Presenters and Disclosure

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The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose

The Center for Health and Health Care in Schools
The Future Is Now:
Supporting the Needs of Immigrant and Refugee Children at School

School Health Interdisciplinary Program Conference
August 3, 2009
Sources: US Census Bureau, 2007 American Community Survey (ACS) and analyses by the Migration Policy Institute, MPI Data Hub: Migration Facts, Stats and Maps.
“Tell them they are powerful. They won’t always know how impactful they are but they changed my life just the same. They are the ones who made a difference.”
The National Picture
Foreign Born Population and Foreign Born as % of Total US Population, 1850 - 2007

Number of foreign born (in millions)

- Number of foreign born
- Foreign born as a percentage of the total US population

Percentage foreign born

0 2 4 6 8 10 12 14 16
0 10 20 30 40
Ten Source Countries with the Largest Populations in the United States as Percentages of the Total Foreign-born Population: 1960

- Canada: 10%
- United Kingdom: 9%
- Poland: 8%
- Soviet Union: 7%
- Germany: 10%
- Italy: 13%
- Mexico: 6%
- Ireland: 3%
- Austria: 3%
- Hungary: 3%
- All other Countries: 28%
10 Source Countries with Largest Populations in US as Percentages of Total Foreign-Born Population 2007

- Mexico: 31%
- Dominican Republic: 2%
- Canada: 4%
- Cuba: 3%
- Korea: 3%
- Philippines: 4%
- China: 4%
- El Salvador: 3%
- Vietnam: 3%
- All other countries: 42%

[Pie chart showing the distribution of foreign-born populations by country of origin for 2007.]
## States with Highest Percent Foreign Born, 2007

<table>
<thead>
<tr>
<th>State</th>
<th>Total Pop Estimate</th>
<th>Foreign Born %</th>
<th>Rank Among States</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>36,553,215</td>
<td>27.4%</td>
<td>1</td>
</tr>
<tr>
<td>New York</td>
<td>19,297,729</td>
<td>21.8%</td>
<td>2</td>
</tr>
<tr>
<td>New Jersey</td>
<td>8,685,920</td>
<td>19.9%</td>
<td>3</td>
</tr>
<tr>
<td>Nevada</td>
<td>2,585,382</td>
<td>19.4%</td>
<td>4</td>
</tr>
<tr>
<td>Florida</td>
<td>18,251,243</td>
<td>18.9%</td>
<td>5</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1,283,388</td>
<td>17.3%</td>
<td>6</td>
</tr>
<tr>
<td>Texas</td>
<td>23,904,380</td>
<td>16.0%</td>
<td>7</td>
</tr>
<tr>
<td>Maryland</td>
<td>5,618,344</td>
<td>12.4%</td>
<td>12</td>
</tr>
</tbody>
</table>
## States with Fewest Percent Foreign Born, 2007

<table>
<thead>
<tr>
<th>State</th>
<th>Estimated Population</th>
<th>Percent Foreign Born</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia</td>
<td>1,812,035</td>
<td>1.3%</td>
<td>51</td>
</tr>
<tr>
<td>Montana</td>
<td>957,861</td>
<td>1.7%</td>
<td>50</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2,918,785</td>
<td>1.7%</td>
<td>49</td>
</tr>
<tr>
<td>South Dakota</td>
<td>796,215</td>
<td>1.8%</td>
<td>48</td>
</tr>
<tr>
<td>North Dakota</td>
<td>639,715</td>
<td>2.4%</td>
<td>47</td>
</tr>
<tr>
<td>Kentucky</td>
<td>4,241,474</td>
<td>2.5%</td>
<td>46</td>
</tr>
<tr>
<td>Alabama</td>
<td>4,627,851</td>
<td>3.0%</td>
<td>45</td>
</tr>
</tbody>
</table>
### Children Age 17 and Under With At Least One Foreign Born Parent, 2007

<table>
<thead>
<tr>
<th>State</th>
<th>Number of all children under 18</th>
<th>Percent of children with at least one foreign born parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>15,991,203</td>
<td>23%</td>
</tr>
<tr>
<td>California</td>
<td>4,454,499</td>
<td>50.6%</td>
</tr>
<tr>
<td>Nevada</td>
<td>614,365</td>
<td>37.7%</td>
</tr>
<tr>
<td>New York</td>
<td>1,418,964</td>
<td>34.0%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1,970,078</td>
<td>32.5%</td>
</tr>
<tr>
<td>Texas</td>
<td>6,212,359</td>
<td>32.4%</td>
</tr>
<tr>
<td><strong>Maryland</strong></td>
<td><strong>268,479</strong></td>
<td><strong>21.1%</strong></td>
</tr>
</tbody>
</table>
Immigrant Children and the Nation’s Schools

