Children in America's Newcomer Families

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CHILDREN IN IMMIGRANT FAMILIES – THE U.S. AND 50 STATES: NATIONAL ORIGINS, LANGUAGE, AND EARLY EDUCATION

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The huge influx of immigrants coming to the United States from every corner of the globe has helped propel the issue of immigration high up on the national agenda. Most of the attention has focused on the legal side of the issue, especially with Congress set to tackle comprehensive immigration reform this year. In contrast, relatively little attention has focused on the side of the nation's immigration story that represents the future: children.

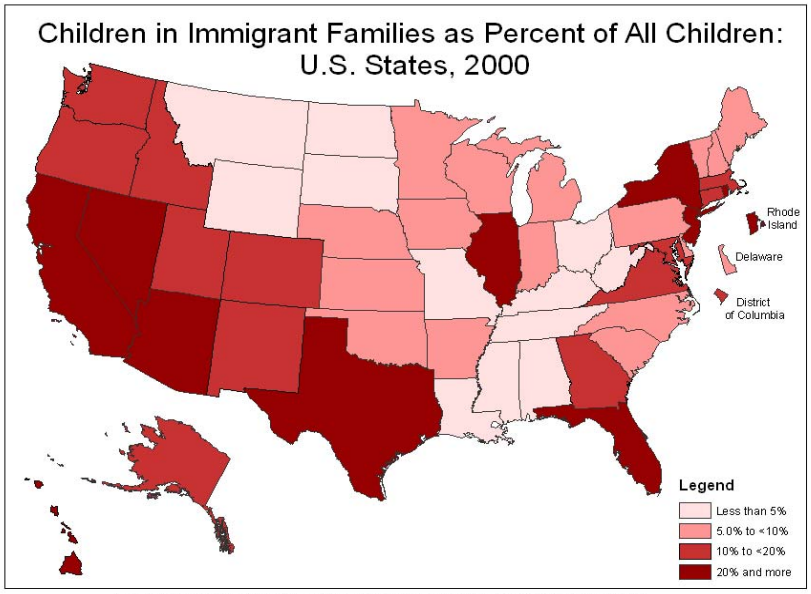
This Research Brief *draws on new results of Census 2000 data to take a closer look at* children in immigrant families*, that is, children with at least one foreign-born parent. For example, the brief reports that children in newcomer families are driving the nation's racial and ethnic transformation. Moreover, these children constitute a very diverse group in terms of their national origin, as well as the places that they now call home. Children in newcomer families also have strong ties to their adopted country; four out of five are American citizens and three out of four are fluent in English. At the same time, children of immigrants are less likely to be enrolled in preschool programs, putting them at a disadvantage when it comes to the cognitive aspects of school readiness and English-language fluency*.

In particular, this brief highlights the proportion, dispersion, national origins, language, and early education of children in newcomer families, both for the United States as a whole and in various states. (Results for each state can be accessed at http://www.childtrends.org/Files//Child_Trends-2007_04_01_TBL_ChildrenInImmigrantFamilies.pdf. This research brief and the results for each state, as well as more detailed data for the United States, individual states, and other local areas, can be accessed at http://www.albany.edu/csda/children.)

A PIVOTAL GROUP

There are at least two important reasons that all Americans should care about the lives and prospects of children in newcomer families.

- *First*, these children account for 20 percent of all children in the United States, and their numbers are growing faster than any other group of children in the nation.[1] Moreover, children in newcomer families live throughout the country. The proportion of children in immigrant families falls below 5 percent in only 11 states, and that proportion rises to 10 percent or more in 22 states and the District of Columbia, including 10 states where 20 percent or more children have an immigrant parent (See Table 1 and the map on the next page).



