Two Generational Strategies to Improve Immigrant Family and Child Outcomes

Summary and Next Steps from the April 2015 Roundtable

CLASP
policy solutions that work for low-income people

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Acknowledgements

The authors are honored to have been entrusted with synthesizing the many insights and lessons learned at the roundtable on *Two Generational Strategies to Improve Immigrant Family and Child Outcomes*. This paper is a reflection of a remarkable two-day conversation among leading voices from the worlds of policy, advocacy, research, service delivery, and philanthropy for low-income families and immigrant communities.

First and foremost, we want to thank the 39 participants whose perspectives and wisdom we have attempted to capture. We wish all readers of this report could have been flies on the wall to see, firsthand, the rich and evocative discussion among these leaders. We have captured key insights from many, and you will see those integrated throughout the report. Please see Appendix A for a complete listing of the impressive participants and their affiliations. Notably, they include people from organizations spanning federal and state government, postsecondary education, early care and education, workforce development, direct service, research, policy analysis and development, advocacy, philanthropy, and legal services. Participants also brought regional insights from across the nation and perspectives from the diverse populations they serve, study, and/or represent (as well as having brought their own lived experiences).

The inspiration for this roundtable came from discussions we had over time with the Annie E. Casey Foundation, our sole underwriter of this event. As you will see, several leaders from the Foundation were actively engaged in leading and participating in the discussion. We cannot thank the Annie E. Casey team—particularly Rosa Maria Castañeda, Senior Associate, and Bob Giloth, Vice President of the Foundation's Center for Community and Economic Opportunity—enough for being our thought partners in this endeavor. And, of course, the Foundation's financial support was essential.

All successful events require a team effort. And we at CLASP have terrific colleagues who played integral roles in all dimensions of the roundtable, from planning the event in advance, preparing the materials, taking notes, and handling travel and meeting logistics to ensuring the two-day event ran smoothly. For all this—and more—we owe a debt of gratitude to our CLASP team of Kisha Bird, Manuela Ekowo, Randi Hall, Chris Koerner, Hannah Matthews, Andrew Mulinge, Val Nelson, Emma Paine, Angela Parker, Nune Phillips, Rhiannon Reeves, Stephanie Schmidt, David Socolow, Michelle Vinson, and Cormekki Whitley.

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Executive Summary

This brief highlights themes and action steps drawn from a roundtable on *Two-Generational Strategies to Improve Immigrant Family and Child Outcomes*, hosted by the Center for Law and Social Policy (CLASP), with support from the Annie E. Casey Foundation, on April 23-24, 2015 in Washington, D.C. The roundtable and this brief come at a critical time, when immigrants and their children are such a significant part of changing American demographics that they are crucial to the nation's future success: one-quarter of the nation's young children are children of immigrants. At the same time, important and time-sensitive opportunities exist to influence practice and policy to better serve immigrant families. As Bob Giloth, Vice President of the Center for Community and Economic Opportunity at the Annie E. Casey Foundation said during his welcoming statement, "The time for this roundtable couldn't be better. It's really an opportunity moment."

The roundtable brought together senior-level policymakers, practitioners, researchers, advocates, and foundation leaders from worlds that too often don't have the opportunity to connect: the world of policy and service delivery for low-income families (including experts in early childhood programs, in workforce development and postsecondary education, and in two-generational programs that serve both parents and children together) and the world of immigrant-serving organizations and immigration policy.

Throughout the roundtable, participants emphasized the urgency and importance of this exchange. They concluded that policy experts and practitioners who care about young children and about economic security for low-income people simply can't do their jobs without paying attention to immigrant families. As an increasing share of American children, and particularly low-income children, live in immigrant families, participants drew the lesson that no "mainstream" organization can live up to that label without effectively serving these families. At the same time, participants thought that experts, advocates, and practitioners from immigrant-focused organizations needed more opportunities to connect to early childhood and workforce leaders, whom they often don't know, in order to seize opportunities that could improve families' lives. Finally, participants found the growing research and policy focus on "two-generational" strategies that aim to help both children and parents a perfect fit for immigrant families, because so many young children in these families would benefit from early childhood education opportunities and so many parents would benefit from access to career opportunities and better jobs.

In spite of the clear benefits, participants thought these crucial connections and conversations were not yet happening robustly across the country. Knowledge gaps are one reason: it is hard enough for busy practitioners working in early childhood or workforce or immigrant integration programs to keep up with developments in

their own world, let alone connect to the others. And the two-generational framework, while exciting, is new for many and sometimes counter to programs' past history and the channels through which policy and practice information flows. Participants also saw resistance to change as a problem—not in every jurisdiction or organization, and not always intentional—but among some elected officials, program leaders at state or municipal levels, and institutions that may benefit from existing patterns of funding and services. Finally, participants highlighted the challenges that arise from the sheer difficulty of providing high-quality services given the barriers—of language, education level, race, and poverty—that some immigrant families face and the context of inadequate funding for many core services.

Yet participants were convinced that the time is now to seize this promising policy moment. With major policy changes underway as a result of recent Congressional action in the nation's child care and workforce programs—both requiring new state plans in the spring of 2016, as well as federal executive action to promote immigrant integration—participants saw a host of specific steps they could organize around for state and local action. They also saw opportunities for immigrant stakeholders and early childhood stakeholders to work together for early childhood resources in federal and state budgets as well as the potential for two-generational coalitions that could also argue for workforce resources.

As participants wrestled with the question of how to translate policy choices into actions and momentum sufficient to transform institutions, services, and families' lives on the ground, four powerful themes emerged, each sparking a host of action steps:

1. Spreading the Sense of Urgency and Opportunity. Participants urged additional, carefully structured convenings around the country to share the knowledge, energy, and opportunity to plan collaboratively that emerged from this roundtable with stakeholders.
2. Creating Strategic Partnerships. No organization can successfully do this work alone, so building partnerships between immigrant-serving and traditional organizations, child-focused and adult-focused organizations, and organizations with strong reach among communities of color and those with strong reach among immigrants are all key next steps.
3. Building the New Mainstream Institutions. Strengthening mainstream institutions and immigrant-serving organizations with the capacity to serve immigrant families two-generationally won't be easy. Participants offered thoughtful suggestions about how to get there, including clarity and accountability about the standards for success, transparency about performance, incentives for the required changes, opportunities for collaboration and support for capacity-building.
4. Thinking Both Big and Small. Practitioners in the group noted that serving families requires responding to today's urgent concern in a way that supports far bigger change in the future. The analogy for the broader work, recommended by many participants, is to keep the focus simultaneously on immediate, incremental steps and an ambitious long-run vision.

