

National Task Force on Early Childhood Education for Hispanics

Para Nuestros Niños
Annotated Bibliography

Theme: *Immigrants and schooling*

Carroll, Kaufman, Chavez, & Lauen (1998). *Generational status and educational outcomes among Asian and Hispanic 1988 eighth graders*. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement.

Examines the relationship between immigration of Asian and Hispanic students and various educational indicators and outcomes. Differences by immigrant generation are analyzed (1st-, 2nd-, and 3rd-generation). Looks at how generational status from the 1988 eighth grade cohort of the National Education Longitudinal Study of 1988 (NELS) was associated with various educational outcomes as this cohort progressed through high school and began postsecondary education.

Cosentino de Cohen, C., Deterding, N., & Clewell, B. C. (2005). *Who's left behind? Immigrant children in high and low LEP schools*. Washington, DC: The Urban Institute, Program for Evaluation and Equity Research.

This report provides a statistical portrait comparing elementary schools with high concentrations of limited-English-proficient (LEP) students, to schools with fewer or no LEP students to examine differences that may affect schools' abilities to meet No Child Left Behind requirements. The report focuses on three critical components: the characteristics of the schools themselves, their principals and their teachers

Crosnoe, R. (2005). Double disadvantage or sings of resilience? The elementary school contexts of children of Mexican immigrant families, *American Educational Research Journal* 42, 269-303.

Children from Mexican immigrant families represent one of the fastest growing populations in the American educational system, but their ability to use this system may be hindered by problems associated with their schools. Children from Mexican American families are overrepresented in schools with a wide variety of problematic characteristics. Mathematic achievement, mental health, and interpersonal functioning of these children are often at lower levels in such schools.

DeVelasco, J. R., Fix, M., & Clewell, T. (Eds.) (2000). *Overlooked and underserved: Immigrant children in U.S. secondary schools*. Washington D.C.: The Urban Institute Press.

This report documents changes in the immigrant student population to which the Program in Immigrant Education (PRIME) responds, the challenges the demonstration project faced, and the responses that participating schools made in collaboration with their reform partners.

Fix, M., & Passel, J. (2003). *U.S. immigration: Trends and implications for schools*. Washington DC, The Urban Institute.

This paper highlights three major aspects of recent trends in immigration and their impact on schools: high sustained flows, growing geographic dispersal, and an increase in undocumented immigration.

Fix, M., Zimmerman, W., & Passel, J. (2001). *The integration of immigrant families in the U.S.* Washington, DC: The Urban Institute.

This article evaluates how immigrant families are becoming integrated within the U.S. More specifically, this paper discusses how immigrant families are making progress, the reception they receive in the communities in which they reside, and what directions might immigrant integration and their governing policies take in the future.

Fuligni, A. (1997). The academic achievement of adolescents from immigrant families: The roles of family background, attitudes, and behavior. *Child Development, 68*, 351-363.

This article investigates impact of family background, parental attitudes, peer support, and adolescents' attitudes and behavior on academic achievement of adolescents from immigrant families. It was found that first- and second-generation students received higher mathematics and English grades than peers from native families; the strong educational emphasis by students, parents, and peers was a more significant correlate of achievement than was socioeconomic status.

Fuligni, A. (2001). A comparative longitudinal approach to acculturation among children from immigrant families. *Harvard Educational Review, 71*(3), 566-578.

In this article, the author notes that, within the field of immigration, the process of acculturation has not been studied as a process of individual change over time and suggests a method for doing so.

García-Coll, C., Akiba, D., Palacios, N., Bailey, B., Silver, R., DiMartino, L., & Chin, C. (2002). Parental involvement in children's education: Lessons from three immigrant groups. *Parenting, Science, and Practice, 2*(3), 303-324.

This article explores immigrant group and individual differences within groups in parental reports of involvement in their children's education as a function of both sociodemographic and cultural variables. Over 300 parents from three different immigrant groups--Portuguese, Dominican and Cambodian--were interviewed when their children were in either second or fifth grade.

García-Coll, C. & Magnison, K. (1997). The psychological experience of immigration: A development perspective. In A. Booth & A. C. Crouter (Eds.), *Immigration and the family: Research and policy on U.S. immigrants*. Hillsdale, NJ, England: Lawrence Erlbaum Associates, Inc.

