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MIGRATION POLICY INSTITUTE

NATIONAL CENTER ON
IMMIGRANT INTEGRATION POLICY

Improving Access & Quality for Dual Language Learners (DLLs) in Home Visiting Programs

Margie McHugh and Maki Park, MPI NCIIP
Colorado Home Visiting Task Force Meeting
May 20, 2021

MPI National Center on Immigrant Integration Policy (NCIIP)

NCIIP's Primary Areas of Work:

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

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Overview

- Topline findings and potential uses of new data analysis
- Home Visiting as a support for immigrant integration
- Barriers to access for immigrant/DLL families
- Home Visiting Case Studies Overview - King County, WA
- Discussion and Q&A

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

- Factsheets and data Excel files, released April 21, 2021, provides immigrant and U.S.-born parent data for:
  - U.S.
  - All 50 states plus DC
  - Top 50 counties (by total population).
- **Foreign-born parents and native-born parents** using age bands based on children, corresponding to specific systems
  - Parents of children 0-4; 5-10; 11-13; 14-17; 0-18
- Crosstabulations by English proficiency, educational attainment, digital access, poverty

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Overview: Share, Race and Ethnicity, Citizenship

	CO Parents with Children Ages 0 to 4		CO Parents with Children Ages 5 to 10	
	Immigrants	U.S. Born	Immigrants	U.S. Born
Number	**82,000**	**355,000**	**100,000**	**405,000**
Age				
18-24	6%	9%	2%	2%
25-34	45%	49%	30%	30%
35-54	48%	42%	67%	67%
55-64	1%	0%	2%	1%
65+	0%	0%	0%	0%
Race and ethnicity*				
Latino	60%	18%	62%	17%
Black	7%	5%	6%	4%
Asian American and Pacific Islander	20%	2%	18%	2%
White	12%	74%	13%	76%
% U.S. citizens	31%	n/a	33%	n/a

* Latinos can be of any race. Asian American and Pacific Islander, Black, and White refer to people who are not Latino.
Source: Migration Policy Institute (MPI) tabulation of 2014–18 pooled data from the U.S. Census Bureau's annual American Community Survey (ACS).

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Immigrant Parents and Poverty

	CO Parents with Children Ages 0 to 4	
	Immigrants	U.S. Born
Family Income and Poverty		
Total Parent Population	82,000	355,000
Below 100% FPL	20%	10%
100-199% FPL	31%	17%
At or above 200% FPL	49%	74%

- In this analysis, we used **200 percent FPL** as the definition of low income.
- Immigrant parents were **much more likely to be low income than native-born parents.**

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English Proficiency

	CO Parents with Children Ages 0 to 4	
	Immigrants	U.S. Born
Total parent population	**82,000**	**355,000**
Only English	9%	91%
Speak English “very well”	42%	8%
Speak English “well”	22%	1%
Speak English “not well” or “not at all”	27%	0%
Limited English Proficient (LEP) parents – those who speak English less than “very well”	40,000	4,000
LEP share of the total parent population	49%	1%
Share of total parent population in a linguistically isolated household**	25%	0%

- Nearly half of CO immigrant parents were LEP.
- Within the LEP parent population over one-quarter spoke English “not well or “not at all.”
- Many immigrant families lived in linguistically isolated households, i.e., households where everyone over age 14 was LEP.
- Despite immigrants representing approximately one-fifth of the total population of parents in Colorado, 61 percent of parents of children ages 0 to 4 lacked a high school diploma.

* English proficiency is self-reported in the ACS. Limited English proficient (LEP) parents are those who report speaking English less than “very well” but represent a range of proficiency levels—“well,” “not well,” and “not at all.”

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Educational Attainment and Low Income

	CO Parents with Children Ages 0 to 4	
	Immigrants	U.S. Born
Educational attainment among low-income adults (ages 25 and older) (%)	38,000	75,000
Less than 5th grade	5%	1%
5th to 8th grade	16%	1%
9th grade –12tth grade, no high school diploma	18%	9%
High School diploma/ equivalent	33%	27%
Some College/AA	17%	42%
Bachelor's degree or higher	11%	20%

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

- Overall, low-income immigrant parents were **significantly less likely to have attained a high school diploma or equivalent** compared to native-born parents.
- Twenty percent of immigrant parents had less than a 9th grade or a 5th grade education compared to only 2 percent of U.S.-born parents.
- Immigrant parents were 65 percent of all low-income parents of children ages 0 to 4 without a high school diploma or equivalent, despite comprising less than 20 percent of all parents of children ages 0 to 4 in Colorado.

