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

No relationships to disclose
Working with Immigrant and Refugee Students and Families: The Road to School Success

Southern Regional Education Board
July 16, 2010
Immigrant Students: Law makes few allowances for immigrant students

10:55 PM CDT on Tuesday, June 10, 2008

By HOLLY K. HACKER / The Dallas Morning News
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The sweeping federal school reform law known as No Child Left Behind has been a mixed blessing for immigrant schoolchildren.

On the plus side, they get more attention. The law, in effect since 2002, requires schools to report academic progress of categories of students, including ethnic minorities, kids from low-income families and those learning English. Most immigrant
Foreign Born Population and Foreign Born as % of Total US Population, 1850 - 2007

Source: Migration Policy Institute, 2007
State Proportion of the Foreign-Born Population in the United States

And Metropolitan Areas with 400,000 Foreign Born or More

State Share of the 37,961,000 Foreign Born**

- Less than 1%
- 1.0% to 4.7%
- 8.9% to 11.2%
- 26.0%

**No state accounted for the following shares: 4.8% to 8.8% and 11.3% to 25.9%

Number of Foreign Born in a Metropolitan Area*

- 400,000 to 1,000,000
- 1,000,001 to 2,000,000
- More than 4,000,000

*Refers to Metropolitan Statistical Area

Source: 2008 American Community Survey.
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States with the Largest and Fastest-Growing Immigrant Populations

<table>
<thead>
<tr>
<th>States (ranked) with 200 percent or higher growth (1990 to 2008)</th>
<th>States with 1.7 million or more immigrants (2008)</th>
<th>Number of immigrants in the United States</th>
</tr>
</thead>
</table>
| 3, 7, 8, 10, 12, 14, 11, 4, 5, 13, 6, 1, 2, 9, DE: 15, DC | CA, TX, NY, IL, WA, MI, NJ, VA, GA, FL, MN, CO, IN, PA | 1990: 19,767,316  
2008: 37,960,935 |

Source: 2008 American Community Survey and 1990 Decennial Census.  
© 2009 Migration Policy Institute.
A Closer Look at Children of Immigrants

• Immigrants are about 13% of the total US population but 23% of all US children and 30% of low-income children.
• 19% of children 5-17 speak a foreign language at home and 5% of all children have difficulty speaking English.
• 75% of children of immigrants are American citizens.

Sources: US Census Bureau, 2007 American Community Survey (ACS) and analyses by the Migration Policy Institute, National Center on Immigrant Education.
Challenges Faced by Immigrant and Refugee Families

In addition to language barriers & low income, other challenges include:

- Pre-migration, migration, and post-migration exposure to traumatic events
- Political climate in U.S.
- Different healing beliefs and practices
- Adaptation of interventions to school settings
- Intervention adaptation to multicultural populations
- Service silos
Good News on School Success, Immigrant Children and Their Parents

- Foreign-born parents face big challenges but these parents frequently have higher aspirations for their children than native-born parents.
- Foreign-born parents often view their low status as temporary & believe their children can advance.
- These parents are more likely to attend school events focused on student’s education performance than social occasions.
- Parental optimism is a foundation to build upon.
- Family and school resources remain important.
Family Engagement and School Success

• Research documents the multiple ways in which families contribute to good student outcomes.
• Teachers & administrators can overcome I & R parents’ view that they have nothing to offer schools.
• School strategies can build on the commitment these parents have to their children’s success.
Lessons from The Robert Wood Johnson Foundation Caring Across Communities (CAC) National Grant Program

- Caring Across Communities (CAC) – 15 communities participating in an RWJF grant initiative
- 4 years of experience from these sites
- Program targeted mental and emotional health issues & barriers to learning
- Funding helped schools and community partners bridge gaps between I & R families and schools
- Partners included schools, parents, community organizations, mental health providers
CAC Strategies to Connect Schools and Services with Immigrant & Refugee Children and Their Families

Capacity building
- Teacher training
- Health staff training
- Intense engagement with immigrant community

Direct interventions
- Parent engagement/services
CAC Evaluation Lessons

• CAC evaluator: Dr. Clea McNeely, UT-Knoxville. Studied 5 of the 15 sites

• Evaluation team made site visits and conducted in-depth interviews with program leaders and staff, school staff, from partner agency staff, and parents of students who participated in the programs
Lesson #1: Maslow’s Hierarchy of Needs Still Applies
School-Based Collaboration: Supporting students' adjustment to school. Includes the Montgomery County Public Schools, Montgomery County Department of Health and Human Services, and non-profit, community based service providers.

Services: Counseling individuals, families and groups. Providing preventive health care and health education. Providing workshops and classes on issues of parenting, nutrition, and acculturation. Assisting with food, utility and housing problems. Providing translation services for non-English speaking families. Assisting parents in completing financial and medical assistance forms. Planning community outreach and prevention programs. Empowering parents to access the "service system" on their own.

For more info: http://www.montgomerycountymd.gov/content/linkages/index.html
Lesson #2: No Single Organization Meets All Student and Family Needs; Involving Partners Reaps Big Rewards

Partners work best when they

- Develop a shared vision
- Focus resources on agreed-up priorities
- Share resources
- Support teachers
- Allocate resources to coordination
Example: Bienestar, Duke Div of Community Health Collaborative, Durham, NC

Partners: Duke SBHCs, Durham Public Schools, El Centro Hispano, & Center for Child and Family Health. Three project goals:

Prevention and early intervention: Outreach to parents and to teachers at three host schools. Preliminary data indicate good outcomes for improved student in-class performance.

School-wide education: For teachers and other staff on mental and behavioral health issues and cultural competence.

Parent and family orientation and education. Morning coffee groups and evening sessions.

FOR MORE INFO:
Lesson #3: Capacity-Building is Essential for Family Outreach

Essential components

- Teacher training
- Health staff training
- Intense engagement with the I and R community
Examples:

- Teacher trainings by Children’s Crisis Treatment Center in Philadelphia, PA.

- Teacher trainings and immigrant & refugee parent participation at the Bridges Program in Brooklyn, NY.

- In-depth conversations with representatives of immigrant and refugee communities in Portland ME.
Advice from the Experts & the Field: Basic Principles

- Strive for cultural competence
- Attend to basic needs
- Encourage adaptation
- Find partners and share the work
- Remember that Infrastructure is key to sustaining new efforts
QUESTIONS?
Concluding Thoughts
The LEARN Model

- **L**isten, with empathy and understanding to the student/family’s perception of the problem
- **E**xplain your perception of the problem
- **A**cknowledge and discuss the differences and similarities
- **R**ecommend response or intervention
- **N**egotiate agreement

The Center for Health and Health Care in Schools

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