

# Young Children in Black Immigrant Families

## Annotated Bibliography

Prepared by Kristen McCabe, Leticia J. Braga, and Cristina Batog  
Migration Policy Institute

October 2010

### Introduction

There are 1.3 million children in Black immigrant families in the United States, most with parents from Africa and the Caribbean. Children in these families account for 11 percent of all Black children in America and represent a rapidly growing segment of the US population (the African immigrant population alone rose by 63 percent from 2000 to 2008). Yet despite these demographic changes, children in Black immigrant families remain neglected by research studies.

The Migration Policy Institute's (MPI) [National Center on Immigrant Integration Policy](#), with core support from the [Foundation for Child Development](#), is embarking on a project to examine the well-being and development of young children in Black immigrant families in the first decade of life (birth to age 10). The project's key goals are to promote research and understanding of this population; embed work in theoretical models of child development and a broad understanding of public policy; identify gaps in knowledge; attract researchers from interdisciplinary backgrounds; develop comparative research with these populations in Canada and Europe; and identify and support promising young scholars. Details on the Young Children in Black Immigrant Families project can be found at: [www.migrationinformation.org/integration/cbi\\_home.cfm](http://www.migrationinformation.org/integration/cbi_home.cfm).

During the preliminary stage of the project, MPI developed an annotated bibliography to draw together relevant work from multiple disciplines and highlight research imperatives. Key literatures are organized into the following topic areas (click on links below to go directly to the section of interest). Article and chapter summaries are drawn directly from the published works' abstracts.

- I. [Immigration Patterns \(flows, modes of entry, and geographic settlement patterns\)](#)
- II. [Child Development \(linguistic, socioemotional, and identity development\)](#)
- III. [Education \(early learning and elementary instruction\)](#)
- IV. [Health, Mental Health, and Child Well-Being](#)
- V. [Public Policies \(immigration policy, immigrant integration, and social assistance\)](#)

## I. Immigration Patterns (flows, modes of entry, and geographic settlement patterns)

### Children in Immigrant Families in Eight Affluent Countries: Their Family, National, and International Context

(UNICEF Innocenti Research Center, August 2009)

**Authors:** *Donald J. Hernandez*, Department of Sociology of Hunter College and the Graduate Center, City University of New York; *Suzanne Macartney*, Poverty Analyst, US Census Bureau; and *Victoria L. Blanchard*, Department of Sociology, University at Albany, State University of New York

**Overview:** This report presents data and analysis on children in eight affluent countries who are living in immigrant families with at least one foreign-born parent. Main thematic findings include: demographic features; country of origin and language; family composition; parental background; poverty and housing; immigrant youth; health and social exclusion; socioeconomic integration and policy.

**Discipline:** Demography

**Sending region/country info:** Various (including sub-Saharan Africa and the Caribbean)

**Receiving country info:** Australia, France, Germany, Italy, the Netherlands, Switzerland, the United Kingdom, and the United States

**Age:** Children and adolescents (birth to 17); First, 1.5, and second generation

### African Immigrants in the United States

(*Migration Information Source*, February 10, 2009)

**Author:** *Aaron Terrazas*, Migration Policy Institute.

**Overview:** The number of African immigrants in the United States grew 40-fold between 1960 and 2007 — from 35,355 to 1.4 million — with most of the growth occurring since 1990. Compared to other immigrants, the African born tend to be highly educated and speak English well. However, they are less likely to be naturalized US citizens. This report focuses on African immigrants residing in the United States, examining the population's size, geographic distribution, socioeconomic characteristics, and admission categories using data from the US Census Bureau's 2007 American Community Survey (ACS) and 2000 Decennial Census, and the Department of Homeland Security's Office of Immigration Statistics (OIS) for 2007. (*Includes information on: Size and Distribution, Demographic and Socioeconomic Overview, and Admission Categories of the African Immigrant Population*)

**Discipline:** Demography

**Sending region/country info:** Africa

**Receiving country info:** United States

**Age:** All age groups

### Immigration and America's Black Population

(Population Reference Bureau, *Population Bulletin* 62 no. 4, December 2007)

**Author:** *Mary Mederios Kent*, Population Reference Bureau.

**Overview:** New flows of immigrants from Africa and the Caribbean are a growing component of the US population, part of the racial and ethnic transformation of the United States in the 21st century. Although far

outnumbered by non-Black Hispanic and Asian immigrants, the number of Black immigrants is growing at a remarkable rate. Immigration contributed at least one-fifth of the growth in the US Black population between 2001 and 2006. Economic and political forces brought these immigrants to the United States from Africa, the Caribbean, and some Latin American countries. US immigration laws enacted over the last few decades have opened new avenues for Black immigrants, especially from Africa. US laws favoring immigrant family reunification have played a particularly important role in immigration from nearby Caribbean countries. This paper explores Black immigrants' integration through education, socioeconomic status, employment, culture, and interaction within their host communities.

**Discipline:** Demography

**Sending region/country info:** Africa and the Caribbean

**Receiving country info:** United States

**Age:** All age groups; First and second generation

**Diverse Fortunes in Different Countries?: Earnings of White and Black Immigrant Generations in Canada and the United States** (no link available)

(Prepared for presentation at the annual meeting of the Population Association of America, Philadelphia, Pennsylvania, March 31 – April 2, 2005)

**Author:** *Monica Boyd*, Department of Sociology, University of Toronto.

**Overview:** This paper contrasts the earnings of two racial immigrant groups in the United States and in Canada: non-Hispanic whites and Blacks, age 25-44. Data are from the 2000 US Census of Population and the 2001 Canadian Census of Population. The study offers three major conclusions: First, excluding Black foreign-born women in the United States, the Black population in both countries has weekly earnings that are often substantially lower than those observed for the white reference populations, defined as native born or third-plus generation. The largest differentials are found for male Black immigrants arriving at age 15 or later. Second, considerable variation by country or region of birth exists, but it does not conform to a monolithic pattern, in which earnings disparities are lower for Blacks born in the Caribbean than in Africa. Third, country-specific data for the foreign born indicate that the Black-white earnings gap within generations tends to be higher in Canada than in the United States for the 1.5 generation, and to a lesser extent for those arriving at age 15 or later.

**Discipline:** Sociology

**Sending region/country info:** Various (including Africa and the Caribbean)

**Receiving country info:** Canada, United States

**Age:** Adults (25-44); First, 1.5, and second generation

**Who Are the Other African Americans? Contemporary African and Caribbean Immigrants in the United States** (no link available)

(*The Other African Americans: Contemporary African and Caribbean Families in the United States*, Rowman & Littlefield Publishers, Inc., August 2, 2007, edited by Yoku Shaw-Taylor and Steven A. Tuch)

**Author:** *John R. Logan*, Department of Sociology, Brown University.

**Overview:** As quickly as the Hispanic and Asian population in the United States has grown, nearly equal growth occurred among Black Americans with recent roots in Africa and the Caribbean. The number of Black Americans born in sub-Saharan Africa nearly tripled during the 1990s. The number identifying a Caribbean ancestry increased by over 60 percent. In some major metropolitan regions, these “new” Black groups amount to 20 percent or more of the Black population. This chapter summarizes what is known about these Black Americans: population size, social backgrounds, and residential locations in metropolitan areas.

**Discipline:** Demography, Sociology  
**Sending region/country info:** Africa and the Caribbean  
**Receiving country info:** United States  
**Age:** All age groups

**[US Diversity Visas Are Attracting Africa's Best and Brightest](#)**

(Population Reference Bureau, *Population Today*, July 2001)

**Author:** *Arun Peter Lobo*, Population Division, New York City Department of City Planning.

**Overview:** US Immigration and Naturalization Service data show that immigration from Africa in the 1990s climbed to 33,800 annually, more than double the level of the 1980s. Though this number still represents a small fraction of US immigration, it could gradually become a substantial share. This report looks at the emerging African immigrant population and their role in the workforce.

**Discipline:** Demography  
**Sending region/country info:** Africa  
**Receiving country info:** United States  
**Age:** Adults

**[Unintended Consequences: Liberalized US Immigration Law and the African Brain Drain](#)** (link not available)

(The New African Diaspora in North America: Trends, Community Building, and Adaptation, edited by Kwado Kanadu-Agyemang, Baffour K. Takyi, and John A. Arthur – Lexington Books, 2006)

**Author:** *Arun Peter Lobo*, Population Division of the New York City Department of City Planning.

**Overview:** This paper explains why flows of Africans and African PMTs [professional, managerial, and technical] to the United States have grown, and how changes in US immigration law may have facilitated these increases. For over three decades, immigration to the United States has been shaped by the landmark amendments in 1965 to the Immigration and Nationality Act, which abolished immigration quotas that heavily favored northern and western Europeans. The new law introduced a system of preferences that primarily favored family reunification, but also allowed for the entry of those with occupational skills required in the country, and the admittance of refugees and asylees. While this law led to major increases in non-European immigration, African flows at first remained relatively small, but have since grown.

**Discipline:** Demography, Immigration Law  
**Sending region/country info:** Africa  
**Receiving country info:** United States  
**Age:** Not specified

**[The US Diversity Program and the Transfer of Skills from Africa](#)** (no link available)  
(*International Migration*, in press)

**Author:** *Kevin J. A. Thomas*, Professor of African and African American Studies, Sociology, and Demography, Pennsylvania State University.

**Overview:** Not available

**Discipline:** US Immigration Law and Policy, Demography  
**Sending region/country info:** Africa

**Receiving country info:** United States

**Age:** Adults

**[What Explains the Increasing Trend in African Emigration to the US?](#)** (no link available)

(*International Migration Review*, in press)

**Author:** *Kevin J. A. Thomas*, Professor of African and African American Studies, Sociology, and Demography, Pennsylvania State University.

**Overview:** Not available

**Discipline:** Demography, Sociology

**Sending region/country info:** Africa

**Receiving country info:** United States

**Age:** Not specified

**[Demographic and Human-Capital Trends in Eastern Europe and Sub-Saharan Africa](#)**

(Migration Policy Institute, November 2008)

**Authors:** *Wolfgang Lutz*, International Institute for Applied Systems Analysis, Laxenburg, Austria; Austria Academy of Sciences, Vienna Institute of Demography, Vienna; *Warren Sanderson*, International Institute for Applied Systems Analysis, Laxenburg, Austria, Stony Brook University, Stony Brook, New York; *Sergei Scherbov*, International Institute for Applied Systems Analysis, Laxenburg, Austria, Austrian Academy of Sciences, Vienna Institute of Demography, Vienna; and *Samir K.C.*, International Institute for Applied Systems Analysis, Laxenburg, Austria.

**Overview:** In the next two decades, the world will face two major demographic challenges: rapid population growth and rapid population aging. Policymakers will simultaneously face a strain on resources caused by population growth and a shortage of labor spurred by the graying of the population. This paper, based on new data created by the authors, aims to inform decision making by forecasting population trends in Eastern Europe and sub-Saharan Africa. While sub-Saharan Africa will grow faster than any other part of the world in the next century, resulting in a population explosion that will boost the workforce, Eastern Europe will shrink the most quickly. Education is a key part of the picture in Africa. While high population growth will expand the labor force, it will not boost economic growth unless education is expanded commensurately. A scenario of rapid population increases without parallel growth in education would precipitate a serious humanitarian and development crisis in sub-Saharan Africa.

**Discipline:** Demography

**Sending region/country info:** Sub-Saharan Africa

**Receiving country info:** Not specified

**Age:** All age groups

**[Young Children of Immigrants: The Leading Edge of America's Future](#)**

(Urban Institute, August 31, 2010.)

**Authors:** *Karina Fortuny*, *Donald J. Hernandez*, and *Ajay Chaudry* (Urban Institute)

**Overview:** Children of immigrants have nearly doubled as a share of pre-K to third grade students since 1990. The share of children under age 8 with immigrant parents stood at 24 percent in 2008, up from 13 percent in 1990. Young children of immigrants account for more than 30 percent of children in seven states, with California leading the nation at 50 percent. The majority (93 percent) of children of immigrants are US

citizens. This fact sheet also includes state-by-state data on the number of children of immigrants and the number of children whose parents come from more than 130 countries.

**Discipline:** Demography

**Sending region/country info:** Various (including sub-Saharan Africa and the Caribbean)

**Receiving country info:** United States

**Age:** Children and adolescents (birth to 8); First, 1.5, and second generation

**[The Children of Immigrants in France: The Emergence of a Second Generation](#)**

(UNICEF Innocenti Research Centre, *Innocenti Working Paper*, no. 2009-13)

**Authors:** *Thomas Kirszbaum*, Institute for Political Social Sciences, Ecole normale supérieure de Cachan, National Centre for Scientific Research, France; *Yaël Brinbaum*, Institute of Research in Education and Centre Maurice Halbwachs, National Centre for Scientific Research, France; *Patrick Simon*, National Institute for Demographic Studies, France; and *Esin Gezer*, National Institute for Demographic Studies, France.

**Overview:** A look at children in immigrant families in affluent societies, which points to interesting statistics: Children of immigrants represent close to one-fifth of all children. Children with at least one parent from Algeria, Morocco, or Tunisia make up almost 40 percent of these children, and children of sub-Saharan African origin make up one-eighth.

**Discipline:** Demography, Sociology

**Sending region/country info:** Various (including Sub-Saharan Africa)

**Receiving country info:** France

**Age:** Children and adolescents (birth to 17); First and second generation

**[Gender and Migration: West Indians in Comparative Perspective](#)**

(*International Migration* 47 no. 1[2009]: 3-29.)

**Author:** *Nancy Foner*, Department of Sociology, Hunter College and Graduate Center, City University of New York.

**Overview:** The author considers the impact of gender on migration habits of populations in the West Indies. At issue is the movement of West Indians to the United States, Canada, and Great Britain in the late 20th and early 21st centuries. In comparing immigrant streams to three different destinations, the author seeks to illustrate a number of questions, including their reception in host countries and the role of immigration in forming attitudes about gender differences among West Indian immigrants.