Introduction: The New Mainstream

"[I]t's an incredibly timely moment… If you think about who young children are, and who their parents are, and particularly who low-income young children are and who their parents are, you can't possibly ignore immigrant families." – Olivia Golden, Executive Director, CLASP

"We're the new mainstream institution for a new America." – Juan Salgado, President and CEO, Instituto del Progreso Latino

Both the *Two-Generational Strategies to Improve Immigrant Family and Child Outcomes* roundtable and this brief explore policy and practice reforms that can improve opportunities for parents and children in immigrant families. To generate rich thinking about the possibilities, the roundtable brought together experts in the fields of early childhood education, workforce, two-generational policies, and immigrant rights. Participants included federal and state policymakers, community-based practitioners, researchers, advocates, and foundation leaders from all of these fields and from 10 states who came together for two days of discussion about opportunities, challenges, and action steps to better serve immigrant families. Several participants highlighted the extraordinary nature of this opportunity to connect across the different worlds, given how few opportunities they typically have to collaborate and be more intentional in meeting the needs of both parents and children in immigrant families. The goal of the discussion was to share information and perspectives from different areas of expertise across policy and practice and to generate a rich and practical set of action ideas, not necessarily to create consensus among participants.

This conversation comes at a critical time, for several reasons. First is the nation's changing demographics. Children of immigrants—children with at least one foreign-born parent—are a growing segment of our population, meaning that no two-generational conversation can be complete without their inclusion. Young children (birth to age 5) of immigrants make up over 20 percent of the child population in 22 states, including those with a limited prior history of immigration and where tailored resources are scarce. Between 2000 and 2010, the five states with the largest percent growth of immigrant populations were Alabama (92 percent), South Carolina (88 percent), Tennessee (82 percent) Arkansas (79 percent) and Kentucky (75 percent). [1] Because immigrant children represent a significant portion of all children, participants argued during the roundtable discussion that immigrants are among the "new mainstream" population and that mainstream organizations must start focusing on immigrant families if they want to address the issues of poverty.

Second, the circumstances of low-income immigrant families, where children's development and parents' economic success may both be at risk because of the interaction of poverty and other barriers, are a natural fit

for the growing interest in two-generational approaches to policy and practice. Two-generational programs and policies are grounded in research about the relationship between parents' and children's success, and they seek to create opportunities for families that simultaneously equip parents and children with the tools they need to thrive.

And third, new policy opportunities are ready to be seized. Expert panelists laid out the convergence of opportunities for positive reform in early childhood education, workforce, and immigrant policy. None of these opportunities is a sure thing; all are intertwined with challenges such as funding and resource availability, mixed commitment to state implementation, and—in the case of the President Obama's executive actions regarding immigration—ongoing legal review. Yet taken together, participants argued strongly that these policy openings offer a rare moment of opportunity to improve the lives of both children and parents in immigrant families.

This paper begins, as did the roundtable, with a summary of the data about how central children of immigrants and their parents are to America's changing demographics. The second section of the paper provides a short summary of the two-generational approach to policy and services and the core question of the roundtable: can we apply the evidence and insights from that approach to help children and parents in immigrant families thrive? The third section summarizes a rich roundtable discussion of the challenges, and the fourth section describes the policy opportunities. Finally, participants believed that this moment for change is too extraordinary to pass up, so the closing section highlights four powerful themes to inform next steps for local practitioners, state and federal policymakers, advocates, and funders.

What We Know about Immigrant Families

"Alexandria [VA] has 26 percent foreign-born in the households and an even higher number of families who speak a language other than English." – Tammy Mann, President and CEO, The Campagna Center, who directs an early childhood program and multi-service agency in Alexandria, responding to the opening question of why she came to the roundtable.

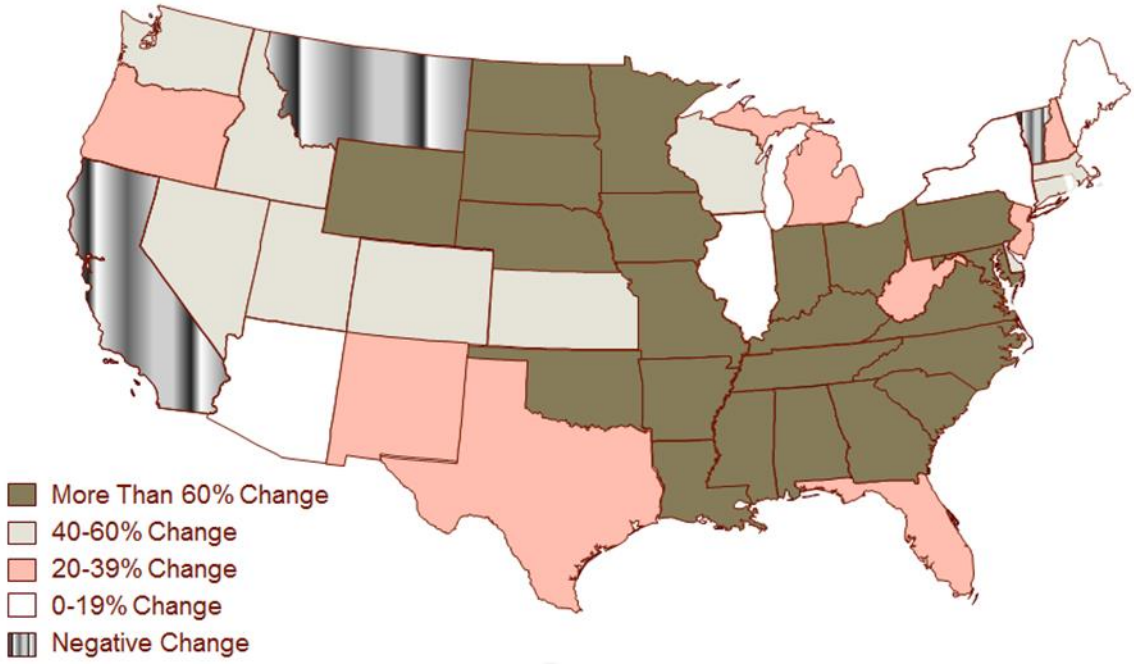
One-quarter of the nation's 23 million young children between the ages of birth and 5 are children of immigrants, as are almost one-third (31 percent) of the nation's 30.7 million low-income children of all ages (birth -17), according to a presentation that kicked off the roundtable from Michael Fix, President of the Migration Policy Institute. [2] Two framing presentations offered a richer sense of the circumstances of these children and their parents.

Young Children of Immigrants

Immigrant families are a significant part of our growing demographics. Michael provided the most recent data about the rapid growth in the number and share of young children who live in immigrant families. In 1990, 2.9 million (14 percent) of the nation's young children ages birth to 5 were children of immigrants. Twenty-three years later, in 2013, that number has doubled to 5.8 million (25 percent) of the nation's young child population.

Once seen as an issue for a small number of states, meeting the needs of immigrant parents and their children is now an issue everywhere. Michael's presentation also noted that children of immigrants currently make up over 20 percent of the young child population in 22 states across the country. Furthermore, 29 percent of these children under the age of 6 are poor—living at or below 100 percent of the federal poverty line (FPL), and more than half (56 percent) are low-income—living at or below 200 percent of FPL. [3]

Percent Increase in Population of Children of Immigrants, Under Age 6, 2000-2012



Source: Migration Policy Institute tabulation of data from the U.S. Census Bureau's 2012 American Community Survey, http://www.migrationinformation.org/datahub.