- Five states – CA, TX, NY, FL and IL – are home to 70% of all LEP students.
- 95% of all children of immigrants & 91% of students who are limited English proficient (LEP) attend urban schools.
- Majority of LEP elementary school students are concentrated in a small number of schools. 70% enroll in only 10% of the elementary schools.
- The incidence of poverty & health problems is significantly higher in high-LEP schools than in other schools (Low-LEP, No-LEP)
Immigrant Children and the Nation’s Schools -- Impact of NCLB

- Overall, researchers report NCLB has had a positive impact on immigrant children, primarily because NCLB put ELL on the map.
- The high concentration of ELL students makes provision of specialized services more cost effective & increases likelihood that services will be offered
- Nearly one-third of all ELL students enroll in schools serving low percentages of LEP students. Diffusion of LEP students may challenge suburban schools.

THE MARYLAND PICTURE
Immigration Trends in Maryland: Many Recent Arrivals

- 2007, 12.4% of population were immigrants; in 1990, 6.6%
- 2007, 694,590 foreign-born or immigrant persons in MD; in 1990, 313,494.
- Of total MD immigrants, 19.1% entered the country before 1980, 19.5% in the 1980s, 28.6% in the 1990s, and 32.7% in 2000 or later.
- Children residing with at least one immigrant parent accounted for 21.1% of all children under 18 in 2007, 15% in 2000 and 10.7% in 1990.
Immigration Trends in Maryland:
They Come From Different Countries & Continents Than Previously

- Africa: 16.1%; Asia: 32.8%; Europe: 12.7%; Latin America: 36.7%; North America: 1.4%

- Top 3 countries of birth of the foreign born in MD: El Salvador (9.9%), India (6.3%), and Korea (5.2%).

Source: US Census Bureau and Migration Policy Institute
## Diversity in Maryland Counties

<table>
<thead>
<tr>
<th>County</th>
<th>Students</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native Amer</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>9,526</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>-1%</td>
<td>93%</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>73,066</td>
<td>4%</td>
<td>22%</td>
<td>5%</td>
<td>-1%</td>
<td>68%</td>
</tr>
<tr>
<td>Baltimore Cty</td>
<td>105,248</td>
<td>5%</td>
<td>39%</td>
<td>4%</td>
<td>1%</td>
<td>51%</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>85,106</td>
<td>1%</td>
<td>89%</td>
<td>2%</td>
<td>-1%</td>
<td>8%</td>
</tr>
<tr>
<td>Calvert</td>
<td>17,474</td>
<td>2%</td>
<td>17%</td>
<td>1%</td>
<td>-1%</td>
<td>80%</td>
</tr>
<tr>
<td>Caroline</td>
<td>5,611</td>
<td>5%</td>
<td>19%</td>
<td>1%</td>
<td>-1%</td>
<td>75%</td>
</tr>
<tr>
<td>Carroll</td>
<td>28,013</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
<td>-1%</td>
<td>92%</td>
</tr>
<tr>
<td>Cecil</td>
<td>16,421</td>
<td>3%</td>
<td>9%</td>
<td>1%</td>
<td></td>
<td>86%</td>
</tr>
</tbody>
</table>
# Diversity in Maryland Counties #2

<table>
<thead>
<tr>
<th>County</th>
<th>Students</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native Am</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles</td>
<td>26,263</td>
<td>3%</td>
<td>49%</td>
<td>3%</td>
<td>-1%</td>
<td>44%</td>
</tr>
<tr>
<td>Dorchester</td>
<td>4,667</td>
<td>1%</td>
<td>39%</td>
<td>3%</td>
<td>-1%</td>
<td>56%</td>
</tr>
<tr>
<td>Frederick</td>
<td>40,224</td>
<td>4%</td>
<td>11%</td>
<td>7%</td>
<td>-1%</td>
<td>77%</td>
</tr>
<tr>
<td>Garrett</td>
<td>4,617</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
<td>99%</td>
</tr>
<tr>
<td>Harford</td>
<td>39,568</td>
<td>3%</td>
<td>19%</td>
<td>3%</td>
<td>1%</td>
<td>74%</td>
</tr>
<tr>
<td>Howard</td>
<td>49,651</td>
<td>14%</td>
<td>20%</td>
<td>5%</td>
<td>-1%</td>
<td>61%</td>
</tr>
<tr>
<td>Kent</td>
<td>2,356</td>
<td>-1%</td>
<td>25%</td>
<td>5%</td>
<td>-1%</td>
<td>69%</td>
</tr>
</tbody>
</table>
## Diversity in Maryland Counties #3

