68% and 53% vs. 74%).

Two of every five (40%) children in immigrant families in Nevada with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 3% less likely than those in native-born families to have a mother working full-time (40% vs. 43%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which in turn can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Two of every five (41%) children in immigrant families in Nevada have a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are about two times more likely than children in native-born families to have a father who did not graduate from high school (16% vs. 9%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises even higher to 35% for children with mixed-fluency parents and 63% for those with English language learner parents only.

One in five (22%) children in immigrant families in Nevada has a father who has completed only 8 or fewer years of school. The proportion rises to 40% for children with English language learner parents only.

Parents with little schooling may be less

comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every five (21%) children in immigrant families in Nevada with a father in the home has a father earning below 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion for children in native-born families (11%). There is no difference between the children in native-born or immigrant families with English fluent parents only (11% each), but the proportion of children in immigrant families whose fathers earn below 200% of minimum wage rises to 18% for children with mixed-fluency parents and 30% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and Central America have especially low levels of education among fathers and also have the highest proportion of fathers earning below 200% of the federal minimum wage (18%–26%).

Many children in immigrant families live below the poverty line

One in seven (14%) children in immigrant families in Nevada is officially poor,

63% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

and the proportion rises to one in four (24%) for those with English language learner parents only. Overall, children in immigrant families in Nevada are about as likely as those in native-born families to be poor (14% vs. 11%), but they are two times more likely than Whites in native-born families to live in poverty (14% vs. 7%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the rate for children in native-born families (6% and 7% vs. 7%), but the rate rises to 24% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico and Central America (19% and 14%), and the rates rise still higher for those with English language learner parents only (25% and 21%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than two of every five (44%) children of immigrants in Nevada live in a family with an income below 200% of the official poverty line. Children in immigrant families are nearly three-fifths more likely than those in native-born families to have family incomes below 200% of the official poverty line (44% vs. 28%). Among children of immigrants

with English fluent parents only, 24% live below the 200% poverty line which is similar to the proportion for children in native-born families (28%), but the proportion rises to 36% for children with mixed-fluency parents and to a very high 63% for children with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every four (26%) children in immigrant families in Nevada lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (26% vs. 9%). Overcrowding is more prevalent for children in immigrant families with English fluent parents only than for children in native-born families (14% vs. 9%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (23%) and English language learner parents only (36%).

Children in immigrant families have low early education enrollment Children in immigrant families in Nevada are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (14% vs. 25%) and at age 4 (30% vs. 40%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to 8% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Among

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Acknowledgements

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children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (12%) and age 4 (8%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and white children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of white children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Nevada and its local governments including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to

succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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build better futures for
disadvantaged children
in the United States.
www.aecf.org*

**Nine in ten
children in
immigrant families
in New Hampshire
are U.S. citizens.**

Children in Immigrant Families in New Hampshire Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to New Hampshire's future

Children with at least one immigrant parent account for 10% of all children in New Hampshire, and 2% of New Hampshire's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in New Hampshire have origins in Western Europe as well as Central and Eastern Europe and the former Soviet Union (14% each), but close behind are children with origins in East Asia (13%), Canada (10%), and India (9%).

Children in immigrant families have deep roots in New Hampshire

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Two in three (68%) children in immigrant families in New Hampshire have

parents who have lived in the United States 10 or more years.

Many children in immigrant families have American citizen parents

Three-fourths (74%) of children in immigrant families in New Hampshire have parents who are U.S. citizens. The proportion rises to 82% for those with English fluent parents only.

Most children in immigrant families are American citizens

Nine of every ten (89%) children in immigrant families in New Hampshire are U.S. citizens. The proportion is similar for children with English fluent parents only (93%), but even among children with English language learner parents only, a large 70% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in



26% - 49%

14% - 26%

7% - 14%

2% - 7%



One-third of children in immigrant families in New Hampshire speak another language at home and speak English very well.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in New Hampshire are slightly more likely than children in native-born families to live with two parents. Among children in immigrant families, 85% live with two parents compared to 80% of children in native-born families. Nine in ten children in immigrant families with English fluent parents only (90%) live with two parents, which is somewhat greater than the proportion for Whites in native-born families (81%).

Children in immigrant families in New Hampshire are as likely as Whites in native-born families to have another adult relative in the home (14% each).

The proportion falls slightly for children in immigrant families with English fluent parents only (10%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike.

Three of every four (76%) children in immigrant families in New Hampshire with a father in the home have a father working full-time year-round, which is somewhat less than the proportion for native-born families (84%).

Seven of every ten (72%) children in immigrant families in New Hampshire with a mother in the home have a

mother working to support the family.

This is slightly less than the proportion for children in native-born families (79%). Children in immigrant families with English fluent parents only are also slightly less likely than children in native-born families to have a working mother (71% vs. 79%).

One of every three (36%) children in immigrant families in New Hampshire with a mother in the home has a mother employed full-time year-round. Children in immigrant families are about as likely as those in native-born families to have a mother working full-time (36% vs. 37%).

Children in immigrant families experience important challenges

A number of children in immigrant families experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Some children of immigrants have parents with limited education

About one of every fourteen (7%) children in immigrant families in New Hampshire has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (4% vs. 7%).

Very few (3%) children in immigrant families in New Hampshire have a father who has completed only 8 or fewer years of school.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

One in ten
children in
immigrant families
in New Hampshire
is officially poor.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

A few children of immigrants have parents with low hourly earnings

One of every twenty (5%) children in immigrant families in New Hampshire with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is about the same as the proportion among those in native-born families (7%). There is also little absolute difference between the proportions for children in native-born families or children in immigrant families with English fluent parents only (7% vs. 2%).

Some children in immigrant families live below the poverty line

One in ten (10%) children in immigrant families in New Hampshire is officially poor. Overall, children in immigrant families in New Hampshire are about as likely as those in native-born families (10% vs. 7%) and Whites in native-born families (10% vs. 7%) to live in poverty. The official poverty rate for children in immigrant families with English fluent parents only is about the same as the rate for children in native-born families (5% vs. 7%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One every five (20%) children of immigrants in New Hampshire lives in a family

with an income below 200% of the official poverty line. Children in immigrant families are as likely as those in native-born families to have family incomes below 200% of the official poverty line (20% each). Among children of immigrants with English fluent parents only, 13% live below the 200% poverty line, compared to 20% for children in native-born families.

Some children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every eight (12%) children in immigrant families in New Hampshire lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (12% vs. 4%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (6% vs. 4%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in New Hampshire is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in

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preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and white children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of white children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

New Hampshire and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant

families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in New Jersey Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to New Jersey's future

Children with at least one immigrant parent account for 32% of all children in New Jersey, and 11% of New Jersey's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in New Jersey have origins in the Caribbean (18%), followed closely by those with origins in South America (17%) and East Asia (14%). Many also have origins in Mexico, the Dominican Republic, and India (8% each).

Children in immigrant families have deep roots in New Jersey

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Four-fifths (78%) of children in immigrant families in New Jersey have parents who

have lived in the United States 10 or more years. The proportion is similar for children with mixed-fluency parents (79%) and English fluent parents only (81%) but falls slightly 71% for those with English language learner parents only.

Most children in immigrant families have American citizen parents

Two-thirds (67%) of children in immigrant families in New Jersey have parents who are U.S. citizens. The proportion rises from 43% for children with English language learner parents only to 74% for children with mixed-fluency parents only and 80% for those with English fluent parents only.

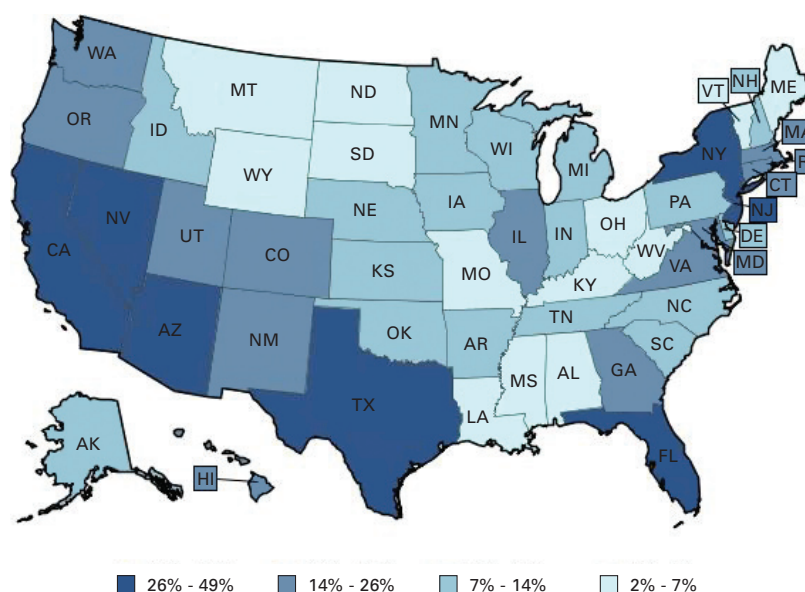
Most children in immigrant families are American citizens

Nearly nine of every ten (88%) children in immigrant families in New Jersey are U.S. citizens. The proportion is similar for children with English fluent parents only (93%) and mixed-fluency parents (90%), but even among children with English language learner parents only, 79% are American citizens.

Children in immigrant families have diverse language environments



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Two of every three (68%) children in immigrant families in New Jersey live with at least one English fluent parent, while the others (32%) live with parents who are English language learners only. Of the 68%, three-fourths live with English fluent parents

only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 71% of English language learner parents have lived in the U.S. for 10 or more years, while 79% of mixed-fluency parents and 81% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-nine percent of children in immigrant families in New Jersey speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (67%) speak English fluently.

Nearly nine in ten children in immigrant families in New Jersey are U.S. citizens.

Two-thirds of children in immigrant families in New Jersey have parents who are U.S. citizens.

One-half (52%) of children in immigrant families in New Jersey speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in five (20%) children in immigrant families in New Jersey live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Fifty-nine percent of children in immigrant families in New Jersey live in family-owned homes. The proportion ranges from 40% for those with English language learner parents only to 58% for those with mixed-fluency parents and 71% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in New Jersey are more likely than children in native-born families to live with two parents. Among children in immigrant families, 82% live with two parents compared to 74% of children in native-born families. About seven in ten children in immigrant families live with two parents if they have English language learner parents only (72%), but this proportion rises to 83% for those with English fluent parents only which is similar to the proportion for Whites in native-born families (85%).

Children in immigrant families in New Jersey are two-fifths more likely than Whites in native-born families to have another adult relative in the home (21% vs. 15%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (29%), followed by those with mixed-fluency parents and English fluent parents only (17% each).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in New Jersey with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (82%). The proportion ranges from 82% for children with English fluent parents only to 76% for those with mixed-fluency parents and 75% for those English language learner parents only.

Seven of every ten (69%) children in immigrant families in New Jersey with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent parents only and children in native-born families are equally likely to have a working mother (74% each), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (60% and 66% vs. 74%).

Two of every five (41%) children in immigrant families in New Jersey with a mother in the home have a mother employed

One-half of children in immigrant families in New Jersey speak another language at home and speak English very well.

full-time year-round. Children in immigrant families are 5 percentage points more likely than those in native-born families to have a mother working full-time (41% vs. 36%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every six (16%) children in immigrant families in New Jersey has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (7% vs. 6%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 19% for children with mixed-fluency parents and 31% for those with English language learner parents only.

One in thirteen (8%) children in immigrant families in New Jersey has a father who has completed only 8 or fewer years of school. The proportion rises to 18% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have

completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every six (17%) children in immigrant families in New Jersey with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is nearly three times greater than the proportion among those in native-born families (6%). Children in immigrant families with English fluent parents only are two times more likely than those in native-born families to have a father earning less than 200% of minimum wage (10% vs. 5%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises even higher to 17% for children with mixed-fluency parents and 30% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and Central America have especially low levels of education among fathers and are also among those (Mexico, Central America, the Dominican Republic, Ecuador, Peru, and the Middle East) with the highest proportion of fathers earning less than 200% of the federal minimum wage (21%–48%).

Many children in immigrant families live below the poverty line

One in nine (11%) children in immigrant families in New Jersey is officially poor, and the proportion rises to one in five (21%) for those with English language learner parents only. Overall, children in immigrant families in New Jersey are about as likely as those in native-born families to be poor (11% vs. 10%), but they are three times more likely than Whites in native-born families to live in poverty (11%

51% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

vs. 4%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than the rate for children in native-born families (6% and 8% vs. 10%), but the rate rises to 21% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico (28%), and the rate rises for with English language learner parents only (32%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "... it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Three in ten (30%) children of immigrants in New Jersey live in a family with an income below 200% of the official poverty line. Children in immigrant families are more likely than those in native-born families to have family incomes below 200% of the official poverty line (30% vs. 21%). Among children of immigrants with English fluent parents only, 18% live below the 200% poverty line, which is similar to the proportion for children in native-born families (21%), but the proportion rises to 29% for children of immigrants with mixed-fluency parents and to a very high 51% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing
Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing

costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every six (17%) children in immigrant families in New Jersey lives in overcrowded housing. Children in immigrant families are about three times more likely than children in native-born families to live in overcrowded housing (17% vs. 5%). Overcrowding is about two times more prevalent for children in immigrant families with English fluent parents only than for children in native-born families (9% vs. 5%), but as with poverty indicators, the proportion rises even higher for children with mixed-fluency parents (21%) and English language learner parents only (28%).

Children in immigrant families have low early education enrollment

Children in immigrant families in New Jersey are somewhat less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (46% vs. 53%), although this difference decreases somewhat by age 4 (74% vs. 77%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 55% for those with English fluent parents only to 36% for those with mixed-fluency parents and 37% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Specific origin groups less likely than Whites in native-born families to be enrolled include children in immigrant families from South America.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

Citations

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These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

New Jersey and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and

writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



C S D A

The Center for Social and
Demographic Analysis
www.albany.edu/csda

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Foundation is a private
charitable organization
dedicated to helping
build better futures for
disadvantaged children
in the United States.
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Children in Immigrant Families in New Mexico Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to New Mexico's future

Children with at least one immigrant parent account for 21% of all children in New Mexico, and 13% of New Mexico's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in New Mexico have origins in Mexico (80%).

Children in immigrant families have deep roots in New Mexico

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Almost three in four (73%) children in immigrant families in New Mexico have parents who have lived in the United States 10 or more years. The propor-

tion is slightly greater for children with mixed-fluency parents (79%) and English fluent parents only (82%), and is 65% for those with English language learner parents only.

One-half of children in immigrant families have American citizen parents

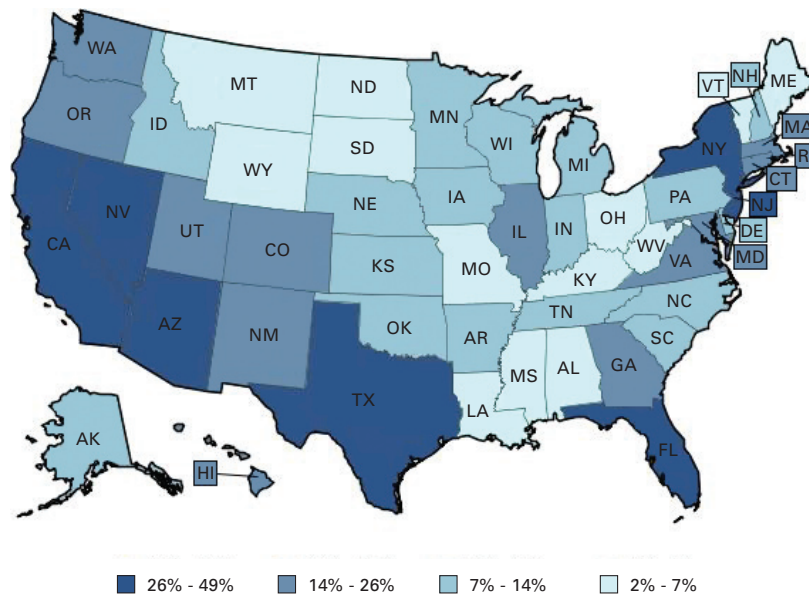
One-half (52%) of children in immigrant families in New Mexico have parents who are U.S. citizens. The proportion rises from 23% for children with English language learner parents only to 73% for children with mixed-fluency parents only and 81% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (84%) children in immigrant families in New Mexico are U.S. citizens. The proportion is more than nine in ten for children with English fluent parents only (96%) and mixed-fluency parents (93%), but even among children with English language learner parents only, 72% are American citizens.



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

one English fluent parent, while the others (47%) live with parents who are English language learners only. Of the 53%, more than half live with English fluent parents only and less than half live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, only 65% of English language learner parents have lived in the U.S. for 10 or more years, while 79% of mixed-fluency parents and 82% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

One-half of children in immigrant families have an English fluent parent

One-half (53%) of children in immigrant families in New Mexico live with at least

Most children in immigrant families are English fluent

Seventy-seven percent of children in immigrant families in New Mexico speak English exclusively or very well.

More than four
in five children in
immigrant families
in New Mexico
are U.S. citizens.

One-half of
children in
immigrant families
in New Mexico
have parents who
are U.S. citizens.

Three-fifths (59%) of children in immigrant families in New Mexico speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

More than one of every four (28%) children in immigrant families in New Mexico live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-five percent of children in immigrant families in New Mexico live in family-owned homes. The proportion ranges from 57% for those with English language learner parents only to 73% for those with mixed-fluency parents and 69% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in New Mexico are more likely than children in native-born families to live with two parents. Among children in immigrant families, 79% live with two parents compared to 67% of children in native-born families. Seven in ten children in

immigrant families live with two parents if they have English language learner parents only (69%), and the proportion rises to four in five for English fluent parents only (80%) which is similar to the proportion for Whites in native-born families (78%).