Ninety-six percent of young children of immigrants are U.S. citizens.[4] This means that the vast majority of these young children live in mixed-status households, where one or both parents, as well as other family members, are

undocumented, legal residents, or lawful permanent residents.[5] Another important implication is that these U.S. citizen children have the legal right to public services and early care and education, even if practical barriers prevent them from gaining access. (For the non-citizen young children, the remaining 4 percent, legal rights to public services and early care and education programs may differ depending on status and on the specific program under discussion.)

While being an immigrant or a child in an immigrant family is not itself a risk factor for poor developmental outcomes, and many immigrant families demonstrate strong resilience, children of immigrants disproportionately face a number of vulnerabilities: they are more likely to be poor, have parents with low education levels, and live in households where adults do not speak English.[6] Ajay Chaudry, Senior Fellow & Visiting Scholar at the Georgetown Center on Poverty, Inequality, and Public Policy summarized the research on the developmental risks facing these young children.

Ajay noted that risk factors many children of immigrants face include separation from one or more parents due to migration when a parent may arrive in the United States first and then children are reunited with them at a later time; lack of parental time and resources due to low-wage, inflexible jobs; high rates of parental/family stress; and educational instability and access to lower-quality schools. These circumstances place young children of immigrants at higher risk of school failure and other developmental consequences.[7]

Despite the risk factors, immigrant families also possess important strengths. The discussion highlighted research showing that bilingualism benefits a variety of executive functions in low-income children.[8] In the discussions throughout the roundtable, there was strong recognition of the importance of bilingualism among children, parents, and service providers and of the need for policies to support bilingual learners.

Immigrant Parents

Michael Fix summarized the very diverse circumstances and skill levels of immigrants while noting that a disproportionate number of immigrant families face economic and educational barriers that can create multigenerational setbacks if not addressed. As new Americans, limited English proficiency (LEP) is one of the major barriers that immigrant parents face. LEP describes individuals who do not speak English as their primary language and those who have a limited ability to read, speak, write, or understand English. These individuals may be entitled to language assistance with respect to a particular type or service, benefit, or encounter.[9] About 3 million (50 percent) of immigrant parents with young children are LEP, and 1.7 million (or 27 percent) are considered “low LEP,” a category often associated with much lower education and naturalization levels.

In addition, Michael noted that immigrant parents may also face major challenges due to low educational attainment levels: 28 percent of immigrant parents of young children have less than a high school degree. On the other hand, he also noted that the challenges include the fact that about 2 million highly educated

immigrants are unemployed or are working in low-skilled jobs because of barriers such as language, child care, work skills, and work credentials.

Immigrant parents often work in inflexible, low-wage jobs. As one respondent, Dania Rajendra, Director of the High Roads Program at the Restaurant Opportunities Centers United (ROC United), mentioned, low-wage workers, including immigrants, people of color, and others, face a level of instability that many of us cannot fathom. For example, restaurant servers in 13 states make only $2.13 per hour—a number that hasn't changed since 1991. Because these workers rely on tips, their income and their work hours are unstable. Adding to the challenge for workers and their families is the dismantling of job supports that many need to make ends meet. She and other participants agreed with the presenters' point that low-wage work and limited occupational advancement create stress among parents that has developmental implications for their children.

While the roundtable focused on all low-income immigrant parents with young children, regardless of their immigration status, the challenges are even greater for undocumented populations. A significant percentage of undocumented adults (ages 19-64) are in the labor force (74 percent, or over 7 million), but 32 percent of undocumented adults live below the federal poverty level.[10] This is, in part, an indication of their low wages and unstable work settings.

Two-Generational Strategies: Strengthening opportunities for children and parents to thrive

"Immigrant workers exist as part of families." – Amanda Bergson-Shilcock, Senior Policy Analyst, National Skills Coalition

"Two-generational programs are unique – they have clear goals and outcomes for both children and parents." – Marjorie Sims, Managing Director of ASCEND, Aspen Institute

Shelley Waters Boots, a senior consultant to the Annie E. Casey Foundation, summarized recent research and policy thinking about two-generational approaches to practice and policy. A two-generational approach brings together worlds that are often separated (focusing primarily on children or parents) to modify or create new program approaches and new policies that focus on the needs of parents and children together.[11] Two-generational strategies have emerged in recent years with new energy and interest, but this model of serving the whole family, both parents and children, has deep historical roots in this country and in immigrant communities. For example, it is embodied in the nineteenth-century settlement houses as well as in Head Start's dual aim to support children's learning and growth through early learning services and to support parents and families

through connecting them with services such as education, employment, and social services. She also noted that "two" generations does not do justice to the multigenerational composition of many immigrant households, but since it is the term that has caught on, the group should use it with the meaning of serving the whole family, including all generations.

Two-generational policies reflect strong research findings that the well-being of parents is a crucial ingredient in children's social-emotional, physical, and economic well-being.[12] And at the same time, parents' ability to succeed in school and the workplace is substantially affected by how well their children are doing.[13]

Shelley also highlighted the three components of two-generational strategies from the perspective of the Casey Foundation. First, these strategies are firmly rooted in a set of interventions around family economic success. Second, they include strong early childhood interventions, whether Head Start or Early Head Start, high-quality child care, or home visiting. Third, they include interventions so adults can succeed in their role as parents.

The participants generally agreed with Shelley's observation that while there has been great momentum around two-generational strategies, there's still much to be done. Even the highest-quality workforce and postsecondary programs are not yet meeting the full expectations of a two-generational strategy because of a lack of access to quality early childhood education and insufficient attention to the reality that many workers are parents. And participants noted that parents' low-wage—and often low-quality—jobs mean not only that children are economically insecure but also that parents face lack of benefits such as paid sick days or leave to care for a sick child—as well as volatile scheduling and hours—preventing parents from securing good child care, going back to school or to training, or even providing children with stability at home. In addition, even if children are enrolled in the highest-quality early childhood education program, they are still at risk of poverty if their parents aren't able to access the resources and gain the skills they need to obtain a family-sustaining wage.

Participants found the vision exciting but highlighted the challenges in achieving it for immigrant families. Besides the economic situations of parents, another barrier cited was language, identified as a challenge to delivering high-quality services and connecting with employers. Participants noted that strong service-providing institutions could bridge that gap in the short-run, with a longer-run solution requiring national recognition of the value of bi-literacy. Other participants highlighted the similarities between the challenges faced by immigrant families and by other low-income people of color, suggesting cross-cutting strategies for delivering two-generational services. For example, when ROC United organizes low-income people in the restaurant industry, they offer language training not just on English but on "table talk," so that native-born English speakers can learn how to communicate in a way that allows them to succeed on the job. Yet despite the challenges, roundtable participants saw many ways to move forward, including building incentives and accountability for high-quality two-generational services and for multi-lingual effectiveness—a conversation that continued throughout the roundtable.

