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# Children in Immigrant Families in Connecticut Fact Sheet

September 2009

PROMOTING POSITIVE OUTCOMES for children in immigrant families is critical given that they are among the fastest growing segment of the child population (ages 0-17). This brief is part of a series of 50 state-specific papers intended to provide information about the importance of reducing language and literacy barriers to ensure that children in immigrant families achieve success in school and work settings. The results presented here are combined from the American Community Survey for 2005, 2006, and 2007. Funding was provided by the Annie E. Casey Foundation.

## Children in immigrant families learning English are key to Connecticut's future

Children with at least one immigrant parent account for 21% of all children in Connecticut, and 7% of Connecticut's children live with English language learner parents only.

## Children in immigrant families have diverse national origins

The largest proportion of children in immigrant families in Connecticut have origins in the Caribbean (17%), followed by those with origins in South America (16%). Many also have origins in Central and Eastern Europe and the former Soviet Union (14%) and Western Europe (13%).

## Children in immigrant families have deep roots in Connecticut

This is reflected in their parents' length of residence and citizenship, their own citizenship, their parents' and their own English fluency, and their families' commitment to homeownership.

## Most children in immigrant families have long-term resident parents

**Three in four (75%) children in immigrant families in Connecticut have parents who have lived in the United States 10 or more years.** The proportion is similar (71%) for children with mixed-fluency parents and rises to 80% for those with English fluent parents only but is lower for those with English language learner parents only (64%).

## Many children in immigrant families have American citizen parents

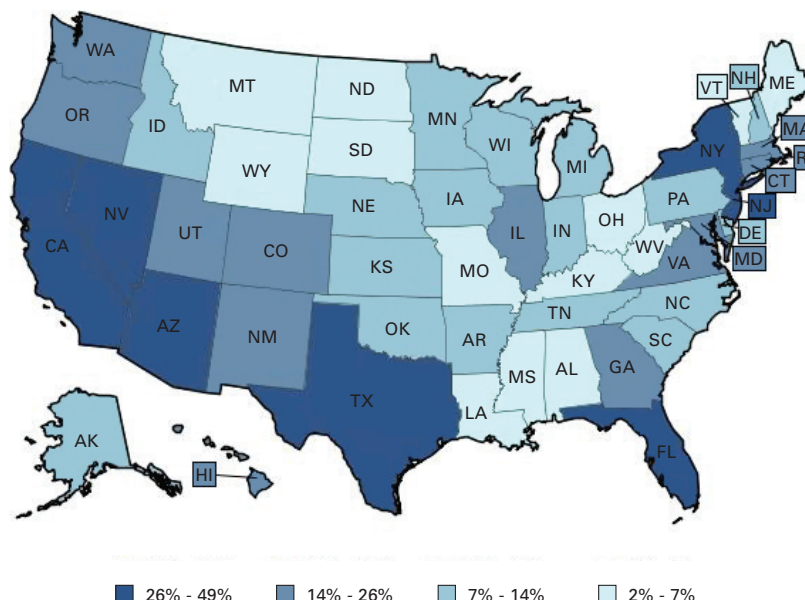
**Seven of every ten (70%) children in immigrant families in Connecticut have parents who are U.S. citizens.** The proportion rises from 45% for children with English language learner parents only to 71% for children with mixed-fluency parents and 80% for those with English fluent parents only.

## Most children in immigrant families are American citizens

**More than four in five (86%) children in immigrant families in Connecticut are U.S. citizens.** The proportion is nine in ten



## Children in immigrant families (Percent – 2007)



KIDS COUNT Data Center, [www.kidscount.org/datacenter](http://www.kidscount.org/datacenter)  
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for children with English fluent parents only (92%) and more than four in five for children with mixed-fluency parents (85%), but even among children with English language learner parents only, a large 74% are American citizens.

### Children in immigrant families have diverse language environments

Most children in immigrant families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion lives in linguistically isolated households.

**The language skills of parents in immigrant families have important implications for language acquisition among children** because parents provide the earliest environment in which children learn to speak. The English language skills of parents may also have important implications beyond the role in children's language acquisition. English language learner parents are less likely to find well-

paid full-time year-round jobs and may be less able to help their children study for subjects taught in English.

### Most children in immigrant families have an English fluent parent

Nearly three of every four (73%) children in immigrant families in Connecticut live with at least one English fluent parent, while the others (27%) live with parents who are English language learners only. Of the 73%, about four-fifths live with English fluent parents only, and more than one-fifth live with mixed-fluency parents, that is, with one English fluent parent and one English language learner parent.

**English fluent parents are more likely to have lived longer in the U.S.** In all immigrant families, 64% of English language learner parents have lived in the U.S. for 10 or more years, while 71% of mixed-fluency parents and 80% of English fluent parents have lived in the U.S. for 10 or more years. This pattern reflects, in part,

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the fact that the longer immigrant parents live in the U.S. the more likely they are to become proficient in English.