<table>
<thead>
<tr>
<th>County</th>
<th>Students</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native Amer</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery</td>
<td>137,814</td>
<td>15%</td>
<td>23%</td>
<td>21%</td>
<td>-1%</td>
<td>41%</td>
</tr>
<tr>
<td>Prince George's</td>
<td>131,014</td>
<td>3%</td>
<td>75%</td>
<td>16%</td>
<td>-1%</td>
<td>6%</td>
</tr>
<tr>
<td>Queen Anne's</td>
<td>7,786</td>
<td>1%</td>
<td>8%</td>
<td>2%</td>
<td>-1%</td>
<td>88%</td>
</tr>
<tr>
<td>Somerset</td>
<td>2,941</td>
<td>1%</td>
<td>47%</td>
<td>5%</td>
<td>-1%</td>
<td>48%</td>
</tr>
</tbody>
</table>
Caring Across Communities
A National Grant Initiative

**Purpose**: support projects that address MH needs of underserved youth, special emphasis on needs of children from immigrant/ refugee families

**Key component**: *partnerships* among schools, mental health organizations, I/R organizations, and health care

**Grant basics**: 15 awards, up to $100,000 a year for a period of up to 36 months. Grants awarded and programs launched March 2007
Advice from the Experts: Basic Principles

- Strive for competence & understanding
- Secure language access
- Encourage adaptation
- Involve the whole school district
Strategies that Strengthen School Capacity to Help Immigrant & Refugee Children & Their Families

• Teacher training
• Health staff training
• Parent engagement
• Mental health services
Teacher Training and Parent Engagement - NYU

Lead Agency: NYU Child Study Center, the BRIDGES project

Partners: PS 66, 114, 135, 167; MS 394; High Times Christian Church

Goals: Prevention program to increase well-being of 1st graders

Steps:
- Arrange teacher professional development days
- Provide in-class consultation & observation with teachers & guidance counselors
- Connect with parents – monthly meetings, ethnic socialization projects for parents & children
Health Staff Training: Durham NC

Lead agency: Duke U Med Ctr Community Health Division

Partners: Durham Public Schools, El Centro Hispano, Center for Child & Family Health

Goals: Prevent & reduce mental health disorders among children in 3 elementary schools with SBHCs; Create & sustain mental health services

Steps: Prevention – work with parents & school staff. Expand mental health service delivery – employ culturally competent staff using evidence-based practices
Parent Engagement: Portland ME

Lead agency: Multilingual & Multicultural Center, Portland (ME) Public Schools


Goals: (1) engage students, families, & mental health providers in gathering data to plan program; (2) strengthen understanding of mental health professionals, et al. of refugee & immigrant students, & (3) increase use of mental health services by I & R students

Steps: Hire bicultural/bilingual staff; Understand & build on internal dynamics of new communities; Support community-planned events such as festivals; Leverage existing institutional relationships
Mental Health Services: Bucks County, Pennsylvania

Lead Agency: Family Service Association of Bucks Cty

Partners: Franklin Delano Roosevelt HS, Bristol Township School District, Bucks Cty Behavioral Health System

Goals: Provide school & home-based MH & case management services to Liberian immigrant & refugee children attending the middle school

Steps: Hire LCSW to provide mental health & case management services for Liberian children & families. Services include individual & family therapy, group therapy with CBITS. Reach out to community members & build awareness.
Challenges to Collaboration

• Schools & mental health professionals approach collaboration differently
• Schools & mental health professionals have different rules for protecting confidentiality and this affects trust and communications
• Trust -- Are you here to take my job? Are you here to take my kid?
• Demographics in the nursing & teaching professions
• ESSENTIAL partners: parents
Why Maryland Can Be Optimistic about the Future

• 58,443 teachers**
• 6,063 student support services professional staff, including nurses & sbhc staff
• 2,365 school counselors*
• Administrators, parents, and communities

*2003-04; **2006-07