**Discipline:** Sociology

**Sending region/country info:** West Indies (Anglophone)

**Receiving country info:** United States, Britain, and Canada

**Age:** Adults; First generation

**[West Indians and African Americans at Work: Structural Differences and Cultural Stereotypes](#)** (no link available)

(Frank Bean and Stephanie Bell Rose, eds., *Immigration and Opportunity: Race, Ethnicity, and Employment in the United States*. Russell Sage Press, 1999: 194-227)

**Author:** *Mary C. Waters*, Department of Sociology, Harvard University.

**Summary:** This report looks at how unskilled, uneducated West Indians do better in the labor market than



comparable African Americans, largely for structural reasons, including network hiring, employer discrimination in favor of immigrants, and differential appreciation of low-level jobs by immigrants and natives.

**Discipline:** Sociology

**Sending region/country info:** West Indies (Anglophone)

**Receiving country info:** United States (New York City)

**Age:** Adults (35.5 average); First generation

## **II. Child Development (linguistic, socioemotional, and identity development)**

### **[A Study of the Settlement Experiences of Eritrean and Somali Parents in Toronto](#)**

(Community Information Centre for the City of York, Eritrean Canadian Community Centre of Metropolitan Toronto, SIWA - Somali Immigrant Women Association. Funded by Citizenship and Immigration Canada, Ontario Administration of Settlement and Integration Services (OASIS), 2001)

**Author:** *Jacqueline L. Scott*, Praxis Research and Training.

**Overview:** This report explores the parenting issues faced by Eritrean and Somali parents in Toronto, as they adjust to living in a new culture. The overall goal of the project was to develop a model to facilitate the integration of newcomer African parents and their children, particularly those of Somali and Eritrean origin. As well, the research included extensive consultations with the settlement staff of the three agencies sponsoring the project, and feedback and information from members of the advisory committee.

**Discipline:** Public Policy, Demography

**Sending region/country info:** Eritrea and Somalia

**Receiving country info:** Toronto, Ontario, Canada

**Age:** All age groups

### **[Identity, Identification, and Racialisation: Immigrant Youth in the Canadian Context](#)**

(Joint Centre of Excellence for Research on Immigration and Settlement – Toronto, CERIS Working Paper no. 49, September 2006)

**Author:** *Sara Shabsiah*, Immigration and Settlement Studies, Ryerson University.

**Overview:** Through a combination of focus groups and individual interviews with foreign-born, nonwhite youth, this study explores how youth are able to articulate, negotiate, and problematize their identity. Employing an antiracist theoretical framework and a critical social research approach, the study asked, in particular: How do racialized immigrant youth self-identify and perceive their “racial,” ethnic, and/or cultural identity? The findings of this study illustrate that identity is constructed in a relational and contextual manner that is dependent on experiences of being “othered” and “racialized.”

**Discipline:** Demography, Sociology

**Sending region/country info:** Various

**Receiving country info:** Toronto, Canada

**Age:** Adolescents and adults

### **[Evolving Jamaican migrant identities: Contrasts between Britain, Canada, and the USA](#)**

(*Community, Work & Family* 6, no. 1, April 2003: 89–102)

**Authors:** *Paul Thompson*, Department of Sociology, University of Essex, United Kingdom; and *Elaine Bauer*, Institute of Community Studies, London.

**Overview:** This paper uses the evidence of life-story interviews with migrant members of transnational Jamaican families who have kin in Britain and North America, as well as Jamaica. The interviews show that Jamaicans who go to the United States usually maintain a strong Jamaican identity, rejecting identification as Americans. Migrants to Britain and Canada, by contrast, more often develop various forms of mixed identity. The paper suggest that the most influential experiences which shape these differences are in the immigration processes, segregated housing, and the restricted mixed Black-white sociability in the United States.

**Discipline:** Sociology

**Sending region/country info:** Jamaica (Anglophone)

**Receiving country info:** Britain, Canada, United States

**Age:** All age groups

**[Second-Language Acquisition and Bilingualism at an Early Age and the Impact on Early Cognitive Development](#)**

(Centre of Excellence for Early Childhood Development, Encyclopedia on Early Childhood Development, published online February 9, 2006, revised October 15, 2008)

**Author:** *Ellen Bialystok*, Department of Psychology, York University, Canada.

**Overview:** The possibility that early bilingualism affects children's language and cognitive development has long been a concern for parents and educators. Lately, this has emerged as a crucial concern for modern societies and Canada in particular. In addition to the official commitment to a national policy of second-language acquisition and bilingualism, immigration has transformed Canada into a rich multilingual and multicultural nation. Public schools, especially in urban centers, are home to large numbers of children for whom English or French is a second language. Therefore, it is imperative that we understand the impact of these language backgrounds on children's cognitive and educational futures.

**Discipline:** Psychology

**Sending region/country info:** Various

**Receiving country info:** Various (including Canada)

**Age:** Children; First, 1.5, and second generation

**[Immigration, Race, and Language: Black Francophones in Ontario and the Challenges of Integration, Racism, and Language Discrimination](#)**

(Joint Centre of Excellence for Research on Immigration and Settlement – Toronto, CERIS Working Paper no. 38, June 2005)

**Author:** *Amal Madibbo*, Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education, University of Toronto

**Overview:** This paper examines the challenges of integration faced by Black Francophones: African and Haitian immigrants in Ontario who constitute a racial minority situated within the Francophone official linguistic minority. These challenges are manifested by institutional racism coming from state and Francophone mainstream institutions and by language discrimination coming from the predominantly Anglophone society. This paper also looks at the sociohistorical context of the migration of Black Francophones to Canada and provides a profile of this populace in Ontario.



**Discipline:** Sociology

**Sending region/country info:** Sub-Saharan Africa (Francophone) and Haiti (Francophone)

**Receiving country info:** Ontario, Canada (Anglophone with a Francophone minority)

**Age:** Children, Adolescents, Adults

**Ethnicities: Children of Immigrants in America**

(University of California Press/Russell Sage Foundation 2001: 334)

**Editor:** *Rubén G. Rumbaut*, School of Social Sciences, University of California, Irvine; and *Alejandro Portes*, Department of Sociology, Princeton University.

**Overview:** The new immigration to the United States is unprecedented in its diversity of color, class, and cultural origins. Over the past few decades, the racial and ethnic composition and stratification of the American population — as well as the social meanings of race, ethnicity, and American identity — have fundamentally changed. The contributors to this volume probe systematically and in depth the adaptation patterns and trajectories of concrete ethnic groups. They provide a close look at this rising second generation by focusing on youth of diverse national origins — Mexican, Cuban, Nicaraguan, Filipino, Vietnamese, Haitian, Jamaican, and other West Indian — coming of age in immigrant families on both coasts of the United States. Their analyses draw on the Children of Immigrants Longitudinal Study, the largest research project of its kind to date.

**Discipline:** Sociology

**Sending region/country info:** Cuba, Nicaragua, Mexico, Vietnam, Philippines, Haiti, Jamaica, West Indies; includes Anglophone, Hispanophone, Francophone

**Receiving country info:** United States

**Age:** Not specified; 1.5 and second generation

**The Cultural Transitions of African Children and the Effects on Parents in Post-Migration: a Preliminary Overview of Findings**

(Atlantic Metropolis Center, Working Paper no. 22, 2009)

**Authors:** *Joseph Nyemah*, African Diaspora Association of the Maritimes (ADAM); and *Madine VanderPlaats*, Department of Sociology and Criminology, Saint Mary's University.

**Overview:** This study investigates how cultural transitions for African immigrant children living in Halifax affect parenting and family stability. The objective is to get a sense of the type of challenges parents face as their children move between cultures (including the indigenous Black culture in Nova Scotia) and the impact of the cultural transitions experienced by children and parents on family dynamics and stability. The study analyzes cultural transitions for children and the impact on parenting through the lens of parents and argues that cultural transition for African immigrant children in Halifax is accompanied by multiple challenges, which frustrate both children and parents.

**Discipline:** Sociology, Child Development

**Sending region/country info:** Africa (Sudan, Liberia, Sierra Leone, Gambia, Uganda, Ghana, Botswana, Togo, Zimbabwe)

**Receiving country info:** Halifax, Canada

**Age:** Children and adolescents (birth to 20); First generation

**Poverty among young children in Black immigrant, US-born Black, and non-Black immigrant families: The role of familial contexts**

**Author:** Kevin J. A. Thomas, Professor of African and African American Studies, Sociology, and Demography, Pennsylvania State University

**Overview:** This study examines how familial contexts affect poverty disparities between the children of immigrant and US-born Blacks, and among Black and non-Black children of immigrants.

**Discipline:** Demography, Sociology

**Sending region/country info:** Africa

**Receiving country info:** United States

**Age:** Not specified

**Sociodemographic Determinants of Language Transitions among the Children of French and Spanish-Caribbean Immigrants in the US** (no link available)

(*Journal of Ethnic and Migration Studies*, in press)

**Author:** Kevin J. A. Thomas, Professor of African and African American Studies, Sociology, and Demography, Pennsylvania State University

**Overview:** Not available

**Discipline:** Demography, Sociology

**Sending region/country info:** Africa

**Receiving country info:** United States

**Age:** Not specified

**Perceived Discrimination and Linguistic Adaptation of Adolescent Children of Immigrants**

(*Journal of Youth and Adolescence* 39, no. 8, 2009: 940-952)

**Author:** Maria Medvedeva, Department of Sociology, University of Chicago.

**Overview:** This study examines the relationship between perceived discrimination and self-reported proficiency in English and non-English languages among adolescent children of immigrants. Among 2,826 participants, 61 percent reported Latin American and Caribbean origin and 39 percent reported Asian origin. Findings showed that adolescents who felt discriminated against by school peers were more likely to report speaking and reading English less than “very well.” On the other hand, adolescents who felt discriminated against by teachers and counselors at school or reported perceived societal discrimination were more likely to report speaking and reading English “very well.” The results suggest the youth’s English, as opposed to non-English language, as the primary venue in which perceived discrimination influences their linguistic adaptation.

**Discipline:** Sociology

**Sending region/country info:** Various (including Haiti, Cuba, and West Indies)

**Receiving country info:** Florida and California, United States

**Age:** Adolescents (grades 8<sup>th</sup> and 9, CILS survey)

**The Early Developmental Competencies and School Readiness of Low-Income, Immigrant Children: Influences of Generation, Race/Ethnicity, and National Origins**

(*Early Childhood Research Quarterly* 24 no. 4, 2009: 411-431, 21)

**Authors:** Jessica Johnson De Feyter, Department of Psychology, George Mason University; and Adam Winsler, Department of Psychology, George Mason University.

**Overview:** Though valuable research has been conducted on the academic achievement of school-age immigrant youth, less is known about the early developmental competencies of immigrant children during the preschool years. This study describes the school readiness of 2,194 low-income children receiving subsidies to attend child care with emphasis on how nativity status (generation), race/ethnicity, and national origins might be related to children's preparedness for kindergarten. The study raises awareness regarding some of the strengths immigrant children demonstrate from a very young age — strengths that can be built upon to encourage their later success and academic achievement.

**Discipline:** Psychology

**Sending region/country info:** South America, Central America, Cuba, (non-Cuban) Caribbean Islands; Anglophone, Hispanophone, Francophone, Lusophone

**Receiving country info:** United States (Miami)

**Age:** Children (4.47 mean); 1.75, second, and third-plus generation

### [African Immigrants' Attitudes Toward African American Language/English \(AAL/AAE\)](#)

(Ph.D. dissertation, Michigan State University, United States -- Michigan. Retrieved September 13, 2010, from Dissertations & Theses: Full Text. [Publication no. AAT 3331916])

**Author:** *Christopher Kuria Githiora*, Michigan State University.

**Overview:** This study analyzed language attitudes of 24 African immigrants in the United States from African countries toward African American language, — African American English (AAE), African American Vernacular English (AAVE), Black Language, and US Ebonics. Findings of this language attitude study suggest that perceptions of African immigrants in the United States toward African American language and African American culture have larger implications for how Africans view African Americans in particular and US culture in general.

**Discipline:** Bilingual Education, Linguistics

**Sending region/country info:** West, East, and South Africa; Anglophone, Francophone, Lusophone, African indigenous languages

**Receiving country info:** United States (Midwestern city)

**Age:** Adults; First generation

### [Mother's Age at Arrival in the United States and Early Cognitive Development](#)

(*Early Childhood Research Quarterly*, 24 no. 4, 2009: 367-380, 14)

**Authors:** *Jennifer E. Glick*, Center for Population Dynamics, School of Social and Family Dynamics, Arizona State University, United States; *Littisha Bates*, Center for Population Dynamics, School of Social and Family Dynamics, Arizona State University; *Scott T. Yabiku*, Center for Population Dynamics, School of Social and Family Dynamics, Arizona State University.

**Overview:** This paper focuses on the cognitive development of young children from diverse backgrounds with a particular focus on ethnic and nativity differences in home environments. Overall, the results highlight the need to consider parental migration experiences and differences in the home environments of immigrant children in the United States as sources of variation in outcomes for the second generation.

**Discipline:** Child/Cognitive Development

**Sending region/country info:** Not Specified

**Receiving country info:** United States (nationally representative sample)

**Age:** Children (9 months to 2 years), adult mothers (age not specified); First, 1.25, 1.5, 1.75 and second

generation

**[Becoming American, Becoming Minority, Getting Ahead: The Role of Racial and Ethnic Status in the Upward Mobility of the Children of Immigrants](#)**

(*The ANNALS of the American Academy of Political and Social Science*, 620 no. 1 November 2008: 253-269)

**Author:** Philip Kasinitz, CUNY Graduate Center's PhD Program in Sociology.

**Overview:** Given the long history of racism in the United States, observers have been concerned that labeling the children of immigrants as “nonwhite” could lead to their downward assimilation. The success of at least some members of the contemporary second generation points to another possibility. The institutions and strategies developed by previous waves of immigrants, the struggles for equality by long-standing minorities, and changing attitudes about race have become a source of opportunity and constraint for immigrant children. The author argues that programs originally intended to address the needs of earlier immigrant waves and those of native minorities, particularly African Americans, have become increasingly multicultural in focus. These programs have broadened their definition of what *minority* means and have, however unintentionally, come to serve as an aid to incorporation for members of today's second generation.