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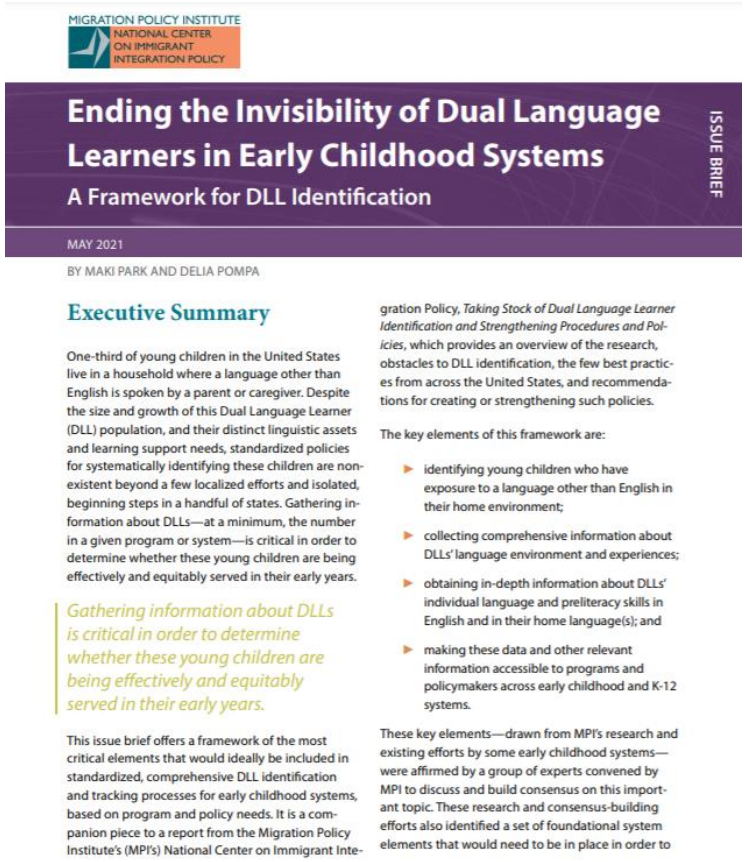
Uses and Implications

- Support case for immigrant parent challenge and equity indicators across Home Visiting, Child Care and Head Start/PreK program frameworks
- Illustrate lack of evidence base for some federal programs with regards to immigrant family needs
- Drive/justify program designs responsive to parent characteristics and learning goals

New DLL Analyses Published May 19, 2021



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Ending the Invisibility of Dual Language Learners in Early Childhood Systems

A Framework for DLL Identification

ISSUE BRIEF

MAY 2021

BY MAKI PARK AND DELIA POMPA

Executive Summary

One-third of young children in the United States live in a household where a language other than English is spoken by a parent or caregiver. Despite the size and growth of this Dual Language Learner (DLL) population, and their distinct linguistic assets and learning support needs, standardized policies for systematically identifying these children are non-existent beyond a few localized efforts and isolated, beginning steps in a handful of states. Gathering information about DLLs—at a minimum, the number in a given program or system—is critical in order to determine whether these young children are being effectively and equitably served in their early years.

Gathering information about DLLs is critical in order to determine whether these young children are being effectively and equitably served in their early years.

This issue brief offers a framework of the most critical elements that would ideally be included in standardized, comprehensive DLL identification and tracking processes for early childhood systems, based on program and policy needs. It is a companion piece to a report from the Migration Policy Institute's (MPI's) National Center on Immigrant Integration Policy, *Taking Stock of Dual Language Learner Identification and Strengthening Procedures and Policies*, which provides an overview of the research, obstacles to DLL identification, the few best practices from across the United States, and recommendations for creating or strengthening such policies.