Children in immigrant families in New Mexico are two-fifths more likely than Whites in native-born families to have another adult relative in the home (21% vs. 15%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (30%), followed by those with mixed-fluency parents (20%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (95%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (92%–97%) for each parental English language fluency group among children in immigrant families.

Three of every four (74%) children in immigrant families in New Mexico with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (77%). The proportion ranges from 77% for children with English fluent parents only to 74% for those with mixed-fluency parents and 71% for those English language learner parents only.

Three of every five (59%) children in immigrant families in New Mexico with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (75%). Children in immigrant families with English fluent parents only and children in native-born

Three-fifths of children (59%) in immigrant families in New Mexico speak another language at home and speak English very well.

families are about equally likely to have a working mother (71% vs. 75%), while children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (56% and 51% vs. 75%).

More than one of every four (28%) children in immigrant families in New Mexico with a mother in the home has a mother employed full-time year-round. Children in immigrant families are 11 percentage points less likely than those in native-born families to have a mother working full-time (28% vs. 39%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

One-half of children of immigrants have parents with limited education

One-half (48%) of children in immigrant families in New Mexico have fathers who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are three-fourths more likely than children in native-born families to have fathers who did not graduate from high school (19% vs. 11%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises even higher to 51% for children with mixed-fluency parents and 68% for those with English language learner parents only.

Three in ten (30%) children in immigrant families in New Mexico have fathers

who have completed only 8 or fewer years of school. The proportion rises to 43% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

Two of every five (39%) children in immigrant families in New Mexico with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is almost two times greater than the proportion among those in native-born families (22%). There is little difference between the children in native-born or immigrant families with English fluent parents only (22% vs. 21%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 40% for children with mixed-fluency parents and 51% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in three (32%) children in immigrant families in New Mexico is officially poor, and the proportion rises to more than two in five (44%) for those with English language learner parents only. Overall, children in immigrant families in New Mexico are more likely than those in native-born families (32% vs. 21%) and three times more likely than Whites in native-born families (32% vs. 11%) to live in poverty. Official poverty rates

85% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the rate for children in native-born families (19% and 25% vs. 21%), but the rate rises to 44% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Two of every three (67%) children of immigrants in New Mexico live in a family with an income below 200% of the official poverty line. Children in immigrant families are more likely than those in native-born families to have family incomes below 200% of the official poverty line (67% vs. 44%). Among children of immigrants with English fluent parents only, 42% live below the 200% poverty line compared to 44% for children in native-born families, but the proportion rises to 64% for children of immigrants with mixed-fluency parents and to a very high 85% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing
Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce

resources go further, leading to overcrowded housing conditions.

One of every four (25%) children in immigrant families in New Mexico lives in overcrowded housing. Children in immigrant families are two times more likely than children in native-born families to live in overcrowded housing (25% vs. 12%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (13% vs. 12%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (26%) and English language learner parents only (33%).

Children in immigrant families have low early education enrollment

Children in immigrant families in New Mexico are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 30%) and at age 4 (44% vs. 54%). Although data on early education enrollment is not available for any specific origin groups in New Mexico, 80% of children in immigrant families have origins in Mexico, and data from the U.S. overall suggests that low enrollment in early education programs is likely a concern among this group in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it

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Policies and programs to foster children's success

New Mexico and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the

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The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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September 2009

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Children in immigrant families learning English are key to New York's future

Children with at least one immigrant parent account for 34% of all children in New York's, and 14% of New York children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in New York have origins in the Dominican Republic and South America (13% each). Many also have origins in Mexico (7%), Central America and Jamaica (6% each), and China and the Middle East (5% each).

Children in immigrant families have deep roots in New York

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Four in five (81%) children in immigrant families in New York have parents who have lived in the United States 10 or

more years. The proportion is even greater for children with at least one English language learner parent (84%), but is still high at 76% for children in immigrant families with English fluent parents only.

Most children in immigrant families have American citizen parents

Two-thirds (67%) of children in immigrant families in New York have parents who are U.S. citizens. The proportion rises from 47% for children with English language learner parents only to 76% for children with mixed-fluency parents and 79% for those with English fluent parents only.

Most children in immigrant families are American citizens

Nine in ten (89%) children in immigrant families in New York are U.S. citizens. The proportion is similar for children with at least one English fluent parent (91%–93%), but even among children with English language learner parents only, 83% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development



26% - 49%

14% - 26%

7% - 14%

2% - 7%

English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

More than one in five (22%) children in immigrant families in New York live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

More than two-fifths of children in immigrant families live in family-owned homes

Forty-four percent of children in immigrant families in New York live in family-owned homes. The proportion ranges from 27% for those with English language learner parents only to 45% for those with mixed-fluency parents and 57% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in New York are slightly more likely than children in native-born families to live with two parents. Among children in immigrant families, 75% live with two parents, compared to 70% of children in native-born families. About two in three children in immigrant families live with two parents if they have English language learner parents only (68%), and the proportion rises for those with English fluent parents only (74%), although it remains less than

the proportion for Whites in native-born families (83%).

Children in immigrant families in New York are about two-thirds more likely than Whites in native-born families to have another adult relative in the home (26% vs. 16%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (32%), followed by those with mixed-fluency parents and English fluent parents only (23% each).

Children in immigrant families experience a strong family work ethic

Nearly nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (93%–95%) for each parental English language fluency group among children in immigrant families.

Three of every four (76%) children in immigrant families in New York with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (78%). The proportion ranges from 79% for children with English fluent parents to 74% for those with mixed-fluency parents and 73% for those English language learner parents.

Nearly two of every three (64%) children in immigrant families in New York with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (72%). Children in immigrant families with English fluent parents and children in native-born families are equally likely to have a working mother (72% each), while children with mixed-fluency parents and English language learner

**Most children
(67%) in immigrant
families in New York
have parents who
are U.S. citizens.**

Nearly one-half of children in immigrant families in New York speak another language at home and speak English very well.

parents are less likely than children in native-born families to have a working mother (57% and 55% vs. 72%).

Nearly two of every five (37%) children in immigrant families in New York with a mother in the home have a mother employed full-time year-round. Children in immigrant families are about as likely as those in native-born families to have a mother working full-time (37% vs. 36%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every five (20%) children in immigrant families in New York has a father who did not graduate from high school, and the proportion is similar for mothers. There is no difference between children in immigrant families with English fluent parents only and children in native-born families (9% each), but the proportion rises to 23% for children with mixed-fluency parents and 36% for those with English language learner parents only.

One in nine (11%) children in immigrant families in New York has a father who has completed only 8 or fewer years of school. The proportion rises to 23% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with

school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico, Central America, Ecuador, and China, because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (25%) children in immigrant families in New York with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion for those in native-born families (12%). There is little difference between the children in native-born or immigrant families with English fluent parents only (12% vs. 14%), but the proportion rises sharply to 27% for children with mixed-fluency parents and 41% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico, Central America, Ecuador, and China have especially low father's education and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (29%–54%).

Many children in immigrant families live below the poverty line

One in five (20%) children in immigrant families in New York is officially poor, and the proportion rises to one in three (32%) for those with English language

65% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

learner parents only. Overall, children in immigrant families in New York are one-fourth more likely than those in native-born families (20% vs. 16%) and about two times more likely than Whites in native-born families (20% vs. 9%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the proportion for children in native-born families (13% and 15% vs. 16%), but the rate rises to 32% for those with English language learner parents only.

Among specific origin groups with official poverty rates of 21% or more, the rates for those with English language learner parents only are much higher for the Dominican Republic (45%), Mexico (42%), Bangladesh (37%), the Middle East (31%), and China (28%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because “...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time” (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Two-fifths (43%) of children of immigrants in New York live in a family with an income below 200% of the official poverty line. Children in immigrant families are one-third more likely than those in native-born families to have family incomes below 200% of the official poverty line (43% vs. 32%). Among children of immigrants with English fluent parents only, 29% live below the 200% poverty

line, which is similar to the proportion for children in native-born families (32%), but the proportion rises to 40% for children with mixed-fluency parents and to a very high 65% for children with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Three of every ten (30%) children in immigrant families in New York live in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (30% vs. 10%). Overcrowding is two times more prevalent for children in immigrant families with English fluent parents than for children in native-born families (20% vs. 9%), and as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (33%) and English language learner parents only (43%).

Children in immigrant families have low early education enrollment

Children in immigrant families in New York are less likely than in native-born families to be enrolled in pre-k/nursery school at age 3 (36% vs. 43%), although this difference decreases somewhat by age 4 (69% vs. 72%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 43% for those with English fluent parents only to 32% for those with mixed-fluency parents and 27% for those with English language learner parents only. Similarly at age 4, the proportion enrolled declines across the three parental

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press). Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educación Preescolar en México (Preschool Education in Mexico).

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language groups. Specific origin groups less likely than Whites in native-born families to be enrolled include children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

New York and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed

as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.-

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



C S D A

The Center for Social and
Demographic Analysis
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build better futures for
disadvantaged children
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Children in Immigrant Families in North Carolina Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to North Carolina's future

Children with at least one immigrant parent account for 14% of all children in North Carolina, and 7% of North Carolina's children live with English language learner parents only.

Children in immigrant families have diverse national origins

A majority of children in immigrant families in North Carolina have origins in Mexico (45%). Many also have origins in Central America (12%).

Children in immigrant families have deep roots in North Carolina

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three-fifths (63%) of children in immigrant families in North Carolina have parents who have lived in the United States 10 or more years. The proportion

is highest for children with English fluent parents only and mixed-fluency parents (69% each) and is slightly lower for those living with English language learner parents only (57%).

Many children in immigrant families have American citizen parents

Nearly one-half (46%) of children in immigrant families in North Carolina have parents who are U.S. citizens. The proportion rises from 19% for children with English language learner parents only to 55% for children with mixed-fluency parents and 74% for those with English fluent parents only.

Most children in immigrant families are American citizens

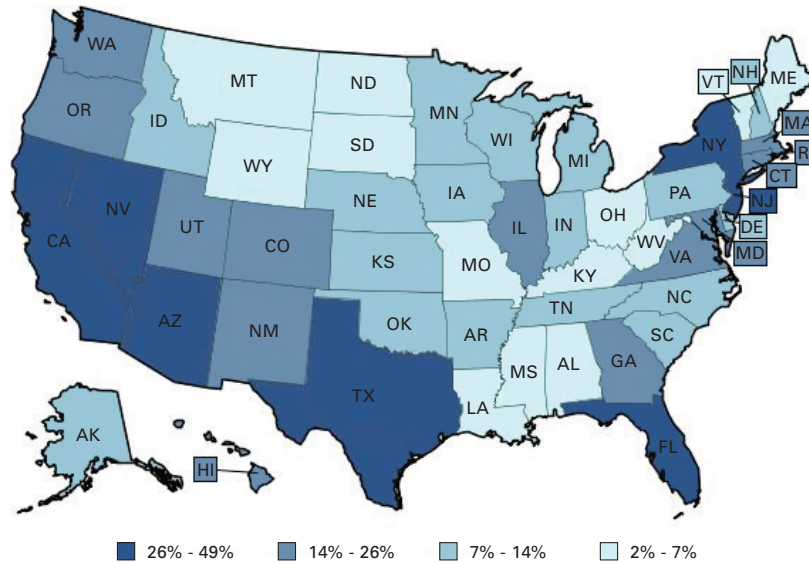
Four in five (81%) children in immigrant families in North Carolina are U.S. citizens. The proportion is greater for children with at least one English fluent parent (84–89%), but even among children with English language learner parents only, 73% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Half of children in immigrant families have an English fluent parent
More than one-half (55%) of children in immigrant families in North Carolina live with at least one English fluent parent, while the others (45%) live with parents who are English language learners only. Of the 55%, about three-fourths live

with English fluent parents only, and about one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 57% of English language learner parents have lived in the U.S. for 10 or more years, compared to 69% of mixed-fluency parents and English fluent parents. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Three-fourths of children in immigrant families are English fluent
Seventy-eight percent of children in immigrant families in North Carolina speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, a majority (64%) speak English fluently.

Close to one-half (45%) of children in immigrant families in North Carolina speak another language at home and speak

Four in five children in immigrant families in North Carolina are U.S. citizens.

Nearly one-half of children (46%) in immigrant families in North Carolina have parents who are U.S. citizens.

English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One-third (34%) of children in immigrant families in North Carolina live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

More than half of children in immigrant families live in family-owned homes

Fifty-six percent of children in immigrant families in North Carolina live in family-owned homes. The proportion ranges from 43% for those with English language learner parents only to 56% for those with mixed-fluency parents and 71% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in North Carolina are more likely than children in native-born families to live with two parents. Among children in immigrant families, 84% live with two parents compared to 69% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents only (80%) or English fluent parents only (82%), which is similar to the proportion

for Whites in native-born families (80%).

Children in immigrant families in North Carolina are two times more likely than Whites in native-born families to have another adult relative in the home (20% vs. 10%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (28%), followed by those with mixed-fluency parents (15%) and English fluent parents only (14%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (96–98%) for each parental English language fluency group among children in immigrant families.

Three-fourths (77%) of children in immigrant families in North Carolina with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (80%). The proportion ranges from 78% for children with English fluent parents only to 76% for those with mixed-fluency parents and English language learner parents only.

Three of every five (60%) children in immigrant families in North Carolina with a mother in the home have a mother working to support the family. This is notably less than the 77% for children in native-born families. Children in immigrant families with English fluent parents and children in native-born families are somewhat less likely to have a working mother (71% vs. 77%), and this difference is still greater for children with mixed-fluency parents and English language learner parents only (53% and 53% vs. 77%).

Almost one-half of children (45%) in immigrant families in North Carolina speak another language at home and speak English very well.

Three of every ten (29%) children in immigrant families in North Carolina with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 12 percentage points less likely than those in native-born families to have a mother working full-time (29% vs. 41%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

More than one-third (36%) of children in immigrant families in North Carolina have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (11% vs. 10%), but the proportion rises to 32% for children with mixed-fluency parents and 59% for those with English language learner parents only.

Nearly one in four (23%) children in immigrant families in North Carolina has a father who has completed only 8 or fewer years of school. The proportion rises to 40% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially im-

portant for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every three (34%) children in immigrant families in North Carolina with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion among those in native-born families (17%). There is no difference between the children in native-born or immigrant families with English fluent parents only (17% each), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 38% for children with mixed-fluency parents and 48% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in four (25%) children in immigrant families in North Carolina is officially poor, and the proportion rises to one in three (34%) for those with English language learner parents only. Overall, children in immigrant families in New Mexico are more likely than those in native-born families to be poor (25% vs. 17%) and two and a half times more likely than Whites in native-born families to live in poverty (25% vs. 10%). The official poverty rate for children in immigrant families with English fluent parents only is about the same as the rate for children in native-born families (15% vs. 17%) but the rate rises to 24%

78% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

for children with mixed-fluency parents and 34% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Three-fifths (57%) of children of immigrants in North Carolina live in a family with an income below 200% of the official poverty line. Children in immigrant families are more likely than those in native-born families to have family incomes below 200% of the official poverty line (57% vs. 38%). Among children of immigrants with English fluent parents only, 33% live below the 200% poverty line, compared to 38% for children in native-born families, but the proportion rises to 59% for children of immigrants with mixed-fluency parents and to a very high 78% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every four (26%) children in

immigrant families in North Carolina lives in overcrowded housing. Children in immigrant families are four times more likely than children in native-born families to live in overcrowded housing (26% vs. 6%). Overcrowding is two times more prevalent for children in immigrant families with English fluent parents than for children in native-born families (11% vs. 6%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (30%) and English language learner parents only (39%).

Children in immigrant families have low early education enrollment

Children in immigrant families in North Carolina are less likely than in native-born families to be enrolled in pre-k/nursery school at age 3 (22% vs. 37%) and at age 4 (45% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 39% for those with English fluent parents only to 9% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (9%) and age 4 (39%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, and Macartney, in press a).

These results may be surprising, but it

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is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

North Carolina and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also

in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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**Four in five
children in
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in North Dakota
are U.S. citizens**

Children in Immigrant Families in North Dakota Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for North Dakota's future

Children with at least one immigrant parent account for 5% of all children in North Dakota, and 1% of North Dakota's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in North Dakota have origins in South Central Asia (33%) and Canada (32%). Many also have origins in Central and Eastern Europe and the former Soviet Union (13%), East Asia (11%), and India and Germany (8% each).

Children in immigrant families have deep roots in North Dakota

This is reflected in their citizenship and English fluency.

Most children in immigrant families are American citizens

More than four in five children (86%) in immigrant families in North Dakota are U.S. citizens. The proportion is more than nine in ten for children with English fluent parents only (93%).

Nineteen in twenty children in immigrant families are English fluent

Ninety-five percent of children in immigrant families in North Dakota speak English exclusively or very well.

More than one of every four (28%) children in immigrant families in North Dakota speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

Given the limited sample of immigrant families in this state, additional analyses are not possible. However, as more data is collected by the American Community Survey in the future, further analyses will become available. Meanwhile, additional indicators from Census 2000 can be accessed at www.albany.edu/csda/children (click on "data").

