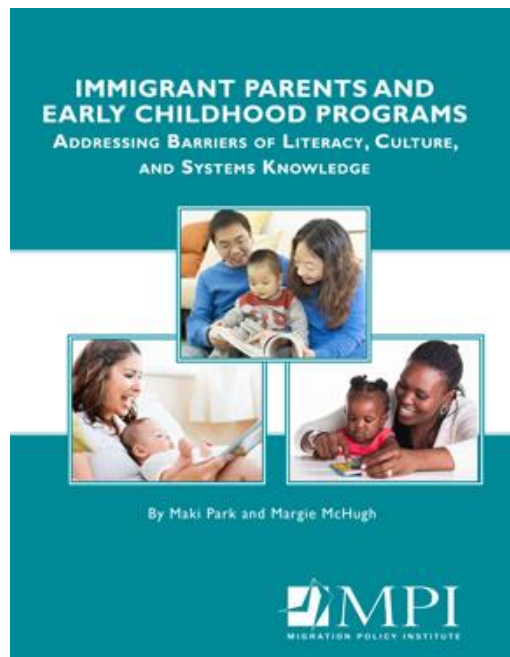


Immigrant Parents and Early Childhood Programs: Addressing Barriers of Literacy, Culture and Systems Knowledge



Webinar
June 2, 2014



Presenters

- **Margie McHugh**, Director, MPI National Center on Immigrant Integration Policy
- **Maki Park**, Policy Analyst, MPI National Center on Immigrant Integration Policy
- **Eliza Leighton**, Director of Promise Neighborhood Langley Park Program, CASA de Maryland
- **Miriam Calderon**, Senior Partner, School Readiness Consulting; and former Senior Policy Advisor for Early Learning, Domestic Policy Council, The White House



Logistics

- The report is available at: <http://bit.ly/ImmigParent>
- Slides and audio will be available at:
<http://www.migrationpolicy.org/events>
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MPI National Center on Immigrant Integration Policy (NCIIP)

Primary Areas of Work:

- Education:
 - Early Childhood
 - K-16
 - Adult Education and Workforce Development
- Language Access
- Governance of Integration Policy
- *E Pluribus Unum* Prizes

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Presenters



Margie McHugh
Director, NCIIP, MPI

Margie McHugh is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary and workforce skills programs. She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States.



Maki Park
Policy Analyst, MPI

Maki Park is a Policy Analyst and Program Coordinator at the Migration Policy Institute's National Center on Immigrant Integration Policy, where she works on domestic and comparative issues affecting children of immigrants in early childhood and K-12 education.



Presenters

Eliza Leighton

Director of Promise
Neighborhood Langley Park
Program, CASA de Maryland

Eliza Leighton has held a variety of positions at CASA de Maryland, most recently the Director of Langley Park Promise Neighborhood. She designed and implemented a planning process funded by the Department of Education to design a place-based, full-family model to ensure that all children and families receive the support they need to thrive. As part of LPPN, Ms. Leighton developed a parent engagement model, Learning Together, which received a Department of Education Investing in Innovation (i3) award. Prior to joining CASA, Ms. Leighton's work focused on issues affecting children and families at Connecticut Voices for Children, NAACP Legal Defense and Education Fund and Stand for Children. Ms. Leighton is a graduate of Wesleyan University and Yale Law School.



Presenters



Miriam Calderon

Senior Partner, School Readiness Consulting; and former Senior Policy Advisor for Early Learning, Domestic Policy Council, The White House

Miriam Calderon is a Senior Partner at School Readiness Consulting. Most recently, she served as a political appointee in the Obama Administration advising on early learning policy at the Domestic Policy Council at the White House and at the Department of Health and Human Services. Prior to joining the Administration, Ms. Calderon served as the Director of Early Childhood Education at DCPS, where she oversaw Head Start and pre-kindergarten programs serving nearly 5,500 children in 84 elementary schools throughout the city. She worked as the Associate Director of Education Policy at the National Council of La Raza, a Hispanic civil rights organization where she focused specifically on early education policy for Hispanic and dual language learner children. She began her career in early education working as a mental health consultant in Head Start programs in Portland, Oregon. She has published several reports on early childhood education and her work is cited in both the English and Spanish media.