### **Most children in immigrant families are English fluent**

**Ninety percent of children in immigrant families in Connecticut speak English exclusively or very well.** Even among children in immigrant families with origins in Mexico, the origin group least likely to speak English fluently, a substantial majority (68%) speak English fluently.

**Two-fifths (41%) of children in immigrant families in Connecticut speak another language at home and speak English very well.** Thus, many children in immigrant families are well-positioned to become fluent bilingual speakers, writers, and readers—if they receive formal training in both English and the native language of their parents.

### **But many children live in linguistically isolated households**

**About one of every six (17%) children in immigrant families in Connecticut lives in linguistically isolated households,** in which no one over the age of 13 speaks English exclusively or very well.

### **Seven in ten children in immigrant families live in family-owned homes**

**Sixty-nine percent of children in immigrant families in Connecticut live in family-owned homes.** The proportion ranges from 46% for those with English language learner parents only to 68% for those with mixed-fluency parents and 79% for those with English fluent parents only.

### **Children in immigrant families experience important family strengths**

These strengths include having two parents (and often other adult relatives) in the home who have a strong work ethic and

are available to care for and nurture their children.

### **Most children in immigrant families have two parents in the home**

**Children in immigrant families in Connecticut are more likely than children in native-born families to live with two parents.** Among children in immigrant families, 84% live with two parents, compared to 75% of children in native-born families. Three in four children in immigrant families live with two parents if they have English language learner parents only (76%), and the proportion rises to 84% for those with English fluent parents only, which is the same as the proportion for Whites in native-born families (84%).

**Children in immigrant families in Connecticut are more likely than Whites in native-born families to have another adult relative in the home (20% vs. 13%).** Children in immigrant families with English language learner parents only are the most likely to have such relatives in the home (29%), followed by those with mixed-fluency parents (18%) and English fluent parents only (16%).

### **Children in immigrant families experience a strong family work ethic**

**Nineteen of every twenty (95%) children living with a father have a father who works to support the family, among children in immigrant families and native-born families alike.** The proportion is very high (91%–96%) for each parental English language fluency group among children in immigrant families.

**Four of every five (79%) children in immigrant families in Connecticut with a father in the home have a father working full-time year-round, which is similar to the proportion for children in native-born families (83%).** The proportion ranges from 82% for children with English fluent parents only to

Two-fifths of children (41%) in immigrant families in Connecticut speak another language at home and speak English very well.

79% for those with mixed-fluency parents and 71% for those English language learner parents only.

**Seven of every ten (71%) children in immigrant families in Connecticut with a mother in the home have a mother working to support the family.** This is similar to the proportion for children in native-born families (76%). Children in immigrant families with English fluent parents only and children in native-born families are about equally likely to have a working mother (75% vs. 76%), but children with mixed-fluency parents and English language learner parents only are less likely than children in native-born families to have a working mother (62% and 66% vs. 76%).

**Two of every five (40%) children in immigrant families in Connecticut with a mother in the home have a mother employed full-time year-round.** Children in immigrant families are 4 percentage points more likely than those in native-born families to have a mother working full-time (40% vs. 36%).

### Children in immigrant families experience important challenges

Many children in immigrant families, especially those with English language learner parents only, experience the challenges associated with low parental education, low parental hourly earnings, and high family poverty, which, in turn, can lead to overcrowded housing and limited access to early education programs.

### Many children of immigrants have parents with limited education

**One of every eight (13%) children in immigrant families in Connecticut has a father who did not graduate from high school, and the proportion is similar for mothers.** There is little difference between children in immigrant families with English fluent parents only and children in native-born

families (4% vs. 5%), but the proportion of children in immigrant families whose fathers did not graduate from high school rises to 16% for children with mixed-fluency parents and 33% for those with English language learner parents only.

**One in every sixteen children (6%) in immigrant families in Connecticut has a father who has completed only 8 or fewer years of school.** The proportion rises to 18% for children with English language learner parents only.

**Parents with little schooling may be less comfortable with the education system, less able to help their children with school work, and less able to effectively negotiate with teachers and education administrators.** It may be especially important for educators to focus attention on the needs of children in immigrant families from Mexico and Central America because children in each of these groups are especially likely to have parents who have completed only a few years of school.

### Many children of immigrants have parents with low hourly earnings

**One of every seven (14%) children in immigrant families in Connecticut with a father in the home has a father earning less than 200% of the minimum wage, that is, less than \$10.30 per hour.** (The Federal Minimum Wage increased from \$5.15 to \$5.85 on July 24, 2007 and to \$7.25 on July 24, 2009.) This is about two times greater than the proportion for those in native-born families (6%). There is little difference between the children in native-born or immigrant families with English fluent parents only (6% vs. 8%), but the proportion of children in immigrant families whose fathers earn less than 200% of minimum wage rises to 12% for children with mixed-fluency parents and 29% for those with English language learner parents only.