Calculated from Census 2000 5% microdata (IPUMS) by Donald J. Hernandez, Nancy A. Denton, and Suzanne E. Macartney, Center for Social and Demographic Analysis, University at Albany, State University of New York

- *Second*, children in newcomer families are leading the racial-ethnic transformation of America. The emergence of racial and ethnic minorities as the majority U.S. population is occurring most rapidly, and will first become a reality, among children. The U. S. Census Bureau projects that the proportion of children who are non-Hispanic white will fall steadily into the future, dropping below 50 percent after 2030, just 23 years away.[2] In contrast, by 2030, the baby-boom generation born between 1946 and 1964 will be between the ages of 66 and 84. Census Bureau projections indicate that 72 percent of this elderly population will be non-Hispanic white, compared with 56 percent for working-age adults, and 50 percent for children. Thus, as the predominantly white baby-boom generation reaches retirement age, it will depend increasingly for economic support on the productive activities and civic participation—including voting—of working-age adults who belong to a wide range of racial and ethnic minorities. And many of these working-age adults grew up in immigrant families.

HAILING FROM MANY LANDS

Children in newcomer families are quite diverse in their national origins, and that diversity is reflected differently across the 50 states (See Tables 4 and 5). More children of immigrants in the United States have origins in Mexico (40 percent) than in any other country. The remaining 60 percent have origins that span the globe, including nations in the Caribbean, East Asia, or Europe, Canada, and Australia (10-11 percent each); Central America, South America, Indochina (Cambodia, Laos, Thailand, Vietnam), or West Asia (5-7 percent each); or the former Soviet Union or Africa (2-3 percent each).

Because immigrants from a specific country tend to concentrate in particular localities, states differ greatly in the proportions of children in newcomer families with the same national origins. For example, children in immigrant families with origins in Mexico account for 50-81 percent of children with immigrant parents in 12 states, including several states in the West (Arizona, California, Colorado, Idaho, Nevada, and New Mexico); the South (Arkansas, Oklahoma, and Texas); and the Midwest (Illinois, Kansas, Nebraska). All in all, children with roots in Mexico constitute the largest newcomer group in 26 states.

Children with other global origins are more predominant in the remaining 24 states. For example, the largest proportions of children in newcomer families in 14 states have origins in Europe, Canada, and Australia. In Alaska, Hawaii, Maryland, and Virginia, the largest proportions of children in immigrant families have East Asian origins, whereas in Florida, New Jersey, and New York, the largest proportions of children of immigrants have Caribbean origins. Children in newcomer families are predominantly of Indochinese origin in Louisiana and Minnesota, of Central American origin in the District of Columbia, and of West Asian origin in Michigan.

Selected world origins also account for at least 20 percent of children in immigrant families in Louisiana (Central America); Connecticut, Massachusetts, and Rhode Island (Caribbean); North Dakota, South Dakota, Washington, and West Virginia (East Asia); Wisconsin (Indochina); and Alabama, Michigan, and South Carolina (Europe, Canada, and Australia).

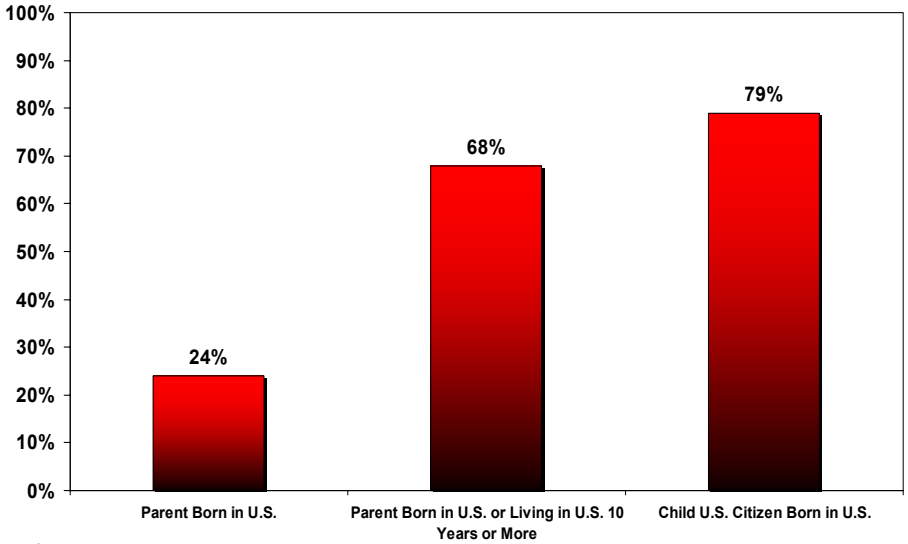
The proportion of children in newcomer families with origins in some regions of the world is relatively small. For example, only 3 percent of children in immigrant families have origins in Africa, although this proportion rises to between 11 and 15 percent in the District of Columbia, Maine, Maryland, and Minnesota. And only 2 percent of children in newcomer families have origins in the former Soviet Union, but this proportion rises to between 5 and 8 percent in North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, and Washington.