**Discipline:** Sociology

**Sending region/country info:** China, Dominican Republic, Russia, South America, West Indies; varied

**Receiving country info:** United States (New York metro area)

**Age:** Adults (18-32); 1.5 and second generation

**[Ethnic Group Differences in Early Head Start Parents' Parenting Beliefs and Practices and Links to Children's Early Cognitive Development](#)**

(*Early Childhood Research Quarterly* 24, no. 4, 2009: 381-397, 17)

**Author:** Micere Keels, Department of Comparative Human Development, University of Chicago.

**Overview:** This research examines the extent to which several factors mediate between — and within — ethnic-group differences in parenting beliefs and behaviors, and children's early cognitive development (analysis sample of 1,198 families). The findings indicate that Hispanic-, European-, and African-American groups differ significantly in their parenting beliefs and behaviors. Children also evidence significant ethnic group differences in 24-month cognitive development; these differences were fully accounted for by controlling for maternal cognitive skills, as measured by lexical knowledge. Analyses show that the mediated path from maternal cognitive skills to child cognitive development, via “mainstream” parenting beliefs and behaviors, was stronger for European-American families than for Hispanic- and African-American families. The policy implications of increasing the schooling-related cognitive skills of low-educated parents are discussed.

**Discipline:** Child/Cognitive Development

**Sending region/country info:** Not specified; Anglophone, Hispanophone

**Receiving country info:** United States (national sample)

**Age:** Children (1-2); Second and third plus generation

**[Second-Generation Pessimism and Optimism: How Chinese and Dominicans Understand Education and Mobility through Ethnic and Transnational Orientations](#)**

(*International Migration Review* 40, 2006: 537–572)

**Author:** Vivian Louie, Harvard University.

**Overview:** Higher education is crucial to the outcomes of the second generation. This paper explores the contrasting views second-generation Dominicans and Chinese have on their educational trajectories and social mobility. The optimism of the Dominicans emerges from their use of both transnational and ethnic/panethnic perspectives. The Dominicans believe they are doing better than peers in the Dominican Republic and in the United States. The pessimism of the Chinese can be traced to their use of ethnic/panethnic frames of comparison. The Chinese believe they are faring worse than peers in the United States. The results complicate segmented assimilation and transnationalism theories.

**Discipline:** Sociology, Education

**Sending region/country info:** Dominican Republic, China; Hispanophone, Chinese dialects

**Receiving country info:** United States (New York and Boston metro areas)

**Age:** Adults; 1.5, 1.75, and second generation

[Links between parenting styles, parent-child academic interaction, parent-school interaction, and early academic skills and social behaviors in young children of English-speaking Caribbean immigrants](#)

(*Early Childhood Research Quarterly* 21 no. 2, 2006: 238-252, 15)

**Authors:** *Jaipaul L. Roopnarine*, Department of Child and Family Studies, Syracuse University, New York; *Ambika Krishnakumar*, Department of Child and Family Studies, Syracuse University; *Aysegul Metindogan*, Department of Child and Family Studies, Syracuse University; and *Melanie Evans*, Eastern Connecticut State University.

**Overview:** This study examined the influence of parenting styles, parent-child academic involvement at home, and parent-school contact on academic skills and social behaviors among kindergarten-age children of Caribbean immigrants. Analyses indicated that fathers' parenting carried the weight of influence over mothers' parenting for facilitating both child academic skills and social behaviors. The roles of parenting styles, parent-academic activities, and parent-school contacts in early schooling are discussed.

**Discipline:** Psychology

**Sending region/country info:** Caribbean/Trinidad and Tobago, Jamaica, Barbados, Grenada, Antigua, St. Vincent, Guyana; Anglophone

**Receiving country info:** United States (New York metro area, New Jersey)

**Age:** Children (3.17-6.67); second generation

[Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City](#) (no link available)

(*International Migration Review* 28, no. 4, Special Issue: The New Second Generation Winter, 1994: 795-820. Published by: The Center for Migration Studies of New York, Inc.)

**Author:** *Mary C. Waters*, Department of Sociology, Harvard University.

**Overview:** This article explores the types of racial and ethnic identities adopted by a sample of 83 adolescent second-generation West Indian and Haitian Americans in New York City. The subjective understandings these youngsters have of being American, of being Black American, and of their ethnic identities are described and contrasted with the identities and reactions of first-generation immigrants from the same countries. The author suggests that assimilation to America for the second-generation Black immigrant is complicated by race, class, and their interactions, with upwardly mobile second-generation youngsters maintaining ethnic ties to their parents' national origins and with poor inner-city youngsters assimilating to the Black American peer culture that surrounds them.

**Discipline:** Sociology

**Sending region/country info:** West Indies, Haiti; Anglophone, Francophone

**Receiving country info:** United States (New York City)

**Age:** Adolescents and young adults (14-21); 1.5 and second generation

**[Household Context, Generational Status, and English Proficiency among the Children of African Immigrants in the United States](#)**

(*International Migration Review* 44 , 2010: 142–172)

**Author:** *Kevin J. A. Thomas*, Professor of African and African American Studies, Sociology, and Demography, Pennsylvania State University.

**Overview:** This study examines how household and parental-level determinants affect English proficiency among the children of African immigrants in the United States. Within immigrant families, the study finds that children's level of proficiency has a stronger positive association with the proficiency of their mothers than with that of their fathers. Children's level of English proficiency significantly increases as the number of other English-proficient children within their household increases. These impacts are stronger on the proficiency levels of first compared to second-generation children. Except for children in families from English-speaking countries, the largest improvements to proficiency with increasing generational status were observed among children in families from indigenous language backgrounds.

**Discipline:** Sociology, Demography

**Sending region/country info:** Africa (Cape Verde, Ethiopia, Eritrea, Somalia identified); Anglophone, Lusophone, Arabic, Indigenous, and "Other"

**Receiving country info:** United States

**Age:** Children (birth to 12), adolescents (13-17); First, 1.25, 1.75, and second generation

**[Pre-Kindergarten Child Care and Behavioral Outcomes Among Children of Immigrants](#)**

(*Early Childhood Research Quarterly* 24, no. 4, 2009: 432-444, 13)

**Authors:** *Kristen Turney*, School of Public Health, University of Michigan; and *Grace Kao*, Department of Sociology, University of Pennsylvania.

**Overview:** The authors examine the pre-kindergarten child care arrangements of children of immigrants and how these care arrangements are associated with children's behavior. The study finds that minority and immigrant children are less likely than their native-born white counterparts to be enrolled in center-based care and other care, compared to parental care, prior to kindergarten — and that ethnic origin is an important predictor of child-care usage. Finally, the association between center-based care and behaviors varies by race and immigrant status. Broadly, these findings underscore the importance of understanding how native- and foreign-born children experience the transition to schooling, a critical period in the life course.

**Discipline:** Sociology

**Sending region/country info:** Not specified

**Receiving country info:** United States (nationally representative sample)

**Age:** Children (5.71 mean); 1.75, second, and third plus generation

**[Exploring the Racial Identities of Black Immigrants in the United States](#)**

(*Sociological Forum* 21, no. 2: 2006: 219-247, 29, 4 Charts)

**Author:** *Janel E. Benson*, Department of Sociology, University of Pennsylvania.



**Overview:** This study investigates whether native origin trumps skin color in shaping the racial identities of Black migrants. Six groups of Black migrants are compared across two racial identity dimensions: racial group identification and racial group consciousness. The results demonstrate that while Black migrants, with the exception of Puerto Ricans, develop a shared racial group identity with native-born Blacks over time, the meaning they attach to being Black in America varies by native origin.

**Discipline:** Sociology

**Sending region/country info:** West Indies, Africa, Dominican Republic, Haiti, Puerto Rico, Central America; Anglophone, Francophone, Hispanophone

**Receiving country info:** United States (Boston, Atlanta, Los Angeles)

**Age:** Adults (35.29 average); First generation

### [Socialization and Identity Transformation of Black Immigrant Youth in the United States](#)

(*Theory Into Practice* 47, no. 1, Winter 2008: 35-42, 8)

**Authors:** *Xue Lan Rong*, School of Education, University of North Carolina, Chapel Hill; and *Paul Fitchett*, Department of Middle, Secondary, and K-12 Education, University of North Carolina, Chapel Hill.

**Overview:** This article synthesizes the relevant research literatures to conceptualize Black immigrant students' socialization and identity transformation, thereby finding more effective ways to work with this group. Providing Asian immigrant students as a comparison group, this article identifies and analyzes the commonalities and intra-intergroup variations in vulnerabilities, strengths, and resources within youth, family, and immigrant communities. The authors advocate three additive approaches (understanding identity needs, bridging the divisions between Black immigrants and Black Americans, and engaging ethnic communities) that educators may use to help Black immigrant teens in their initial and continuing adaptation to US schools and society.

**Discipline:** Education

**Sending region/country info:** East Asia, Caribbean, Africa

**Receiving country info:** United States

**Age:** Children and adolescents (ages not specified); First and second generation

### [Explaining English Language Proficiency Among Adolescent Immigrant Students](#)

(*American Educational Research Journal* 45, no. 4, Washington, December 2008: 1155, 25)

**Authors:** *Avary Carhill*, Steinhardt School of Culture, Education, and Human Development, New York University; *Carola Suárez-Orozco*, Professor of Applied Psychology, Co-Director of Immigration Studies, New York University; and *Mariela Pérez*, Lynch School of Education, Boston College.

**Overview:** This study aims to increase understanding of factors that account for academic English language proficiency in a sample of 274 adolescent first-generation immigrant students from China, the Dominican Republic, Haiti, Central America, and Mexico. Previous research has shown the importance of English language proficiency in predicting academic achievement measured by GPA and achievement tests. Findings show that although differences in individual student characteristics partially explain variation in English language proficiency, the schools that immigrant youth attended are also important. The amount of time that students spent speaking English in informal social situations is predictive of English language proficiency. These findings demonstrate that social context factors directly affect language learning among adolescent immigrant youth and suggest a crucial role for school and peer interventions.

**Discipline:** Education, Developmental Psychology

**Sending region/country info:** Central America, China, the Dominican Republic, Haiti, Mexico; Hispanophone, Francophone, Chinese dialects

**Receiving country info:** United States (Boston and San Francisco metro areas)

**Age:** Adolescents (14-19); 1.25 and 1.5 generation

**Better Fortunes? Living Arrangements and Wellbeing of Migrant Youth in Six OECD Countries**

(Presented at the 2010 PAA meeting, Dallas. Forthcoming in Masten, A. (Ed.), *Capitalizing on Migration: The Potential of Immigrant Youth*, September 20, 2009)

**Authors:** *Audrey N. Beck*, Office of Population Research, Princeton University; and *Marta Tienda*, Office of Population Research, Princeton University.

**Overview:** This work describes the living arrangements of migrant youth and identifies which arrangements and contexts of reception are most conducive to child well-being as measured by school enrollment. Specifically, the authors document cross-national variation in the living arrangements of youth with migration backgrounds in six Western countries — France, Greece, Portugal, Spain, Israel, and the United States. Methodologically, the work illustrates the need for a child-centric perspective that does not assume migrant children and youth live with their parents or in family households.

**Discipline:** Sociology

**Sending region/country info:** Not specified

**Receiving country info:** Israel, France, Greece, Spain, Portugal and the United States

**Age:** Children and adolescents (3-15); First, second, and third-plus generation

### **III. Education (early learning and elementary instruction)**

**Parental Characteristics and the Schooling Progress of the Children of Immigrant and US-born Blacks**

(*Demography* 46, no. 3: August 2009: 513-534, 22)

**Author:** *Kevin J. A. Thomas*, Professor of African and African American Studies, Sociology, and Demography, Pennsylvania State University.

**Overview:** The author examines disparities in schooling progress among children of immigrant and US-born Blacks. One- and two-parent families with children born to Black immigrants are less likely to fall behind in school than those born to US-born Blacks. In two-parent immigrant families, children born to two immigrant parents have a significant schooling advantage over children born to one immigrant parent. While children born to two immigrant parents in the wealthiest Black immigrant families do better in the second generation than in the first, the reverse is observed among children in less wealthy families. These findings contribute in two ways to our understanding of the assimilation processes of children born to Black immigrant parents. First, they show that there is a positive association between the number of immigrant parents in a family and children's schooling performance. Second, they suggest that disparities in the assimilation patterns of the children of Black immigrants are a likely product of the interaction between their parental characteristics and the socioeconomic circumstances of their families.

**Discipline:** Sociology, Demography

**Sending region/country info:** Africa, Caribbean, Latin/South America

**Receiving country info:** United States (national sample)

**Age:** Adolescents (13-19); First and second generation

**[Academic Performance of Young Children in Immigrant Families: The Significance of Race, Ethnicity, and National Origins](#)**

(*International Migration Review* 41, 2007: 371–402.)

**Authors:** *Jennifer E. Glick*, Arizona State University; and *Bryndl Hohmann-Marriott*, Pennsylvania State University.

**Overview:** Children of immigrants come from diverse backgrounds and enter school with different family migration experiences and resources. This paper addresses two basic questions: (1) To what extent does generation status exert an independent effect on early school performance net of race/panethnicity, language proficiency, and the family resources available to children as they enter formal schooling? (2) To what extent do these broad conceptualizations of children in immigrant families mask variation by national origins? Longitudinal data on a kindergarten cohort from the Early Childhood Longitudinal Study is used to examine children from diverse backgrounds. Considerable variation in academic performance persists across racial/panethnic groups as well as by country-of-origin background and linguistic ability even when adjusting for family background, resources, and previous academic performance. The authors find intriguing evidence of early “segmentation” among children from various groups, suggesting some convergence within race and ethnicity. However, the results also point to the great diversity by national origins masked by reliance on racial/panethnic groupings.