Policies and programs to foster children's success

North Dakota and its local governments, including counties, cities, and school districts, as well as the Federal Government,



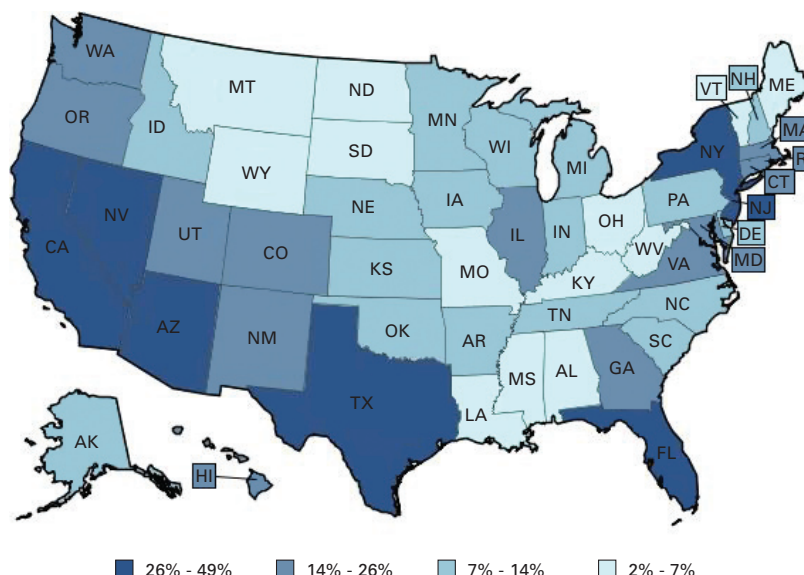
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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

Acknowledgements

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Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and

social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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in the United States.
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Children in Immigrant Families in Ohio

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Ohio's future

Children with at least one immigrant parent account for 6% of all children in Ohio, and 2% of Ohio's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Ohio have origins in East Asia (14%). Close behind are children with origins in Central and Eastern Europe and the former Soviet Union as well as Mexico (13% each), followed by those with origins in Africa (12%). Many also have origins in South Central Asia (10%) the Middle East, Western Europe, and India (8% each).

Children in immigrant families have deep roots in Ohio

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three in five (61%) children in immigrant families in Ohio have parents who have lived in the United States 10 or more years.

The proportion is similar for children with mixed-fluency parents (65%) and English fluent parents only (68%) and 42% for those with English language learner parents only.

Many children in immigrant families have American citizen parents

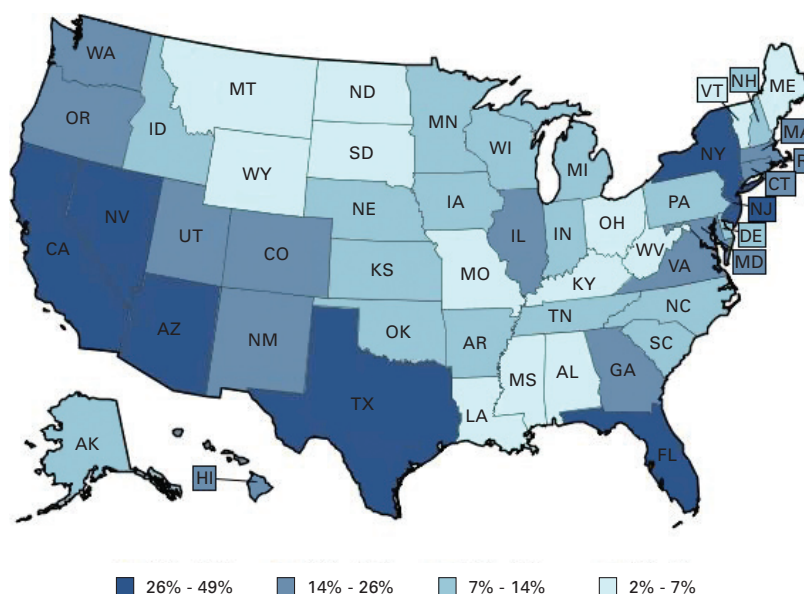
Seven of every ten (70%) children in immigrant families in Ohio have parents who are U.S. citizens. The proportion rises from 37% for children with English language learner parents only to 69% for children with mixed-fluency parents and 83% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (84%) children in immigrant families in Ohio are U.S. citizens. The proportion is about nine in ten for children with English fluent parents only (91%) and mixed-fluency parents (85%), but



Children in immigrant families (Percent – 2007)



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even among children with English language learner parents only, 65% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families

have an English fluent parent

Three of every four (76%) children in immigrant families in Ohio live with at least one English fluent parent, while the others (24%) live with parents who are English language learners only. Of the 76%, about four-fifths live with English fluent parents only, and about one-fifth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, only 42% of English language learner parents have lived in the U.S. for 10 or more years, while 65% of mixed-fluency parents and 68% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Nine in ten children in immigrant families are English fluent

Eighty-eight percent of children in immigrant families in Ohio speak English exclusively or

More than four in five children in immigrant families in Ohio are U.S. citizens.

Seven in ten
children in
immigrant families
in Ohio have
parents who are
U.S. citizens.

very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (66%) speak English fluently.

Two in five (40%) children in immigrant families in Ohio speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in six (16%) children in immigrant families in Ohio lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-eight percent of children in immigrant families in Ohio live in family-owned homes.

The proportion ranges from 44% for those with English language learner parents only to 56% for those with mixed-fluency parents and 81% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Ohio are more likely than children in native-born families to live with two parents. Among children in immigrant families, 86% live with two parents compared to 72% of children in native-born families. Almost nine in ten children in immigrant families live with two parents if

they have English fluent parents only (87%). This is greater than the proportion for children with English language learner parents only (76%), which is similar to the proportion for Whites in native-born families (79%).

Children in immigrant families in Ohio are about as likely as Whites in native-born families to have another adult relative in the home (16% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (22%), followed by those with mixed-fluency parents (16%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (91%–96%) for each parental English language fluency group among children in immigrant families.

Three of every four (73%) children in immigrant families in Ohio with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (78%). The proportion ranges from 79% for children with English fluent parents only to 66% for those with mixed-fluency parents and 61% for those English language learner parents only.

Two-thirds (65%) of children in immigrant families in Ohio with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only and children in native-born families are equally likely to have a working mother (72% vs. 76%), while children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (47% and 59% vs. 76%).

Two in five children
(40%) in immigrant
families in Ohio
speak another
language at home
and speak English
very well.

Three of every ten (31%) children in immigrant families in Ohio with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 7 percentage points less likely than those in native-born families to have a mother working full-time (31% vs. 38%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing.

Many children of immigrants have parents with limited education

One of every eight (12%) children in immigrant families in Ohio has a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are half as likely as children in native-born families (4% vs. 10%) to have fathers who did not graduate from high school, but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 18% for children with mixed-fluency parents and 28% for those with English language learner parents only.

One in sixteen (6%) children in immigrant families in Ohio has a father who has completed only 8 or fewer years of school. The proportion rises to 17% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children

in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every five (20%) children in immigrant families in Ohio with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two-fifths greater than the proportion among those in native-born families (14%). There is little difference between the children in native-born or immigrant families with English fluent parents only (14% vs. 11%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 28% for children with mixed-fluency parents and 40% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (46%).

Many children in immigrant families live below the poverty line

One in six (17%) children in immigrant families in Ohio is officially poor, and the proportion rises to nearly two-fifths (37%) for those with English language learner parents only. Overall, children in immigrant families in Ohio are about as likely as those in native-born families to be poor (17% vs. 16%), and they are more likely than Whites in native-born families to live in poverty (17% vs. 11%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are somewhat com-

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64% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

parable to the rate for children in native-born families (7% and 20% vs. 16%), but the rate rises to 37% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico (33%), and the rate increases for those with English language learner parents only (47%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than one-third (36%) of children of immigrants in Ohio live in a family with an income below 200% of the official poverty line. Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (36% vs. 35%). Among children of immigrants with English fluent parents only, 20% live below the 200% poverty line, compared to 35% for children in native-born families, but the proportion rises to 55% for children of immigrants with mixed-fluency parents and to a very high 64% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every six (17%) children in immigrant families in Ohio lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (17% vs. 6%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (9% vs. 6%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (28%) and English language learner parents only (28%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Ohio is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children

Three-fourths
of children in
immigrant families
whose parents are
learning English
live in two-parent
households (76%).

in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Ohio and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children

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The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

Citations

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Children in Immigrant Families in Oklahoma Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Oklahoma's future

Children with at least one immigrant parent account for 10% of all children in Oklahoma, and 5% of Oklahoma's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Oklahoma have origins in Mexico (57%). Many also have origins in East Asia (8%) and Indochina (7%).

Children in immigrant families have deep roots in Oklahoma

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven in ten (70%) children in immigrant

families in Oklahoma have parents who have lived in the United States 10 or more years. The proportion ranges from 71% for those with English fluent parents only to 76% for children with mixed-fluency parents and 67% for those with English language learner parents only.

One-half of children in immigrant families have American citizen parents

One-half (54%) of children in immigrant families in Oklahoma have parents who are U.S. citizens. The proportion rises from 26% for children with English language learner parents only to 74% for children with mixed-fluency parents only and 81% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (85%) children in immigrant families in Oklahoma are U.S. citizens. The proportion is about nine in ten for children with English fluent parents only (93%) and mixed-fluency parents (89%), but even among



26% - 49%

14% - 26%

7% - 14%

2% - 7%



One-half of children
in immigrant
families in
Oklahoma have
parents who are
U.S. citizens.

One-half (52%) of children in immigrant families in Oklahoma speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in three (33%) children in immigrant families in Oklahoma live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty-three percent of children in immigrant families in Oklahoma live in family-owned homes. The proportion ranges from 54% for those with English language learner parents only to 71% for those with mixed-fluency parents and 72% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Oklahoma are more likely than children in native-born families to live with two parents. Among children in immigrant families, 84% live with two parents compared to 70% of children in native-born families. About four in five children in immigrant families live with two parents if they

have English language learner parents only (80%) or English fluent parents only (81%), which is similar to the proportion for Whites in native-born families (77%).

Children in immigrant families in Oklahoma are more likely than Whites in native-born families to have another adult relative in the home (16% vs. 11%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (21%), followed by those with mixed-fluency parents (12%) and English fluent parents only (13%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in Oklahoma with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (78%). The proportion ranges from 82% for children with English fluent parents only to 73% for those with mixed-fluency parents and 80% for those English language learner parents only.

More than one-half (56%) of children in immigrant families in Oklahoma with a mother in the home have a mother working to support the family. This is notably less than the proportion for children in native-born families (75%). Children in immigrant families with English fluent parents only are less likely than children in native-born families to have a working mother (63% vs. 75%),

One-half of children in immigrant families in Oklahoma speak another language at home and speak English very well.

and this difference is even greater for children with mixed-fluency parents and English language learner parents only (51% and 52% vs. 75%).

One of every four (26%) children in immigrant families in Oklahoma with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 13 percentage points less likely than those in native-born families to have a mother working full-time (26% vs. 39%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Two of every five (38%) children in immigrant families in Oklahoma have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (13% vs. 11%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 45% for children with mixed-fluency parents and 55% for those with English language learner parents only.

One in four (24%) children in immigrant families in Oklahoma has a father who has completed only 8 or fewer years of school. The proportion rises to 35% for

children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

Two of every five (39%) children in immigrant families in Oklahoma with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two-thirds greater than the proportion among those in native-born families (23%). There is little difference between the children in native-born or immigrant families with English fluent parents only (23% vs. 24%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 41% for children with mixed-fluency parents and 50% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (51%).

78% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

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Many children in immigrant families live below the poverty line

One in four (27%) children in immigrant families in Oklahoma is officially poor, and the proportion rises to almost two in five (38%) for those with English language learner parents only. Overall, children in immigrant families in Oklahoma are about one-third more likely than those in native-born families to be poor (27% vs. 20%), but they are almost two times more likely than Whites in native-born families to live in poverty (27% vs. 15%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are somewhat comparable to the rate for children in native-born families (14% and 26% vs. 20%), but the rate rises to 38% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico (38%), and the rate rises for those with English language learner parents only (43%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Three of every five (60%) children of immigrants in Oklahoma live in a family with an income below 200% of the official poverty line. Children in immigrant families are about one-third more

likely than those in native-born families to have family incomes below 200% of the official poverty line (60% vs. 44%). Among children of immigrants with English fluent parents only, 33% live below the 200% poverty line, compared to 44% for children in native-born families, but the proportion rises to 63% for children of immigrants with mixed-fluency parents and to a very high 78% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every four (26%) children in immigrant families in Oklahoma lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (26% vs. 9%). Overcrowding is almost two times more prevalent for children in immigrant families with English fluent parents than for children in native-born families (15% vs. 9%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (26%) and English language learner parents only (35%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Oklahoma are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (21% vs. 27%). Although data on early education enrollment is not available for any specific origin groups in Oklahoma, about one half (57%) of children in immigrant

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press). Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educación Preescolar en México (Preschool Education in Mexico).

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families have origins in Mexico, and data from the U.S. overall suggests that low enrollment in early education programs is likely a concern among this group in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Oklahoma and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed

as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



CSDA

The Center for Social and
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Children in Immigrant Families in Oregon

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Oregon's future

Children with at least one immigrant parent account for 21% of all children in Oregon, and 11% of Oregon's children live with English language learner parents only.

families in Oregon have parents who have lived in the United States 10 or more years. The proportion is similar for those with English language learner parents only (67%) but rises to 79% for children with mixed-fluency parents and 77% for those with English fluent parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Oregon have origins in Mexico (52%). Many also have origins in East Asia (11%), Central and Eastern Europe and the former Soviet Union (8%), and Indochina (7%).

One-half of children in immigrant families have American citizen parents

One-half (51%) of children in immigrant families in Oregon have parents who are U.S. citizens. The proportion rises from 25% for children with English language learner parents only to 61% for children with mixed-fluency parents only and 82% for those with English fluent parents only.

Children in immigrant families have deep roots in Oregon

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families are American citizens

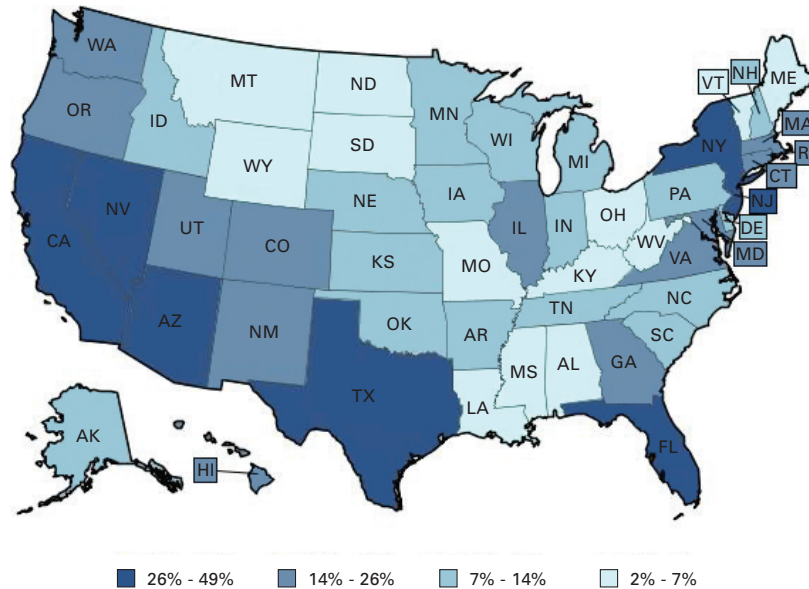
More than four in five (84%) children in immigrant families in Oregon are U.S. citizens. The proportion is more than nine in ten for children with English fluent parents only (94%) and mixed-fluency parents (91%), but even among

Most children in immigrant families have long-term resident parents

Seven in ten (72%) children in immigrant



Children in immigrant families (Percent – 2007)



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children with English language learner parents only, 74% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

One-half of children in immigrant families have an English fluent parent

One-half (51%) of children in immigrant families in Oregon live with at least one English fluent parent, while the others (49%) live with parents who are English language learners only. Of the 51%, about two-thirds live with English fluent parents only and about one-third live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 67% of English language learner parents have lived in the U.S. for 10 or more years, while 79% of mixed-fluency parents and 77% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

More than four in five children in immigrant families in Oregon are U.S. citizens.

One-half of
children in immigrant
families in Oregon
have parents who
are U.S. citizens.

Four-fifths of children in immigrant families are English fluent

Seventy-seven percent of children in immigrant families in Oregon speak English exclusively or very well. Even among children in immigrant families with origins in the former Soviet Union, the origin group least likely to speak English fluently, a substantial majority (67%) speak English fluently.

One-half (50%) of children in immigrant families in Oregon speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three in ten (31%) children in immigrant families in Oregon live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

One-half of children in immigrant families live in family-owned homes

Fifty-six percent of children in immigrant families in Oregon live in family-owned homes. The proportion ranges from 43% for those with English language learner parents only to 58% for those with mixed-fluency parents and 74% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Oregon are more likely than children in native-born families to live with two parents. Among children in immigrant families, 83% live with two parents, compared to 76% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents only (77%) or English fluent parents only (84%), which is similar to the proportion for Whites in native-born families (79%).

Children in immigrant families in Oregon are three-fourths more likely than Whites in native-born families to have another adult relative in the home (21% vs. 12%). Children in immigrant families with English language learner parents only are most likely to have such relatives in the home (28%), followed by those with mixed-fluency parents (21%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (96%–98%) for each parental English language fluency group among children in immigrant families.

About three-fourths (77%) of children in immigrant families in Oregon with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (76%). The proportion ranges from 77% for children with English fluent parents only to 79% for those with mixed-fluency parents and 77% for those English language learner parents only.

One-half of children in immigrant families in Oregon speak another language at home and speak English very well.

Two-thirds (65%) of children in immigrant families in Oregon with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (75%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (74% vs. 75%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (60% and 60% vs. 75%).

Three of every ten (30%) children in immigrant families in Oregon with a mother in the home have a mother employed full-time year-round. Children in immigrant families are about as likely as those in native-born families to have a mother working full-time (30% vs. 31%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every three (36%) children in immigrant families in Oregon has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (11% vs. 8%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 43% for children with mixed-fluency parents and 54% for those with

English language learner parents only.