Thus, states differ enormously in the countries and world regions of origin of children in newcomer families. Consequently, states show quite different patterns of language and culture among children of immigrants in their schools and other public and private institutions.

ROOTED IN THE U.S.

There is substantial evidence that children in newcomer families have roots in the United States in terms of their own citizenship, as well as their parents' citizenship and length of residence in this country, and their own and their parents' English fluency (See Chart 1 and the subsequent highlighted points).

Chart 1. Children Ages 0-17 in Newcomer Families, Born in U.S., or with Parent Born in U.S. or Living in U.S. 10 Years or More



Calculated from Census 2000 5% microdata (IPUMS) by Donald J. Hernandez, Nancy A. Denton, and Suzanne E. McCartney, Center for Social and Demographic Analysis, University at Albany, State University of New York.

One in four children in newcomer families has a parent who was born in the United States. Across the United States, nearly one-fourth (24 percent) of children in immigrant families live with both a foreign-born and a U.S.-born parent (See Table 1). This proportion rises to 40 percent or more for children of immigrants who live in 13 states (Alabama, Alaska, Kentucky, Maine, Mississippi, Missouri, Montana, New Hampshire, North Dakota, Ohio, Vermont, West Virginia, and Wyoming). Moreover, this proportion is 20 percent or more in every state except California and New York, and in the District of Columbia. Thus, almost one in four children of immigrants lives in a family in which one of his or her parents is a lifelong American citizen who was born in the United States.

Two in three children in newcomer families have parents who have lived in the United States 10 or more years. Sixty-eight percent of children in newcomer families have parents who have lived in the U.S. 10 years or more, including the 24 percent with parents who were born in the United States (See Table 1). Thus, only about one-third (32 percent) of children in newcomer families have a parent in the home who has lived in the United States less than 10 years. In no state do most children in newcomer families live with a parent who has lived in the country less than 10 years. Thus, the parents in the homes of most children in newcomer families in every state have spent at least the past decade—and in many cases their entire lives—living in the United States.

Four in five children in newcomer families are U.S. citizens. The vast majority (79 percent) of children in newcomer families are American citizens because they were born in the United States. In only three states (Iowa, Minnesota, and South Dakota) does the proportion of U.S.-born children in newcomer families fall below 70 percent, but even in these states about two-thirds (65-68 percent) were born as American citizens (See Table 1). Most children in newcomer families, therefore, share precisely the same rights and privileges as do other citizen children in native-born families. Still, one or both parents of children in newcomer families may be excluded from eligibility for important government benefits or services because of the parent or parents' foreign birth.[1,3,4]

About This Series

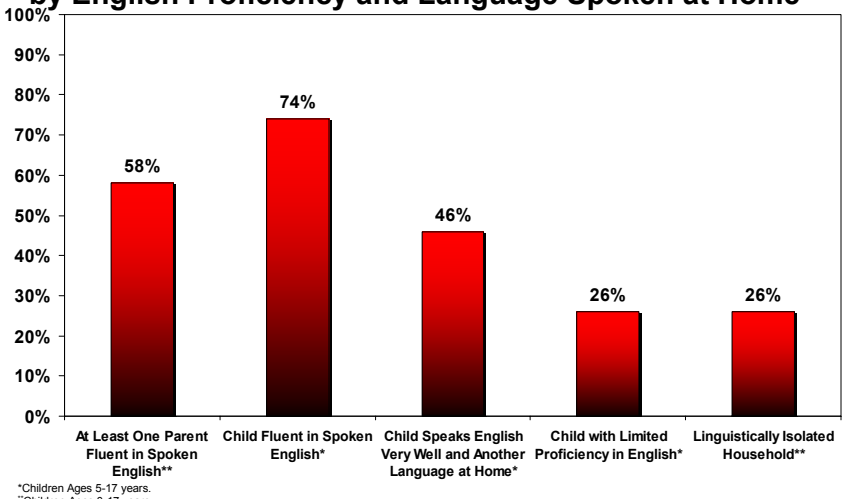
This series of eight research briefs uses new results of Census 2000 data to examine *children in immigrant or newcomer families*, that is, children with at least one foreign-born parent. These results are important because they help to fill in the large gaps in our knowledge about the burgeoning population of children in newcomer families. The new state-specific findings are particularly noteworthy in this regard. Overall, the series seeks to provide information that is useful to policy makers, program administrators, community organizations, advocates, the general public, and the media in fostering the well-being of children in this population.

