

***Including Immigrant and Refugee  
Families in Two-Generation Programs:  
Elements of Successful Programs  
and Challenges Posed by  
WIOA Implementation***

**Webinar  
November 17, 2016**



# Presenters



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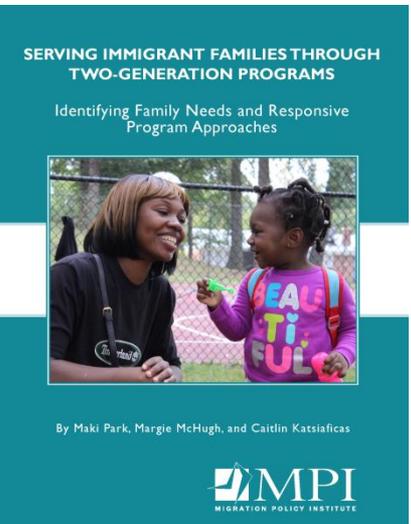
# Logistics

- Slides and audio from today's webinar will be available at: <http://www.migrationpolicy.org/events>
- The report *Serving Immigrant Families Through Two-Generation Programs: Identifying Family Needs and Responsive Program Approaches* is available here: <http://bit.ly/mpi2gen>
- If you have any problems accessing this webinar, please contact us by email at [events@migrationpolicy.org](mailto:events@migrationpolicy.org) or call +1-202-266-1929.
- Use Q&A chat function on the right of the screen throughout webinar to write questions.
- Or send an email to [events@migrationpolicy.org](mailto:events@migrationpolicy.org) with your question
- Or tweet your question to @MigrationPolicy #MPIIdiscuss.



# Study Context

- ***Identify key success factors and challenges facing two-generation programs serving immigrant and refugee families***
- ***Research based on literature and field review, sociodemographic analysis and interviews with effective programs***
- ***Sociodemographic analysis based on 2010-14 pooled American Community Survey data from the U.S. Census Bureau***





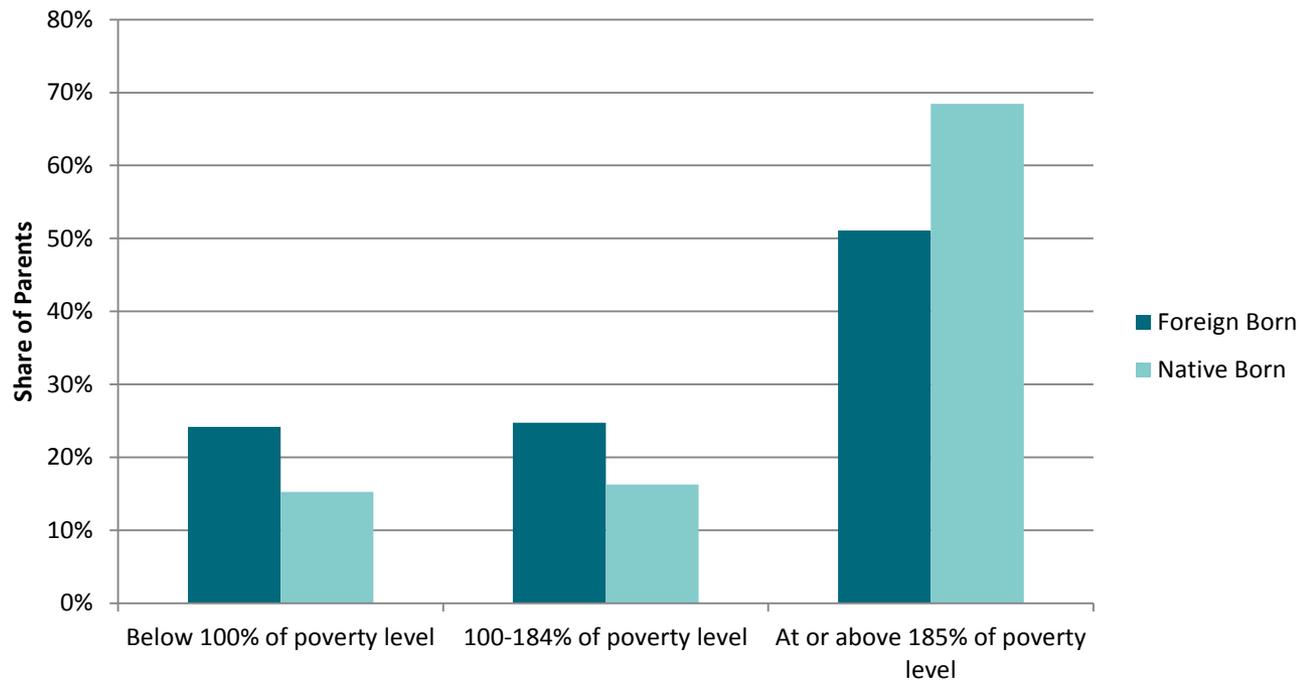
# Sociodemographic Analysis: Highlights

- ***Immigrants make up 23 percent of all parents of young children (ages 0-8) in the U.S.***
- ***They are disproportionately low-income and more than twice as likely to lack health insurance***
- ***Many immigrant parents of young children are LEP and/or have low levels of education, making workforce programs difficult to access***



