This fact sheet provides a sociodemographic sketch of foreign- and U.S.-born parents with young children (ages 0 to 8) in Connecticut, based on Migration Policy Institute (MPI) analysis of U.S. Census Bureau American Community Survey (ACS) data pooled over the 2010-14 period. The analysis offered here, while not intended to be exhaustive, aims to help local stakeholders understand the various socioeconomic disparities between families led by immigrant and native-born parents, and the potential utility of two-generation services in addressing them. This state fact sheet accompanies a national report that examines the success of a select number of two-generation programs aimed at immigrants and refugees—who comprise almost one-quarter of all parents with young children in the United States. The report also provides a population analysis of immigrant and native-born families with young children at the U.S. level.

I. Income, Poverty, Family Structure, Employment Status, and Health Insurance Coverage

Poverty and related obstacles can negatively impact the cognitive, physical, and socioemotional developmental outcomes of young children. Family structure is another important consideration for antipoverty programs: children in single-parent families are at greater risk for poor academic outcomes. Parents without family-sustaining jobs, let alone those who are unemployed altogether, often experience heightened risk; two-generation programs have the potential to address this by increasing workforce readiness and employment rates. A lack of health insurance poses a risk to parents’ physical health and well-being, as well as family finances.

Table 1 highlights indicators commonly used to measure a family's vulnerability.

1 Using several years of pooled American Community Survey (ACS) data permits an increased degree of accuracy.
2 For the purposes of the study, two-generation programs are defined as those that (1) provide services to both children and parents, whether simultaneously or in parallel via co-location; and (2) track outcomes for both children and parents.
II. English Proficiency, Educational Attainment, and LEP Status

Table 2 highlights unique educational obstacles faced by many immigrant parents, including limited English proficiency (LEP). Two-generation services must recognize unique education and language learning needs in order to better support families in their educational attainment and economic and civic integration goals.

As one to two years of postsecondary education are generally required as a minimum qualification for jobs that pay a family-sustaining wage, immigrant families, who have disproportionately low levels of educational attainment, face tremendous barriers in obtaining such qualifications.
jobs. These obstacles include the effort and costs involved in completing potentially many years of English and adult basic and secondary education classes before progressing to postsecondary and workforce training. It is important to note, however, that not all LEP parents of young children have the goal of workforce participation or postsecondary education, and may instead desire to enroll in family literacy or English classes for the purposes of navigating daily life and local systems and services or for engaging in their children’s education.

**Diversity in Languages Spoken at Home**

The top five languages spoken at home by foreign-born LEP parents of young children in Connecticut are Spanish (which comprises 50 percent of the share of all languages spoken at home by this population), Portuguese (7 percent), Chinese\(^4\) (5 percent), Polish (5 percent), and Arabic (4 percent). LEP parents can face language access challenges related to both the navigation and provision of services. This challenge is compounded for speakers of lower-incidence languages other than Spanish, for which programs may lack translated materials or interpreters.

### III. Conclusion

Immigrant parents lead an increasingly large proportion of Connecticut and U.S. families with young children living in poverty, making them an important target of two-generation programs. By addressing the needs of poor or low-income parents and their children simultaneously, two-generation programs have great potential to uplift whole families and break cycles of intergenerational poverty.

---

\(^4\) Chinese includes Cantonese, Mandarin, and other Chinese languages.
About the Authors

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.

Margie McHugh is Director of MPI’s National Center on Immigrant Integration Policy. Her work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, postsecondary, and workforce skills programs. Ms. McHugh 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.

Caitlin Katsiaficas is a Research Assistant at MPI, where she primarily works with the National Center on Immigrant Integration Policy. Her areas of interest include asylum policy, refugee resettlement, and integration.

Acknowledgments

The authors thank the Annie E. Casey Foundation for its support of this study and to Rosa Maria Castaneda from the Foundation for sharing insights and expertise that have enriched their work. They also acknowledge the support received from colleagues, including Michelle Mittelstadt, Jeanne Batalova, Jie Zong, Morgan Hollie, Liz Heimann, Kevin Lee, and Sarah Schwartz.