The Center for Social and Demographic Analysis (CSDA) of the University at Albany, State University of New York, collaborated with Child Trends on this project. CSDA researchers conducted the analyses on which the series is based and wrote the briefs; Child Trends edited, designed, and disseminated them. The full set of research briefs and more detailed data on children in newcomer families for the United States and various local areas are available at http://www.albany.edu/csda/children.

SPEAKING ENGLISH

Most children in newcomer families grow up in complex language environments that can help promote the development of English language skills. A smaller proportion of children in newcomer families live in linguistically isolated households, in which parents and other family members speak little or no English (See Chart 2 and the subsequent highlighted points).

Chart 2. Children in Newcomer Families with English-Fluent Parent, in Linguistically Isolated Household, and by English Proficiency and Language Spoken at Home



*Children Ages 5-17 years.
**Children Ages 0-17 years.
Calculated from Census 2000 5% microdata (IPUMS) by Donald J. Hernandez, Nancy A. Denton, and Suzanne E. McCartney, Center for Social and Demographic Analysis, University at Albany, State University of New York.

Nearly three in five children in newcomer families have a parent who speaks English exclusively or very well. One-half of children in newcomer families have a mother (51 percent) or a father (50 percent) in the home who has limited proficiency in speaking English, and 59 percent of children in newcomer families live with at least one parent who is not proficient in English, by self-report or report of an adult in the household (See Table 2). However, nearly three-fifths (58 percent) of children in newcomer families have at least one parent in the home who speaks English exclusively or very well. This proportion falls to one-half (49 percent) only in California, whereas in 26 states at least two-thirds (67 percent) of children in newcomer families have at least one parent in the home who is reported to speak English exclusively or very well. Thus, a substantial majority of children in immigrant families live with a parent who is reported to speak English exclusively or very well and, therefore, has made major strides along the path to integration into English-speaking society.

Three in four children in newcomer families speak English exclusively or very well. Children in newcomer families are even more likely than are their parents to speak English fluently. The vast majority of children of immigrants (74 percent) speak English exclusively or very well according to the responding adult in the household, whereas the remaining one-fourth (26 percent) have limited English proficiency (See Table 2). The proportions of children in immigrant families with limited English proficiency range from a high of 28-32 percent in Arizona, Arkansas, California, Colorado, Illinois, Minnesota, Nebraska, New Mexico, and Texas to a low of 5-12 percent in Maine, Montana, New Hampshire, North Dakota, Vermont, West Virginia, and Wyoming. Thus, even though the majority of children in newcomer families in various states are fluent in English, schools in all states face the special challenges associated with communicating with and teaching those children in newcomer families who are not proficient in English. Schools with a large number of children with limited English proficiency who speak one particular language can benefit from economies of scale in hiring teachers or assistants

who are bilingual. That approach is less feasible in schools with only a small number of limited English-proficient students in a single classroom or when various children speak multiple languages other than English.

Nearly one-half of children in newcomer families speak another language at home but speak English very well. Children in newcomer families are three times more likely to speak English exclusively or very well than to speak English well, not well, or not at all (74 percent vs. 26 percent). A large proportion of those who speak English very well are especially well positioned to become bilingually fluent because they also speak another language at home. In fact, the largest proportion of children in newcomer families—nearly one-half (46 percent)—both speak English very well and speak the native language of their parent or parents at home (See Table 2).