# Sociodemographic Portrait: Parents of Young Children in the U.S.

## Income and Poverty



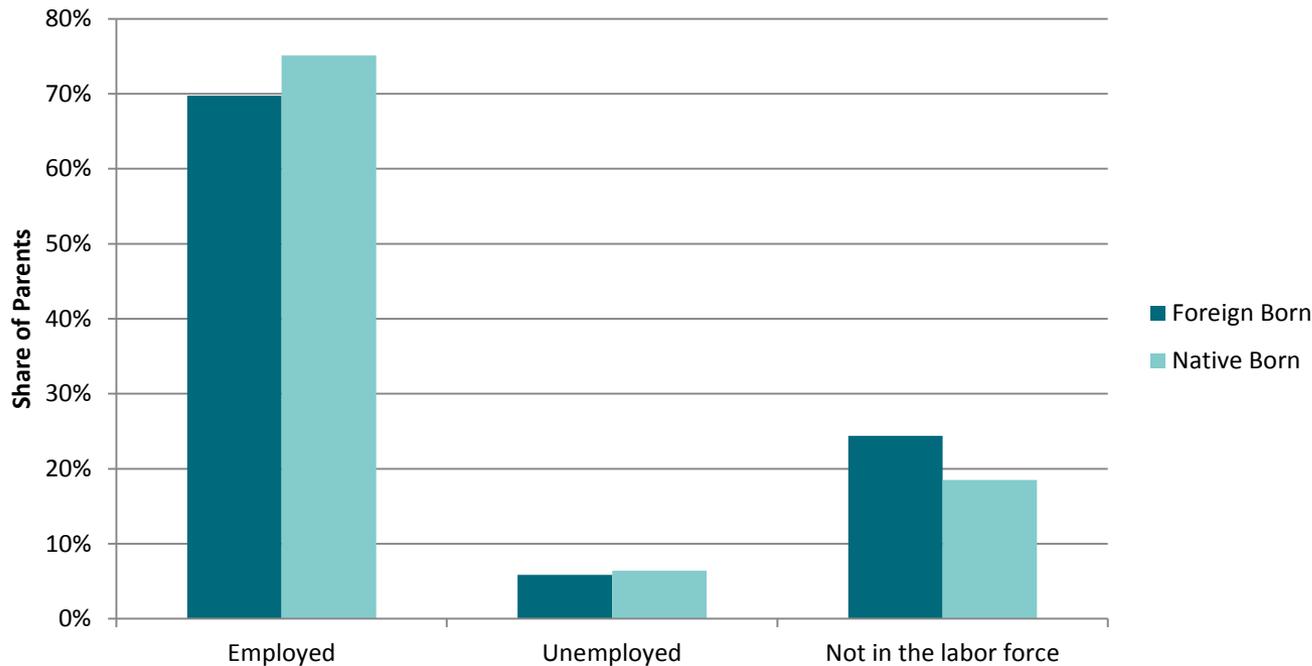
- Almost half (49 percent) of all families with foreign-born parents have incomes below 185 percent of the Federal Poverty Level, compared to 31 percent of those with native-born parents.

Source: MPI analysis of U.S. Census Bureau pooled 2010-14 American Community Survey (ACS) data.



# Sociodemographic Portrait: Parents of Young Children in the U.S.

## Employment Status



- Immigrant parents are almost as likely to be employed as their native peers.
- Immigrant parents are slightly more likely than their native peers to be out of the labor force (not seeking employment).
- Broken down by gender, foreign-born mothers are significantly more likely to be out of the labor force than native-born mothers (42 percent versus 28 percent).

Source: MPI analysis of U.S. Census Bureau pooled 2010-14 ACS data.