About one in four (23%) children in immigrant families in Oregon has a father who has completed only 8 or fewer years of school. The proportion rises to 38% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in this group are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

Three of every ten (30%) children in immigrant families in Oregon with fathers in the home have fathers earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is more than two times greater than the proportion among those in native-born families (13%). There is no difference between the children in native-born or immigrant families with English fluent parents only (13% each), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 27% for children with mixed-fluency parents and 45% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant

75% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

families from Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (43%).

Many children in immigrant families live below the poverty line

One in five (20%) children in immigrant families in Oregon is officially poor, and the proportion rises to three in ten (30%) for those with English language learner parents only. Overall, children in immigrant families in Oregon are about two times more likely than those in native-born families (20% vs. 12%) and Whites in native-born families (20% vs. 10%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are comparable to the rate for children in native-born families (8% and 13% vs. 12%), but the rate rises to 30% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico (27%), and the rate increases for those with English language learner parents only (33%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (53%) of children of immigrants

in Oregon live in a family with an income below 200% of the official poverty line. Children in immigrant families are two-thirds more likely than those in native-born families to have family incomes below 200% of the official poverty line (53% vs. 32%). Among children of immigrants with English fluent parents only, 24% live below the 200% poverty line, compared to 32% for children in native-born families, but the proportion rises to 47% for children of immigrants with mixed-fluency parents and to a very high 75% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Three of every ten (29%) children in immigrant families in Oregon live in overcrowded housing. Children in immigrant families are four times more likely than children in native-born families to live in overcrowded housing (29% vs. 7%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (11% vs. 7%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (33%) and English language learner parents only (41%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Oregon are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (20% vs. 31%) and at

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age 4 (36% vs. 53%). Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (13%) and age 4 (24%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Oregon and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed

as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in Pennsylvania Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Pennsylvania's future

Children with at least one immigrant parent account for 9% of all children in Pennsylvania, and 4% of Pennsylvania's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Pennsylvania have origins in the Caribbean and East Asia (13% each), but close behind are children with origins in Central and Eastern Europe and the former Soviet Union (12%). Many also have origins in Western Europe and Mexico (10% each).

Children in immigrant families have deep roots in Pennsylvania

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families

have long-term resident parents

Seven in ten (70%) children in immigrant families in Pennsylvania have parents who have lived in the United States 10 or more years. The proportion ranges from 74% for children with English fluent parents only to 71% for children with mixed-fluency parents and 65% for those with English language learner parents only.

Many children in immigrant families have American citizen parents

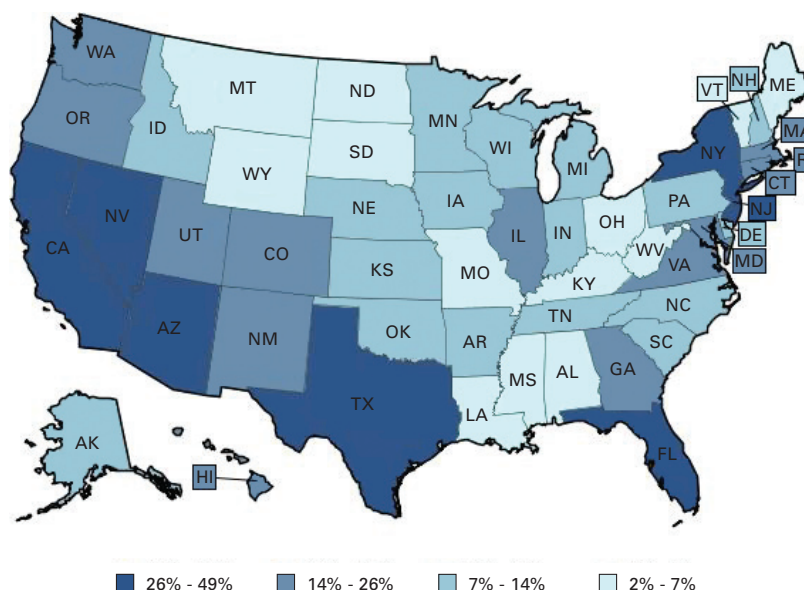
Two-thirds (68%) of children in immigrant families in Pennsylvania have parents who are U.S. citizens. The proportion rises from 46% for children with English language learner parents only to 73% for children with mixed-fluency parents only and 80% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (85%) children in immigrant families in Pennsylvania are U.S. citizens. The proportion is about nine in ten for children with English fluent parents only (91%) and mixed-fluency parents



Children in immigrant families (Percent – 2007)



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(87%), but even among children with English language learner parents only, 74% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Two of every three (68%) children in immigrant families in Pennsylvania live with at least one English fluent parent, while the others (32%) live with parents who are English language learners only. Of the 68%, four-fifths live with English fluent parents only, and one-fifth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 65% of English language learner parents have lived in the U.S. for 10 or more years, while 71% of mixed-fluency parents and 74% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Nine in ten children in immigrant families are English fluent

Eighty-seven percent of children in immigrant families in Pennsylvania speak English exclusively or very well. Even among children in immigrant families with origins in

More than four in five children in immigrant families in Pennsylvania are U.S. citizens.

Two-thirds of children in immigrant families in Pennsylvania have parents who are U.S. citizens.

Vietnam, the origin group least likely to speak English fluently, a substantial majority (70%) speak English fluently.

Two-fifths (40%) of children in immigrant families in Pennsylvania speak another language at home and speak English very well.

Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in five (21%) children in immigrant families in Pennsylvania live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Seventy percent of children in immigrant families in Pennsylvania live in family-owned homes. The proportion ranges from 56% for those with English language learner parents only to 66% for those with mixed-fluency parents and 78% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Pennsylvania are more likely than children in native-born families to live with two parents.

Among children in immigrant families, 84% live with two parents, compared to 73% of children in native-born families. About four in five children in immigrant families live

with two parents if they have English language learner parents only (77%) or English fluent parents only (84%), which is similar to the proportion for Whites in native-born families (81%).

Children in immigrant families in Pennsylvania are about as likely as Whites in native-born families to have another adult relative in the home (17% vs. 14%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (24%), followed by those with mixed-fluency parents (16%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (93%–95%) for each parental English language fluency group among children in immigrant families.

Three of every four (75%) children in immigrant families in Pennsylvania with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (79%). The proportion ranges from 77% for children with English fluent parents only to 72% for those with mixed-fluency parents and 73% for those English language learner parents only.

Two-thirds (66%) of children in immigrant families in Pennsylvania with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (75%). Children in immigrant families with English fluent parents only and in children in native-born families are equally likely to have a working mother (73% vs. 75%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (54% and 58% vs. 75%).

Two-fifths of children (40%) in immigrant families in Pennsylvania speak another language at home and speak English very well.

One-third (35%) of children in immigrant families in Pennsylvania with a mother in the home have a mother employed full-time year-round. Children in immigrant families are about as likely as those in native-born families to have a mother working full-time (35% vs. 36%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing.

Many children of immigrants have parents with limited education

One of every seven (15%) children in immigrant families in Pennsylvania has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (5% vs. 9%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 18% for children with mixed-fluency parents and 34% for those with English language learner parents only.

One in fourteen (7%) children in immigrant families in Pennsylvania has a father who has completed only 8 or fewer years of school. The proportion rises to 17% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children

in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every five (20%) children in immigrant families in Pennsylvania with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two-thirds greater than the proportion among those in native-born families (13%). There is little difference between the children in native-born or immigrant families with English fluent parents only (13% vs. 11%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 27% for children with mixed-fluency parents and 33% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (36%).

Many children in immigrant families live below the poverty line

One in seven (15%) children in immigrant families in Pennsylvania is officially poor, and the proportion rises to one in four (26%) for those with English language learner parents only. Overall, children in immigrant families in Pennsylvania are about as likely as those in native-born families to be poor (15% vs. 14%), but they are two-thirds more likely than Whites in native-born families to live in poverty (15% vs. 9%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

61% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

are comparable to the rate for children in native-born families (9% and 15% vs. 14%), but the rate rises to 26% for those with English language learner parents only.

Among specific origin groups with official poverty rates of 20% or more, the rates for those with English language learner parents only are much higher for Mexico (30%) and the Caribbean (41%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "... it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Two of every five (39%) children of immigrants in Pennsylvania live in a family with an income below 200% of the official poverty line. Children in immigrant families are one-fifth more likely than those in native-born families to have family incomes below 200% of the official poverty line (39% vs. 33%). Among children of immigrants with English fluent parents only, 25% live below the 200% poverty line, compared to 33% for children in native-born families, but the proportion rises to 43% for children of immigrants with mixed-fluency parents and to a very high 61% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every eight (12%) children in immigrant families in Pennsylvania lives in overcrowded housing. Children in immigrant families are two times more likely than children in native-born families to live in overcrowded housing (12% vs. 5%). Overcrowding is as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (5% each), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (16%) and English language learner parents only (23%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Pennsylvania is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, &

Majority of children
in immigrant families
whose parents are
learning English
live in two-parent
households (77%).

Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Pennsylvania and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004): Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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The Center for Social and
Demographic Analysis
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Foundation is a private
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build better futures for
disadvantaged children
in the United States.
www.aecf.org*

Children in Immigrant Families in Rhode Island Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Rhode Island's future

Children with at least one immigrant parent account for 26% of all children in Rhode Island, and 12% of Rhode Island's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Rhode Island have origins in the Dominican Republic (22%), followed by those with origins in Western Europe (18%). Many also have origins in Central America and Portugal/Azores (13% each) and Guatemala (10%).

Children in immigrant families have deep roots in Rhode Island

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Four of every five (82%) children in immigrant families in Rhode Island have parents who have lived in the United States 10 or more years. The proportion ranges from 85% for those with English fluent parents to 81% for children with mixed-fluency parents and 77% for those with English language learner parents only.

Most children in immigrant families have American citizen parents

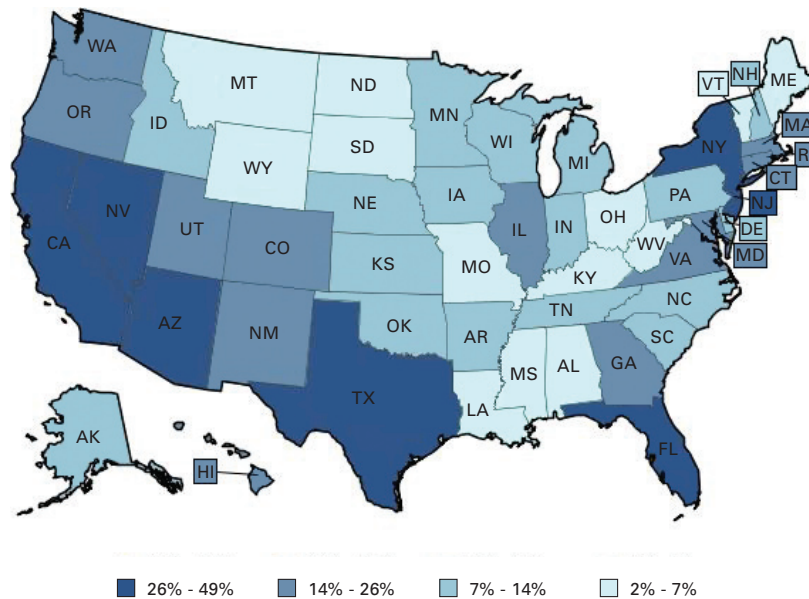
Three-fifths (63%) of children in immigrant families in Rhode Island have parents who are U.S. citizens. The proportion rises from 39% for children with English language learner parents only to 73% for children with mixed-fluency parents only and 80% for those with English fluent parents only.

Most children in immigrant families are American citizens

Nine of every ten (89%) children in immigrant families in Rhode Island are U.S. citizens. The proportion is similar for chil-



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

dren with mixed-fluency parents (92%) and English fluent parents only (94%), but even among children with English language learner parents only, 82% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Three of every five (60%) children in immigrant families in Rhode Island live with at least one English fluent parent, while the others (40%) live with parents who are English language learners only. Of the 60%, three-fourths live with English fluent parents only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 77% of English language learner parents have lived in the U.S. for 10 or more years, while 81% of mixed-fluency parents and 85% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Nearly nine-tenths of children in

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immigrant families are English fluent

Eighty-seven percent of children in immigrant families in Rhode Island speak English exclusively or very well. Even among children in immigrant families with origins in the Dominican Republic, the origin group least likely to speak English fluently, a substantial majority (71%) speak English fluently.

One-half (50%) of children in immigrant families in Rhode Island speak another language at home and speak English very well.

Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in four (25%) children in immigrant families in Rhode Island lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

One-half of children in immigrant families live in family-owned homes

Fifty-two percent of children in immigrant families in Rhode Island live in family-owned homes. The proportion ranges from 34% for those with English language learner parents only to 59% for those with mixed-fluency parents and 67% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Rhode Island are about as likely as children in native-born families to live with two parents.

Among children in immigrant families, 71% live with two parents, which is similar to the proportion of children in native-born families (72%). About three in five children in immigrant families live with two parents if they have English language learner parents only (58%), and the proportion rises to 74% for English fluent parents only which is similar to the proportion for Whites in native-born families (78%).

Children in immigrant families in Rhode Island are two-fifths more likely than Whites in native-born families to have another adult relative in the home (18% vs. 13%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (24%), followed by those with English fluent parents only (16%).

Children in immigrant families experience a strong family work ethic

Nearly nineteen of every twenty (93%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (92%–93%) for each parental English language fluency group among children in immigrant families.

Three of every four (73%) children in immigrant families in Rhode Island with a father in the home have a father working full-time year-round, compared to 80% in native-born families. The proportion ranges from 77% for children with English fluent parents only to 72% for those with mixed-fluency parents and 69% for those English language learner parents only.

Three of every four (77%) children in immigrant families in Rhode Island with a mother in the home have a mother work-

One-half of children in immigrant families in Rhode Island speak another language at home and speak English very well.

ing to support the family. This is similar to the proportion for children in native-born families (78%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (80% vs. 78%), and this pattern is similar for children with mixed-fluency parents and English language learner parents only (74% and 74% vs. 78%).

Two of every five (40%) children in immigrant families in Rhode Island with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 5 percentage points more likely than those in native-born families to have a mother working full-time (40% vs. 35%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

More than one of every four (28%) children in immigrant families in Rhode Island have a father who did not graduate from high school, and the proportion is similar for mothers. The proportion is greater for children in immigrant families with English fluent parents only and mixed-fluency parents than for children in native-born families (17% and 17% vs. 10%), but the proportion rises to 49% for those with English language learner parents only.

One in seven (14%) children in immigrant families in Rhode Island has a father who has completed only 8 or fewer years of

school. The proportion rises to 34% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Many children of immigrants have parents with low hourly earnings

One of every five (22%) children in immigrant families in Rhode Island with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is three times greater than the proportion among those in native-born families (7%). There is little difference between the children in native-born or immigrant families with English fluent parents only (7% vs. 10%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 24% for children with mixed-fluency parents and 36% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in five (20%) children in immigrant families in Rhode Island is officially poor, and the proportion rises to one in three (34%) for those with English language learner parents only. Overall, children in immigrant families in Rhode Island are more likely than those in native-born families (20% vs. 13%) and are three times more likely than Whites in native-born families (20% vs. 7%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than the rate for children in native-born families (11% and 5% vs. 13%),

68% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

but the rate rises to 34% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995. p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (48%) of children of immigrants in Rhode Island live in a family with an income below 200% of the official poverty line. Children in immigrant families are two times more likely than those in native-born families to have family incomes below 200% of the official poverty line (48% vs. 25%). Among children of immigrants with English fluent parents only, 33% live below the 200% poverty line compared to 25% for children in native-born families, and the proportion rises to 41% for children of immigrants with mixed-fluency parents and to a very high 68% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every nine (11%) children in immigrant families in Rhode Island lives in overcrowded housing. Children in immigrant families are two times more likely than children in native-born families to live in

overcrowded housing (11% vs. 6%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (8% vs. 6%), but as with poverty indicators, the proportion rises for children with mixed-fluency parents (14%) and English language learner parents only (13%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Rhode Island is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others. Because 13% of children in immigrant families in Rhode Island have origins in Central America, low enrollment in early education programs is likely a concern for this group of children.

Children in immigrant families have low early education enrollment

Children in immigrant families in Colorado are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 34%) and at age 4 (45% vs. 59%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004): Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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6% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (6%) and age 4 (42%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Rhode Island and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immi-

grant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in South Carolina Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for South Carolina's future

Children with at least one immigrant parent account for 8% of all children in South Carolina, and 3% of South Carolina's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in South Carolina have origins in Mexico (35%). Many also have origins in Central and Eastern Europe and the former Soviet Union (11%), East Asia (9%), and Central America, South America, and Western Europe (7% each).

Children in immigrant families have deep roots in South Carolina

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three-fifths (63%) of children in

immigrant families in South Carolina have parents who have lived in the United States 10 or more years. The proportion is greater for children with mixed-fluency parents (74%) and English fluent parents only (70%) and is 49% for those with English language learner parents only.