The pattern is generally the same in various states, although the levels differ. Children in newcomer families in every state are more likely to speak English exclusively or very well than to have limited English proficiency. At the same time, children in newcomer families in every state are more likely both to speak English very well and to speak another language at home than to have limited English fluency. Bilingual children (those reported to speak English very well and to speak another language in the home) outnumber children in newcomer families with limited English proficiency in every state (except South Dakota) with a ratio of those who are bilingual to those who have limited English proficiency ranging from 1.2:1 in Minnesota to a high of 3.9:1 in Maine.

Thus, many children in newcomer families in all states 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 parent or parents.

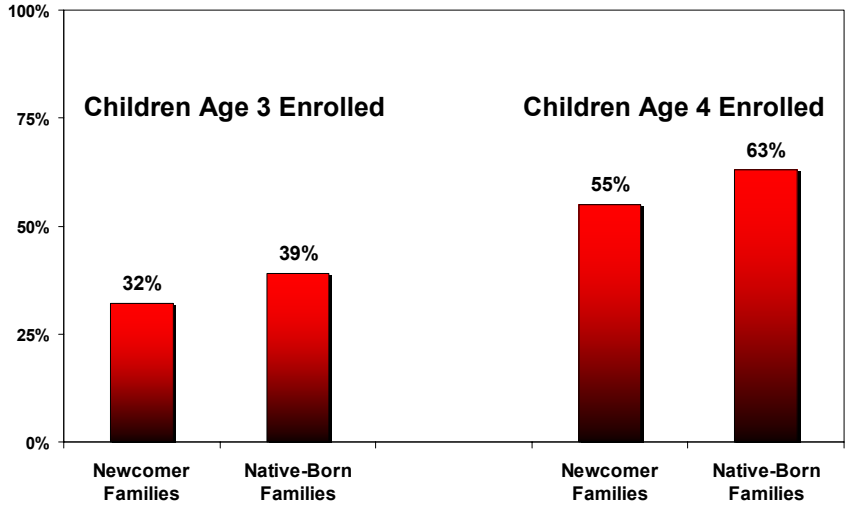
However, one in four children in newcomer families lives in linguistically isolated households. One-fourth of children in newcomer families are limited in their English proficiency. The same proportion (26 percent) lives in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well (See Table 2). The proportions in linguistically isolated households across states range from a high of 30-33 percent in Arizona, Arkansas, California, Colorado, the District of Columbia, Kansas, Nebraska, Nevada, Oregon, and Texas to a low of 6-9 percent in Maine, Montana, New Hampshire, North Dakota, Vermont, West Virginia, and Wyoming.

Children in these families may experience a high degree of isolation from English-speaking society, because not even adolescent children in these households speak English proficiently. These children and families offer both special challenges and opportunities for schools. The challenges are reflected in the need to design policies and programs that will most effectively educate these children in newcomer families and that will engage their parents through outreach in the languages of the families. (See the Implications/Recommendations for Policy and Programs section of this brief for more on this point.)

PATTERNS OF PRESCHOOL ENROLLMENT

Children's language development begins early, and participation in high quality early care and education can contribute. Participation in high quality preschool programs may be particularly valuable for the cognitive and language development of children in newcomer families with limited English proficiency.[5] Overall, Census 2000 recorded that children in newcomer families are less likely than are children in native-born families to be enrolled in preschool at age 3 (32 percent vs. 39 percent) and at age 4 (55 percent vs. 63 percent) [See Chart 3].

Chart 3. School Enrollment Among Children Ages 3 and 4 in Newcomer and Native-Born Families



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However, differences in preschool participation for newcomer and native-born families vary greatly by state (See Table 3). In 12 states, at both ages 3 and 4, children of immigrants are nearly as likely or more likely than are those in native-born families to be enrolled in preschool. But in most states, that is not the case. In 21 states, children in immigrant families are less likely, by at least 10 percent, to be enrolled in preschool at ages 3 or 4 than are their peers in native-born families. And in seven of these states (Arizona, California, Illinois, Nevada, New Mexico, North Carolina, and Texas), the differences in preschool enrollment at both ages 3 and 4 are 10 percent or more. These seven states all have high proportions of children in immigrant families with origins in Mexico.