Study Overview

What are the critical gaps in services for parents of young immigrant children, and how might these be addressed via changes in current policies and programs or through new initiatives?

Mixed Methods Approach:

- Socio-demographic Analysis of Key Characteristics of Newcomer Parent Population & Literature Review
- Field Research Through 6 State Partners:
 - Site Visits
 - Interviews with Subject Experts and Immigrant-Serving Agencies
 - Focus Groups with Immigrant Parents of Young Children



Site Partners

Field Research Conducted in Six States In Collaboration with Expert Partners

- California



- Maryland



- Illinois



- New York



- Massachusetts



- Washington





Federal Parent Engagement Provisions

- Increased visibility and recognized importance of parent engagement in the U.S.
- Parent engagement in early years currently encouraged through:
 - Head Start, Home Visiting, and Title I programs
 - Other competitive grant opportunities
- However, no accountability to ensure all parents are reached in existing provisions

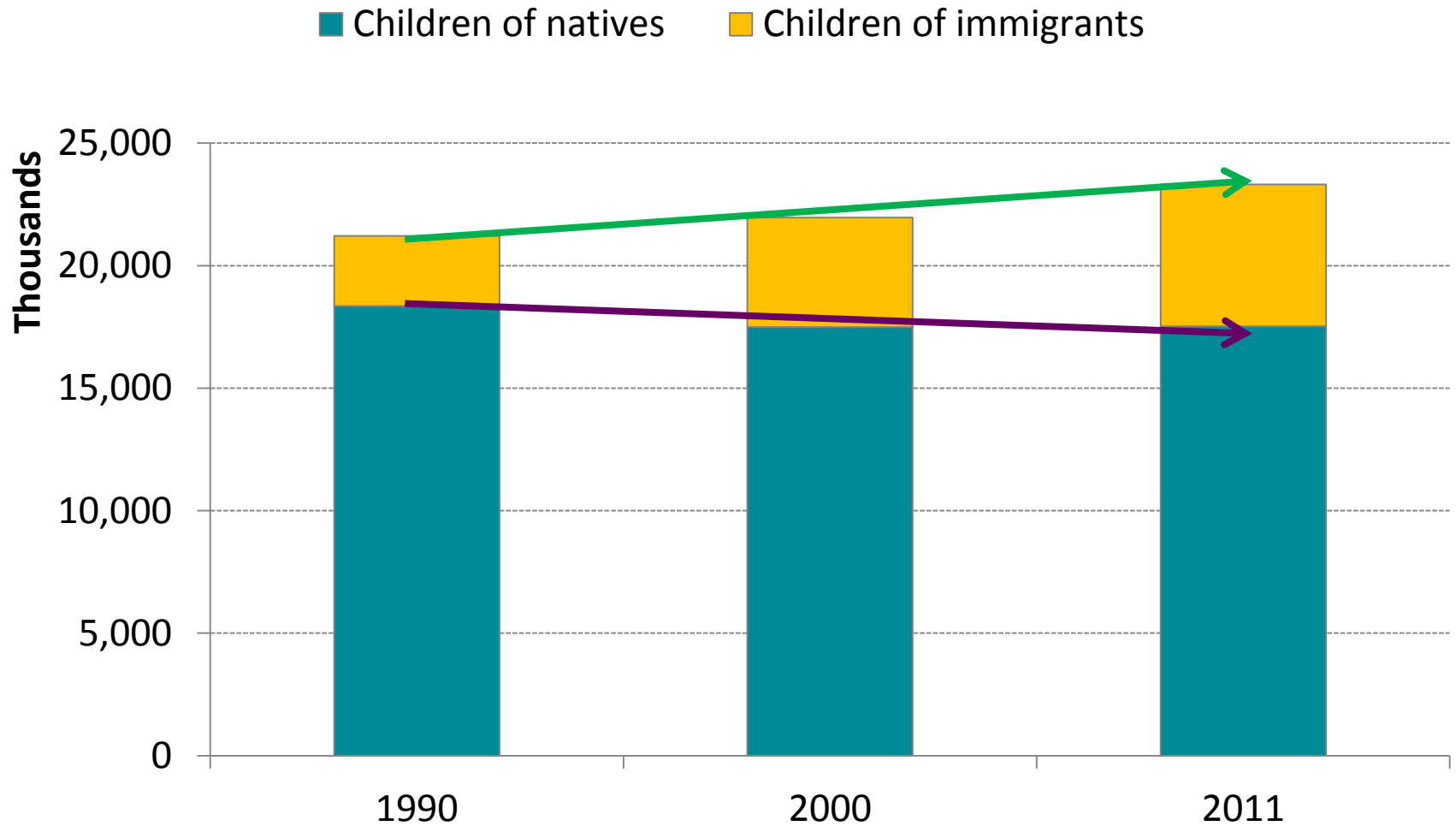


Limited Adult Education System Capacity

- Meanwhile, Adult Education system capacity is severely limited and unable to meet the needs of immigrant parents with young children
- This leaves ECEC programs without partners that they previously relied on to address literacy and language needs necessary for meaningful participation in existing parent engagement provisions
- Unrecognized need for literacy, language, and cultural and systems knowledge for low-literate and LEP parents a key finding underscored in this study



Young Children of Immigrants: From **2.9M** in 1990 to **5.8M** in 2011





Parents of Young Children by Nativity, Income, Education, and English Proficiency

	Parents of Young Children (U.S.-and Foreign-Born)	Foreign-Born Parents of Young Children	Share of Foreign-Born Parents in Category (%)
Total Number of Parents	22,258,200	4,584,600	21
Low Income			
Total	7,769,700	2,067,400	
Share (%)	35	45	27
Low Educated			
Total	2,388,800	1,070,500	
Share (%)	11	23	45
Limited English Proficient (LEP)			
Total	2,394,600	2,146,200	
Share (%)	11	47	90

Source: Migration Policy Institute tabulation of data from the U.S. Census Bureau's pooled 2010-12 American Community Surveys (ACS).



Top-Line Findings:

Need for Basic Literacy, Language, and Cultural and Systems Knowledge