Why It's So Hard: Challenges and Opportunities

"Both immigrant-serving and mainstream organizations have knowledge gaps that undermine their ability to serve immigrant families effectively. Some immigrant-focused groups may not be knowledgeable about immigrant eligibility for federal workforce and other programs, while some mainstream groups do not understand immigration status issues and opportunities that Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) present." – Daranee Petsod, President, Grantmakers Concerned with Immigrants and Refugees (GCIR)

"I work with 50 municipal governments across the country, and they want to do the right thing, but they don't always know how." – David Lubell, Executive Director, Welcoming America

Reflecting on the rapidly changing reality of young children and their parents, and the clear need for two-generational responses, participants saw an extraordinary moment of opportunity—yet one that has not yet been seized. The most basic barriers described by participants are gaps in knowledge and relationships. Practitioners may not know about policy opportunities in their own fields, let alone in others. Policy experts only know their own worlds. And the practice and policy organizations focused on early childhood and workforce do not often know the immigrant-serving organizations and advocates, and vice versa. As Shelley Waters Boots pointed out, these disconnects are not surprising among very busy people whose own individual worlds—early childhood, workforce, immigration—have so much going on and who need to somehow "carve out time to collaborate." For example, in the workforce world, many localities (in the words of one participant) "have not wrapped their minds" around the fact that immigrants "are not a subpopulation but ...[are] the population." On the other hand, immigrant-serving organizations that would understand those demographics are too often not a part of the workforce system and don't know how to get to the table to be part of decision making. Another part of the knowledge gap is the flip side of the newness and excitement that participants saw in the two-generational framework: it isn't the way many in the more-established early childhood and workforce worlds are used to operating. One workforce expert said that workforce programs too often see children as barriers; both a community college leader and a state legislator who had been working particularly on early childhood programs noted that the two-generational language was new to them, though in both cases very exciting. In fact, roundtable participants—including one from the foundation world—said that one reason they came was to help break down silos that currently existed in their worlds and that made it hard to look at the family unit as a whole.

"Federal [policy] help is great, but how does it get implemented on the state and local level? There is a huge block of resistance from communities." – Delegate Ana Sol Gutierrez, Maryland House of Delegates

The second barrier participants highlighted is resistance to change. Not every public official, decision maker, or organization is even trying to make the connections to immigrant families, let alone responding with a full two-generational framework. Adapting to change can be tough and time-consuming even for committed people and organizations—but many others may not be committed, may be too comfortable with old ways, or may actively resist change. Participants highlighted resistance at many levels, from elected officials to executive branch decision makers to service providers who may be comfortable with existing patterns of services and contracts. For example, one participant suggested organizations that have historically served as vendors in the public workforce system may not have an incentive for change but will likely try to protect the status quo unless outside pressure, perhaps directed at elected officials, dislodges them.

"From the provider and the funding perspective, we have to hold both the short-term and the long-term close…Sometimes parents don't need college right away – they need jobs." – Lynn Appelbaum, Chief Program Officer, Educational Alliance

Participants also noted that there are challenges inherent in the difficult situation of families themselves, particularly in the context of inadequate funding. Providing high-quality two-generational services is not easy, given the many barriers—of language, education level, race, and poverty—that some immigrant families face. From the perspective of individual service providers, both Lynn Appelbaum from Educational Alliance and Jamila Ball from Casa de Maryland highlighted the importance of funding support that recognizes the extended time period and intersecting and concurrent tracks required to help a family both survive day-to-day and also make progress over time to a secure future. For many, this means a steady job today, as well as training and education over the coming years. Participants thought of language barriers in the same short-term/long-term context: providers may need to help families deal with a monolingual school system today while working as advocates to change the picture tomorrow.

Funding for the right set of services is also a major challenge at the national and state levels. For example, with inadequate child care funding leading to reductions in the number of families served in total, the risk that services to immigrants will get worse, not better, is significant. Similarly, funding for English language instruction remains extremely limited, leaving a huge gap of need that goes unmet.

Yet despite the force of these challenges, participants were optimistic. They saw the conversation in the roundtable itself as offering a whole host of insights about how to take on the challenges and move forward.

Seizing the Policy Moment

"[The] immigration and the immigrant policy landscape is changing rapidly and changing significantly, and there are new opportunities in child policy and workforce policy and the momentum around two-generational strategies also taking hold at the federal, state, and local level… think about what new opportunities arise if you talk across silos in this new landscape." – Rosa Maria Castañeda, Senior Associate, The Annie E. Casey Foundation

In 2014, Congress reauthorized both the major federal programs that support workforce training (the Workforce Innovation and Opportunity Act or WIOA) and child care help to families (the Child Care and Development Block Grant or CCDBG). These bipartisan reauthorizations—the first in 16 years for WIOA and in 18 years for child care—revamped both programs in ways that are better targeted for serving low-income families, including immigrant families. Opportunities in immigration policy include President Obama's executive action setting up a new focus on immigrant integration efforts across federal agencies. Other executive actions, under legal review at the time of the roundtable discussion and at the time of this writing, establish a Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) program to offer stability and work authorization to 3.5 million parents of lawful permanent resident (LPR) and American citizen children, and expand the Deferred Action for Childhood Arrivals (DACA) program. In addition, for young adults who came to the United States as children—many of whom are now parents too, and therefore directly relevant to this conversation—President Obama's earlier DACA program, which remains in effect, continues to be a crucial policy opportunity. The group also discussed strategies for addressing damaging budget constraints at both the state and federal levels, addressing major concerns in child care, workforce programs, and Head Start, with its long history of serving immigrant families in a two-generational manner.

CCDBG Reauthorization and Other Early Childhood Investments: Seizing the moment for a new vision, fending off damaging trade-offs, and joining forces to promote needed resources

In November 2014, Congress passed and President Obama signed into law the first reauthorization of CCDBG since 1996. Hannah Matthews, Director of Child Care and Early Education at CLASP, provided an overview of the new law—which includes provisions to protect the health and safety of children in care, improve the quality of care through increased supports for child care providers, and enable families to more easily access child care

subsidies through policies that support stable and continuous care. It is important to note that virtually all children in immigrant families are eligible for help from CCDBG because eligibility is based on the child's legal status, not the parent's. (For a fuller description of the new law and the important state implementation choices, see *Implementing the Child Care and Development Block Grant Reauthorization: A Guide for States* jointly authored by CLASP and the National Women's Law Center.)[14]

Hannah highlighted several potential opportunities for immigrant families. In terms of the law's specific provisions, she noted the importance of improvements in access, particularly for those low-income working parents, including many immigrants, who are employed in low-wage jobs with high turnover and variable and unpredictable work schedules. The reauthorization clarifies states' responsibility to promote continuity of care, with a one year eligibility period (compared to just a few months for the typical family right now).