# Sociodemographic Portrait: Parents of Young Children in the U.S.

Parents of Young Children	Total	Foreign Born	Native Born
<b>English proficiency<sup>1</sup></b>			
Total parent population	36,378,000	8,380,000	27,998,000
LEP (Speak English less than “very well”) (%)	13	52	2
Low LEP (Speak English less than “well”) (%)	7	29	0
<b>Educational attainment</b>			
Parent population ages 25 and older	33,538,000	8,020,000	25,518,000
0-8 <sup>th</sup> grade (%)	5	17	1
9 <sup>th</sup> -12 <sup>th</sup> grade (%)	7	13	5
High school diploma or equivalent (%)	21	22	21
Some college education (%)	31	18	35
Bachelor’s degree or higher (%)	36	31	38
<b>LEP status of low-educated parents (ages 25+)</b>			
Less than high school diploma or equivalent	3,953,000	2,358,000	1,595,000
Share LEP (%)	53	83	7

Source: MPI analysis of U.S. Census Bureau pooled 2010-14 ACS data.

<sup>1</sup> English proficiency is self-reported; ACS respondents must indicate whether they speak English “very well,” “well,” “not well,” or “not at all.”



# Sociodemographic Portrait: Parents of Young Children in the U.S.

Of the 4.1 million **foreign-born, low-income parents** in the U.S.:

- 71 percent are LEP
- 47 percent have less than a high school education (27 percent with a 0-8<sup>th</sup> grade education and 20 percent with a 9<sup>th</sup>-12<sup>th</sup> grade education)
- 27 percent have received a high school diploma (or equivalent)
- 16 percent have attended some college education
- 9 percent have a bachelor's degree or higher

*Source:* MPI analysis of U.S. Census Bureau pooled 2010-14 American Community Survey (ACS) data.



# Programs Selected for Study

- **Major federally funded programs and program models that blend services approaches and funding sources**
  - *Including: Head Start, Home Visiting, Family Literacy (WIOA), Promise Neighborhoods, Full Service Community Schools*
- **11 Programs Selected – Successfully Serving Immigrant Families with Young Children through Two-Generation Approach**
  - *Only looked at programs directly serving both young children and their parents*
  - *Mix of: geographical location (variety of state and local policy contexts), diversity of participants' countries of origin, race and ethnicity, languages spoken, levels of education, and mode and recency of arrival*



# List of Programs Studied

Program	Location
<b>ASPIRE Family Literacy</b>	Austin, TX
<b>AVANCE</b>	HQ in San Antonio, TX
<b>Briya Public Charter School</b>	Washington, DC
<b>Chula Vista Promise Neighborhood</b>	Chula Vista, CA
<b>Community Action Project (CAP), Tulsa</b>	Tulsa, OK
<b>Dorcas International Institute of Rhode Island</b>	Providence, RI
<b>Educational Alliance</b>	New York, NY
<b>Leake and Watts Services, Inc.: Parent Child Home Program (PCHP)</b>	Yonkers and Bronx, NY
<b>Miami-Dade County Public Schools: Home Instruction for Parents of Pre-School Youngsters (HIPPY)</b>	Miami-Dade County, FL
<b>Oakland Unified School District: ESL Family Literacy Program, Oakland Adult and Career Education</b>	Oakland, CA
<b>Parents In Community Action, Inc. (PICA)</b>	Hennepin County, MN



# Factors for Success in Program and Policy Design

- ***Employing a diverse, culturally and linguistically competent workforce reflective of the community being served.***
- ***Building the social capital of immigrant families and connecting them to a wide range of local supports.***
- ***Utilizing holistic needs assessment and case management approaches.***
- ***Data-driven planning.***
- ***“Grow-your-own” initiatives that identify and train outstanding program alumni.***



# Key Findings and Recommendations

- ***Linguistic and cultural competence of workers are a core strength of effective programs: given the evident difficulties in maintaining and building a workforce with these skills, efforts to widen the pipeline for such workers should be expanded.***
- ***Improved collection, analysis, and use of data relevant to immigrant and refugee children and families is needed in order to provide them more equitable access to high-quality, two-generation services and ensure that service funding designs take their needs into account.***



# Key Findings and Recommendations

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- ***The federal Administration for Children and Families (ACF) should more actively assure equitable access for LEP parents and families—particularly speakers of low-incidence languages—to the two-generation programs it supports.***
  
- ***Two-generation approaches with flexible service structures enable local programs and communities to tailor services to the needs of immigrant and refugee families, whose challenges are often multifaceted and require intensive and/or tailored services.***



# Key Findings and Recommendations

**Programs that offer basic English language and literacy development as well as U.S. culture and systems knowledge are indispensable for the majority of immigrant parents who are targets of two-generation services.**

## ***Opportunities for Action:***

- *Monitor and analyze the impact of implementation of the new WIOA law on services available for low-educated immigrant and refugee parents of young children and promote efforts to support provision of parent-focused programs.*
- *Expand federal support for programs addressing immigrant parents' English language, literacy and system navigation needs.*



# Q & A

## Use Q&A chat function to write questions

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# Thank You For Joining Us!

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