More than one-half of children in immigrant families have American citizen parents

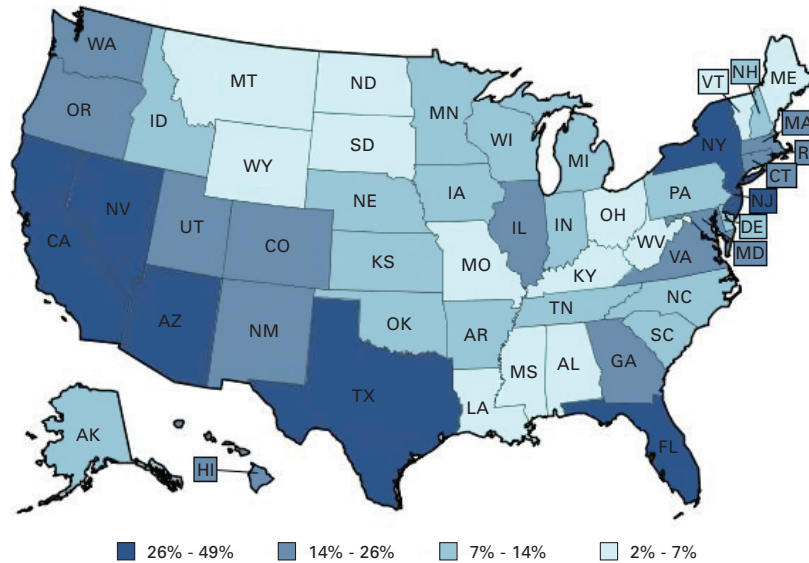
More than one-half (56%) of children in immigrant families in South Carolina have parents who are U.S. citizens. The proportion rises from 23% for children with English language learner parents only to 59% for children with mixed-fluency parents only and 81% for those with English fluent parents only.

Most children in immigrant families are American citizens

Four in five (82%) children in immigrant families in South Carolina are U.S. citizens. The proportion is about nine in ten for children with English fluent parents only (91%) and mixed-fluency parents (86%), but even among children with English language learner parents



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

only, 69% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nearly two of every three (64%) children in immigrant families in South

Carolina live with at least one English fluent parent, while the others (36%)

live with parents who are English language learners only. Of the 64%, three-fourths live with English fluent parents only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 49% of English language learner parents have lived in the U.S. for 10 or more years, while 74% of mixed-fluency parents and 70% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty percent of children in immigrant families in South Carolina speak English exclusively or very well. Even among

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are U.S. citizens.

children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (65%) speak English fluently.

Two-fifths (43%) of children in immigrant families in South Carolina speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three in ten (29%) children in immigrant families in South Carolina live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Nearly two-thirds of children in immigrant families live in family-owned homes

Sixty-three percent of children in immigrant families in South Carolina live in family-owned homes. The proportion ranges from 44% for those with English language learner parents only to 66% for those with mixed-fluency parents and 76% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in South Carolina are more likely than children in native-born families to live with

two parents. Among children in immigrant families, 84% live with two parents, compared to 66% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents only (82%) or English fluent parents only (79%), which is similar to the proportion for Whites in native-born families (80%).

Children in immigrant families in South Carolina are one-third more likely than Whites in native-born families to have another adult relative in the home (17% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (25%), followed by those with mixed-fluency parents (14%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (79%) children in immigrant families in South Carolina with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (81%). The proportion ranges from 82% for children with English fluent parents only to 73% for those with mixed-fluency parents and 79% for those English language learner parents only.

Three-fifths (60%) of children in immigrant families in South Carolina with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in

Two-fifths of children (43%) in immigrant families in South Carolina speak another language at home and speak English very well.

native-born families (76%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (72% vs. 76%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (51% and 48% vs. 76%).

Three of every ten (31%) children in immigrant families in South Carolina with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 11 percentage points less likely than those in native-born families to have a mother working full-time (31% vs. 42%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every four (27%) children in immigrant families in South Carolina has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (9% vs. 11%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 26% for children with mixed-fluency parents and 51% for those with English language learner parents only.

One in seven (14%) children in immigrant families in South Carolina has a father who has completed only 8 or fewer years of school. The proportion rises to 29% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in this group are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

Three of every ten (29%) children in immigrant families in South Carolina with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two-thirds greater than the proportion among those in native-born families (17%). There is little difference between the children in native-born or immigrant families with English fluent parents only (17% vs. 14%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 29% for children with mixed-fluency parents and 48% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico have especially low levels of education

72% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (48%).

Many children in immigrant families live below the poverty line

One in six (18%) children in immigrant families in South Carolina is officially poor, and the proportion rises to three in ten (30%) for those with English language learner parents only. Overall, children in immigrant families in South Carolina are about as likely as those in native-born families to be poor (18% vs. 19%), but they are almost two times more likely than Whites in native-born families to live in poverty (18% vs. 10%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are comparable to the rate for children in native-born families (10% and 16% vs. 19%), but the rate rises to 30% for those with English language learner parents only.

The official poverty rate is even higher for children in immigrant families with origins in Mexico (32%), and the rate rises to 38% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

About one-half (47%) of children of

immigrants in South Carolina live in a family with an income below 200% of the official poverty line. Children in immigrant families are somewhat more likely than as those in native-born families to have family incomes below 200% of the official poverty line (47% vs. 41%). Among children of immigrants with English fluent parents only, 29% live below the 200% poverty line, compared to 41% for children in native-born families, and 42% for children of immigrants with mixed-fluency parents but this rises to a very high 72% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every six (17%) children in immigrant families in South Carolina lives in overcrowded housing. Children in immigrant families are more than two times more likely than children in native-born families to live in overcrowded housing (17% vs. 7%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (5% vs. 7%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (17%) and English language learner parents only (33%).

Children in immigrant families have low early education enrollment

Children in immigrant families in South Carolina are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (25% vs. 35%) and at age 4 (49% vs. 60%). Although data on early education enrollment is not available

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

Acknowledgements

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for any specific origin groups in South Carolina, 35% of children in immigrant families have origins in Mexico, and 7% have origins in Central America, and data from the U.S. overall suggests that low enrollment in early education programs is likely a concern among these groups in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

South Carolina and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be re-

quired to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

*The Annie E. Casey
Foundation is a private
charitable organization
dedicated to helping
build better futures for
disadvantaged children
in the United States.
www.aecf.org*

**Seven in ten
children in
immigrant families
in South Dakota
are U.S. citizens.**

Children in Immigrant Families in South Dakota Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for South Dakota's future

Children with at least one immigrant parent account for 4% of all children in South Dakota, and 2% of South Dakota's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in South Dakota have origins in Central and Eastern Europe and the former Soviet Union (21%), followed by those with origins in Africa and Mexico (15% each). Many also have origins in East Asia (12%) and Central America (9%).

Children in immigrant families have deep roots in South Dakota

This is reflected in their citizenship and their English fluency.

Most children in immigrant families are American citizens

Seven in ten children (70%) in immigrant families in South Dakota are U.S. citizens. The proportion is more than four in five for children with English fluent parents only (84%).

Four-fifths of children in immigrant families are English fluent

Seventy-seven percent of children in immigrant families in South Dakota speak English exclusively or very well.

One-third (36%) of children in immigrant families in South Dakota speak another language at home and speak English very well.

Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parent or parents.

Given the limited sample of immigrant families in this state, additional analyses are not possible. However, as more data is collected by the American Community Survey in the future, further analyses will become available. Meanwhile, additional indicators from Census 2000 can be accessed at www.albany.edu/csda/children (click on "data").

Policies and programs to foster children's success

South Dakota and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue



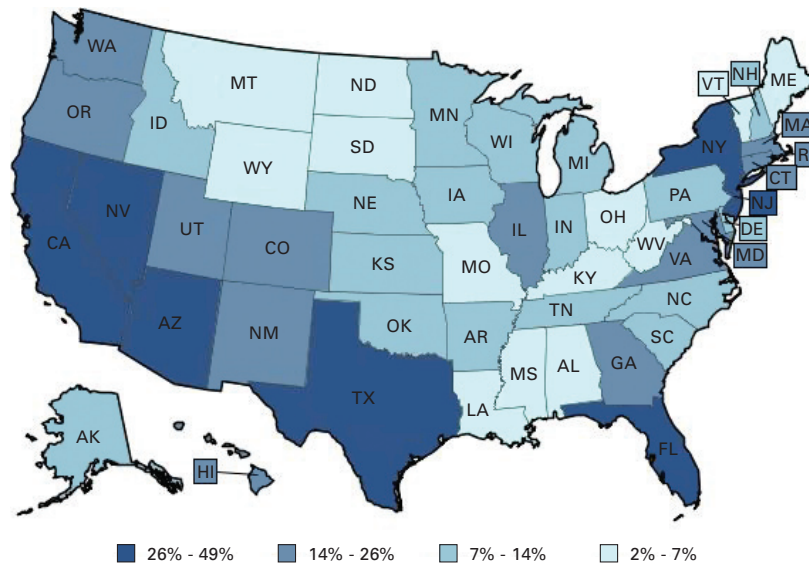
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Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

many policies and programs to foster positive development among children.

Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents

in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



C S D A

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Children in Immigrant Families in Tennessee Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Tennessee's future

Children with at least one immigrant parent account for 8% of all children in Tennessee, and 3% of Tennessee's children live with English language learner parents only.

families in Tennessee have parents who have lived in the United States 10 or more years. The proportion is the same for children with mixed-fluency parents and English fluent parents only (67% each), but is only 52% for those with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Tennessee have origins in Mexico (34%). Many also have origins in East Asia (10%) and Central America as well as Central and Eastern Europe and the former Soviet Union (8% each).

Many children in immigrant families have American citizen parents

Nearly three-fifths (57%) of children in immigrant families in Tennessee have parents who are U.S. citizens. The proportion rises from 22% for children with English language learner parents only to 69% for children with mixed-fluency parents only and 79% for those with English fluent parents only.

Children in immigrant families have deep roots in Tennessee

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families are American citizens

Four in five (82%) children in immigrant families in Tennessee are U.S. citizens.

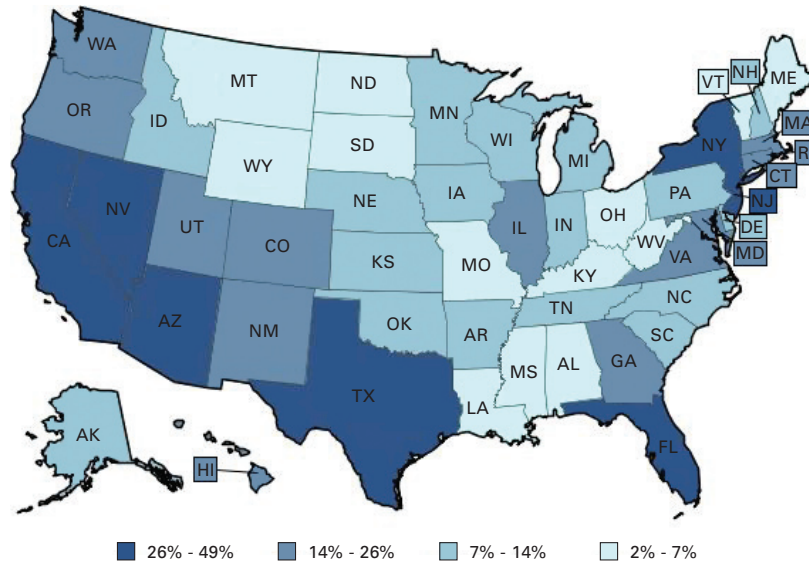
The proportion is about nine in ten for children with English fluent parents only (89%) and mixed-fluency parents (88%), but even among children with English language learner parents only, 70% are American citizens.

Most children in immigrant families have long-term resident parents

Three in five (61%) children in immigrant



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nearly two of every three (64%) children in immigrant families in Tennessee live with at least one English fluent parent, while the others (36%) live with parents

who are English language learners only. Of the 64%, about three-fourths live with English fluent parents only, and about one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 52% of English language learner parents have lived in the U.S. for 10 or more years, while 67% of mixed-fluency parents and English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-two percent of children in immigrant families in Tennessee speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (67%) speak English fluently.

More than four in five children in immigrant families in Tennessee are U.S. citizens.

Nearly three-fifths
of children (57%) in
immigrant families
in Tennessee have
parents who are
U.S. citizens.

Two-fifths (43%) of children in immigrant families in Tennessee speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in four (26%) children in immigrant families in Tennessee lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Fifty-nine percent of children in immigrant families in Tennessee live in family-owned homes. The proportion ranges from 43% for those with English language learner parents only to 66% for those with mixed-fluency parents and 69% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Tennessee are more likely than children in native-born families to live with two parents. Among children in immigrant families, 87% live with two parents, compared to 69% of children in native-born families. Almost nine in ten children in immigrant families live with two parents if they have English fluent parents

only (87%). This is slightly greater than the proportion for those with English language learner parents only (82%), which is similar to the proportion for Whites in native-born families (77%).

Children in immigrant families in Tennessee are two-fifths more likely than Whites in native-born families to have another adult relative in the home (17% vs. 12%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (25%), followed by those with mixed-fluency parents (16%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (94%–98%) for each parental English language fluency group among children in immigrant families.

Four of every five (78%) children in immigrant families in Tennessee with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (79%). The proportion ranges from 79% for children with English fluent parents only to 75% for those with mixed-fluency parents and 77% for those English language learner parents only.

Three of every five (59%) children in immigrant families in Tennessee with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent parents only are less likely than children in native-born families to have a working mother (66% vs. 74%),

Two-fifths of children (43%) in immigrant families in Tennessee speak another language at home and speak English very well.

and this difference increases for children with mixed-fluency parents and English language learner parents only (58% and 49% vs. 74%).

Three of every ten (30%) children in immigrant families in Tennessee with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 8 percentage points less likely than those in native-born families to have a mother working full-time (30% vs. 38%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Three of every ten (30%) children in immigrant families in Tennessee have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (14% vs. 13%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 27% for children with mixed-fluency parents and 54% for those with English language learner parents only.

One in six (18%) children in immigrant families in Tennessee has a father who has completed only 8 or fewer years of school. The proportion rises to 38% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

Three of every ten (31%) children in immigrant families in Tennessee with a father in the home have a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is three-fourths greater than the proportion among those in native-born families (18%). There is little difference between the children in native-born or immigrant families with English fluent parents only (18% vs. 17%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 34% for children with mixed-fluency parents and 49% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (50%).

Many children in immigrant families live below the poverty line

One in five (22%) children in immigrant

75% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

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families in Tennessee is officially poor, and the proportion rises to more than one-third (37%) for those with English language learner parents only. Overall, children in immigrant families in Tennessee are about as likely as those in native-born families to be poor (22% vs. 20%), but they are three-fifths more likely than Whites in native-born families to live in poverty (22% vs. 14%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are somewhat comparable to the rate for children in native-born families (11% and 22% vs. 20%), but the rate rises to 37% for those with English language learner parents only.

The official poverty rate is also 36% for children in immigrant families with origins in Mexico, and the rate increases for those with English language learner parents only (40%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than one-half (52%) of children of immigrants in Tennessee live in a family with an income below 200% of the official poverty line. Children in immigrant families are one-fourth more likely than those in native-born families to have family incomes below 200% of the official poverty line (52% vs. 41%). Among

children of immigrants with English fluent parents only, 33% live below the 200% poverty line compared to 41% for children in native-born families, but the proportion rises to 53% for children of immigrants with mixed-fluency parents and to a very high 75% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every five (19%) children in immigrant families in Tennessee lives in overcrowded housing. Children in immigrant families are almost three times more likely than children in native-born families to live in overcrowded housing (19% vs. 7%). Overcrowding for children in immigrant families with English fluent parents only and mixed-fluency parents is about the same as for children in native-born families (11% and 11%, vs. 7%), but as with poverty indicators, the proportion rises greatly for children with English language learner parents only (34%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Tennessee are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (22% vs. 28%) and at age 4 (38% vs. 48%). Although data on early education enrollment is not available for any specific origin groups in Tennessee, 34% of children in immigrant families have origins in Mexico, and 8% have origins in Central America, and data from the U.S. overall suggests that

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press). Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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low enrollment in early education programs is likely a concern among these groups in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Tennessee and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



CSDA

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Children in Immigrant Families in Texas

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Texas' future

Children with at least one immigrant parent account for 32% of all children in Texas, and 18% of Texas' children live with English language learner parents only.

Children in immigrant families have diverse national origins

A majority of children in immigrant families in Texas have origins in Mexico (72%). Many also have origins in Central America (7%) and East Asia (4%).

Children in immigrant families have deep roots in Texas

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three in four (75%) children in immigrant families in Texas have parents who have lived in the United States 10 or more years. The proportion ranges from

70% for children with English language learner parents only to 79% for children with mixed-fluency parents and 81% for children with English fluent parents only.

Many children in immigrant families have American citizen parents

One-half (52%) of children in immigrant families in Texas have parents who are U.S. citizens. The proportion rises from 30% for children with English language learner parents only to 74% for children with mixed-fluency parents and 77% for those with English fluent parents only.

Most children in immigrant families are American citizens

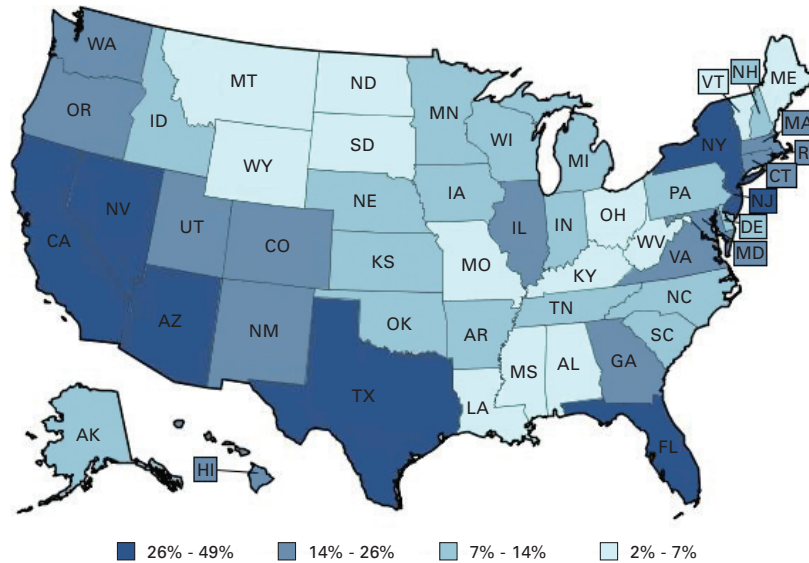
More than four in five (85%) children in immigrant families in Texas are U.S. citizens. The proportion is nine in ten for children with at least one English fluent parent (91%–93%), but even among children with English language learner parents only, 9% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments



Children in immigrant families (Percent – 2007)



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that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Half of children in immigrant families have an English fluent parent

One-half (48%) of children in immigrant families in Texas live with at least one English fluent parent, while the others (52%) live with parents who are English language learners only. Of the 48%, about three-fifths live with English fluent parents only, and about

two-fifths live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 70% of English language learner parents have lived in the U.S. for 10 or more years, while 79% of mixed-fluency parents and 80% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Three-fourths of children in immigrant families are English fluent

Seventy-four percent of children in immigrant families in Texas speak English exclusively or very well. Even among children in immigrant families with origins in Mexico and Central America, the origin groups least likely to speak English fluently, a majority are English fluent (69% and 74%).