Perhaps even more important than any specific provision, though, is that implementation of the new law is an opportunity for states to think about their vision for child care and its vital role in supporting both parents' work and children's early learning. New state plans are due in March 2016, making this a very important time for stakeholders to get into the process and articulate the needs of immigrant families. During the discussion, participants also noted that the reauthorization of both child care and workforce programs—with the same deadline for new state plans—offers a chance to push states to think harder about a two-generational vision. While the approach is likely to be different across states and communities, participants suggested a number of possibilities: co-enrollment in child care and workforce programs, with some kind of weaving together of resources; child care connected to community college; and, more broadly, strategies to push a two-generational approach at the level of governors and mayors, who can be the glue that links different systems.

Both Hannah's presentation and the discussion ranged more widely than the child care reauthorization to include other opportunities in early learning. Hannah noted the additional resources in last year's federal budget for high-quality care for infants and toddlers, through partnerships between Early Head Start and child care programs. Shelley Waters Boots noted that Congress has also reauthorized home visiting programs, also key to supporting parents and young children.

The conversation also highlighted the importance of Head Start, with its two-generational mandate and its commitment to cultural diversity, including support for dual language learners. Attendees at the roundtable suggested that Head Start's comprehensive programming, which supports the needs of both parents and young children, should serve as a model for other early education programs to help best meet the needs of immigrant parents and their children. Mark Greenberg, Acting Assistant Secretary for the Administration for Children and Families at the U.S. Department of Health and Human Services, pointed out another policy opportunity later in the roundtable, during a panel of senior federal officials: proposed federal regulations on Head Start (not yet issued at the time of the roundtable) include opportunities to address the needs of dual language learners and

their families.[15] (See the box on p. 14 for more on these proposed regulations, issued in July and providing a new policy opportunity in Head Start that has emerged since the roundtable.)

However, the other and less optimistic theme in the conversation was the risk that child care services to immigrant families could actually be cut in the wake of the reauthorization, not expanded. As Hannah and Helen Blank of the National Women's Law Center pointed out, the reauthorization includes costly requirements at a time of flat federal funding—when the number of children served through CCDBG is actually at a 15-year low[16]—and the risk is that states will actually reduce access if additional resources aren't available. Participants suggested that holding states accountable for services to immigrant families is a key action step, as is advocacy for early childhood resources at the state and federal levels, covering both child care and Head Start (which currently reaches only 45 percent of eligible preschoolers and just 4 percent of eligible infants and toddlers). Immigrant advocates and stakeholders could join early childhood advocates in a shared strategy to emphasize the importance of resources for young children, given how central this issue is for immigrant families.

WIOA: Getting immigrant stakeholders to the table, and seizing the moment to reach young people including Dreamers

In July 2014, WIOA was passed by an overwhelming bipartisan majority in Congress and signed into law. It is the first update to the nation's core workforce training programs since the Workforce Investment Act (WIA) was enacted 16 years ago. David Socolow, the Director of CLASP's Center for Postsecondary and Economic Success, summarized the key opportunities in the reauthorization for low-income workers including immigrant parents. (For more information, see CLASP's WIOA Game Plan resource page at http://www.clasp.org/issues/postsecondary/wioa-game-plan).

The context for the conversation was the mixed history of the workforce system in serving low-income, low-skilled workers, due to a number of policy and practice barriers. For example, one participant commented that the old workforce training model wasn't effective for many immigrants because of a provision of the previous WIA law (called the "sequence of services") that required individuals to go through a series of tiered services starting with basic and intensive services, and only then allowed participants to receive training services—which didn't help families who needed to immediately earn wages and learn at the same time.

David's presentation highlighted how the reauthorization of WIOA remedies this and other past disincentives to serving those with the greatest barriers to employment. These include (a) a clear priority for those with barriers to employment (including performance measures to hold states accountable), (b) the elimination of counterproductive performance measures that used to encourage states to "cream" the better-prepared workers, (c) a strong emphasis on partnerships across sectors (for example, with community colleges), (d) the promotion of work-based training approaches that allow low-income workers to "learn while you earn," (e) the promotion

of career pathways, which sequence different types of training, education, and jobs so workers can move in and out over time in ways that fit their lives, and (f) more closely knitting together the act's Title I (Workforce Development Activities) and Title II (Adult Education and Family Literacy Act). Amanda Bergson-Shilcock of the National Skills Coalition also highlighted the governors' 15 percent discretionary funds in WIOA as an opportunity; on the other hand, she expressed concern that knitting together adult education (including ESL) and workforce training will not be easy, as the share of those with limited English skills participating in WIOA-funded job training has decreased sharply over the past several years. Kisha Bird, Director of CLASP's Youth Policy team noted one other crucial opportunity for immigrants, including those with work authorization under the DACA program (described more fully below): while the WIOA reauthorization does not include more resources in total, there should be more resources for the most needy young adults, because the law substantially reallocates WIOA youth funds (which may cover young people up to age 24) from in-school to out-of-school youth including those who are pregnant or parenting.

Participants discussed strategies for making these opportunities a reality for immigrant workers as states develop their plans (due in March 2016) and as states and local workforce boards make implementation decisions. While many states are currently engaging stakeholders, getting to the table in an effective way may not be easy for immigrant-serving organizations and stakeholders who aren't already well-connected. David Socolow suggested that advocates should aim their efforts to change the status quo at the political leadership that is "one level above" the formal local and state governance structures of the public workforce development system by reaching out to elected officials, such as mayors, county executives, and governors. Juan Salgado urged the importance of seeking to influence the state and local workforce development boards as well, noting that in Illinois the chair of the state board is a Latino business owner, and another participant suggested coalitions between traditional workforce organizations and immigrant-serving organizations, as a way to both deliver services and get to the decision-makers' table.

Both participants and a panel of senior federal officials also emphasized the importance of advocating for strong provisions regarding immigrants in federal regulations and guidance. The proposed regulations to implement WIOA were open for comment at the time of the roundtable but are now closed. However, participants also highlighted the value of federal guidance that will add depth to the more limited topics addressed through formal regulations. For example, Ben Seigel, Senior Policy Advisor at the U.S. Department of Labor, noted that his agency, as well as the U.S. Department of Health and Human Services (HHS) and U.S. Department of Education, have partnered around the career pathway model and will soon release an updated tool kit, including many of the promising interventions and models that support immigrant families.