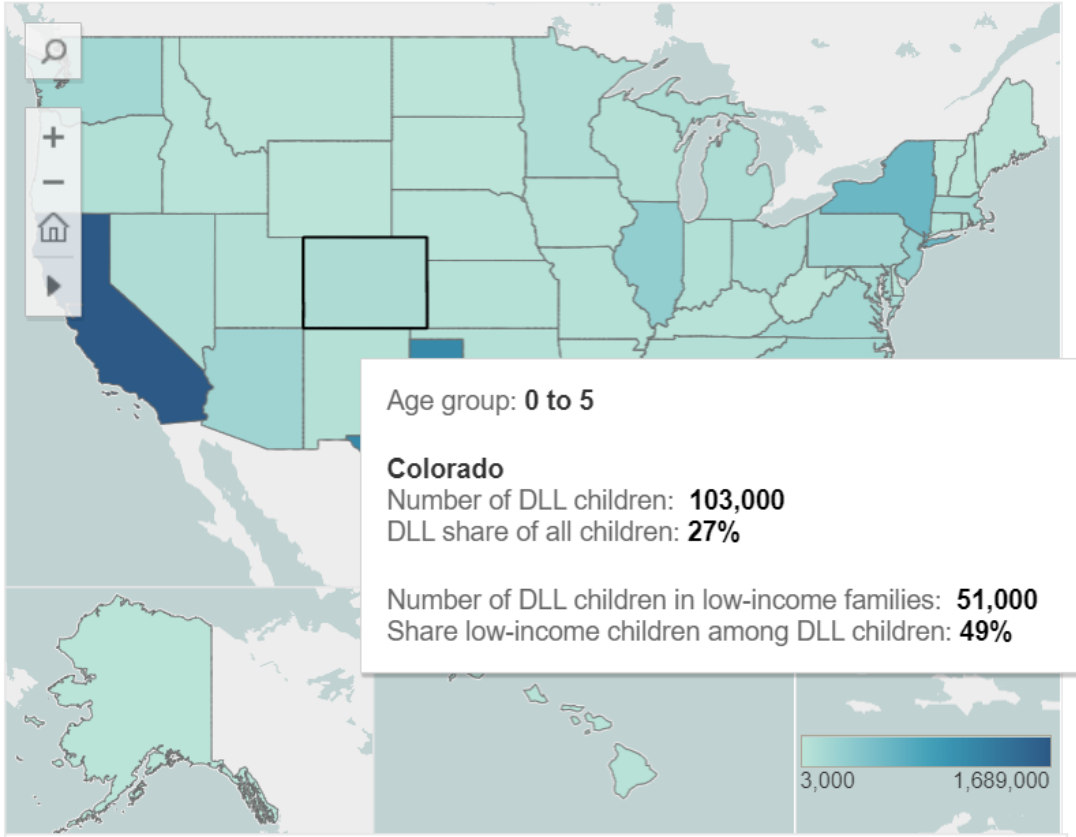
The key elements of this framework are:

- identifying young children who have exposure to a language other than English in their home environment;
- collecting comprehensive information about DLLs' language environment and experiences;
- obtaining in-depth information about DLLs' individual language and preliteracy skills in English and in their home language(s); and
- making these data and other relevant information accessible to programs and policymakers across early childhood and K-12 systems.

These key elements—drawn from MPI's research and existing efforts by some early childhood systems—were affirmed by a group of experts convened by MPI to discuss and build consensus on this important topic. These research and consensus-building efforts also identified a set of foundational system elements that would need to be in place in order to

Background report released alongside the above framework policy brief: [Taking Stock of Dual Language Learner Identification and Strengthening Procedures and Policies]

Dual Language Learners in the U.S. and by State, 2015-2019



Dual Language Learners (DLLs) in the United States
Age 0-5

Number of DLL children: **7,438,000**
DLL share of all children: **33%**

Number of DLL children in low-income families: **3,829,000**
Share low-income children among DLL children: **51%**

Select an Age Group: 0 to 5

Sort States by: Number of DLL children

Number of DLL children
Age group: 0 to 5

Top 15 states

1	California	1,689,000
2	Texas	1,138,000
3	New York	591,000
4	Florida	538,000
5	Illinois	301,000
6	New Jersey	284,000
7	Arizona	206,000
8	Georgia	176,000
9	Washington	176,000
10	Pennsylvania	168,000
11	Massachusetts	164,000
12	North Carolina	157,000
13	Virginia	155,000
14	Maryland	137,000
15	Michigan	107,000

Home Visiting Programs: A Promising Model to Reach Immigrant Families

- Reaches immigrant and refugee families “where they are”
- Can connect otherwise “hard to reach” families with a range of other critical services: systems navigation
- Can support lifelong parent engagement in children’s education: family engagement
- Relationship-based model: builds trusting relationships as a foundation for effective, tailored service provision
- Opportunity to mitigate maternal and intergenerational trauma and provide mental health supports
- Can promote home language support in critical 0-5 age period, especially in the context of “superdiversity”

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Home Visiting Programs: Barriers to Participation

- DLL and immigrant families are currently underserved by Home Visiting programs
- Not a targeted or priority population
- Scant research on promising practices and approaches: "evidence-based" does not necessarily mean evidence-based for DLLs and immigrant families
- Insufficient data collection
- Many programs lack training in cultural/linguistic sensitivity and/or lack home language capacity
- Parenting is inextricably tied to culture

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Supporting Immigrant and Refugee Families through Home Visiting: Innovative State and Local Approaches