- English proficiency and basic levels of functional literacy are needed in order for parents to be meaningfully included in most parent engagement activities: these present almost insurmountable barriers to many immigrant parents' meaningful participation in ECEC programs generally and parent engagement efforts in particular.
- Smaller minority groups and speakers of less common languages are particularly underserved and struggle with basic access both to high-quality ECEC opportunities and to parent engagement.



Top-Line Findings: **Lack of Dedicated Funding**

- No public funding is currently offered to explicitly support language or cultural access or other needs specific to immigrant families in parent engagement programming.



Top-Line Findings: **Lack of Pertinent Data**

- A lack of pertinent data at the federal, state, and school-district levels hinders efforts to take the needs of newcomer families into account in planning and program development efforts.



Top-Line Findings: **Lack of Alignment Between Pre-K and K-12 Efforts**

- A lack of alignment between early childhood parent engagement programming and K-12 system efforts causes parents to be alienated from their children's schooling, particularly parents who are low-literate or LEP.



Top-Line Findings: Importance of Community Support

- Community support and a positive climate toward immigrant communities play a critical role in providing a comfortable and welcoming environment for immigrant parents.



Key Policy Recommendations

- Expand parent education, literacy, and English language programs to address the unique needs at the convergence of the ECEC and adult education fields through:
 - Creation of a large-scale pilot program jointly funded by Department of Health and Human Services and Department of Education
 - Leveraging of Preschool for All Legislation/Strong Start Act



Key Policy Recommendations

- Strengthen incentives and accountability for existing parent engagement funds
 - Family Engagement Act's provisions for ESEA Title I
 - Head Start guidelines



Key Policy Recommendations

- At the state level, ensure that support of parents' skills, education and engagement is included as a priority through:
 - Creation of data systems that collect and share pertinent parent information—e.g., family home language and parents' English proficiency
 - Design and implementation of QRIS systems
 - Expansion of state pre-K programs
 - Designated leadership and responsibility for these issues at the state level



Questions?

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Thank You – Let's Stay in Touch!

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