More than four in five children in immigrant families in Texas are U.S. citizens.

One-half of
children in
immigrant families
in Texas have
parents who are
U.S. citizens.

About three-fifths (57%) of children in immigrant families in Texas speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households
One-third of children (33%) in immigrant families in Texas live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Most children in immigrant families live in family-owned homes

Sixty-two percent of children in immigrant families in Texas live in family-owned homes. The proportion ranges from 54% for those with English language learner parents only to 70% for those with mixed-fluency parents and 73% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Texas are more likely than children in native-born families to live with two parents. Among children in immigrant families, 82% live with two parents compared to 68% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents

only (78%) or English fluent parents only (80%), which is similar to the proportion for Whites in native-born families (80%).

Children in immigrant families in Texas are two times more likely than Whites in native-born families to have another adult relative in the home (23% vs. 12%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (28%), followed by those with mixed-fluency parents (18%) and English fluent parents only (16%).

Children in immigrant families experience a strong family work ethic
Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–96%) for each parental English language fluency group among children in immigrant families.

About four-fifths (77%) of children in immigrant families in Texas with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (81%). The proportion ranges from 81% for children with English fluent parents only to 76% for those with mixed-fluency parents and 75% for those English language learner parents only.

More than one-half (54%) of children in immigrant families in Texas with a mother in the home have a mother working to support the family. This is notably less than the 75% for children in native-born families. Children in immigrant families with English fluent parents only are somewhat less likely than children in native-born families to have a working mother (68% vs. 75%), and the difference increases for children with mixed-fluency

About three-fifths of children (57%) in immigrant families in Texas speak another language at home and speak English very well.

parents and English language learner parents only (52% and 47% vs. 75%).

Nearly three in ten (28%) children in immigrant families in Texas with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 13 percentage points less likely than those in native-born families to have a mother working full-time (28% vs. 41%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Nearly one-half (46%) of children in immigrant families in Texas have a father who did not graduate from high school, and the proportion is similar for mothers. There is a noteworthy difference between children in immigrant families with English fluent parents only and children in native-born families (17% vs. 10%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 41% for children with mixed-fluency parents and 64% for those with English language learner parents only.

More than one in four (27%) children in immigrant families in Texas have a father who has completed only 8 or fewer years of school. The proportion rises to 42% for children with English language learner parents only.

Parents with little schooling may be less

comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

Nearly two of every five (38%) children in immigrant families in Texas with a father in the home have a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is more than two times greater than the proportion among those in native-born families (17%). There is little difference between the children in native-born or immigrant families with English fluent parents only (17% vs. 20%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 36% for children with mixed-fluency parents and 50% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and Central America have especially low father's education and also have high proportions of fathers earning less than 200% of the federal minimum wage (41%–46%).

Many children in immigrant families live below the poverty line

Three in ten (30%) children in immigrant

80% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

families in Texas are officially poor, and the proportion rises to four in ten (41%) for those with English language learner parents only. Overall, children in immigrant families in Texas are nearly two times more likely than those in native-born families (30% vs. 17%) and nearly four times more likely than Whites in native-born families (30% vs. 8%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are somewhat comparable to the rate for children in native-born families (15% and 23% vs. 17%), but the rate rises to 41% for those with English language learner parents only.

Among specific origin groups with official poverty rates of 26% or more, the rate for those with English language learner parents only is much higher for Mexico (45%) and Central America (32%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Three-fifths (63%) of children of immigrants in Texas live in a family with an income below 200% of the official poverty line. Children in immigrant families are seven-tenths more likely than those in native-born families to have family incomes below 200% of the official poverty line (63% vs. 37%). Among children of immigrants with English fluent parents

only, 38% live below the 200% poverty line which is similar to the proportion for children in native-born families (37%), but the proportion rises to 58% for children of immigrants with mixed-fluency parents and to a very high 80% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may double-up with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every three (32%) children in immigrant families in Texas lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (32% vs. 11%). The proportion living in overcrowded housing for children in immigrant families with English fluent parents only is somewhat larger than for children in native-born families (16% vs. 11%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (30%) and English language learner parents only (41%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Texas are less likely than in native-born families to be enrolled in pre-k/nursery school at age 3 (17% vs. 33%), although this difference decreases by age 4 (54% vs. 56%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 30% for those with English fluent parents only to 16% for those with mixed-fluency parents and 10% for those with English language learner parents only.

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educación Preescolar en México (Preschool Education in Mexico).

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Similarly, at age 4, the proportion enrolled declines across parental language groups. Specific origin groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Texas and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in

immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



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Children in Immigrant Families in Utah

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Utah's future

Children with at least one immigrant parent account for 16% of all children in Utah, and 7% of Utah's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Utah have origins in Mexico (51%). Many also have origins in South America (9%) and East Asia (7%).

Children in immigrant families have deep roots in Utah

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven in ten (71%) children in immigrant families in Utah have parents who have lived in the United States 10 or more years. The proportion ranges from 79% for those with English fluent parents only

to 69% for children with mixed-fluency parents and 65% for those with English language learner parents only.

Most children in immigrant families have American citizen parents

Nearly three-fifths (57%) of children in immigrant families in Utah have parents who are U.S. citizens. The proportion rises from 26% for children with English language learner parents only to 65% for children with mixed-fluency parents only and 87% for those with English fluent parents only.

Most children in immigrant families are American citizens

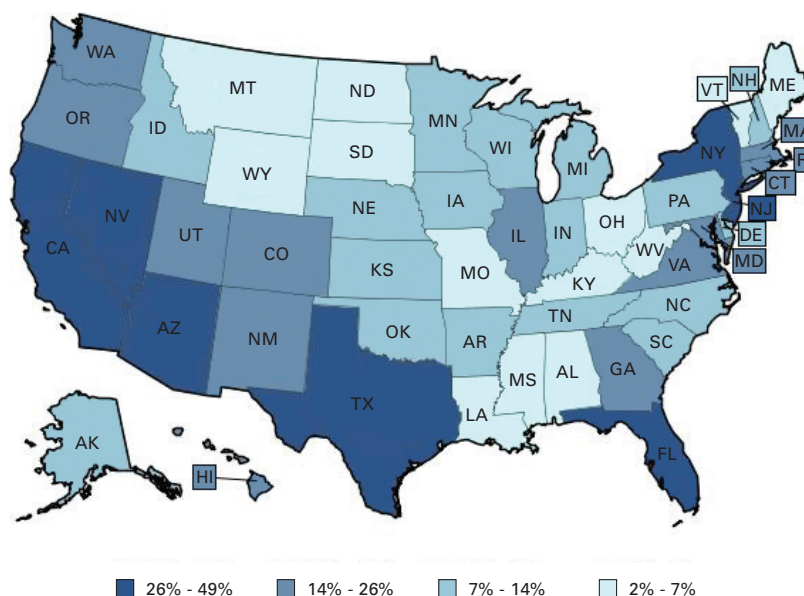
More than four in five (86%) children in immigrant families in Utah are U.S. citizens. The proportion is about nine in ten for children with English fluent parents only (96%) and mixed-fluency parents (90%), but even among children with English language learner parents only, 75% are American citizens.

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments



Children in immigrant families (Percent – 2007)



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that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nearly three of every five (57%) children in immigrant families in Utah live with at least one English fluent parent, while the others (43%) live with parents who are English language learners only. Of the 57%, about seven-tenths (40%)

live with English fluent parents only, and about three-tenths (17%) live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, only 65% of English language learner parents have lived in the U.S. for 10 or more years, while 69% of mixed-fluency parents and 79% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-two percent of children in immigrant families in Utah speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial

More than four in five children in immigrant families in Utah are U.S. citizens.

Nearly three-fifths
of children in
immigrant families
in Utah have
parents who are
U.S. citizens.

majority (70%) speak English fluently.

One-half (50%) of children in immigrant families in Utah speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

Three of every ten (29%) children in immigrant families in Utah live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Two-thirds of children in immigrant families live in family-owned homes

Sixty-four percent of children in immigrant families in Utah live in family-owned homes. The proportion ranges from 50% for those with English language learner parents only to 65% for those with mixed-fluency parents and 79% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Utah are slightly more likely than children in native-born families to live with two parents. Among children in immigrant families, 87% live with two parents, compared to 84% of children in native-born families. About four in five children

in immigrant families live with two parents if they have English language learner parents only (81%), and the proportion rises to 88% for English fluent parents only, which is similar to the proportion for Whites in native-born families (87%).

Children in immigrant families in Utah are half again more likely than Whites in native-born families to have another adult relative in the home (22% vs. 14%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (29%), followed by those with mixed-fluency parents (22%) and English fluent parents only (16%).

Children in immigrant families experience a strong family work ethic

More than nineteen of every twenty (97%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–98%) for each parental English language fluency group among children in immigrant families.

Four of every five (80%) children in immigrant families in Utah with a father in the home have a father working full-time year-round, compared to 85% in native-born families. The proportion ranges from 80% for children with English fluent parents only to 84% for those with mixed-fluency parents and 78% for those English language learner parents only.

Two-thirds (66%) of children in immigrant families in Utah with a mother in the home have a mother working to support the family. This is the same proportion as for children in native-born families (66%). Children in immigrant families with English fluent parents only and children

One-half of children in immigrant families in Utah speak another language at home and speak English very well.

in native-born families are about equally likely to have a working mother (67% vs. 66%), and this pattern is similar for children with mixed-fluency parents and English language learner parents only (71% and 62% vs. 66%).

One-third (32%) of children in immigrant families in Utah with a mother in the home have a mother employed full-time year-round. Children in immigrant families are 6 percentage points more likely than those in native-born families to have a mother working full-time (32% vs. 26%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Three of every ten (30%) children in immigrant families in Utah have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (8% vs. 5%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 27% for children with mixed-fluency parents and 53% for those with English language learner parents only.

One in six (17%) children in immigrant families in Utah has a father who has completed only 8 or fewer years of school. The proportion rises to 33% for

children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

Three of every ten (29%) children in immigrant families in Utah with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is three times greater than the proportion for those in native-born families (10%). There is little difference between the children in native-born or immigrant families with English fluent parents only (10% vs. 14%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 30% for children with mixed-fluency parents and 44% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (39%).

74% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Many children in immigrant families live below the poverty line

One of every six (18%) children in immigrant families in Utah is officially poor, and the proportion rises to three in ten (31%) children with English language learner parents only. Overall, children in immigrant families in Utah are about two times more likely than children in native-born families (18% vs. 8%) and Whites in native-born families to live in poverty (18% vs. 7%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are essentially the same as the rate for children in native-born families (9% and 9% vs. 8%), but the rate rises to 31% for those with English language learner parents only.

The official poverty rate is even higher among children in immigrant families with origins in Mexico (26%), and the rate increases for those with English language learner parents only (33%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

More than one-half (54%) of children of immigrants in Utah live in a family with an income below 200% of the official poverty line. Children in immigrant families are four-fifths more likely than those in native-born families to have family incomes below 200% of the official

poverty line (54% vs. 30%). Among children of immigrants with English fluent parents only 32% live below the 200% poverty line, which is similar to the proportion for children in native-born families (30%), but the proportion rises to 58% for children of immigrants with mixed-fluency parents and to a very high 74% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One in four (27%) children in immigrant families in Utah live in overcrowded housing. Children in immigrant families are about three times more likely than children in native-born families to live in overcrowded housing (27% vs. 8%). Overcrowding is almost two times more prevalent for children in immigrant families with English fluent parents than for children in native-born families (14% vs. 8%), and as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (21%) and English language learner parents only (41%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Utah are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (19% vs. 26%) and at age 4 (38% vs. 56%). Although data on early education enrollment is not available for any specific origin groups in Utah, about one half (51%) of children in immigrant families have origins in Mexico, and data from the U.S. overall

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Acknowledgements

The authors appreciate support provided by the William and Flora Hewlett Foundation, the Foundation for Child Development, and the National Institute of Child Health & Human Development. The authors alone are responsible for the content and any errors of fact or interpretation. The American Community Survey data file used in this research was prepared by Ruggles, et al (2008).

suggests that low enrollment in early education programs is likely a concern among this group in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Utah and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities

to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



C S D A

The Center for Social and
Demographic Analysis
www.albany.edu/csda

*The Annie E. Casey
Foundation is a private
charitable organization
dedicated to helping
build better futures for
disadvantaged children
in the United States.
www.aecf.org*

**More than nine
in ten children in
immigrant families
in Vermont are
U.S. citizens.**

Children in Immigrant Families in Vermont Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Vermont's future

Children with at least one immigrant parent account for 5% of all children in Vermont, and about 1% of Vermont's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Vermont have origins in Canada (26%), but close behind are children with origins in Western Europe (18%). Many also have origins in Central and Eastern Europe and the former Soviet Union (14%), East Asia (13%), and South Central Asia (8%).

Children in immigrant families have deep roots in Vermont

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three-fifths (62%) of children in immigrant

families in Vermont have parents who have lived in the United States 10 or more years.

Many children in immigrant families have American citizen parents
Four-fifths (82%) of children in immigrant families in Vermont have parents who are U.S. citizens.

Most children in immigrant families are American citizens

Nine in ten (94%) children in immigrant families in Vermont are U.S. citizens. The proportion is even greater for children with English fluent parents only (98%).

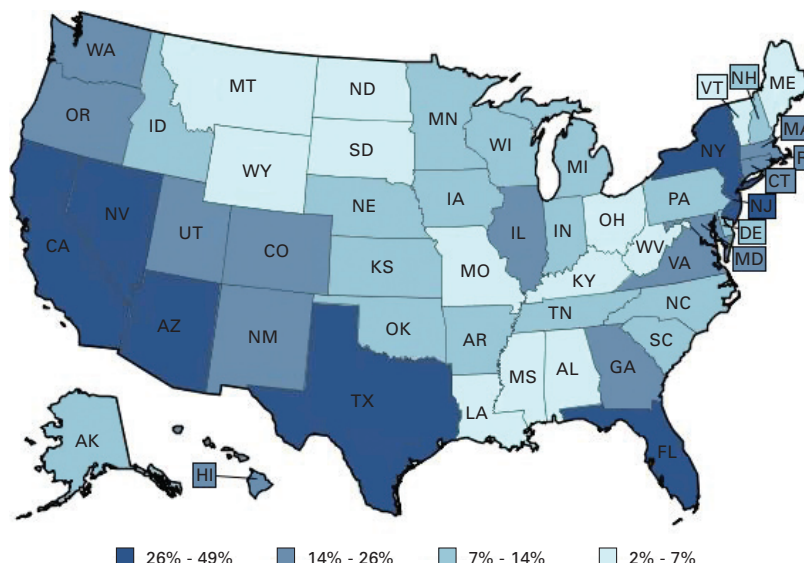
Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Four-fifths of children in immigrant families in Vermont have parents who are U.S. citizens.

earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nine in ten (89%) children in immigrant families in Vermont live with at least one English fluent parent, while the others (11%) live with parents who are English language learners only. Of the 89%, most (84%) live with English fluent parents only, and only 5% live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

Most children in immigrant families are English fluent

Ninety-four percent of children in immigrant families in Vermont speak English exclusively or very well.

One-sixth (17%) of children in immigrant families in Vermont speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in every sixteen (16%) children in immigrant families in Vermont live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fourths of children in immigrant families live in family-owned homes

Seventy-seven percent of children in immigrant families in Vermont live in family-owned homes.

Children in immigrant families experience important family strengths

These strengths include having two

One-sixth of children (17%) in immigrant families in Vermont speak another language at home and speak English very well.

parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Vermont are more likely than children in native-born families to live with two parents. Among children in immigrant families, 88% live with two parents, compared to 77% of children in native-born families. Nine in ten children in immigrant families live with two parents if they have English fluent parents only (90%), which is greater than the proportion for Whites in native-born families (77%).

Children in immigrant families in Vermont are about as likely as Whites in native-born families to have another adult relative in the home (10% vs. 11%).

Children in immigrant families experience a strong family work ethic

Almost all (98%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike.

Four of every five (78%) children in immigrant families in Vermont with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (79%).

Four of every five (81%) children in immigrant families in Vermont with a mother in the home have a mother working to support the family. This is similar to the proportion for children in native-born families (83%).

Nearly two of every five (37%) children

in immigrant families in Vermont with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 3 percentage points less likely than those in native-born families to have a mother working full-time (37% vs. 40%).

Some children in immigrant families experience important challenges

Some children in immigrant families experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Some children of immigrants have parents with limited education

One of every nine (11%) children in immigrant families in Vermont has a father who did not graduate from high school, but the proportion is similar for mothers (4%). There is little difference between children in immigrant families with English fluent parents only and children in native-born families (9% vs. 6%).