Focuses on the psychological effects of migration on children. This piece attempts to present a balanced and thorough view of migration. It tries to take into account the possible positive benefits of migration, the influence of the developmental stage on the adjustment process, the complexity of the involved processes, and the crucial influence of the present historical, political, economical, and educational contexts

Grossman-Swenson, S., & Dominguez-Arms, A. (2004). *California report card 2004: Focus on children in immigrant families*. Children Now.

This document focuses on children in immigrant families to help Californians better understand the lives of almost half of California's children and families, about whom stereotypes often prevail. The report's data was obtained from sources such as the 2000 Census, the 2001 California Health Interview Survey and the 1999 and 2002 National Survey of America's Families.

Han, W. J. (2006). Han, W. J. (2006). Academic achievements of children in immigrant families. *Educational Research and Review*, 1(8), 286-318.

This paper examines the associations between children's immigrant generation status and academic achievements in the kindergarten and first-grade years. This issue is imperative given the rapidly changing demographic profiles of U.S. immigrant children who, over the last two decades, increasingly migrate from Latin America and Asia. This new generation of immigrants presents challenges for comprehending the developmental trajectories of these children, given unique cultural traditions and attitudes compared with the earlier European immigrants.

Hernandez, Donald J. (2004). *Demographic change and the life circumstances of immigrant families*. Foundation for Child Development. University of Albany, SUNY.

Several major demographic shifts over the past half-century have transformed who we are and how we live in this country in many ways. Most striking, however, is the fact that children today are much more likely to be a member of an ethnic or racial minority group. Racial/ethnic minorities are destined, in aggregate, to become the numerical majority within the next few decades. This article presents a wide range of statistics reflecting cultural, family, social, economic, and housing circumstances across various race/ethnic and country-of-origin groups. Key observations include:

- Children in immigrant families are much less likely than children in native-born families to have only one parent in the home, and they are nearly twice as likely as those in native-born families to be living with grandparents, other relatives, and non-relatives.
- Parental educational attainment is perhaps the most central feature of family circumstances relevant to overall child well-being and development, regardless of race/ethnicity or immigrant origins.
- Children in immigrant families were only slightly less likely than children in native-born families to have a father who worked during the past year, but many of their fathers worked less than full-time year-round.
- Official poverty rates for children in immigrant families are substantially higher than for children in native-born families (21% versus 14%).

The author concludes that these results point to a growing need for policies and programs to assure the health, education success, and well-being of all children across the varied race/ethnic and immigrant-origin groups who now live in this country.

- Hernandez, D., Denton, N., & Macartney, S. (2004). *Early education programs among young children in newcomer and native families*. Presented at conference October 29-30, 2004, at Radcliffe Institute for Advanced Study, Harvard University.
This paper uses Census 200 data to explore why children with immigrant origins in some countries experience lower pre-k/nursery school enrollment rates than children with origins in other countries or native born children.
- Hill, L. (2004). *The socioeconomic Well-being of California's Immigrant Youth*. San Francisco, CA: Public Policy Institute of California & Hill, E. L
The report profiles the educational attainment, workforce participation, household arrangements, and parenting rates of California's immigrant youth. Compares 1st generation immigrants in terms of how old they were when they arrived to the country to "early arriving" "late arriving" and native-born.
- Larsen, L. (2004). *The foreign-born population in the United States: 2003*. Current Population Reports, P20-551, U.S. Census Bureau, Washington, D.C.: U.S. Government Printing Office.
National trends, charts, and statistics concerning the foreign-born and immigrant populations in the United States in 2003.
- Lipsit, M. (2003). *Newcomers left behind: Immigrant parents lack equal access to New York City's schools*. New School University, Milano Graduate School of Management and Urban Policy.
This report discusses findings from a survey and interviews conducted between summer 2002 and spring 2003 by the Center for New York Affairs. The Center set out to document the experiences of new immigrant families in New York City's public schools to determine to what extent they were able to satisfactorily access education and related services.
- Midobuche, E. (2001). More than empty footprints in the sand: Educating immigrant children. *Harvard Educational Review*, 71(3), 529-535.
This author offers her experience and perspective of the education of immigrant children in the U.S. as a teacher and as one who grew up along the U.S.-México border. She argues for educational opportunity for all children.
- Passel, J., Capps, R., & Fix, M. (2004). *Undocumented immigrants: Facts and figures*. Urban Institute Immigration Studies Program, Washington, DC: The Urban Institute
This brief offers some basic descriptive data on the undocumented population, particularly from "A Profile of the Low-wage Immigrant Workforce" and "The Dispersal of Immigrants in the 1990s".
- Passel, J., & Fix, M. (2001). *U.S. immigration at the beginning of the 21st century: Testimony before the subcommittee on immigration and claims hearing on "The U.S. Population*

and Immigration” committee judiciary, U.S. House of Representatives. Washington, DC: Immigration Studies Program, The Urban Institute.