Supporting Immigrant and Refugee Families through Home Visiting

Innovative State and Local Approaches

POLICY BRIEF

OCTOBER 2020

BY CAITLIN KATSIAFICAS

Executive Summary

Home visiting programs are an increasingly popular two-generation service model that reaches young children and their caretakers in their homes, providing regular support that promotes well-being and positive long-term outcomes for children and families. Immigrant and refugee families also stand to benefit from the integration-related supports these programs may offer, such as help navigating early childhood, health, and social service systems; supporting a child's home language development; and accessing trauma-informed care. Yet immigrant families are less frequently enrolled in these programs than families in which the parents are U.S.-born, despite comprising a significant share of at-risk families that could be targeted for home visiting services.

Immigrant families are less frequently enrolled in these programs than families in which the parents are U.S.-born, despite comprising a significant share of at-risk families.

Some states and localities are adopting innovative approaches to address this gap. This brief highlights efforts by policymakers and program administrators in King County, Washington State; San Diego County, California; Illinois; and Massachusetts to boost the enrollment of immigrant and refugee families in home visiting services, and to make these programs responsive to their needs. Working with different populations and in different funding environments, these case studies illustrate important steps actors at the state and local level can take to expand program access and quality for immigrant families, including:

- ensuring that at-risk immigrant families are meaningfully incorporated into state needs assessments and prioritized for home visiting services alongside other at-risk families;
- supporting linguistically and culturally responsive models that can effectively meet the needs of diverse communities;
- incorporating community feedback into program designs;
- designing procurement policies and processes to prioritize support for service providers by organizations deeply rooted in their communities;
- locating home visiting programs within community-based organizations already effectively serving immigrant populations, such as refugee resettlement agencies; and

Access here: https://www.migrationpolicy.org/research/immigrant-refugee-families-home-visiting-state-local-approaches.

Massachusetts

- Incorporating immigrant families in MIECHV state needs assessments

San Diego, CA (First 5)

- Pairing flexibility and targeted investments

King County, WA (Best Starts for Kids)

- Using funding processes to promote inclusion & equity

Illinois (ISBE Prevention Initiative)

- Increasing focus on trauma-informed care

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King County, WA (Best Starts for Kids)

- 1 in 5 residents of King County are foreign-born
- 170 different languages and dialects spoken
- Best Starts for Kids: a 6-year levy investing $65 million annually

Home Visiting Strategy Overview:

1. Valuing different types of evidence
2. Investing in a mode that builds upon culturally based relationships and ways of knowing
3. Providing intensive culturally responsive and equity-informed capacity-building supports

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Best Starts for Kids: Valuing Different Types of Evidence

Evidence-Based Programs

Evidence-Based Programs use a standardized, well-defined model that has been proven effective through rigorous research design when implemented with fidelity.

- Nurse-Family Partnership
- Parent-Child + (17)
- Parents as Teachers/Ina Maka (6)
- Child-Parent Psychotherapy (3)
- Early Head Start Home-Based (1)

Evidence-Informed Programs

Evidence-Informed Programs use a documented model that has been shown to produce positive outcomes in at least one comparison study.

- Community-Based Doula (2)

Community-Designed Programs & Practices

Community-Designed Programs and Practices use approaches that are designed for a specific community. They should be valued by that community, embedded in cultural and social conditions, and/or address populations for which EBPs or EIPs have not been developed.

- Culturally Specific Programs (10)

Capacity Building Supports

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Best Starts for Kids: The RFP Process

- **Conducted provider interviews with culturally diverse CBOs, structured RFP in response to provider feedback**
- **Prioritized awarding:**
  - Communities of Color and Limited English-Speaking Communities
  - Populations and Communities Experiencing Significant Service Gaps
  - Organizations that are Connected to, and Embedded in, the Community Served
  - Programs not already receiving significant public revenue streams

- **Evaluated proposals on:**
  - Staff who are culturally and linguistically matched to families
  - Developing and using curricula and activities that are rooted in community or cultural values and practices
  - Organizations using processes for gathering and using community input
  - Inclusion of program activities that focus on building social support networks among community members or other caregivers

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Best Starts for Kids: Culturally Specific Partners

Today, BSK Partners Include:

- United Indians of All Tribes
- East African Community Services
- Atlantic Street Center
- Centro Rendu
- Iraqi Community Center
- Open Arms Perinatal Services
- El Centro de la Raza
- Somali Health Board
- Coalition for Refugees from Burma
- Open Doors for Multicultural Families

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Reactions? Questions? Clarifications?

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Thank you—let's stay in touch!

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For additional information and to receive updates:
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