**Discipline:** Sociology

**Sending region/country info:** Multiple regions (includes Cuba and Caribbean)

**Receiving country info:** United States (national sample)

**Age:** Children (7.24 mean); 1.5 and second generation

**[The Construction of Creole-Speaking Students’ Linguistic Profile and Contradictions in ESL Literacy Programs](#)**

(*TESOL Quarterly* 38, no 1, Spring 2004)

**Author:** *Arlene D. Clachar*, Department of Teaching and Learning, University of Miami.

**Overview:** Globalization of the English language makes new pedagogical demands on teachers as they come to grips with a growing number of varieties of English in their classrooms. In North America, Caribbean Creole English is the next most common variety of English in the public school system after African American Vernacular English, due to the increasing rate of migration from the Anglophone Caribbean, which is unlikely to decline soon, according to statistics provided by the US Immigration and Naturalization Service (1999). Creole-English speakers from the Caribbean are the largest immigrant group of students in the US public school system, neither native nor nonnative speakers of English; they present a challenge for the ESL curriculum. Because North American teachers are not familiar with the structure of English-based Creoles, Creole-speaking students are misplaced in ESL classes designed for nonnative speakers of English, and this misplacement is one of the main factors that have contributed to their low academic achievement.

**Discipline:** Applied Linguistics

**Sending region/country info:** Caribbean (Anglophone)

**Receiving country info:** Florida, United States

**Age:** Adolescents (grades 9 and 10); First and 1.5 generation

**[English Language and Communication Issues for African and Caribbean Immigrant Youth in Toronto](#)**

(Joint Centre of Excellence for Research on Immigration and Settlement, 2003)

**Author:** *Jaqueline L. Scott* for the Coalition of Visible Minority Women (Ontario) Inc.

**Overview:** This research explores the language and communication issues faced by English-speaking Black youths from Africa and the Caribbean, as they settle into their new lives in Toronto. The Coalition of Visible Minority Women (Ontario) Inc. had noticed that many of its Anglophone African and Caribbean clients were having difficulty with English. Placing them in the agency's ESL program was not always helpful or appropriate. Using focus groups, the immigrant youth and parents were interviewed to share their experiences of settling into Canadian society, and the role of language in the process.

**Discipline:** Applied Linguistics, Education

**Sending region/country info:** Africa (Anglophone) and Caribbean (Anglophone)

**Receiving country info:** Toronto, Ontario, Canada (Anglophone)

**Age:** Adolescents (16-24)

### **Early Education for Immigrant Children**

(Migration Policy Institute, September 2007)

**Author:** *Paul Leseman*, Department of Education, Utrecht University, Director of the Langeveld Institute of Research of Development and Education in Childhood and Adolescence.

**Overview:** Most industrialized countries provide preschool education programs targeted at low-income and ethnic or sociolinguistic minority groups. The programs generally aim to promote the cognitive, language, literacy, and quantitative literacy (or numeracy) skills of preschool children. They also aim to develop the social and emotional competence of children to provide them with a fair start in elementary school. Evaluations of early-childhood education and day care programs indicate that the provision of early education is a viable strategy to improve the educational and socioeconomic position of low-income and minority communities and to promote integration. However, evaluations also show that the design of programs is fundamental to their success. This policy brief lays out the causes of disadvantage among children of immigrants and the different models of early education provision available to policymakers. The recommendations are drawn from a set of key learning points and a description of good practices in early education.

**Discipline:** Education, Public Policy

**Sending region/country info:** Not specified

**Receiving country info:** Various (including United States and European countries)

**Age:** Children

### **Ethnic Identity and Schooling: The Experiences of Haitian Immigrant Youth**

(*Ethnic Identities: 4th Edition*. Lola Romanucci-Ross & George DeVos, eds. Walnut Creek, CA: Alta Mira Press, 2006: 321-347)

**Authors:** *Fabienne Doucet*, Steinhardt School of Culture, Education, & Human Development, New York University; and *Carola Suárez-Orozco*, Steinhardt School of Culture, Education, & Human Development, New York University.

**Overview:** Ethnic identity is examined within the context of schooling, focusing specifically on the experiences of Haitian youth. Analysis drawn from research conducted under the umbrella of the Harvard Immigration Projects. The primary study of the projects was the Longitudinal Immigrant Student Adaptation (LISA) study, a five-year investigation of the experiences of newly arrived (1.5 generation) Central American,

Chinese, Dominican, Haitian, and Mexican immigrant youth. From 2000 to 2002, a parallel study was conducted of US-born (second generation) Haitian immigrant youth. Mirroring the methods of the LISA study, the author collected interview data with youth, their parents, and their teachers, and as well conducted participant observations in several Boston middle and high schools.

**Discipline:** Education; Developmental Psychology  
**Sending region/country info:** Haiti; Francophone  
**Receiving country info:** United States (primarily Boston)  
**Age:** Youth (age not specified); 1.5 and second generation

### [Integration of Young Francophone African Immigrants in Francophone Schools in British Columbia](#)

(Metropolis British Columbia Working Paper Series no. 08 – 13, October 2008)

**Authors:** *Marianne Jacquet, Danièle Moore, Cécile Sabatier, and Mambo Masinda*, Department of Education, Simon Fraser University.

**Overview:** The demographic profile of Francophone schools in the Anglophone provinces of Canada has shifted dramatically. These schools now serve a diverse urban population with a wide range of linguistic and cultural origins. Section 23 of the Canadian Charter of Rights and Freedoms guarantees the right to an education in French for children who have at least one parent (or sibling) who received instruction in that language. The recent arrival in Vancouver, British Columbia, of families from a number of African countries has transformed the academic landscape. This study provides a demographic portrait of the Francophone African newcomers and documents the impact of the arrival of students from sub-Saharan Africa in a number of the schools in Greater Vancouver's *Conseil Scolaire Francophone* [Francophone Education Authority] so that the needs of the various academic partners can be assessed. The study shows the complexity of the situations that exist, for example, in terms of the migrants' status, origins, languages and cultures and their previous social and academic experiences (families who have come from refugee camps or have been victims of genocide, child soldiers, etc.).

**Discipline:** Demography, Education  
**Sending region/country info:** Sub-Saharan Africa (Various countries, including Benin, Guinea, Central African Republic, Burundi, Mauritius, Rwanda, Cameroon, Madagascar, Seychelles, Congo, Ivory Coast, Togo); Francophone  
**Receiving country info:** Greater Vancouver, British Columbia, Canada (Anglophone)  
**Age:** Children and adolescents (elementary and secondary school)

### [Assessing School Supports for ELL Students Using the ECLS-K](#)

(*Early Childhood Research Quarterly* 24, no. 4, December 2009: 445-462, 18)

**Authors:** *Wen-Jui Han*, Columbia University School of Social Work; and *Beatrice L. Bridglall*, Columbia University School of Social Work.

**Overview:** Using a large and nationally representative sample of children, this study examined the association between the school resources available to English Language Learners (ELLs) and their academic trajectories from kindergarten through fifth grade. Particular attention was paid to the differences in services provided by schools with high, low, or no ELL student concentrations. Growth-curve modeling results indicated that ELLs started kindergarten with significantly lower reading and math scores compared to their English-speaking peers. However, ELL children improved their math scores fast enough that they were able to narrow the initial gap in math scores with their English-speaking peers by fifth grade. This was particularly true for ELL children in schools with either a high or low ELL student concentration. In contrast,



ELL children still had lower reading scores by fifth grade compared to their English-speaking peers. The results highlight the importance of school resources and services in improving ELL students' academic trajectories.

**Discipline:** Social Work; Early Childhood Education

**Sending region/country info:** Not specified

**Receiving country info:** United States (nationally representative sample)

**Age:** Children (age not specified; grades K-5); First, second and third-plus generations

### **Immigrant and Native-Born Differences in School Stability and Special Education: Evidence from New York City**

(*International Migration Review* 41, 2007: 403–432)

**Authors:** *Dylan Conger*, Trachtenberg School of Public Policy and Public Administration, The George Washington University; *Amy Ellen Schwartz*, Steinhardt School of Education and Robert F. Wagner Graduate School of Public Service, New York University; and *Leanna Stiefel*, Robert F. Wagner Graduate School of Public Service, New York University.

**Overview:** Using the literature on achievement differences as a framework and motivation, along with data on New York City students, the authors examine nativity differences in students' rates of attendance, school mobility, school system exit, and special education participation. The results indicate that, holding demographic and school characteristics constant, foreign born have higher attendance rates and lower rates of participation in special education than native born. Among first graders, immigrants are also more likely to transfer schools and exit the school system between years than native-born, yet the patterns are different among older students.

**Discipline:** Education, Public Policy

**Sending region/country info:** Multiple regions (includes Dominican Republic, Caribbean, Guyana Region, Sub-Saharan Africa)

**Receiving country info:** United States (New York City)

**Age:** Children (grades 1 and 4), adolescents (grade 7); First generation

### **No Margin for Error: Educational and Occupational Achievement among Disadvantaged Children of Immigrants**

(*The ANNALS of the American Academy of Political and Social Science* 620, no. 1 November 2008: 12-36)

**Authors:** *Alejandro Portes*, Princeton University/Princeton Center for Migration and Development; and *Patricia Fernández-Kelly*, Sociology Department and Office of Population Research, Princeton University.

**Overview:** The authors review the literature on segmented assimilation and alternative theoretical models on the adaptation of the second generation, summarize the theoretical framework developed in the course of the Children of Immigrants Longitudinal Study, and present evidence from its third survey in South Florida bearing on alternative hypotheses. The majority of second-generation youth are progressing educationally and occupationally, but a significant minority is left behind. The latter group is not distributed randomly across nationalities but corresponds closely to predictions based on immigrant parents' human capital, family type, and modes of incorporation. Members of the second generation, whether successful or unsuccessful, learn English and American culture, but it makes a big difference whether they assimilate by joining the middle class or the marginalized, and largely racialized, population at the bottom of the society. Ethnographic narratives put into perspective quantitative results and highlight the realities of segmented assimilation in current US society.



**Discipline:** Sociology

**Sending region/country info:** Multiple countries (includes Cuba, Haiti, Jamaica/West Indies, Mexico, Nicaragua); Anglophone, Francophone, Hispanophone

**Receiving country info:** United States (national sample concentrated in Southern California and South Florida)

**Age:** Adolescents and adults (14 or older); First and second generation

### **Educational Attainment of Haitian Immigrants**

(*Urban Education* 44, November 2009: 664-686)

**Authors:** *Guerda Nicolas*, Department of Educational and Psychological Studies, University of Miami; *Angela DeSilva*, Counseling, Developmental, and Educational Psychology Program, Boston College, Massachusetts; and *Kelly Rabenstein*, Counseling Psychology Program, Chatham University.

**Overview:** Educational attainment is often linked to upward mobility in the United States. As a result, current research has focused on the educational attainment of various racial groups, including Black Americans. However, few studies have examined the various ethnic and immigrant groups that comprise the Black population. To address this gap, the current article focuses on the educational attainment of Haitian immigrants living in the United States. Results indicate that socioeconomic status is a predictor of educational attainment but, contrary to previous research, gender and aspirations are unrelated. Implications for educators and policy makers are discussed.

**Discipline:** Education

**Sending region/country info:** Haiti; Francophone (sample limited to English speaking immigrants)

**Receiving country info:** United States (New England)

**Age:** Adults (41 average); First and second generation

### **Transitioning: Academic and Social Performance of African Immigrant Students in an American High School**

(*Urban Education* 45, no. 3, May 2010: 347-370)

**Authors:** *John Njue*, Kiswahili Instructor, University of Iowa; and *Paul Retish*, College of Education, University of Iowa.

**Overview:** Student achievement data in schools are often analyzed in terms of ethnic and racial parameters. Such data categorize African immigrant students as African Americans, thus creating an impression of homogeneity within the African American racial group. Given that these immigrant students relocate to the United States with cultural backgrounds that shape their views on educational opportunities, their school experiences render a unique perspective on the dynamics of schooling in the United States. Students enroll in schools where their racial status is an important defining characteristic. Their response to the school system and the racial and social dynamics that accompany this status has definite implications for their academic and social school experiences.

**Discipline:** Education/Ethnography

**Sending region/country info:** Ethiopia, Somalia

**Receiving country info:** United States (Midwestern urban school district)

**Age:** Adolescents (high school); First generation

### **The Role of School in the Upward Mobility of Disadvantaged Immigrants' Children**

(*The ANNALS of the American Academy of Political and Social Science* 620, no. 1, November 2008: 62-89)

**Authors:** *Lingxin Hao*, Johns Hopkins University; and *Suet-ling Pong*, Pennsylvania State University.

**Overview:** How can we explain exceptional advancement by disadvantaged immigrants' children? Extending segmented assimilation theory, this article traces the structural and relational attributes of high schools attended by young adults who reached their late twenties in 2000. The authors offer three major findings. First, an overwhelming majority of disadvantaged students attend public schools; some relational attributes are typical in public schools attended by disadvantaged students. Second, children's upward mobility is shaped by the structural and relational attributes of their high schools. Most school effects are the same for disadvantaged and advantaged youngsters, and student-educator bonds and curriculum structure have even stronger positive effects for the disadvantaged. Finally, mobility patterns differ widely among Chinese, Mexicans, and whites. Mexicans are less likely to be exposed to favorable school attributes.

**Discipline:** Sociology, Sociology of Education

**Sending region/country info:** Multiple countries (includes Mexico, Cuba, Puerto Rico, other Hispanics)

**Receiving country info:** United States (nationally representative sample)

**Age:** Adolescents/adults (14-27); First, second, and third-plus generation

### [Preparing Teachers for the Education of New Immigrant Students from Africa](#)

(*Action in Teacher Education* 22, no. 2A, Summer 2000: 101-108)

**Author:** *Hassana Alidou*, Shirley Hufstedler School of Education, Texas A&M University.

**Overview:** The paper analyzes emotional, linguistic, and cultural issues facing new African immigrants attending American schools, providing strategies for preparing teachers to welcome these students into their classrooms and develop effective intercultural communications with both the students and their parents (e.g., learn how to correctly pronounce their names, combat linguisticism, and learn the differences between American and African communication styles).