Almost no (1%) children in immigrant families in Vermont have a father who has completed only 8 or fewer years of school.

A few children of immigrants have parents with low hourly earnings

One of every twenty (5%) children in immigrant families in Vermont with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is one-third of the proportion among those in native-born families (15%). A similar difference exists between children in

Children in
immigrant families
have deep roots
in Vermont.

immigrant families with English fluent parents only and children in native-born families (4% vs. 15%).

A few children in immigrant families live below the poverty line

Very few (3%) children in immigrant families in Vermont is officially poor.

Overall, children in immigrant families in Vermont are one-fourth as likely as those in native-born families and Whites in native-born families (3% vs. 11% and 11%) to live in poverty.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One of every eight (13%) children of immigrants in Vermont lives in a family with an income below 200% of the official poverty line. Children in immigrant families are half as likely as those in native-born families to have family incomes below 200% of the official poverty line (13% vs. 29%).

A few children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Very few (4%) children in immigrant families in Vermont live in overcrowded housing. Children in immigrant families are about as likely as children in native-born families to live in overcrowded housing (4% vs. 6%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (2% vs. 6%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Vermont is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

Citations

Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

Acknowledgements

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These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Vermont and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage

fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.



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disadvantaged children
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Children in Immigrant Families in Virginia Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are a key to Virginia's future

Children with at least one immigrant parent account for 18% of all children in Virginia, and 6% of Virginia's children live with English language learner parents only.

who have lived in the United States 10 or more years. The proportion is similar for children with mixed-fluency parents (72%) and English fluent parents only (74%) but falls somewhat to 61% for those with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Virginia have origins in Africa (19%), followed by those with origins in East Asia (17%), and Central America (16%). Many also have origins in South America (11%), Mexico (9%), and South Central Asia (8%).

Most children in immigrant families have American citizen parents

Nearly two of every three (64%) children in immigrant families in Virginia have parents who are U.S. citizens. The proportion rises from 36% for children with English language learner parents only to 69% for children with mixed-fluency parents only and 80% for those with English fluent parents only.

Children in immigrant families have deep roots in Virginia

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families are American citizens

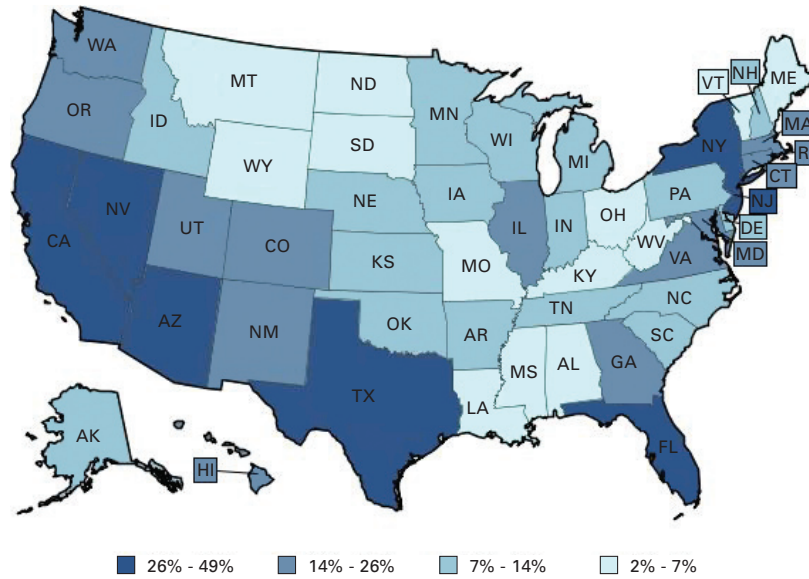
More than four of every five (84%) children in immigrant families in Virginia are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (91%) and more than four in five for children with mixed-fluency parents (84%), but even among children with English language learner parents only, 73% are American citizens.

Most children in immigrant families have long-term resident parents

Seven in ten (70%) children in immigrant families in Virginia have parents



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Seven in ten (69%) children in immigrant families in Virginia live with at least one English fluent parent, while the others

(31%) live with parents who are English language learners only. Of the 69%, three-fourths live with English fluent parents only, and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Eighty-six percent of children in immigrant families in Virginia speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (74%) speak English fluently.

Nearly one-half (46%) of children in immigrant families in Virginia speak

More than four in five children (84%) in immigrant families in Virginia are U.S. citizens.

Nearly two of every
three children in
immigrant families
in Virginia have
parents who are
U.S. citizens.

another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

One in five (20%) children in immigrant families in Virginia live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Seven in ten children in immigrant families live in family-owned homes

Seventy percent of children in immigrant families in Virginia live in family-owned homes. The proportion ranges from 58% for those with English language learner parents only to 71% for those with mixed-fluency parents and 76% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Virginia are more likely than children in native-born families to live with two parents. Among children in immigrant families, 86% live with two parents, compared to 72% of children in native-born families. About four of every five children in immigrant families live with two parents if they have English language learner parents only (79%) and English fluent parents only (86%), which is similar to

the proportion for Whites in native-born families (82%).

Children in immigrant families in Virginia are three-fourths more likely than Whites in native-born families to have another adult relative in the home (20% vs. 12%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (31%), followed by those with mixed-fluency parents (19%) and English fluent parents only (14%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (96%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (95%–97%) for each parental English language fluency group among children in immigrant families.

Four of every five (81%) children in immigrant families in Virginia with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (85%). The proportion ranges from 85% for children with English fluent parents only to 80% for those with mixed-fluency parents and 75% for those English language learner parents only.

Seven of every ten (71%) children in immigrant families in Virginia with a mother in the home have a mother working to support the family. This is slightly less than the 77% for children in native-born families. Children in immigrant families with English fluent parents only and children in native-born families are equally likely to have a working mother (77% each), but children with mixed-fluency parents and English language learner parents only are less

Nearly one-half of children (46%) in immigrant families in Virginia speak another language at home and speak English very well.

likely than children in native-born families to have a working mother (66% and 63% vs. 77%).

Two of every five (41%) children in immigrant families in Virginia with a mother in the home have a mother employed full-time year-round. Children in immigrant families are about as likely as those in native-born families to have a mother working full-time (41% vs. 42%).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

One of every six (18%) children in immigrant families in Virginia has a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (5% vs. 8%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 15% for children with mixed-fluency parents and 41% for those with English language learner parents only.

One in ten (10%) children in immigrant families in Virginia has a father who has completed only 8 or fewer years of school. The proportion rises to 26% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system,

less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every eight (13%) children in immigrant families in Virginia with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is about the same as for children in native-born families (11%). Children in native-born families are almost two times more likely than children in immigrant families with English fluent parents only to have a father earning less than 200% of the minimum wage (11% vs. 6%). The proportion is similar for children in native-born families and children with mixed-fluency parents (11% vs. 13%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 25% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families with origins in Mexico and Central America have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (19%–34%).

46% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

Many children in immigrant families live below the poverty line

One of every eleven (9%) children in immigrant families in Virginia is officially poor, and the proportion rises to one in six (18%) children with English language learner parents only. Overall, children in immigrant families in Virginia are about as likely as those in native-born families (9% vs. 11%) and Whites in native-born families (9% vs. 6%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than for children in native-born families (5% and 5% vs. 11%), but the rate rises to 18% for those with English language learner parents only.

The official poverty rate is even higher among children in immigrant families with origins in Mexico (22%), and the rate is still higher than those with English language learner parents only (27%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

About one of every four (27%) children of immigrants in Virginia lives in a family with an income below 200% of the official poverty line. Children in immigrant families are as likely as those in native-born families to have family incomes below 200% of the official poverty line (27% each). Among children of immigrants

16% with English fluent parents only and 21% with mixed-fluency parents live below the 200% poverty line, compared to 27% for children in native-born families, but the proportion rises to a very high 46% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every eight (13%) children in immigrant families in Virginia lives in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (13% vs. 4%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (6% vs. 4%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (16%) and English language learner parents only (24%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Virginia are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (31% vs. 38%) and at age 4 (54% vs. 61%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 38% for those with English fluent parents only to 33% for those with mixed-fluency parents and 16% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Although data on early education

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Espinosa, L.M. (2007). English-language learners as they enter school; Espinosa, L.M. (2008). Challenging Common Myths about Young English Language Learners; Fuller, B. (2007). Standardized Childhood: The Political and Cultural Struggle over Early Education; Gormley, W.T. (2007). Early childhood care and education: Lessons and puzzles; Gormley, W.T. (2008). The effect of Oklahoma's pre-k program on Hispanic children; Hernandez, D.J., et al (in press), Early childhood education programs: Accounting for low enrollment in newcomer and native families; OECD. (2006). Early childhood education and care policy: Country note for Mexico; Portes, A., and Rumbaut, R.G. (2001). Legacies: The story of the immigrant generation; Ruggles, S., et al (2004). Integrated Public Use Microdata Series: Version 3.0; Sam, D.L., et al Psychological and Sociocultural Adaptation of Immigrant Youth; Yoshikawa, et al (2006). Educacion Preescolar en Mexico (Preschool Education in Mexico).

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enrollment is not available for any specific origin groups in Virginia, 16% of children in immigrant families have origins in Central America and 9% have origins in Mexico, and data from the U.S. overall suggests that low enrollment in early education programs is likely a concern among these groups in particular.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Virginia and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only,

special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

*The Annie E. Casey
Foundation is a private
charitable organization
dedicated to helping
build better futures for
disadvantaged children
in the United States.
www.aecf.org*

Children in Immigrant Families in Washington

Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English are key to Washington's future

Children with at least one immigrant parent account for 24% of all children in Washington, and 11% of Washington's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Washington have origins in Mexico (37%), but many have origins in East Asia (17%), Central and Eastern Europe and the former Soviet Union (11%), and Indochina (9%).

Children in immigrant families have deep roots in Washington

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Seven in ten (70%) children in immigrant

families in Washington have parents who have lived in the United States 10 or more years. The proportion ranges from 64% for children with English language learner parents only to 72% for those with mixed-fluency parents and 76% for those with English fluent parents only.

Most children in immigrant families have American citizen parents

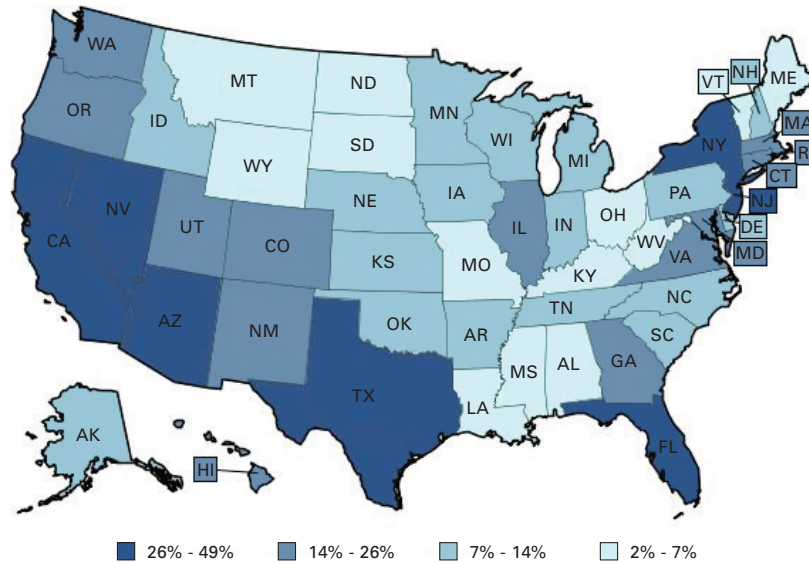
Three-fifths (59%) of children in immigrant families in Washington have parents who are U.S. citizens. The proportion rises from 34% for children with English language learner parents only to 70% for children with mixed-fluency parents and 82% for those with English fluent parents only.

Most children in immigrant families are American citizens

More than four in five (83%) children in immigrant families in Washington are U.S. citizens. The proportion is more than four in five for children with at least one English fluent parent (88%–93%), but even among children with English language learner parents only, 73% are American citizens.



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

More than one-half (56%) of children in immigrant families in Washington live with at least one English fluent parent, while the others (44%) live with parents

who are English language learners only. Of the 56%, about three-fourths live with English fluent parents only, and about one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

English fluent parents are more likely to have lived longer in the U.S. In all immigrant families, 64% of English language learner parents have lived in the U.S. for 10 or more years, while 72% of mixed-fluency parents and 76% of English fluent parents have lived in the U.S. for 10 or more years. The relationship holds true for most specific origins. This pattern reflects, in part, the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

Four-fifths of children in immigrant families are English fluent

Seventy-nine percent of children in immigrant families in Washington speak English exclusively or very well. Even among children in immigrant families with origins in Mexico, the

More than four in five children in immigrant families in Washington are U.S. citizens.

Three-fifths
of children in
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origin group least likely to speak English fluently, a substantial majority are English fluent (69%).

Nearly one-half (47%) of children in immigrant families in Washington speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

But many children live in linguistically isolated households

About three in ten (28%) children in immigrant families in Washington live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Most children in immigrant families live in family-owned homes

Sixty-two percent of children in immigrant families in Washington live in family-owned homes. The proportion ranges from 48% for those with English language learner parents only to 61% for those with mixed-fluency parents and 76% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Washington are more likely than children in native-born families to live with two parents. Among children in immigrant families, 83% live with two parents, compared to 75% of children in native-born families.

About four in five children in immigrant families live with two parents if they have English language learner parents only (77%) or English fluent parents only (84%), which is similar to the proportion for Whites in native-born families (79%).

Children in immigrant families in Washington are more likely than Whites in native-born families to have another adult relative in the home (20% vs. 13%).

Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (28%), followed by those with mixed-fluency parents (17%) and English fluent parents only (14%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (95%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (94%–96%) for each parental English language fluency group among children in immigrant families.

Nearly three of every four (73%) children in immigrant families in Washington with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (77%). The proportion ranges from 80% for children with English fluent parents only to 73% for those with mixed-fluency parents and 67% for those with English language learner parents only.

Two of every three (68%) children in immigrant families in Washington with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (74%). Children in immigrant families with English fluent

Nearly one-half of children (47%) in immigrant families in Washington speak another language at home and speak English very well.

parents only and children in native-born families are about equally likely to have a working mother (71% vs. 74%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (66% and 65% vs. 74%).

One of every three (32%) children in immigrant families in Washington with a mother in the home has a mother employed full-time year-round. Children in immigrant families are as likely as those in native-born families to have a mother working full-time (32% each).

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Many children of immigrants have parents with limited education

Three of every ten (30%) children in immigrant families in Washington have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (9% vs. 6%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 27% for children with mixed-fluency parents and 52% for those with English language learner parents only.

One in five (19%) children in immigrant families in Washington has a father who has completed only 8 or fewer years of

school. The proportion rises to 37% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico because these children are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (24%) children in immigrant families in Washington with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is more than two times greater than the proportion among those in native-born families (10%). There is no difference between the children in native-born or immigrant families with English fluent parents only (10% each), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 24% for children with mixed-fluency parents and 39% for those with English language learner parents only.

Many children in immigrant families live below the poverty line

One in five (19%) children in immigrant families in Washington is officially poor, and the proportion rises to one in three (33%) for those with English language learner parents only. Overall, children in immigrant families in Washington are

71% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

three-fourths more likely than those in native-born families (19% vs. 11%) and two times more likely than Whites in native-born families (19% vs. 8%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are similar to the rate for children in native-born families (7% and 10% vs. 11%), but the rate rises to 33% for those with English language learner parents only.

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Nearly one-half (47%) of children of immigrants in Washington live in a family with an income below 200% of the official poverty line. Children in immigrant families are two-thirds more likely than those in native-born families to have family incomes below 200% of the official poverty line (47% vs. 28%). Among children of immigrants with English fluent parents only, 23% live below the 200% poverty line compared to 28% for children in native-born families, but the proportion rises to 42% for children of immigrants with mixed-fluency parents and to a very high 71% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing
Families with low wages and below-

poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Nearly one of every four (23%) children in immigrant families in Washington live in overcrowded housing. Children in immigrant families are three times more likely than children in native-born families to live in overcrowded housing (23% vs. 7%). Overcrowding for children in immigrant families with English fluent parents is about the same as for children in native-born families (9% vs. 7%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (24%) and English language learner parents only (36%).

Children in immigrant families have low early education enrollment

Children in immigrant families in Washington are less likely than in native-born families to be enrolled in pre-k/nursery school at age 3 (22% vs. 33%) and at age 4 (41% vs. 51%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 33% for those with English fluent parents only to 13% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (8%) and age 4 (28%).

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that

Citations

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separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Washington and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in

early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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**Nine in ten children
in immigrant
families in
West Virginia are
U.S. citizens.**

Children in Immigrant Families in West Virginia Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for West Virginia's future

Children with at least one immigrant parent account for 2% of all children in West Virginia, and less than 1% of West Virginia's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in West Virginia have origins in Mexico (17%), but close behind are children with origins in Western Europe (13%) and East Asia (12%). Many also have origins in Central and Eastern Europe and the former Soviet Union (10%), South Central Asia (9%), and Africa (8%).