**46% of children in immigrant families with English language learner parents only are living below the 200% poverty level.**

## **Many children in immigrant families live below the poverty line**

**One of every thirteen (8%) children in immigrant families in Connecticut is officially poor, and the proportion rises to about one in six (16%) for those with English language learner parents only.** Overall, children in immigrant families in Connecticut are about as likely as those in native-born families to be poor (8% vs. 9%), but they are two times more likely than Whites in native-born families to live in poverty (8% vs. 4%). Official poverty rates for children in immigrant families with English fluent parents only and mixed-fluency parents are less than for children in native-born families (5% and 7% vs. 9%), but the rate rises to 16% for those with English language learner parents only.

**The official poverty measure is used most often to assess economic deprivation in the U.S.,** but more than a decade ago a National Research Council (NRC) report urged that the official measure be revised because "...it no longer provides an accurate picture of the differences in the extent of economic poverty among population groups or geographic areas of the country, nor an accurate picture of trends over time" (Citro & Michael, 1995, p. 1). The proportion of families with incomes below 200% of the poverty line is often used in policy discussions.

**One of every four (25%) children of immigrants in Connecticut lives in a family with an income below 200% of the official poverty line.** Children in immigrant families are about as likely as those in native-born families to have family incomes below 200% of the official poverty line (25% vs. 21%). Among children of immigrants with English fluent parents only, 16% live below the 200% poverty line, which is less than the proportion for children in native-born families (21%), but the proportion rises to 25% for children of immigrants with mixed-fluency parents and to a very high 46% for children of immigrants with English language learner parents only.

## **Many children in immigrant families live in overcrowded housing**

**Families with low wages and below-poverty-line incomes may live with other family members or nonrelatives to share housing costs and make scarce resources go further, leading to overcrowded housing conditions.**

**One of every eight (13%) children in immigrant families in Connecticut lives in overcrowded housing.** Children in immigrant families are more than two times more likely than children in native-born families to live in overcrowded housing (13% vs. 5%). Overcrowding is about as prevalent for children in immigrant families with English fluent parents only as for children in native-born families (7% vs. 5%), but as with poverty indicators, the proportion rises greatly for children with mixed-fluency parents (16%) and English language learner parents only (24%).

## **Children in immigrant families have low early education enrollment**

**Children in immigrant families in Colorado are less likely than children in native-born families to be enrolled in pre-k/nursery school at age 3 (16% vs. 34%) and at age 4 (45% vs. 59%).** At age 3, the proportion of children in immigrant families enrolled in preschool programs declines from 27% for those with English fluent parents only to 6% for those with English language learner parents only. Similarly, at age 4, the proportion enrolled declines across the three parental language groups. Among children in immigrant families with origins in Mexico, enrollment in early education programs is even lower at age 3 (6%) and age 4 (42%).

**Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially among Hispanics.** But recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap in early education that



## Citations

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separates children in immigrant families from Mexico, for example, and White children in native-born families (Hernandez, Denton, & Macartney, in press).

**These results may be surprising, but it is important to note that these estimates are consistent with the strong commitment to early education in contemporary Mexico,** where universal enrollment at age 3 is becoming obligatory in 2008–2009 (OECD, 2006). In fact, in Mexico where preschool is free, 81% of children age 4 were enrolled in 2005, compared to only 71% of White children in U.S. native-born families and 55% of children in U.S. immigrant families from Mexico in 2004 (Yoshikawa et al., 2006).

## Policies and programs to foster children's success

**Connecticut and its local governments, including counties, cities, and school districts, as well as the Federal Government, pursue many policies and programs to foster positive development among children.** Such government activities are no less important for children in immigrant families than for those in native-born families, but particularly for children with English language learner parents only, special features may be required to assure that children in immigrant families have the same opportunities to succeed as all children.

**Early education programs are important for all children, but may be particularly valuable for the cognitive and language development of children in English language learner families** (Gormley, 2007, 2008; Gormley & Gayer, 2005; Gormley et al., 2005). Insofar as socioeconomic barriers play a critical role in limiting access of key immigrant groups to early education, additional resources would help these and other parents to achieve their hope of enrolling their children in early education programs.

**There is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy (reading and writing).** This need exists because language development is critical to the success of children in school, and research has shown that the development of bicultural language skills and identity is related to the successful educational and social integration of children in immigrant families (Espinosa 2007, 2008; Fuller, 2007; Portes & Rumbaut, 2001; Sam et al., 2006). Two-generation family literacy programs could also foster the educational, economic, and social integration of children and parents in immigrant families.

**The successful integration of many children and parents in immigrant families in some communities may require active outreach in the home languages of families by schools, health care facilities, and other organizations and institutions serving children and families. The successful integration of these children and parents will also be fostered by the development of a culturally competent workforce in these organizations and institutions.** ♦

## About This Series

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with the Annie E. Casey Foundation on this project. The Center supports the efforts of population scientists at the University at Albany to conduct innovative research on such demographic topics as immigration, residential segregation, and health disparities. CSDA researchers Donald J. Hernandez, Ph.D., Victoria L. Blanchard, M.S., Nancy A. Denton, Ph.D., and Suzanne E. Macartney, M.A. conducted the analyses on which the series is based and wrote the briefs while the Annie E. Casey Foundation edited, designed and disseminated them.