**Discipline:** Multicultural Education

**Sending region/country info:** Africa, Francophone, others

**Receiving country info:** United States

**Age:** Children and adolescents (ages not specified); First generation

### [The Effects of Immigrant Generation and Ethnicity on Educational Attainment among Young African and Caribbean Blacks in the United States](#)

(*Harvard Educational Review* 71, no. 3, Fall 2001: 536-566)

**Authors:** *Xue Lan Rong* and *Frank Brown*, School of Education, University of North Carolina, Chapel Hill.

**Overview:** Despite speculation that immigrant and racial minority status may doubly disadvantage Black immigrant children in US schools, researchers have rarely studied the educational attainment of immigrant Black youth. In this article, Xue Lan Rong and Frank Brown analyze 1990 US Census data to examine the combined effects of first-, second-, and third-generation US residence and of race and ethnicity (Caribbean Blacks, African Blacks, and European Whites) on youths' total years of schooling and schooling completion at three levels — grammar school, high school, and four-year college. The results from their study show that these youths' educational attainment varies with race and pan-nationality, as well as with generation of residence. The authors argue that as racial and ethnic identity is becoming increasingly complicated, educational practitioners need to move away from the conventional notion that equates each racial group with one culture and one ethnic identity. They conclude that educators have to learn more about the process

of assimilation and its relationship with youths' schooling and reconsider the common notion that more rapid assimilation is always better for immigrant children's education.

**Discipline:** Education; Sociology

**Sending region/country info:** Africa and Caribbean

**Receiving country info:** United States (national sample)

**Age:** Adolescents and adults (15-24); First, second, and third-plus generation

**[Less Bang for the Buck? Cultural Capital and Immigrant Status Effects on Kindergarten Academic Outcomes](#)**

(*Poetics* 37, no. 3, June 2009: 201-226)

**Authors:** *Elizabeth M. Lee* and *Grace Kao*, Department of Sociology, University of Pennsylvania.

**Overview:** Using a nationally representative sample of kindergarteners in 1998–1999, the authors examine how participation in extracurricular activities varies by race and immigrant status. While all minority children have lower levels of participation, Asian, Hispanic, and Black children of immigrants are particularly disadvantaged even after accounting for differences in parent income and educational background. Teachers rate nonwhite children of immigrants lower on reading test scores even after controlling for their socioeconomic status and their test scores. Surprisingly, Asian children of immigrants fare especially badly, in contrast to often-cited academic successes for this group. Teacher evaluations of reading ability are also correlated with some forms of extracurricular activity participation, even after adjusting for children's test scores. Results suggest modest interaction effects between immigrant status and cultural capital within racial groups. The authors find that teachers may use evidence of activity participation to signal academic mobility and promise but that these effects vary by race and immigrant status.

**Discipline:** Sociology

**Sending region/country info:** Multiple regions (includes Black immigrants); not specified

**Receiving country info:** United States (nationally representative sample)

**Age:** Children (kindergarten); Second and third-plus generation

**[The Schooling of Children of Immigrants: Contextual Effects on the Educational Attainment of the Second Generation](#)**

(*Proceedings of the National Academy of Sciences of the United States of America* 101, no. 33, Aug. 17, 2004:11920-11927)

**Authors:** *Alejandro Portes*, Department of Sociology, Princeton University; and *Lingxin Hao*, Sociology Department, The Johns Hopkins University.

**Overview:** This analysis of school contextual effects is based on the same large data set used by the best-known prior analyses, the Children of Immigrants Longitudinal Study. A hierarchical model of contextual and individual-level effects on academic achievement and school attrition reveals patterns that reproduce those found in national student surveys but also others unique to the second generation. Among the latter are the resilient negative effects of length of US residence on achievement across school contexts and the fact that strong effects of national origin on grades are attenuated in schools with high proportions of coethnics. Mexican-origin students display significant disadvantages in achievement and retention that are generally compounded, not alleviated, by the schools that they attend. A theoretical explanation of this pattern is advanced, and its practical implications are discussed.

**Discipline:** Sociology

**Sending region/country info:** multiple nationalities (includes Haiti, Cuba, West Indies); Anglophone, Francophone, Hispanophone

**Receiving country info:** United States (Miami and Ft. Lauderdale (FL), San Diego (CA))

**Age:** Adolescents (grades 8 and 9); Second generation

**[Facilitating a Smooth Transitional Process for Immigrant Caribbean Children: The Role of Teachers, Social Workers, and Related Professional Staff](#)**

(*Journal of Ethnic and Cultural Diversity in Social Work*, 14, no. 1, 2006: 69-92. doi: 10.1300/J051v14n01\_04)

**Authors:** *Lear Matthews*, Empire State College, State University of New York; and *Annette Mahoney*, Hunter College School of Social Work, City University of New York.

**Overview:** Immigrant students from English-speaking Caribbean countries face various forms of psychoeducational and sociocultural dislocation in their attempt to fit within the structures of their new schools and communities in the United States. These students risk academic failure and delinquency and the possibility of remaining on the periphery of American society, unless schools assume the central role of fostering a smooth transitional process for them. Despite the critical role that teachers, social workers, guidance counselors, and school psychologists play in shaping the transitional outcome of immigrant students, to date, there has been no serious effort to examine the experiences of these service providers who work with the spiraling numbers of school-age Caribbean students. This study utilizes qualitative methods to gain insight into the experiences of teachers and related professional staff from two NYC schools, which serve large numbers of Caribbean students of African and East Indian heritage. In particular, it explores the policies and procedures that schools enact to ensure a smooth transition and the level of cultural competence that teachers and other professional staff bring to bear in their work with these children.

**Discipline:** Social Work

**Sending region/country info:** Caribbean; Anglophone

**Receiving country info:** United States (New York City)

**Age:** Children (age not specified); First generation

**[Immigrant Children's School Performance](#)**

(Population Research Institute, August 2003, Working Paper 03-07)

**Author:** *Suet-ling Pong*, Population Research Institute, The Pennsylvania State University.

**Overview:** Using the 1995 Adolescent Health Survey of children in grades 7-12, this study looks at math grades of three immigrant generations: first, second, and third-plus generations. The study is unique because the school performance of 14 groups of adolescent students is analyzed. Five groups are of Hispanic descent and seven groups are of Asian descent. In addition to documenting the differential school performances by different immigrant groups of specific generations, this examines if individual, family, and school factors account for any group differences.

**Discipline:** Sociology

**Sending region/country info:** Multiple countries (includes Cuba, Puerto Rico, African and Caribbean Blacks); not specified

**Receiving country info:** United States (nationally representative sample)

**Age:** Adolescents (grades 7-12); First, second, and third-plus generations

**[Aiming High: African Caribbean Achievement Pilot Project \(United Kingdom case study report 1\)](#)**

(Institute for Policy Studies in Education, London Metropolitan University, United Kingdom, October 2007)

**Author:** *UK Country Team* (report by *Nicola Rollock*, Department of Educational Foundations and Policy Studies, Institute of Education, University of London).

**Overview:** This case study examines the “Aiming High: African Caribbean Achievement Pilot” project, a national government funded initiative set up to address the lower educational attainment of secondary school-aged pupils of African Caribbean heritage. It offers an overview of the consultation process, with particular attention paid to the aims of the pilot, the methodological process (or the format), and the funding allocation. Discussion then centers on the evaluation process, carried out by independent researchers and, specifically, its key findings and recommendations. The evaluation of Aiming High reported some improvement in the results of African Caribbean pupils attending Aiming High schools. However, when examined in detail this improvement revealed a number of important concerns. For example, despite their improvement, Black Caribbean boys remained the lowest achieving group in the Aiming High schools in certain key stages. The overall attainment and value added scores varied considerably across the schools involved in the project reflecting the varying levels of success of the different schools.

**Discipline:** Educational Policy

**Sending region/country info:** African Caribbean countries

**Receiving country info:** United Kingdom (Britain)

**Age:** Adolescents (secondary school pupils); First and second generation

**[Ethnicity and Second Generation Immigrants in Britain](#)**

(Centre for Research and Analysis of Migration, Department of Economics, University College London. CReAM Discussion Paper no. 04/10, February 2010)

**Authors:** *Christian Dustmann*, Department of Economics and Centre for Research and Analysis of Migration, University College London; *Tommaso Frattini*, Department of Economics and Centre for Research and Analysis of Migration, University College London; and *Nikolaos Theodoropoulos*, Department of Economics, University of Cyprus.

**Overview:** This paper reviews the labor market performance and educational attainment of ethnic minorities and second-generation immigrants in the United Kingdom over the last three decades. The size and composition of the minority population and its regional distribution over time are described, and then its labor market performance is examined relative to the white native population. The paper presents an intergenerational comparison of education, employment, and wages of different ethnic minority groups born in Britain to their parents’ generation, and to equivalent groups of white native-born individuals. It concludes with a summary of recent research on the school performance of children from ethnic minorities relative to their white peers.

**Discipline:** Economics

**Sending region/country info:** Multiple countries (includes Caribbean and Africa)

**Receiving country info:** United Kingdom (Britain)

**Age:** Adults (23-55); First and second generation

## **IV. Health, Mental Health, and Child Well-Being**

### **Gendered Perspectives in Psychology: Immigrant Origin Youth**

(*International Migration Review* 40, no. 1, February 2006: 165–198)

**Authors:** *Carola Suárez-Orozco*, Professor of Applied Psychology, Co-Director of Immigration Studies at New York University; *Desirée Baolian Qin*, at the time of publication, Minority Postdoctoral Fellow at Teachers College, Columbia University.

**Overview:** The article suggests the field of psychology has largely failed to foreground the role of gender in its study of immigration. Authors review studies that address gender and migration focusing on the experience of children and adolescents. They provide developmental perspectives on family relations, well-being, identity formation, and educational outcomes, paying particular attention to the role of gender in these domains. They conclude with recommendations for future research, which include the need to consider whether, and if so, how, when, and why it makes a difference to be an immigrant, to be from a particular country, or to be female rather than male.

**Discipline:** Psychology

**Sending region/country info:** Various (including sub-Saharan Africa and the Caribbean)

**Receiving country info:** United States

**Age:** Children and adolescents

### **Cultural Adaptation of a Group Treatment for Haitian American Adolescents**

(*Professional Psychology: Research and Practice* 40, no. 4, 2009: 378–384)

**Authors:** *Guerda Nicolas*, Department of Clinical Psychology, University of Miami; and *Diana L. Arntz*, Bridget Hirsch, and Alexis Schmiedigen, Mental Health Counseling, Boston College.

**Overview:** As the psychology field moves toward establishing more evidence-based treatment (EBT), the applicability of EBT for different racial and immigrant groups (i.e., African American, Asian Americans and Pacific Islander, and Native American/Native Alaskan) is paramount. The paper highlights the process of culturally adapting an EBT group cognitive behavioral therapy intervention for use with Haitian American adolescents diagnosed with depression. Overall the main objective of this project was to culturally adapt the Adolescent Coping with Depression Course to ensure that it includes cultural factors that are likely to engage and retain Haitian adolescents in mental health treatment. The paper summarizes the cultural training of the focus group leaders, the focus group sessions with a group of Haitian middle-school students, and the feedback received from the participants regarding the intervention.

**Discipline:** Clinical Psychology

**Sending region/country info:** Haiti (Francophone)

**Receiving country info:** United States

**Age:** Adolescents (middle school)

### **Acculturation and the Health and Well-Being of US Immigrant Adolescents**

(*Journal of Adolescent Health* 33, , no. 6, December 2003: 479-488)

**Authors:** *Stella M. Yu*, Sc.D., M.P.H., Maternal and Child Health Bureau Office of Data and Information Management, Rockville, Maryland; *Zhihuan J. Huang*, M.B., Ph.D., M.P.H., Maternal and Child Health Bureau Office of Data and Information Management, Rockville, Maryland, Children's National Medical Center, Washington, DC; *Renee H. Schwalberg*, M.P.H., Maternal and Child Health Information Resource Center,



Washington, DC; *Mary Overpeck*, Dr. P.H., Maternal and Child Health Bureau Office of Data and Information Management, Rockville, Maryland; and *Michael D. Kogan*, Ph.D., Maternal and Child Health Bureau Office of Data and Information Management, Rockville, Maryland.

**Overview:** This work examines the association of acculturation, as measured by language spoken at home, with the health, psychosocial, school, and parental risk factors of adolescents of various racial/ethnic groups. Adolescents of all racial and ethnic groups who primarily speak a language other than English at home are at elevated risk for psychosocial risk factors, such as alienation from classmates and being bullied, and parental risk factors, such as feeling that their parents are not able or willing to help them. Those who speak a combination of languages are also at risk for being bullied and for high parental expectations. Language spoken at home is generally not associated with health and safety measures for adolescents across racial/ethnic groups. The research finds that adolescents whose primary language at home is not English experience higher psychosocial, school, and parental risks than non-Hispanic white English speakers. New immigrant youths of all races and ethnic groups would potentially benefit from preventive and risk-reduction services.

**Discipline:** Public Health

**Sending region/country info:** Various

**Receiving country info:** United States

**Age:** Adolescents

### **[The Mental Health of Black Caribbean Immigrants: Results from the National Survey of American Life](#)**

(*American Journal of Public Health*. 97, 2007:52–59)

**Authors:** *David R. Williams*, PhD, Harvard School of Public Health; African American Studies; and of Sociology at Harvard University; *Rahwa Haile*, MA, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor; *Hector M. González*, PhD, Institute of Gerontology and Department of Family Medicine, Wayne State University, Detroit, Michigan; *Harold Neighbors*, PhD, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor; *Raymond Baser*, MS, and *James S. Jackson*, PhD, Institute for Social Research and Department of Psychology, University of Michigan, Ann Arbor.