This report assesses the impact of immigration on the U.S. The first section examines basic demographic trends regarding the scale of immigration, its pace, and its characteristics. The second section addresses SES characteristics of immigrants in the U.S.

Perlmann, J. (2004). *The Mexican-American 2nd generation in Census 2000: Education and earnings.* Presented at conference October 29-30, 2004, at Radcliffe Institute for Advanced Study, Harvard University.

This paper concerns the new Mexican 2nd generation in young adulthood and deals particularly with their educational attainment and connections between education and earnings. In this paper, the author attempts to set the high Mexican-American high school drop out rate in the context of other social behavior, while assessing the ethnic earnings situation.

Pong, S., Hao, L., & Gardner, E. (2002). *Parental involvement and children’s educational achievement: Immigrant and generational differences.* The Population Research Institute: Pennsylvania State University, University Park, PA.

This study examines the patterns of parental involvement of three immigrant generations, how adolescents’ academic achievement varies by generation status, and if this variation can be accounted for by parental involvement.

Schmidley, D. (2003). *The foreign-born population in the United States: March 2002.* Current Population Reports, P20-539, U.S. Census Bureau, Washington, D.C.: U.S. Government Printing Office.

National trends, charts, and statistics concerning the foreign-born and immigrant populations in the United States in 2002.

Sheng, X., & McCormick, G. (2004). *Understanding the transition to school: An ecological approach.* Paper presented at American Educational Research Association annual meeting, April 12-16, 2004, San Diego, CA.

This study analyzes the ECLS-K dataset in order to explore the ecological components involved in school transition. The basic hypothesis of this study is that the transition to school involves the interactions among a set of parallel and dynamic ecological processes: child development; proximal interactions among children; parents and teachers; child, family, and classroom characteristics; and the process of school and community development.

Shields, M., & Behrman, R. (2004). Children of immigrant families: Analysis and recommendations. In R. Behrman (Ed.), *The Future of Children, 14(2)*, USA: Princeton University and the Brookings Institution.

Outlines issues and facts highlighted in this issue of *The Future of Children*; specifically, that the strengths and challenges that set children of immigrant families apart from the mainstream population are explored.

Suárez-Orozco C. (2001). Afterward: Understanding and serving the children of immigrants. *Harvard Educational Review*, 71(3), 579-589.

This article offers a summary of issues, findings, conclusions, and future research needs found in the 2001 *Harvard Educational Review* that concentrated on issues relating to immigration and education in the United States.

Sum, A., Kirsch, I., & Yamamoto, K. (2004). *A human capital concern: The literacy proficiency of U.S. immigrants*. Princeton, NJ: Educational Testing Services.

This report profiles the prose, document, quantitative and composite literacy proficiencies of the nation's immigrant adults in the 1990s and describes the labor market and social consequences of the results. A complete summary of the findings and an assessment of their implications for public policy are presented here.

Takanishi, Ruby (2004). Leveling the playing field: Supporting immigrant children from birth to eight. *Children of Immigrant Families*, 14(2), 2-20.

This article discusses the needs of immigrant children from birth to age eight, with a particular focus on the education needs of young children in immigrant families. Key observations include the following. The author concludes that policies that support the health and early education of all young children should be a national priority, and that universal programs open to all children with a minimum of barriers are most likely to be successful in facilitating the participation of young children of immigrant families.

U.S. Department of Commerce, Census Bureau (2001). *Profile of the foreign-born Population in the United States: 2000*. Washington, D.C.: U.S. Government Printing Office.

National trends, charts, and statistics concerning the foreign-born and immigrant populations in the United States in 2000.

White, A., Lerner, S., Lipsit, M., & McPherson, C. (2004). *Hardship in many languages: Immigrant families and children in NYC*. New York, NY: Milano Graduate School, New School University.

This paper seeks to cast light on the intersection of poverty and English language ability among immigrants in New York City, and to energize discussion about social policies designed to assist low-income working people at a time when nearly two-fifths of the city's population was born outside of the U.S. Academic research findings concerning social support aspects are highlighted.