Finally, roundtable participants focused on the potential opportunity to reach a group of young people, estimated at nearly 400,000, who could potentially be eligible for the existing DACA program, except that they do not meet the program's education or school enrollment criterion.[17] Enacted in 2012, DACA provides

temporary, two-year deferred action[18] for immigrants who arrived as young children, which means that for two years, and renewable every two years, they are authorized to work and are not at risk of detention or deportation. To be eligible, among other residency criteria, individuals must be under the age of 31 as of June 15, 2012, and have arrived in the United States before they turned 16. Individuals must also currently be in school, have graduated or obtained a certificate of completion from high school, have a GED, or be an honorably discharged veteran and have no criminal convictions that would make them ineligible. Over 680,000 of an estimated 1.2 million eligible youth have been granted deferred action through DACA. Roundtable participants were very intrigued by the idea of being deliberate in seeking to reach the nearly 400,000 additional youth who do not meet the education criteria and engaging them in education programs that would help them to become eligible to apply for DACA.

Participants were also struck by the opportunity to reach "DREAMers,"[19] young adults who have received work authorization under DACA—both those already participating and any additional young people who might gain eligibility if they enrolled in or completed a qualified education program—with two-generational services. Since the age limit includes young people up to age 31 as of June 2012, many of these young adults are likely to be parents and may also be a target population for both WIOA and early childhood services delivered in a two-generational manner. In addition, early childhood agencies might offer an opportunity to reach out to immigrant parents who may be eligible for DACA, as a possible point for engaging them in their own education as well as their children's.

The President's Executive Action: Making the most of a two-generational opportunity to improve immigrant integration policy across federal agencies

"I've been very impacted by this conversation. We currently don't think two-generationally ...How do we start framing a two-generational conversation?" – Mariela Melero, Associate Director, Customer Service and Public Engagement, U.S. Citizenship and Immigration Services (USCIS).

In the absence of comprehensive immigration reform legislation, in November 2014, President Obama issued a number of executive actions affecting millions of immigrants and their families across the country. Among other things, these actions would:

- Expand the existing Deferred Action for Childhood Arrivals (DACA) program by extending the deferred action period from two to three years and lifting the requirement to have been born after 1981;
- Establish the Deferred Action for Parents of U.S. Citizens and Lawful Permanent Residents (DAPA), allowing parents to request deferred immigration action and obtain employment authorization for a three-year period;

- Create an immigrant integration agenda, establishing a White House Task Force on New Americans, an interagency collaboration consisting of senior-level members from 16 federal agencies to develop and update an immigrant integration plan.

At the roundtable, Marielena Hincapié, Executive Director of the National Immigration Law Center, summarized the first two elements of the executive action. DAPA would have provided over 3.7 million parents of citizen and lawful permanent resident children with work authorization and family stability, offering extraordinary opportunities for a two-generational agenda. However, as of the date of the roundtable (and the date of this writing), federal court review has halted the implementation of expanded DACA and the new DAPA programs, and the Department of Justice plans to appeal to the U.S. Supreme Court imminently. She anticipates that the courts will resolve these matters and that both programs will be implemented in the future, although depending on the trajectory of the lawsuit and the timing of a Supreme Court decision, implementation could potentially be delayed until the next administration. However, it continues to be important to communicate accurate information for potential recipients and service providers of DAPA and expanded DACA so they are prepared to take up the opportunities once they are available. For example, two-generational programs may begin to think about early childhood education and child care as entry points to engaging immigrant parents who are eligible for DAPA.

Felicia Escobar, Special Assistant to the President for Immigration Policy at the White House Domestic Policy Council, summarized the work on the immigrant integration agenda, which is unaffected by the court action and continues to take shape. In April 2015, just before the roundtable, the White House Task Force on New Americans released its report, *Strengthening Communities by Welcoming All Residents*, which outlines the task force's integration strategy for the federal government, setting goals and recommendations to build upon.[20] The report knits together recommendations from many federal agencies. Among the goals and recommendations identified in the report are efforts to support skill development for new American workers and expand opportunities for linguistic integration and education, both highly relevant to two-generational services. For example, Lul Tesfai, Senior Policy Advisor in the Office of Career, Technical and Adult Education at the U.S. Department of Education, speaking at a panel later in the roundtable, said that her agency and HHS are working together to develop a tool kit for parents with information about early learning programs. Mariela Melero of USCIS, speaking on the same panel, highlighted her agency's work on removing barriers to citizenship.

Participants expressed excitement about the task force framework as an ambitious and exciting starting point. Eva Millona of the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA) explained that the White House Task Force on New Americans report created an opportunity in her state and with partners across the country to bring people together to develop their own plan in response to the comprehensive framework. At the same time, several participants said that the framework could be further strengthened by adding a two-generational framework, given the nature of immigrant families.

As one participant said, "The press hasn't talked much about integration as a two-generational process." She and others felt infusing that perspective throughout the discussion of next steps would greatly enrich the work and make possible greater strides forward for families. In addition, much of the discussions throughout the roundtable dwelt on how to turn this federal agency process and report into real change on the ground. One repeated theme was the need for measurements of success to hold accountable not only the federal agencies, but also states and local governments that have committed to creating more welcoming communities and prioritizing immigrant integration efforts. Participants also thought about incentives, particularly for the welcoming communities, which could lead them to add effective two-generational services to their mix. They also raised the question of how to more deeply engage the broader network of anti-poverty, workforce, community college, and early childhood service providers, advocates, and community leaders in the immigrant integration work. As one participant said, "The White House report can be very useful, but…only to the extent that it is a bully pulpit that provides direction….to do what we are urging [people] to do."

More Opportunities on the Horizon: Head Start Performance Standards

At the time of writing this brief (but after the roundtable), the Federal Register announced a Notice of Proposed Rulemaking for the Head Start Performance Standards, which direct the provision of Head Start services by programs. The proposed standards have been updated based on research findings on best practice in early childhood education and support quality improvements leading to improved outcomes for children and families. Of particular interest is the addition of serving dual language learners and recognizing bilingualism as an academic strength. Head Start has a long-standing commitment to serving vulnerable populations and children from diverse backgrounds. As this is the first revision of the standards in 17 years, implementation of the new standards, once finalized, could be an opportunity for programs to ensure that children of immigrants have access to Head Start services and that their parents are benefiting from parent engagement and support services.

For more information regarding the proposed standards, please read CLASP's comments to the Office of Head Start available here: http://www.clasp.org/resources-and-publications/publication-1/CLASP-comments-on-Head-Start-Performance-Standards.pdf.

Driving Change on the Ground: Four Themes

"This has to be supported by a movement ethos … [to] get the sustained passion, advocacy, and organizing that it takes to implement to levels of systemic change." – Charles Kamasaki, Senior Cabinet Advisor, National Council of La Raza

"We can think in both the short term and the long term by addressing what we have momentum to do now – then work on phrasing that in a more long-term vision." – Eva Millona, Executive Director, MIRA

Throughout the discussion, participants recognized that creating change requires more than policy changes at the federal or even state level. Four themes cropped up over and over as core to an action agenda to drive real change on the ground: spreading the sense of urgency and possibility created by this roundtable to many more states, communities, individuals, and organizations; building strategic partnerships; building the new mainstream institutions; and thinking big—about a vision and movement —while also thinking small, about immediate changes.