**Overview:** The authors examined the prevalence of psychiatric disorders among Black Caribbean immigrant (“Caribbean Black”) and African American populations and the correlates of psychiatric disorders among the Caribbean Black population. Research showed that mental health risks were associated with ethnic diversity within the US Black population. Compared with African American men, Caribbean Black men had higher risks for 12-month rates of psychiatric disorders. Caribbean Black women had lower odds for 12-month and lifetime psychiatric disorders compared with African American women. Risks varied by ethnicity, immigration history, and generation status within the Caribbean sample. First-generation Caribbean Blacks had lower rates of psychiatric disorders compared with second- or third-generation Caribbean Blacks, and, compared with first-generation Caribbean Blacks, third-generation Caribbean Blacks had markedly elevated rates of psychiatric disorders. Increased exposure to minority status in the United States was associated with higher risks for psychiatric disorders among Black Caribbean immigrants, which possibly reflects increased societal stress and downward social mobility associated with being Black in America.

**Discipline:** Public Health

**Sending region/country info:** Caribbean

**Receiving country info:** United States

**Age:** Adults (men only)

**[The Unrecognized Social Stressors of Migration and Reunification in Caribbean Families](#)**

(*Transcultural Psychiatry* 37, no. 2, June 2000: 203-217)

**Author:** *Myrna Lashley*, Department of Psychology, John Abbott College, Canada.

**Overview:** Black Caribbean parents often immigrate to increase their fortune and improve opportunities for themselves and their families. Frequently, they leave their children in their country of origin, to be raised by family members. Reunification with their children often occurs at the time of adolescence and, for a multitude of reasons, is often fraught with conflict which sometimes necessitates the involvement of social services and other agencies. Some reasons for these difficulties are presented and are illustrated through the use of case histories. Mental health professionals are advised to take societal and cultural factors into consideration when creating treatment plans for this population.

**Discipline:** Psychiatry

**Sending region/country info:** Caribbean

**Receiving country info:** Canada

**Age:** Children, adults

**[Serial Migration and Its Implications for the Parent-Child Relationship: A Retrospective Analysis of the Experiences of the Children of Caribbean Immigrants](#)**

(*Cultural Diversity & Ethnic Minority Psychology* 10, no. 2, 2004 May:107-22)

**Authors:** *Andrea Smith, Richard N. Lalonde, and Simone Johnson*, Department of Psychology, York University, Toronto, ON, Canada.

**Overview:** This study addresses the potential impact of serial migration for parent-children relationships and for children's psychological well-being. The experience of being separated from their parents during childhood and reunited at a later time was retrospectively examined for 48 individuals. A series of measures (e.g., self-esteem, parental identification) associated with appraisals at critical time periods during serial migration (separation, reunion, current) revealed that serial migration can potentially disrupt parent-child bonding and unfavorably affect children's self-esteem and behavior. Time did not appear to be wholly effective in repairing rifts in the parent-child relationship. Risk factors for less successful reunions included lengthy separations and the addition of new members to the family unit in the child's absence.

**Discipline:** Psychology

**Sending region/country info:** Caribbean

**Receiving country info:** Canada

**Age:** Children, Adults

**[Child mental health differences amongst ethnic groups in Britain: a systematic review](#)**

(*BMC Public Health* 8, no. 258, July 25, 2008)

**Authors:** *Anna Goodman, Vikram Patel and David A. Leon*, Department of Epidemiology and Population Health, London School of Hygiene and Tropical Medicine.

**Overview:** Interethnic differences have been reported for many mental health outcomes in the United Kingdom, but no systematic review on child mental health has been published. This review aims to compare the population-based prevalence of child mental disorders between ethnic groups in Britain, and relate these findings to ethnic differences in mental health service use. The authors found that interethnic differences exist but are largely unexplained. For instance, children in the main minority groups had similar or better

mental health than white British children for common disorders, but may have higher rates for some less common conditions. There may be unmet need for services among Pakistani and Bangladeshi children.

**Discipline:** Public Health

**Sending region/country info:** Caribbean

**Receiving country info:** United Kingdom

**Age:** Children and adolescents (birth to 19)

**[Autism Spectrum Disorders Among Preschool Children Participating in the Minneapolis Public Schools Early Childhood Special Education Programs](#)**

(Minnesota Department of Health, St. Paul, Minnesota. March 2009)

**Authors:** *Judy Punyko*, Ph.D., M.S., State Maternal and Child Health Epidemiologist; *Virginia Zawistowski*, B.A., Student Worker Paraprofessional Senior; *Sarah Thorson*, B.S.W., Policy and Research Unit Supervisor, Minnesota Children with Special Health Needs Section.

**Overview:** In 2008, Somali parents and others in the Twin Cities area raised concerns about disproportionately high participation rates of Somali children in a preschool program for children receiving Autism Spectrum Disorder (ASD) special education services. A particular source of concern was the high percentage of children participating in this Minneapolis Public Schools program who were Somali, compared with the overall percentage of children who were Somali in the city's public schools. The Minnesota Department of Health (MDH) shared the community's concerns about a possible elevation in ASD rates in Somali children, and agreed to assess the occurrence of ASD among preschool-age Somali children in Minneapolis. To determine whether the prevalence of ASD is unusually high or low, it is necessary to compare it with the prevalence in another group (preferably all people). Simply comparing the percentage of preschool children who are Somali participating in the program with the percentage of children in the school system who are Somali did not provide sufficient information to allow for the kind of comparison that would indicate whether ASD rates were truly elevated among Somali preschool children. MDH undertook the analysis described in this report in an effort to develop a clearer, more scientifically grounded picture of ASD prevalence among Somali preschool children, ages 3 and 4, who were living in Minneapolis. Identification of cause or risk factors for ASD was beyond the scope of this study.

**Discipline:** Public Health

**Sending region/country info:** Somalia

**Receiving country info:** Twin Cities, Minnesota, United States

**Age:** Children (3-4)

**[Depression and post-traumatic stress disorder among Haitian immigrant students: implications for access to mental health services and educational programming](#)**

(*BMC Public Health* 482, no. 9. December 22, 2009)

**Authors:** *Mary C. Smith Fawzi*, Program in Infectious Disease and Social Change, Department of Global Health and Social Medicine, Harvard Medical School, Boston, MA, and Partners In Health, Boston; *Theresa S. Betancourt*, Department of Global Health and Population, Harvard School of Public Health, Boston; *Lilly Marcelin*, Partners In Health, Boston; *Michelle Klopner*, Haitian Mental Health Clinic, Cambridge Hospital, Cambridge; *Kerim Munir*, Children's Hospital Boston; *Anna C. Muriel*, Department of Psychiatry, Massachusetts General Hospital, Boston; *Catherine Oswald*, Partners In Health, Boston; and *Joia S. Mukherjee*, Program in Infectious Disease and Social Change, Department of Global Health and Social Medicine, Harvard Medical School, Boston, MA, and Partners In Health, Boston.

**Overview:** Previous studies of Haitian immigrant and refugee youth have emphasized "externalizing" behaviors, such as substance use, high risk sexual behavior, and delinquency, with very little information available on "internalizing" symptoms, such as depression and anxiety. Analyzing stressors and "internalizing" symptoms offers a more balanced picture of the type of social and mental health services that may be needed for this population. The study estimated the prevalence of depression and posttraumatic stress disorder (PTSD) among Haitian immigrant students; and examined factors associated with depression and PTSD to identify potential areas of intervention that may enhance psychosocial health outcomes among immigrant youth from Haiti in the United States. The study showed that a significant level of depression and PTSD was observed. Stressors subsequent to immigration, such as living in an unsafe neighborhood and concern for physical safety, were associated with an increased risk of PTSD and should be considered when developing programs to assist this population. Reducing exposure to these stressors and enhancing access to social support and appropriate school-based and mental health services may improve educational attainment and psychosocial health outcomes among Haitian immigrant youth.

**Discipline:** Public Health

**Sending region/country info:** Haiti (Francophone)

**Receiving country info:** Boston, Massachusetts, United States

**Age:** Adolescents (high school)

### **Mental Health of Somali Adolescent Refugees: The Role of Trauma, Stress, and Perceived Discrimination**

*(Journal of Consulting and Clinical Psychology 76, no. 2, April 2008:184-93)*

**Authors:** *B. Heidi Ellis*, Department of Psychiatry, Children's Hospital Boston; *Helen Z. MacDonald*, Boston University and Boston University Medical Center; *Alisa K. Lincoln*, Northeastern University, MA; and *Howard J. Cabral*, Boston University School of Public Health, MA.

**Overview:** The primary purpose of this study was to examine relations between trauma exposure, postresettlement stressors, perceived discrimination, and mental health symptoms in Somali adolescent refugees resettled in the United States. Participants were English-speaking Somali adolescent refugees between the ages of 11 and 20 who had resettled in the United States. Study results indicated that cumulative trauma was related to PTSD and depression symptoms. Further, postresettlement stressors, acculturative stressors, and perceived discrimination were also associated with greater PTSD symptoms after accounting for trauma, demographic, and immigration variables. Number of years since resettlement in the United States and perceived discrimination were significantly related to depressive symptoms, after accounting for trauma, demographic, and immigration variables. Further research elucidating the relations between postresettlement stressors, discrimination, and mental health of refugee adolescents may inform intervention development.

**Discipline:** Psychiatry

**Sending region/country info:** Somalia

**Receiving country info:** United States

**Age:** Adolescents (11-20)

### **Mental health in migrant children**

*(Journal of Child Psychology and Psychiatry 49, no. 3, March 2008: 276-294)*

**Authors:** *Gonneke W.J.M. Stevens* and *Wilma A.M. Vollebergh*, Interdisciplinary Social Sciences, Faculty of Social Sciences, University of Utrecht, the Netherlands.

**Overview:** Many factors have been identified to explain differences in mental health problems between migrant and native children: the process of migration, the ethnic minority position of migrants, their specific cultural background, and the selection of migrants. In this paper, the international literature regarding mental health of migrant children is reviewed using strict selection criteria. An extensive search was carried out to locate journal articles on the subject of mental health in migrant youth published since the 1990s. Only 20 studies met all inclusion criteria. Besides the conclusion that the studies did not unequivocally find an increased risk of mental health problems in migrant children, it proved to be very difficult to draw any sound conclusions with respect to these children's risk of mental health problems, since the impact of migration on children's mental health varied with the informants used and the characteristics of the migrant group and of the host country. The lack of univocal definitions of key terms further complicated generalized conclusions in this research field.

**Discipline:** Psychiatry/Psychology

**Sending region/country info:** Various

**Receiving country info:** Various

**Age:** Children and adolescents; various generations

### **[Prevalence of Serious Mental Disorder in 7,000 Refugees Resettled in Western Countries: A Systematic Review](#)**

(*The Lancet* 365, no. 9,467, April 2005: 1309-14)

**Authors:** *Mina Fazel*, Department of Psychiatry, University of Oxford, Warneford Hospital, Oxford, United Kingdom; and *Jeremy Wheeler* and *John Danesh*, Department of Public Health and Primary Care, Institute of Public Health, University of Cambridge, Cambridge, United Kingdom.

**Overview:** About 13 million people are classified as refugees worldwide, and many more former refugees have been granted citizenship in their new countries. However, the prevalence of posttraumatic stress disorder (PTSD), major depression, or psychotic illnesses in these individuals is not known. The following is a systematic review of psychiatric surveys about these disorders in general refugee populations in western countries, based on interviews of unselected refugee populations that included current diagnoses of PTSD, major depression, psychotic illnesses, or general anxiety disorder. Twenty eligible surveys provided results for 6,743 adult refugees from seven countries, with substantial variation in assessment and sampling methods. In the larger studies, 9 percent were diagnosed with PTSD and 5 percent with major depression, with evidence of much psychiatric comorbidity. Five surveys of 260 refugee children from three countries yielded a prevalence of 11 percent for PTSD. Larger and more rigorous surveys reported lower prevalence rates than did studies with less optimum designs, but heterogeneity persisted even in findings from the larger studies. In effect, this suggests that refugees resettled in western countries could be about ten times more likely to have PTSD than age-matched general populations in those countries. Worldwide, tens of thousands of refugees and former refugees resettled in western countries probably have PTSD.

**Discipline:** Psychiatry

**Sending region/country info:** Various

**Receiving country info:** Various (Western)

**Age:** Children, adolescents, and adults

### **[Poverty, family process, and the mental health of immigrant children in Canada](#)**

(*American Journal of Public Health* 92, no. 2, February 2002: 220-7)

**Authors:** *Morton Beiser*, *Feng Hou*, and *Ilene Hyman*, Culture, Community, and Health Studies Program, Centre for Addiction and Mental Health and the Department of Psychiatry, University of Toronto, Toronto,



Ontario, Canada; and *Michel Tousignant*, Laboratoire de recherche en écologie humaine et sociale, Université de Québec à Montréal, Montreal, Canada.

**Overview:** This study examined the differential effects of poverty on the mental health of foreign-born children, Canadian-born children of immigrant parents, and children of nonimmigrant parents. Compared with their receiving-society counterparts, foreign-born children were more than twice as likely to live in poor families, but they had lower levels of emotional and behavioral problems. The effect of poverty on children's mental health among long-term immigrant and receiving-society families was indirect and primarily mediated by single-parent status, ineffective parenting, parental depression, and family dysfunction. In comparison, the mental health effect of poverty among foreign-born children could not be explained by the disadvantages that poor families often suffer. The study concludes that poverty may represent a transient and inevitable part of the resettlement process for new immigrant families. For long-stay immigrant and receiving-society families, however, poverty probably is not part of an unfolding process; instead, it is the nadir of a cycle of disadvantage.