Children in immigrant families have deep roots in West Virginia

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families have long-term resident parents

Three in five (59%) children in immigrant

**families in West Virginia have parents
who have lived in the United States 10
or more years.**

Many children in immigrant families have American citizen parents

**Four-fifths (79%) of children in immigrant
families in West Virginia have parents
who are U.S. citizens.**

Most children in immigrant families are American citizens

**Nine in ten (89%) children in immigrant
families in West Virginia are U.S. citizens.**

Children in immigrant families have diverse language environments

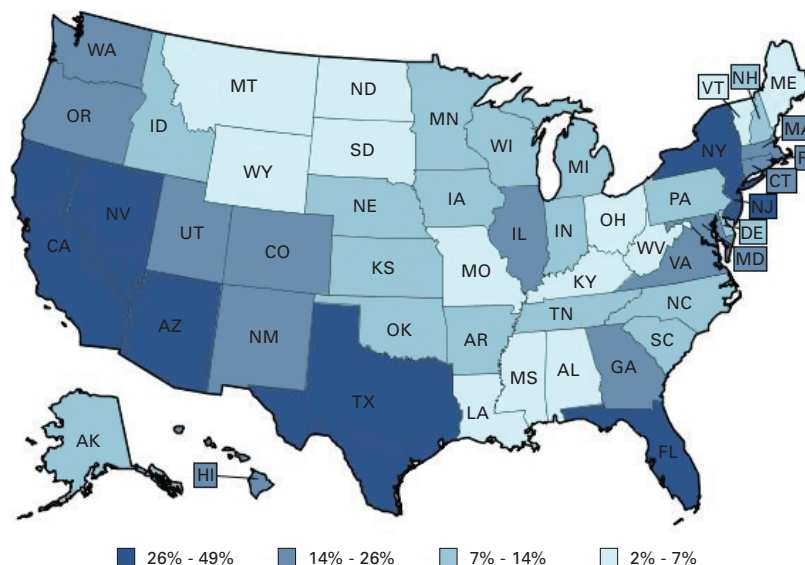
Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immi- grant families have important implications for language acquisition among children

because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition.



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Four-fifths in
immigrant families
in West Virginia
have parents who
are U.S. citizens.

English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Nine in ten (90%) children in immigrant families in West Virginia live with at least one English fluent parent, while the others (10%) live with parents who are English language learners only. Of the 90%, most (76%) live with English fluent parents only, and about one-sixth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

Nine in ten children in immigrant families are English fluent

Ninety-three percent of children in immigrant families in West Virginia speak English exclusively or very well.

Three of every ten (29%) children in immigrant families in West Virginia speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers,

and readers—if they receive formal training in both English and the native language of their parents.

But some children live in linguistically isolated households

One in thirteen (8%) children in immigrant families in West Virginia live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Four-fifths of children in immigrant families live in family-owned homes

Seventy-nine percent of children in immigrant families in West Virginia live in family-owned homes.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in West

Almost three in ten children (29%) in immigrant families in West Virginia speak another language at home and speak English very well.

Virginia are more likely than children in native-born families to live with two parents. Among children in immigrant families, 84% live with two parents, compared to 75% of children in native-born families. The proportion is 100% for children in immigrant families with mixed-fluency parents, a group that by definition has two parents in the home. About four in five children in immigrant families live with two parents if they have English fluent parents only (82%), which is similar to the proportion for Whites in native-born families (77%).

Children in immigrant families in West Virginia are about as likely Whites in native-born families to have another adult relative in the home (10% vs. 12%).

Children in immigrant families experience a strong family work ethic

Nine of every ten (90%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (99%) for English fluent parents only.

Seven in ten (73%) children in immigrant families in West Virginia with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (71%).

About two-thirds (64%) of children in immigrant families in West Virginia with a mother in the home have a mother working to support the family. This is similar to the proportion for children in native-born families (67%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (66% vs. 67%).

Three of every ten (30%) children in

immigrant families in West Virginia with a mother in the home have a mother employed full-time year-round. Children in immigrant families are only 4 percentage points less likely than those in native-born families to have a mother working full-time (30% vs. 34%).

Children in immigrant families experience important challenges

A number of children in immigrant families experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

Some children of immigrants have parents with limited education

One of every nine (11%) children in immigrant families in West Virginia has a father who did not graduate from high school, and the proportion is similar for mothers. Children in immigrant families with English fluent parents only are half as likely as children in native-born families to have fathers who did not graduate from high school (7% vs. 14%).

Very few (3%) children in immigrant families in West Virginia have a father who has completed only 8 or fewer years of school.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.

Some children of immigrants have parents with low hourly earnings

One of every six (16%) children in immigrant families in West Virginia with a father in the home has a father earning less than 200% of the minimum wage,

**One in five
children (19%) in
immigrant families
in West Virginia is
officially poor.**

About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.

that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is about one-fourth less than the proportion among those in native-born families (22%). The same difference exists between children in native-born families and immigrant families with English fluent parents only (22% vs. 14%).

Many children in immigrant families live below the poverty line

One in five (19%) children in immigrant families in West Virginia is officially poor. Overall, children in immigrant families in West Virginia are about as likely as those in native-born families (19% vs. 23%) and Whites in native-born families (19% vs. 22%) to live in poverty. The official poverty rate for children in immigrant families with English fluent parents only is less than the rate for children in native-born families (14% vs. 23%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

Two of every five (39%) children of immigrants in West Virginia live in a family with an income below 200% of the official poverty line. Children in immigrant families are less likely than those in native-born families to have family incomes below 200% of the official poverty line (39% vs. 46%). Among children

of immigrants with English fluent parents only, 34% live below the 200% poverty line, compared to 46% for children in native-born families.

Many children in immigrant families live in overcrowded housing

Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

One of every eleven (9%) children in immigrant families in West Virginia lives in overcrowded housing. Children in immigrant families are slightly more likely than children in native-born families to live in overcrowded housing (9% vs. 6%). Overcrowding for children in immigrant families with English fluent parents only is about the same as for children in native-born families (7% vs. 6%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in West Virginia is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from

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Mexico and Central America, among others. Because 17% of children in immigrant families in West Virginia have origins in Mexico, low enrollment in early education programs is likely a concern for this group of children.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005 compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

West Virginia and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families

have the same opportunities to succeed as all children.

Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦



CSDA

The Center for Social and
Demographic Analysis
www.albany.edu/csda

*The Annie E. Casey
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dedicated to helping
build better futures for
disadvantaged children
in the United States.
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Children in Immigrant Families in Wisconsin Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Wisconsin

Children with at least one immigrant parent account for 8% of all children in Wisconsin, and 4% of Wisconsin's children live with English language learner parents only.

migrant families in Wisconsin have parents who have lived in the United States 10 or more years. The proportion is similar for those with English fluent parents only (78%) and English language learner parents only (71%), but rises to 91% for children with mixed-fluency parents.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Wisconsin have origins in Mexico (37%). Many also have origins in Indochina (17%), East Asia (10%), and Central and Eastern Europe and the former Soviet Union (8%). A number also have Hmong ancestry (12%).

Many children in immigrant families have American citizen parents

Three-fifths (63%) of children in immigrant families in Wisconsin have parents who are U.S. citizens. The proportion rises from 36% for children with English language learner parents only to 78% for children with mixed-fluency parents only and 81% for those with English fluent parents only.

Children in immigrant families have deep roots in Wisconsin

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

Most children in immigrant families are American citizens

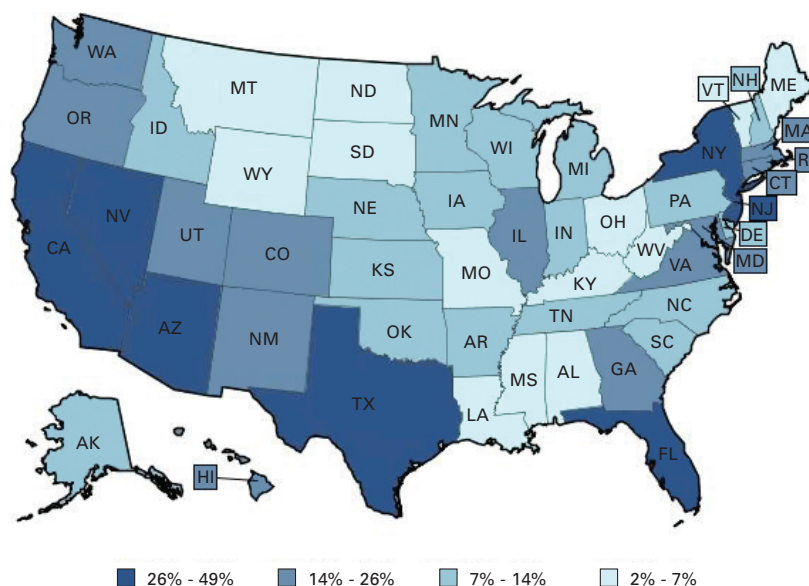
More than four in five (86%) children in immigrant families in Wisconsin are U.S. citizens. The proportion is nine in ten for children with English fluent parents only (90%), mixed-fluency parents (92%), but even among children with English language learner parents only, 77% are American citizens.

Most children in immigrant families have long-term resident parents

About three in four (77%) children in im-



Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

The language skills of parents in immigrant families have important implications for language acquisition among children because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

Most children in immigrant families have an English fluent parent

Three of every five (60%) children in immigrant families in Wisconsin live with at least one English fluent parent, while

the others (40%) live with parents who are English language learners only. Of the 60%, three-fourths live with English fluent parents only and one-fourth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner.

Four-fifths of children in immigrant families are English fluent

Eighty-two percent of children in immigrant families in Wisconsin speak English exclusively or very well. Even among children with Hmong ancestry, the group least likely to speak English fluently, a substantial majority (72%) speak English fluently.

One-half (48%) of children in immigrant families in Wisconsin speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

More than four in five children in immigrant families in Wisconsin are U.S. citizens.

Three-fifths of children (63%) in immigrant families in Wisconsin have parents who are U.S. citizens.

But many children live in linguistically isolated households

One in five (22%) children in immigrant families in Wisconsin live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well.

Three-fifths of children in immigrant families live in family-owned homes

Sixty-two percent of children in immigrant families in Wisconsin live in family-owned homes. The proportion ranges from 46% for those with English language learner parents only to 68% for those with mixed-fluency parents and 73% for those with English fluent parents only.

Children in immigrant families experience important family strengths

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and are available to care for and nurture their children.

Most children in immigrant families have two parents in the home

Children in immigrant families in Wisconsin are more likely than children in native-born families to live with two parents. Among children in immigrant families, 86% live with two parents, compared to 76% of children in native-born families. About four in five children in immigrant families live with two parents if they have English language learner parents only (82%) or English fluent parents only (84%), which is similar to the proportion for Whites in native-born families (83%).

Children in immigrant families in Wisconsin are more likely than Whites in native-born families to have another adult relative in the home (20% vs. 13%). Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home

(27%), followed by those with mixed-fluency parents (23%).

Children in immigrant families experience a strong family work ethic

Nineteen of every twenty (94%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike. The proportion is very high (90%–96%) for each parental English language fluency group among children in immigrant families.

Three of every four (76%) children in immigrant families in Wisconsin with a father in the home have a father working full-time year-round, which is similar to the proportion for native-born families (80%). The proportion ranges from 82% for children with English fluent parents only to 66% for those with mixed-fluency parents and 73% for those English language learner parents only.

Seven of every ten (70%) children in immigrant families in Wisconsin with a mother in the home have a mother working to support the family. This is somewhat less than the proportion for children in native-born families (82%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (78% vs. 82%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (70% and 60% vs. 82%).

One of every three (36%) children in immigrant families in Wisconsin with a mother in the home has a mother employed full-time year-round. Children in immigrant families are only 5 percentage points less likely than those in native-born families to have a mother working full-time (36% vs. 41%).

One-half of children in immigrant families in Wisconsin speak another language at home and speak English very well.

Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing.

Many children of immigrants have parents with limited education

Three of every ten (29%) children in immigrant families in Wisconsin have a father who did not graduate from high school, and the proportion is similar for mothers. There is little difference between children in immigrant families with English fluent parents only and children in native-born families (8% vs. 7%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 31% for children with mixed-fluency parents and 53% for those with English language learner parents only.

One in five (19%) children in immigrant families in Wisconsin has a father who has completed only 8 or fewer years of school. The proportion rises to 38% for children with English language learner parents only.

Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators. It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Indochina because children in each of these groups are especially likely to have parents who have completed only a few years of school.

Many children of immigrants have parents with low hourly earnings

One of every four (23%) children in im-

migrant families in Wisconsin with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour. (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is two times greater than the proportion among those in native-born families (12%). There is little difference between the children in native-born or immigrant families with English fluent parents only (12% vs. 11%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises sharply to 26% for children with mixed-fluency parents and 36% for those with English language learner parents only.

Immigrant groups with high proportions of fathers who have limited educational attainments also tend to have fathers with low hourly wages. Children in immigrant families from Mexico and Indochina have especially low levels of education among fathers and also have the highest proportion of fathers earning less than 200% of the federal minimum wage (23%–37%).

Many children in immigrant families live below the poverty line

One in six (17%) children in immigrant families in Wisconsin is officially poor, and the proportion rises to three in ten (29%) for those with English language learner parents only. Overall, children in immigrant families in Wisconsin are more likely than those in native-born families (17% vs. 11%) and two times more likely than Whites in native-born families (17% vs. 7%) to live in poverty. Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are comparable to the rate for children in native-born families (7% and 15% vs. 11%), but the rate rises to 29% for those with English language learner parents only.

The official poverty rate is even higher for

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75% of children in immigrant families with English language learner parents only are living below the 200% poverty level.

children in immigrant families with origins in Indochina (26%) and Mexico (24%), and for those with origins in Mexico the rate increases for those with English language learner parents only (31%).

The official poverty measure is used most often to assess economic deprivation in the U.S., but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "... it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

One-half (50%) of children of immigrants in Wisconsin live in a family with an income below 200% of the official poverty line. Children in immigrant families are nearly three-fourths more likely than those in native-born families to have family incomes below 200% of the official poverty line (50% vs. 29%). Among children of immigrants with English fluent parents only, 27% live below the 200% poverty line, which is similar to the proportion for children in native-born families (29%), but the proportion rises to 49% for children of immigrants with mixed-fluency parents and to a very high 75% for children of immigrants with English language learner parents only.

Many children in immigrant families live in overcrowded housing Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.

Nearly three of every ten (28%) children in immigrant families in Wisconsin live in overcrowded housing. Children in immi-

grant families are almost five times more likely than children in native-born families to live in overcrowded housing (28% vs. 6%). Overcrowding is two times more prevalent for children in immigrant families with English fluent parents only than for children in native-born families (12% vs. 6%), but as with poverty indicators, the proportion rises even higher for children with mixed-fluency parents (33%) and English language learner parents only (43%).

Children in immigrant families have low early education enrollment

Although data on early education enrollment among children in immigrant families in Wisconsin is not available, in the United States overall, children in immigrant families are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (28% vs. 35%) and at age 4 (56% vs. 60%). At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 40% for those with English fluent parents only to 25% for those with mixed-fluency parents and 19% for those with English language learner parents only. Similarly, at age 4, the proportion of children in immigrant families enrolled in preschool programs declines across the three language groups. Groups less likely than Whites in native-born families to be enrolled are children in immigrant families from Mexico and Central America, among others.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics. But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

**Most of children
in immigrant
families whose
parents are
learning English
live in two-parent
households (82%).**

These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico, where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

Policies and programs to foster children's success

Wisconsin and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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**More than four in
five children in
immigrant families
in Wyoming are
U.S. citizens.**

Children in Immigrant Families in Wyoming Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

Children in immigrant families learning English merit special attention for Wyoming's future

Children with at least one immigrant parent account for 5% of all children in Wyoming, and 2% of Wyoming's children live with English language learner parents only.

Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Wyoming have origins in Mexico (54%). Many also have origins in Canada (12%) and East Asia as well as Central and Eastern Europe and the former Soviet Union (9% each).

Children in immigrant families have deep roots in Wyoming

This is reflected in their citizenship and their English fluency.

Most children in immigrant families are American citizens

More than four in five children (86%) in immigrant families in Wyoming are U.S. citizens.

Nine in ten children in immigrant families are English fluent

Ninety-one percent of children in immi-

grant families in Wyoming speak English exclusively or very well.

Two-fifths of children (40%) in immigrant families in Wyoming speak another language at home and speak English very well. Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parent or parents.

Given the limited sample of immigrant families in this state, additional analyses are not possible. However, as more data is collected by the American Community Survey in the future, further analyses will become available. Meanwhile, additional indicators from Census 2000 can be accessed at www.albany.edu/csda/children (click on "data").

Policies and programs to foster children's success

Wyoming and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children. Such government



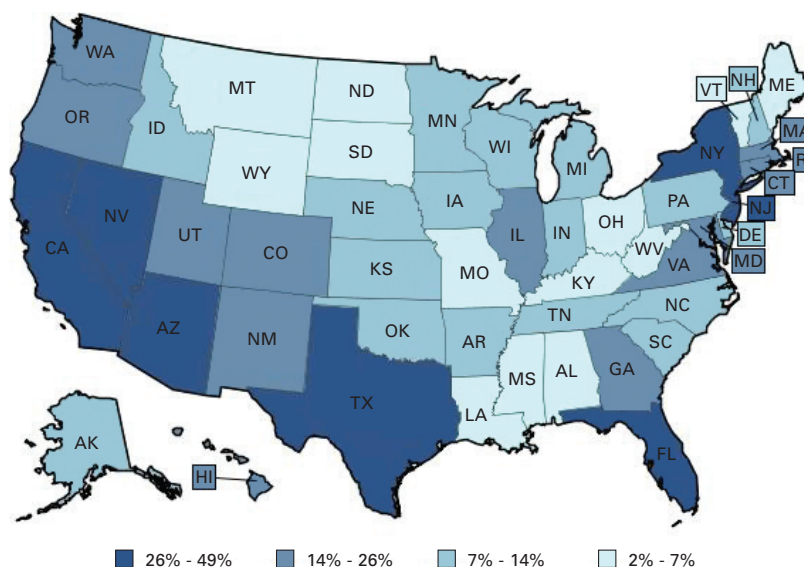
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Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, www.kidscount.org/datacenter
A Project of the Annie E. Casey Foundation

activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing). This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions. ♦

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