Spreading the Sense of Urgency and Opportunity

The roundtable participants felt strongly about spreading the power of this conversation to others not in the room. They wanted to replicate the discussion around the country so policymakers and practitioners could have the opportunity to "connect the dots" and learn from each other, while searching for ways to overcome the barriers of time and knowledge that may hold back the interactions today. Shelley Waters Boots noted that given how busy the three sectors involved (workforce, early childhood, immigration) currently are, the key is to figure out settings (and, others noted, funding) that would support stakeholders at community, state, and federal levels in carving out time to come to the table and collaborate. Building specifically on the policy conversation, Juan Salgado asked for leadership from CLASP and other national organizations in convening stakeholders within targeted states to think about how to effectively implement the WIOA and CCDBG reauthorizations together. Other participants reported that they had already taken or planned next steps to set up meetings in their own communities as a result of the roundtable; however, replicating the conversation more extensively around the country would clearly take both resources and an intentional approach to creating a framework for the discussion (which could potentially build on the national roundtable's experience). Shelley also suggested planning a sequence of ongoing conversations that would continue the discussion beyond the end of the current federal administration, to "create a demand for two-generational strategies" for immigrant families.

Participants also committed to spreading the word themselves about two-generational opportunities and the themes of the roundtable by asking fellow partners from the roundtable to speak to their networks (for example,

at regular conferences), sharing information themselves with these networks, and bringing back information from these networks to their roundtable partners. For example, Eva Millona proposed to hold a session on two-generational strategies at a November convening her organization is a part of, Emmalie Dropkin of the National Head Start Association proposed to add a webinar to a series already in process, Daranee Petsod proposed to integrate the two-generational framework into more of her work and engage other funders, and Luis Jaramillo proposed to set up a session at the national convening of legal services representatives (a panel now confirmed for early November). Amanda Bergson-Shilcock and Francisco Rodriguez, Chancellor of the Los Angeles Community College District, proposed to write commentaries to share information from the roundtable with their own networks, while Lynn Appelbaum and Marjorie Sims promised to bring back lessons from two-generational programs that work for immigrant families to inform other roundtable participants.

Creating Strategic Partnerships

A message throughout the roundtable was that two-generational policies and practices to improve immigrant families' outcomes sit at the intersection of many networks and many kinds of expertise and resources; such policies and services are too complex for any single organization to successfully implement alone. Strategic partnerships will be the only way to turn these ideas into effective action—and to build coalitions strong enough to demand improvements. However, participants were convinced that with the right groundwork, no organization should have to go it alone; there are willing partners now, and there are also strategies for creating more willing partners in the future.

Most of the discussion focused on partnerships between immigrant-serving organizations and organizations that currently deliver workforce or early childhood services without an explicit focus on immigrants. There was also considerable discussion of the need for partnerships between organizations that currently serve just one generation, yet together could serve two. Reflecting both these interests, a leading early childhood provider noted that her biggest takeaway from the roundtable was to go back to her community and find the right partners to do the two-generational work for immigrant families: to "learn more about where the resources live in our community that we are not yet tapping into… [and] reach out to people that can provide guidance and perspective."

Several participants pointed also to another strategic partnership: between organizations serving low-income people who are not immigrants, in particular African-Americans, and those concentrating on immigrant families. Participants noted the common threads of race, class, and poverty and emphasized the importance of these partnerships to longer-run success, offering examples in New York City and Chicago.

But partnerships are hard to create and sustain without support, so participants also touched on the practical and philosophical support that federal agencies and philanthropic funders can offer. These include funding

incentives (for example, federal incentives under the immigrant integration plan for communities to take on two-generational services) and detailed guidance. Shelley Waters Boots noted that it could be very helpful for federal agencies to provide informational memoranda co-signed by the different federal agencies (for example, the Department of Labor on the workforce front, the Department of Health and Human Services on the child care and Head Start fronts) identifying opportunities to serve immigrant families as a whole or even potentially specific populations such as the young adults with temporary work authorization under DACA. Even though such guidance would not be binding, it would help interested agencies at the state and local level show their potential partners that the federal agencies encourage, rather than forbid, such partnership. Similarly, Ana Sol Gutierrez highlighted the importance of making sure the White House report is transmitted through all the regular channels that each individual federal agency uses to communicate to state and local counterparts, so that the cross-cutting message permeates the bureaucratic layers within state governments.

Philanthropy too has played a key role in supporting partnerships around two-generational work since the time of the settlement houses, participants said. For example, Jennifer Ng'andu of the Robert Wood Johnson Foundation committed to exploring how to prioritize funding a cross-system vision, an example of how private funders can provide resources that support partnerships. Vivian Louie from the William T. Grant Foundation noted that her own experience as a board member for a highly stretched community organization dramatized the need for resources if collaboration is to be sustained. Community-based organizations serving different immigrant populations often have similar challenges and would benefit from working together on like issues but need philanthropic funding streams that would allow this to happen. Vivian's understanding is that under the current system, such organizations compete with one another for the same dollars.

Building the New Mainstream Institutions

"When this competency [in two-generational and multilingual work] exists, immigrant families and children can thrive. What supports can institutions tap into to let people know that these competencies exist?" – Juan Salgado, President and CEO, Instituto del Progreso Latino

Throughout the roundtable, participants returned to the core insight that the mainstream institutions of today—and certainly of tomorrow—must know how to serve immigrant families. No community agency, early childhood advocate or provider, workforce agency, or community college can think of itself as "mainstream" without having the capacity to serve immigrant families. And more and more of these institutions—the best of them—must know how to serve these families in a two-generational manner.

In just two days, the participants did not fully flesh out how to make this new definition of mainstream a reality, but they explored several different paths—most likely complementary rather than mutually exclusive. First, they explored the idea that creating clear expectations for all relevant institutions, making those expectations

transparent, and comparing performance to the proposed metrics, should eventually weed out those that cannot successfully serve immigrant families and elevate those that can. In the context of community colleges, Juan Salgado argued for a "market" approach, where students themselves would have the information about which institutions are best able to promote completion and academic and career success among English language learners and then would be able to choose based on that evidence. Jennifer Ng'andu proposed the Affordable Care Act's patient bill of rights as a model: if we articulate what immigrant families should expect from communities, states, and service providers, that clarity and transparency could drive the development of effective institutions.

Transparency and incentives also can help drive state and local government actions, which in turn can support effective institutions. For example, stakeholders (or the federal agencies themselves) could follow up the White House Task Force on New Americans report by identifying and tracking metrics for effective services to immigrant families, allowing the interested public to identify the most (and least) welcoming states and communities. Transparency and accountability also came up in the context of state implementation of the child care and workforce reauthorizations: a clear statement of stakeholder expectations would be helpful to state advocates in preventing or pushing back against damaging state choices. For example, as part of the planning processes for both reauthorizations, states should gather data to see who they are now serving by race, ethnicity, and language/immigrant status and should seek to improve participation among underserved communities. While most effective if backed at least by federal guidance, if not regulations, just making the data public would likely have an impact even without formal penalties. State actions to set standards or identify good practices can have an equally positive effect on local choices, as when state passage of the "seal of bi-literacy" creates incentives for effective institutional practice in school districts.