**Discipline:** Public health, Psychiatry

**Sending region/country info:** Various

**Receiving country info:** Canada

**Age:** Children and early adolescents (4-11); First, 1.5, and second generation

### **Mental health of refugee children: comparative study**

(*British Medical Journal* 327, no. 134; July 17, 2003. doi: 10.1136/bmj.327.7407.134)

**Authors:** *Mina Fazel*, Clinical Lecturer, and *Alan Stein*, Professor, Section of Child and Adolescent Psychiatry, University Department of Psychiatry, Warneford Hospital, Oxford, United Kingdom.

**Overview:** In 2002, more than 110,000 people entered Britain to seek asylum — a 250 percent increase in five years. Children, who comprise at least a quarter of asylum seekers, are exposed to numerous risk factors for psychological disturbance, including exposure to violence, forced displacement, and multiple losses. The rates of mental health problems in refugee children are uncertain, but the few studies that have been done suggest that refugee children incur significant morbidity. The study examined the rates of psychological disturbance in a sample of UK children who were refugees and compared them with a group of children who were from an ethnic minority but were not refugees and a group of indigenous white children. The sample comprised 303 children. Regions of origin for the refugee children included the Balkans, Kashmir, and Afghanistan, and for the ethnic minority children from Pakistan and Bangladesh. Teachers assessed the children's emotional and behavioural adjustment using the "strengths and difficulties questionnaire," which is well validated and widely used. Firstly, psychiatric cases were compared with noncases using a definition of "caseness." Comparisons showed significant differences with 27 percent (95 percent confidence interval 19 percent to 36 percent) of refugee children, 9 percent (5 percent to 16 percent) of children from ethnic minorities, and 15 percent (9-23 percent) of white children meeting case criteria. Significantly more refugee children were cases than children from ethnic minorities and there was a strong trend for more refugee than white children to be cases. Refugee children also scored significantly higher than ethnic minority children on total and emotional scores; and refugee children scored higher than white children on total, emotional, peer, and hyperactivity scores.

**Discipline:** Public health, Psychiatry

**Sending region/country info:** Balkans, Kashmir, and Afghanistan, and for the ethnic minority children Pakistan and Bangladesh

**Receiving country info:** Oxford, United Kingdom

**Age:** Children and Adolescents (5-18)



### [Mental Health Interventions for Refugee Children in Resettlement](#)

(White Paper II From the National Child Traumatic Stress Network Refugee Trauma Task Force, in collaboration with International FACES Heartland Health Outreach, Chicago, IL, 2005)

**Committee:** *Dina Birman, PhD; Joyce Ho, PhD; Emily Pulley, MA; Karen Batia, PhD; Mary Lynn Everson, MS; Heidi Ellis, PhD; Theresa Stichick Betancourt, ScD, MA; Angela Gonzalez, PhD; Drs. Birman and Ho and Ms. Pulley are with the University of Illinois at Chicago and Heartland Health Outreach; Dr. Batia and Ms. Everson are with Heartland Health Outreach; Drs. Ellis and Betancourt with Boston Medical Center; and Dr. Gonzalez with the Substance Abuse and Mental Health Services.*

**Overview:** This paper revisits and summarizes the research reported in White Paper I on the mental health needs of refugee children. Because of the complexity of needs of refugee children described in the literature, a comprehensive mental health services approach is proposed. The remainder of the paper focuses on exploring what a comprehensive mental health service model for refugees might look like, identifying necessary components of such a comprehensive model. Finally, the authors make recommendations for next steps toward improving standards of mental health care for traumatized refugee children.

**Discipline:** Public health

**Sending region/country info:** Various

**Receiving country info:** United States

**Age:** Children and Adolescents

### [Raised Incidence Rates of All Psychoses Among Migrant Groups: Findings From the East London First Episode Psychosis Study](#)

(*Archives of General Psychiatry* 65, no. 11, November 2008:1250-8)

**Authors:** *Jeremy W. Coid, MD; James B. Kirkbride, PhD; Dave Barker, MRCPsych; Fiona Cowden, MRCPsych; Rebekah Stamps, MRCPsych; Min Yang, MD, MPH; Peter B. Jones, PhD. Forensic Psychiatry Research Unit, St. Bartholomew's Hospital, London (Drs. Coid and Yang, Mr. Barker, and Mss. Cowden and Stamps); and Department of Psychiatry, University of Cambridge, Cambridge (Drs. Kirkbride and Jones), England.*

**Overview:** Certain Black and minority ethnic groups are at increased risk for psychoses. It is unknown whether risk for second- and later-generation Black and minority ethnic groups in the United Kingdom is universally increased or varies by ethnicity, population structure, or diagnostic category. The research finds that both first- and second-generation immigrants were at elevated risk for both nonaffective and affective psychoses, but this varied by ethnicity. The results suggest that given the same age structure, the risk of psychoses in first and second generations of the same ethnicity will be roughly equal. The study suggests that socioenvironmental factors operate differentially by ethnicity but not generation status, even if the exact specification of these stressors differs across generations. Four hundred eighty-four patients with first-episode psychosis aged 18 to 64 years from three inner-city boroughs in East London, England were represented. Increased incidence of nonaffective and affective psychoses were found for all of the Black and minority ethnic subgroups compared with white British individuals. The risk of nonaffective psychoses for first and second generations varied by ethnicity. Only Black Caribbean second-generation individuals were at significantly greater risk compared with their first-generation counterparts. No significant differences between first and second generations were observed in other ethnic groups. Asian women but not men of both generations were at increased risk for psychoses compared with white British individuals. Patterns were broadly upheld for the affective psychoses.

**Discipline:** Psychiatry

**Sending region/country info:** Various (includes sub-Saharan Africa and the Caribbean)

**Receiving country info:** Three inner-city boroughs in East London, England

**Age:** Adults (18-64); First and second generations

**Schizophrenia and Migration: A Meta-Analysis and Review**

(*American Journal of Psychiatry* 162, January 2005:12-24)

**Authors:** *Elizabeth Cantor-Graae*, PhD, Social Medicine and Global Health Department, Lund University, Malmö, Sweden; and *Jean-Paul Selten*, PhD, MD, Psychiatry Department, Utrecht University, Utrecht, Netherlands.

**Overview:** The authors synthesize findings of previous studies implicating migration as a risk factor for the development of schizophrenia and provide a quantitative index of the associated effect size. The mean weighted relative risk for developing schizophrenia among first-generation migrants (40 effect sizes) was 2.7. A separate analysis performed for second-generation migrants (seven effect sizes) yielded a relative risk of 4.5. An analysis performed for studies concerning both first- and second-generation migrants and studies that did not distinguish between generations (50 effect sizes) yielded a relative risk of 2.9. Subgroup comparisons yielded significantly greater effect sizes for migrants from developing versus developed countries and for migrants from areas where the majority of the population is Black versus white and neither Black nor white. Thus, the research concludes that personal or family history of migration is an important risk factor for schizophrenia. The differential risk pattern across subgroups suggests a role for psychosocial adversity in the etiology of schizophrenia.

**Discipline:** Psychiatry

**Sending region/country info:** Various (includes sub-Saharan Africa and the Caribbean)

**Receiving country info:** Various

**Age:** Adults (18-64); First and second generations

**Comparative Case Study of Caring Across Communities: Identifying Essential Components of Comprehensive School-Linked Mental Health Services for Refugee and Immigrant Children**

(Center for the Study of Youth and Political Violence and Department of Public Health, University of Tennessee, Knoxville, May 24, 2010)

**Authors:** *Clea McNeely*, Dr.P.H., *Katharine Sprecher*, M.A., and *Denise Bates*, PhD, Center for the Study of Youth and Political Violence and Department of Public Health, University of Tennessee, Knoxville.

**Overview:** Caring Across Communities (CAC) is a three-year initiative of the Robert Wood Johnson (RWJ) Foundation to support the development of school-linked mental health services for immigrant and refugee children. The evaluation addressed three questions: What are the challenges experienced by the children and families the CAC programs serve? What are the necessary components of comprehensive mental health services for refugee and immigrant children? And how can partnerships between schools and multiple community agencies work most effectively to implement the necessary components of comprehensive mental health services?

**Discipline:** Public Health

**Sending region/country info:** Various (Somalia, Africa)

**Receiving country info:** United States (Boston, Massachusetts; Chicago, Illinois; Fargo, North Dakota)

**Age:** Children and adolescents (elementary and middle School)

**Belonging and Connection to School in Resettlement: Young Refugees, School Belonging, and Psychosocial Adjustment.**

(*Clinical Child Psychology and Psychiatry* 12, no. 1, January 2007:29-43)

**Authors:** *Maryam Kia-Keating*, Department of Psychology, University of California, San Diego, CA; and *B. Heidi Ellis* (presently at Department of Psychiatry, Children's Hospital Boston), Boston University School of Medicine and Boston University, MA.

**Overview:** Schools are one of the first and most influential service systems for young refugees. There is a burgeoning interest in developing school-based refugee mental health services, in part to reduce stigma and increase treatment access for this population. Despite the relevance of gaining a better understanding of how refugee students experience schools in resettlement and how this relates to psychosocial adjustment, belonging and connection to school have not been previously investigated among a population of resettled refugees. This study examines school belonging and psychosocial adjustment among a sample of 76 Somali adolescents resettled in the United States. A greater sense of school belonging was associated with lower depression and higher self-efficacy, regardless of the level of past exposure to adversities. Notably, more than one quarter of the variation in self-efficacy was explained uniquely by a sense of school belonging. School belonging was not significantly associated with posttraumatic stress symptom severity and did not moderate the effect of exposure to adversities on psychological adjustment. These results suggest that investigating ways of improving school experiences would be particularly useful in the effort toward continued development of school-based mental health programs for young refugees.

**Discipline:** Psychology/Psychiatry

**Sending region/country info:** Somalia

**Receiving country info:** United States

**Age:** Adolescents

### **[Autobiographical Narratives of Haitian Adolescents Separated from Their Parents by Immigration: Resilience in the Face of Difficulty](#)**

(Dissertation Submitted to the School of Graduate Studies and Research in Partial Fulfillment of the Requirements for the Degree Doctor of Education, December 2008)

**Author:** *Mark R. Stewart*, Department of Educational and School Psychology, School of Graduate Studies and Research, Indiana University of Pennsylvania.

**Overview:** This study examines the self-reported immigration histories of Haitian adolescents who were separated and reunited from family due to family immigration from Haiti to the United States. From the literature regarding trauma and resilience, it was the researcher's expectation that the child's construing of the events, rather than any specific events in the history, that was most influential in assisting the child in good adjustment during and after the separation, immigration, and reunion. Twelve Haitian adolescents, six male and six female, all aged 18 to 20, were drawn from a community sample at a high school. They were interviewed using a semi-structured, open-ended protocol designed for the study. The participants also completed the Youth Self Report, an instrument designed to measure psychological problems that is well-validated cross-culturally. Results of the Youth Self Report and the clinical impression of the author indicated that, despite lengthy separations from parents and other events that could potentially have been traumatizing, the participants were, as a group, not suffering from serious psychological problems.

**Discipline:** Education, Psychology

**Sending region/country info:** Haiti

**Receiving country info:** United States

**Age:** Adolescents (18-20)

### **[Mothers' Investments in Child Health in the US and UK: A Comparative Lens on the Immigrant 'Paradox'](#)**

(Paper provided by Princeton University, Woodrow Wilson School of Public and International Affairs, Center for Research on Child Wellbeing in Working Papers series with number 1210, December 2009)

**Authors:** *Margot Jackson*, Department of Sociology, Brown University; *Sara McLanahan*, Department of Sociology and Public Affairs, Princeton University; and *Kathleen Kiernan*, Department of Social Policy and Demography, University of York.

**Overview:** Research on the “immigrant paradox” — healthier behaviors and outcomes among more socioeconomically disadvantaged immigrants — is mostly limited to the US Hispanic population and to the study of birth outcomes. Using data from the United States’ Fragile Families Study and the United Kingdom’s Millennium Cohort Study, the authors expand understanding of this phenomenon in several ways. The results suggest that healthier behaviors among immigrants are not limited to Hispanics or to low SES groups; that nativity differences are fairly persistent over time; that the immigrant advantage is equally strong in the United States and the United Kingdom; and that the composition and strength of mothers’ support plays a trivial explanatory role in both countries. These findings lead us to speculate that what underlies nativity differences in mothers’ health behaviors may be a strong parenting investment on the part of immigrants.

**Discipline:** Sociology

**Sending region/country info:** Various (includes sub-Saharan Africa and the Caribbean)

**Receiving country info:** United States, United Kingdom

**Age:** Children (Fragile Families Study and Millennium Cohort Study)

### [Health Disparities and Children in Immigrant Families: A Research Agenda](#)

(*Pediatrics* 124, November 2009 supplement: S187-S195)

**Author:** *Fernando S. Mendoza*, MD, MPH, Division of General Pediatrics, Department of Pediatrics, School of Medicine, Stanford University, Lucile Packard Children's Hospital, Palo Alto, California.

**Overview:** Children in immigrant families now comprise one in five children in the United States. Eighty percent of them are US citizens, and 53 percent live in mixed-citizenship families. Their families are among the poorest, least educated, least insured, and least able to access health care. Nonetheless, these children demonstrate better-than-expected health status, a finding termed “the immigrant paradox” and one suggesting that cultural health behaviors among immigrant families might be protective in some areas of health. In this article, the strength of the immigrant paradox, the effect of acculturation on health, and the relationships of acculturation, enculturation, language, and literacy skills to health disparities are reviewed. The current public policy issues that affect the health disparities of children of immigrant families are presented, and a research agenda for improving our knowledge about children in immigrant families to develop effective interventions and public policies that will reduce their health disparities is set forth.