For some at the table, "disrupting the status quo" is essential to building the new mainstream. Ana Sol Gutierrez urged participants to take pride in being "ahead of the status quo" and to be comfortable calling out those who are "paid a salary to do a job" yet do not respond to the population they should be serving. Others reflected on the support and partnerships that organizations might need to transform themselves. For example, several people recommended partnerships between immigrant-serving agencies—which likely know the community but may be small in scope and have limited expertise in some areas of services—and traditional multi-service, workforce, or early childhood agencies, to tap into the strengths of each. Others suggested that both federal agencies and philanthropy should consider investing in capacity building, including staff development. Still others focused on financial incentives that could draw partners together, as suggested earlier.

A final powerful theme was the importance of outcomes data for both children and parents in immigrant families. Many people made the point that two-generational policies and services need to be driven by what works for families themselves—families need to be at the center of the work. Marjorie Sims pointed out that successful leaders of two-generational programs are often themselves motivated in this way, more than by

financial incentives. So ensuring that data are collected for both child- and adult-oriented outcomes, and that they are collected specifically for immigrant families, is a key part of the long-run strategy for building the new mainstream organizations.

Thinking both Big and Small, Immediate and Long-term

"We've just recently hit 13 percent of the U.S. population being foreign-born. In the late 19th century and early 20th century we had four Censuses in a row where the foreign-born population was over 13 percent. We successfully integrated that group of immigrants into mainstream American society…over the course of two generations. There were systemic public policy changes: universal public education [and] the birth of the adult education system at the same time. Philanthropy played a huge role through the creation of the modern library system, and the Settlement House movement occurred at the same time …. [That's] what I mean by an "all of the above" strategy." – Charles Kamasaki, Senior Cabinet Advisor, National Council of La Raza

During the course of the roundtable, participants mulled over the tension between immediate, incremental steps that could be taken today to improve families' lives and the value of a larger movement and vision. Thus, Jennifer Ng'andu reflected on the need to get at the big issues—such as power—that underpin certain action steps, noting the Robert Wood Johnson Foundation's own commitment to pursue strategies that facilitate movement building and understand the central role that communities have as agents of change. Others felt strongly about the value of specific steps to build on the immediate policy and practice opportunities and worried that pushing too hard or on the wrong fronts could lead to setbacks.

In the end, many participants found lessons in history and experience that supported an "all of the above" strategy, in Charles Kamasaki's words above: think big and small, short-term on the way to long-term. Charles drew his recommendation from history; others came to this approach using the lens of practitioners—who have to help families adapt to the world as it is while also working for a different world in the future—or of advocates—who may work for an immediate success chosen opportunistically but always guided by a long-term vision. Thus, participants came back to the need to "address immediate needs and have long-term planning" (Jamila Ball), learn how to "accelerate change" on thorny long-term problems like the language barrier (Tammy Mann), and "address what we have the momentum to do now and then work on …more long-term visions" (Eva Millona).

Conclusion

The roundtable participants—from so many different policy, practice, and advocacy worlds—resoundingly answered yes to the question of whether it was worthwhile to reach outside their own expertise and comfort to engage with others' perspectives, to deepen everyone's knowledge of two-generational services to immigrant families. In fact, participants thought this kind of engagement across traditional lines was not only worthwhile but essential—for those in the room and for the broader worlds they represent, suggesting a cascading series of similar meetings in states and communities.

In particular, as the share of young children whose parents are immigrants soars, participants believed that no one committed to early childhood education, workforce development, or two-generational services can afford not to deepen their knowledge about immigrant families and strengthen their relationships with immigrant-serving organizations and advocates. In the years to come, they thought, it is those skills and relationships that will define a truly "mainstream" institution. Conversely, no one committed to immigrant integration can afford not to learn about the opportunities to support young children of immigrants and help immigrant adults succeed in their dual roles as parents and workers.

Participants' specific commitments from the roundtable, such as presentations and new partnerships, are already in process at this writing, driven by a sense of urgency at America's stake in the success of today's children of immigrants and their parents. The next step is for the rich and practical agenda that they began mapping out for others—funders, policymakers at all levels of government, practitioners, and advocates—to move ahead in the months to come with the same sense of urgency.

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[2] ibid
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[4] Maki Park, Margie McHugh, Jeanne Batalova, and Jie Zong, Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look, MPI, April 2015, http://www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look.
[5] "Foreign born" and "immigrants" are used interchangeably and refer to persons with no U.S. citizenship at birth. This population includes naturalized citizens, lawful permanent residents, refugees and asylees, persons on certain temporary visas, and the unauthorized, MPI, http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-2
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[14] Hannah Matthews, Karen Schulman, Julie Vogtman, Christine Johnson-Staub, and Helen Blank, *Implementing the Child Care and Development Block Grant Reauthorization: A Guide for States*, Center for Law and Social Policy and National Women's Law Center, 2015, http://www.clasp.org/resources-and-publications/publication-1/ccdbg-guide-for-states-final.pdf.
[15] The CCDBG Act of 2014 also references meeting the needs of "English learners" or families who speak a language other than English.
[16] Hannah Matthews and Stephanie Schmit, *Child Care and Development Block Grant Participation Continues to Fall*, Center for Law and Social Policy, 2014, http://www.clasp.org/resources-and-publications/publication-1/CCDBG-Participation-2013-Factsheet-1.pdf.
[17] Ibid.
[18] Deferred action is a discretionary determination to defer a removal action of an individual as an act of prosecutorial discretion. An individual who has received deferred action is authorized by the Department of Homeland Security (DHS) to be present in the United States, and is therefore considered by DHS to be lawfully present during the period deferred action is in effect. However, deferred action does not confer lawful status upon an individual, nor does it excuse any previous or subsequent periods of unlawful presence. Read more at http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process/frequently-asked-questions
[19] DREAM is short for Development, Relief and Education for Alien Minors Act, a bill in congress that would allow undocumented immigrants who were brought to the U.S. as young children, attended school here and met a number of other criteria, an avenue toward legal status. While congress has not passed the bill into law, it is a term that has resonated with policy makers and advocates and is used to describe this category of immigrants. A DREAMer is someone who was brought to the U.S. as a young child, who attended school here and would likely be eligible for relief and benefit from the passage of the DREAM Act. President Obama's Deferred Action for Childhood Arrivals (DACA) program provides temporary relief for DREAMers in the absence of legislative change. More on the DREAM Act can be found on the NILC website at: http://nilc.org/DREAMfacts.html.
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Two Generational Strategies to Improve Immigrant Family and Child Outcomes
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