**Discipline:** Public Health

**Sending region/country info:** Various

**Receiving country info:** United States

**Age:** Children and adolescents

### [Health Status of Pediatric Refugees in Portland, ME](#)

(*Archives of Pediatrics & Adolescent Medicine* 152, no. 6, June 1998:564-8)

**Author(s):** *Edward B. Hayes*, *S.B. Talbot*, *E.S. Matheson*, *H.M. Pressler*, *AB Hanna*, and *C.A. McCarthy*, Division of Health Promotion Statistics, National Center for Health Statistics, Centers for Disease Control and Prevention, Hyattsville, MD.

**Overview:** An understanding of the health conditions affecting pediatric refugees is essential to providing responsible health care for them when they arrive in the United States. The study finds that pediatric refugees arrive in the United States with a variety of conditions that may be unfamiliar to practitioners trained in this country. The results of this study support the screening of refugees from Africa and other regions for tuberculosis, stool parasites, and hepatitis B.

**Discipline:** Public Health

**Sending region/country info:** Various (including Africa)

**Receiving country info:** Portland, Maine, United States

**Age:** Children and adolescents (2 months to 18 years); First generation

### **The Health Status of Newly Arrived Refugee Children in Miami-Dade County, Florida**

(*American Journal of Public Health* 93, no. 2, February 2003)

**Authors:** *Pamela P. Entzel, MPH, Lora E. Fleming, MD, PhD, MPH, MSc, Mary Jo Trepka, MD, MSPH, and Dominick Squicciarini, MPH. (Pamela P. Entzel, Lora E. Fleming, and Dominick Squicciarini are with the Department of Epidemiology and Public Health, University of Miami School of Medicine, Miami, Fla. Mary Jo Trepka is with the Miami-Dade County Health Department, Miami, Fla).*

**Overview:** Compared with children born in the United States, refugee children from all countries have an increased risk of certain conditions that may involve significant morbidity and use of substantial health care resources, as well as of serious communicable diseases of public health concern. Studies of refugee children have found increased risks of hepatitis B, tuberculosis, and intestinal parasitic infection. Refugee children may also have an elevated risk of lead poisoning. Leaded gasoline is used in developing countries as is leaded pottery and folk medicines containing lead. The primary goal of this study was to describe the health status of Cuban refugee children screened at the Miami-Dade County Health Department Refugee Health Assessment Center (RHAC), a health screening facility in Miami, Fla., administered by the Florida Department of Health. The RHAC provides comprehensive health evaluations at no charge to legally documented immigrants within 90 days of their arrival in the United States.

**Discipline:** Public Health

**Sending region/country info:** Cuba

**Receiving country info:** Miami, Florida, United States

**Age:** Children (birth to 7)

### **Learning through Transition: Creating a Health Education Program for African Immigrant Adults in the Bay Area**

(Monograph, August 2003)

**Author:** *Ami Ehrlich, International Comparative Education, School of Education, Stanford University.*

**Overview:** This monograph explores African immigrants' perceptions of health and health education and investigates how these perceptions may help to shape a health education program. Currently, community organizations have taken responsibility for educating African adult immigrants, and many of them are beginning to provide health education programs. Since there has been little research conducted with African immigrants in the United States, these organizations have insufficient empirical evidence to draw upon when developing health education programs. Without a concrete understanding of the health problems and beliefs of the African immigrant population, these programs may not be effective or efficient. This study is based on observations and interviews with clients and staff of a center that works with African immigrants and refugees. The resulting data are used to examine how African immigrants describe health and health education and how those descriptions are related to their immigration experiences and individual factors,



such as country of origin, gender, religion, living situation, length of time spent in the United States, and age. The findings show that the most salient factors affecting participants' perceptions of health and health education are living situation, length of stay in the United States, gender, and attachment to traditional health practices.

**Discipline:** Public Health

**Sending region/country info:** Africa (including Cape Verde, Comoros, Ethiopia, Eritrea, Gambia, Ghana, Kenya, Liberia, Nigeria, Sierra Leone, South Africa, and Sudan)

**Receiving country info:** San Francisco Bay Area, California, United States

**Age:** Adults

## **V. Public Policies (immigration policy, immigrant integration, and social assistance)**

### **Life circumstances and public policies for young children in immigrant families**

(*Early Childhood Research Quarterly* 24, no. 4, 4th Quarter 2009: 487-501)

**Authors:** *Donald J. Hernandez, Ruby Takanishi* and *Karen G. Marotz*, Foundation for Child Development, New York, NY, United States.

**Overview:** Young children, birth through age 8, are more diverse than other age groups in the United States. They are more likely to be first- or second-generation immigrants and, as a consequence, more likely to belong to racial-ethnic groups originating outside European nations. Many also live with parents whose heritage language is not English. For these reasons, children in immigrant families merit special attention by policy-makers, program administrators, and others who have responsibility for assuring that the young children of today become competent students, workers, citizens, and parents in the years ahead. The development of effective policies and programs for all children and families depends on having information about their life circumstances, including their family composition, education, work, income, and housing, and for immigrants, also their country of origin, citizenship, and language skills. This article presents new results from the US Census Bureau's American Community Survey for 2005, 2006, and 2007, reflecting important life circumstances of young children in immigrant families, compared to those in native-born families. The authors present new population projections from the US Census Bureau, which highlight the increasingly important role that children of immigrants will play in the economy and civil society during the coming decades. They then discuss implications for the design and implementation of effective policies and programs.

**Discipline:** Public Policy

**Sending region/country info:** Various

**Receiving country info:** United States

**Age:** Children (birth to 8); First, 1.5, and second generation

### **New Frontiers, Uncertain Futures: Migrant Youth and Children of Migrants in a Globalized World**

(Princeton University, August 26, 2007)

**Authors:** *Marta Tienda*, Office of Population Research, Department of Sociology, and Woodrow Wilson School, Princeton University; and *Linnet Taylor* and *Janet Maughan*, The Rockefeller Foundation.

**Overview:** Whether and how migration improves or diminishes the life chances of children and youth is



poorly understood because studies of child well-being and migration operate in separate spheres: estimates of world migration streams are seldom disaggregated by age and most research that focuses on young people with migration backgrounds is based on case studies that may not be readily generalized. Irregular distribution of country-specific reports about specific groups and proliferation of case studies by nongovernmental organizations further limit systematic comparative assessments of child and youth migration. Accordingly, this program exploration sought to identify the reasons for the relative neglect of child and youth migrants and to propose concrete actions that will include children and youth in the migration and development policy terrain by harnessing their human capital potential.

**Discipline:** Public Policy, Child Development

**Sending region/country info:** Various

**Receiving country info:** Various

**Age:** Children and adolescents; First, 1.5, and second generation

**[Missing Links: Youth Programs, Social Services, and African Youth in Metro Vancouver](#)**

(Metropolis British Columbia Working Paper Series No. 10 – 07, July 2010)

**Author:** *Jenny Francis*, Department of Geography, University of British Columbia.

**Overview:** This paper provides a preliminary exploration of African youths' access to integration and settlement resources and examines their relationships with service organizations in Metro Vancouver. Data was collected through individual interviews with youth workers and settlement service providers and in focus groups with African youth and parents. The study's main finding is that there is a series of disconnections or missing links between African youth and information and resources related to employment, education, social services, and wider society. There are also gaps between settlement and social service organisations and African families, as well as among service providers themselves. These gaps may lead to a sense of mistrust among parents and youth in relation to settlement and social service organizations. The author suggests the need for a better coordinated service approach including more personal outreach to youth and families and argues that integrated services should be available when people first arrive and throughout their settlement and integration processes.

**Discipline:** Public Policy, Geography

**Sending region/country info:** Various

**Receiving country info:** Canada

**Age:** Various

**[The New African Diaspora in North America: Policy Implications](#)** (no link available)

(The New African Diaspora in North America: Trends, Community Building, and Adaptation, edited by Kwado Kanadu-Agyemang, Baffour K. Takyi, and John A. Arthur – Lexington Books 2006)

**Author:** *John A. Arthur*, Department of Sociology, University of Minnesota.

**Overview:** This book chapter looks at the policy implications from the migration of Africans to North America on the African geopolitical, cultural, and economic scenes. The work highlights the vicissitudes of policies that operate at both the micro and macro levels to shape the environment of international migration their broad implications in the construction of Africa's economic and industrial institutions. This discussion is important because it highlights the contextual relationship between migration and national development and underscores a critical component of Africa's role in the global economic culture and the unique place of immigration in shaping the outcome of the continent's future.

**Discipline:** Sociology

**Sending region/country info:** Africa  
**Receiving country info:** United States, Canada  
**Age:** Not specified

**[Temporary Protected Status: Current Immigration Policy and Issues](#)**

(Congressional Research Service. Washington, DC: January 19, 2010)

**Author:** *Ruth Ellen Wasem* and *Karma Ester*, Congressional Research Service.

**Overview:** When civil unrest, violence, or natural disasters erupt in spots around the world, concerns arise over the safety of foreign nationals from these troubled places who are in the United States. Provisions exist in the Immigration and Nationality Act (INA) to offer temporary protected status (TPS) or relief from removal under specified circumstances. A foreign national who is granted TPS receives a registration document and an employment authorization for the duration of TPS. The United States currently provides TPS or deferred enforced departure (DED) to over 300,000 foreign nationals from a total of seven countries: El Salvador, Haiti, Honduras, Liberia, Nicaragua, Somalia, and Sudan. The devastation caused by the earthquake in Haiti prompted the Department of Homeland Security to grant TPS to Haitians in the United States at the time of the earthquake.

**Discipline:** Immigration Law and Policy

**Sending region/country info:** Various (including Africa and the Caribbean – Angola, Burundi, Haiti, Liberia, Rwanda, Sierra Leone, Somalia, Sudan)

**Receiving country info:** United States

**Age:** Various

**[US Immigration Policy on Haitian Migrants](#)**

(Congressional Research Service, Washington, DC: March 31, 2010)

**Author:** *Ruth Ellen Wasem*, Congressional Research Service.

**Overview:** The environmental, social, and political conditions in Haiti have long prompted congressional interest in US policy on Haitian migrants, particularly those attempting to reach the United States by boat. While some observers assert that such arrivals by Haitians are a breach in border security, others maintain that these Haitians are asylum seekers following a decades-old practice of Haitians coming by boat without legal immigration documents. Migrant interdiction and mandatory detention are key components of US policy toward Haitian migrants, but human rights advocates express concern that Haitians are not afforded the same treatment as other asylum seekers. This report looks at immigration from Haiti to the United States, proposals to expedite the admission of Haitians into the country, and broader concerns that the crisis conditions in Haiti may result in mass migration from the island.

**Discipline:** Immigration Law and Policy

**Sending region/country info:** Haiti

**Receiving country info:** United States

**Age:** Various

**[Cuban Migration to the United States: Policy and Trends](#)**

(Congressional Research Service. Washington, DC: June 2, 2009)

**Author:** *Ruth Ellen Wasem*, Congressional Research Service.

**Overview:** Over the past 50 years, the practice of Cubans fleeing by boat to the United States has become commonplace, and at some points reached the levels of a mass exodus. Since the last upsurge of “boat people” in the mid-1990s, the United States and Cuba worked toward establishing safe, legal immigration, which includes returning migrants interdicted by the US Coast Guard. These migration policies, however, are not without critics. The immigration of Cubans to the United States has increased since 1995, although the actual admission numbers have ebbed and flowed over this period. Cuba consistently ranks among the top 10 source countries for legal permanent residents (LPRs). This paper looks at Cuban immigration to the United States and how the change in leadership of both the United States and Cuba may provide openings for revisions in US policy on Cuban migration.

**Discipline:** Immigration Law and Policy

**Sending region/country info:** Cuba

**Receiving country info:** United States

**Age:** Various

**[The Challenges of Immigration to Race Based Diversity Policies in the United States](#)** (no link available)

(with Zoua Vang, in Keith Banting and Thomas Courchene, and F. Leslie Seidle, eds., *Belonging?: Diversity, Recognition and Shared Citizenship in Canada*, Montreal: Institute for Research on Public Policy Press, 2007)

**Authors:** *Mary C. Waters*, Department of Sociology, Harvard University; and *Zoua M. Vang*, Department of Sociology, Harvard University.

**Overview:** This chapter reviews recent punitive changes in the welfare system that deny the social service safety net to immigrants, legal and illegal alike, and discusses the challenges immigration poses for race-based diversity policies. Immigrants and their descendants, because of their racial definitions in the United States as non-whites, are both being helped by and ironically undermining the most far reaching diversity policy in place in the United States — affirmative action. Because of their identities as Blacks, Hispanics and Asians, first- and second-generation immigrants qualify for race-based preferences in hiring and university admissions. This program however was designed and sold to the American public as a program to help African Americans to overcome the crippling effects of slavery and the state sanctioned repression that existed until the civil rights movement in the 1960s.

**Discipline:** Sociology

**Sending region/country info:** Not specified (includes discussion of foreign-born Blacks)

**Receiving country info:** United States

**Age:** Not specified; First, second, and third generation

**[Comparing Immigrant Integration in Britain and the US](#)**

(Paper presented for the Harvard Manchester Initiative on Social Change, November 26, 2008)

**Author:** *Mary C. Waters*, Department of Sociology, Harvard University.

**Overview:** In this paper, the author contrasts the integration of immigrants and the second generation in Britain and the United States on a number of different axes including racial and ethnic identity, residential segregation, intermarriage, health outcomes, and religion and the integration of the second generation. It suggests that explanations and predictions about factors leading to immigrant integration that have been developed in one national context — either the United States or the United Kingdom do not work the same way in both countries. The author concludes that at the very least these policy and theoretical predictions about what is driving immigrant outcomes should take into account cross national research, which might suggest alternative theoretical approaches, or might suggest that theories that are posited as universal are

actually quite context specific.

**Discipline:** Sociology

**Sending region/country info:** Multiple (includes Caribbean and Africa)

**Receiving country info:** Britain and United States

**Age:** Age not specified; First, second, and third generation

For more on the Migration Policy Institute's Young Children  
in Black Immigrant Families project, visit:  
[www.migrationinformation.org/integration/cbi\\_home.cfm](http://www.migrationinformation.org/integration/cbi_home.cfm).