Cultural preferences are sometimes cited as a reason for lower enrollment in early education programs among immigrant groups, especially Hispanics. Yet recent research indicates that socioeconomic barriers can account for at least one-half and perhaps the entire enrollment gap separating children in newcomer families from Mexico, for example, and white children in nonimmigrant families.[6] In Mexico, preschool is free, and 81 percent of four-year-olds were enrolled in preschool in 2005 (as preschool was becoming obligatory under Mexican federal law),[7] substantially more than the 71 percent enrolled in preschool among whites in U.S. native-born families in 2004 (calculated by the authors from the October U.S. Current Population Survey). Although preschool enrollment rates are high in Mexico, they are much lower in the United States for children in newcomer families from Mexico (55 percent in 2004).

SUMMARY

This *Research Brief* has shown that children in newcomer families are rooted in America, because one-fourth have U.S.-born parents, two-thirds have parents who have lived in the United States for a decade or more (including those born here), and three-fourths are themselves American citizens who were born in the United States. In addition, nearly three-fifths of children in newcomer families have a parent who is reported to speak English exclusively or very well, and three-fourths of the children speak English exclusively or very well. These statistics indicate that most children in newcomer families are U.S. citizens, and that their parents have achieved a substantial degree of linguistic integration.

In addition, nearly one-half of children in newcomer families speak English very well and also speak a language other than English at home, presenting many American schools with the opportunity to foster bilingual fluency, a skill of enormous potential value in our increasingly globalized economy. In contrast, about one-fourth of children in newcomer families are limited in their English proficiency, and about one-fourth live in linguistically isolated households. These children and families pose a greater educational challenge to schools both for language learning and for teaching in other subjects, but they provide a similarly valuable opportunity to foster bilingual fluency.

As noted above, language development begins early, and high quality early care and education can foster language development. There is evidence that children in newcomer families can benefit from participation in high quality preschool programs. Yet results presented here also show that in most states, children in newcomer families have lower preschool enrollment rates than children in native-born families.

IMPLICATIONS/RECOMMENDATIONS FOR POLICY AND PROGRAMS

What strategies might federal, state, and local governments (including school districts) and other public and private organizations pursue to foster the positive development and successful integration of children in newcomer families? Further, how will pursuing these strategies assure that America will receive the maximum long-run benefit from the many immigrants who bring valuable language skills to this country?

- *First*, additional resources can be devoted to assuring that children in newcomer families have access to high quality early education. Multiple states (including Oklahoma, Florida, Georgia, Massachusetts, New York, and West Virginia) have established voluntary universal pre-kindergarten programs in which parents can enroll their four-year-old children.[5] Given the emerging evidence that children from newcomer families can benefit from high quality preschool programs, efforts to assure that such programs are accessible to and welcoming of children in newcomer families, as well as of high quality, would be beneficial. This may require active outreach within some communities to foster the inclusion of children whose parents have limited English proficiency.

- *Second*, there is a need for systematic examination of the effectiveness of education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children, and that foster both bilingual spoken fluency and bilingual literacy (reading and writing). Effective programs may require the development of new techniques to teaching within the preschool setting, as well as new teacher preparation programs.

- *Third*, education programs can improve outreach to immigrant parents. Parental involvement is an important factor in children's school progress. There is a need to develop and evaluate strategies to facilitate the involvement of immigrant parents in children's schooling from their early years throughout their school participation.

- *Fourth*, two-generation family literacy programs should be examined as a strategy for providing the opportunity for young children and parents with limited English language skills to learn together how to build literacy into their homes and daily lives. While the most recent national evaluation of the Even Start family literacy program did point to gains in literacy outcomes for participants, it did not provide evidence that gains were greater for those assigned to the program than for those in the control group.[8] The researchers note the need for better understanding of the bases for variation in the effectiveness of the Even Start program as implemented in various localities. Work is needed to understand the specific features of family literacy programs that can help parents in immigrant families improve their capacity to provide for the economic support of their families while also fostering the children's development.

Public and private agencies that devote additional resources to enhancing the English language and bilingual fluency and literacy of children in newcomer families, and of their parents, may contribute both to the integration of these children and families into American society and to making the American economy more productive and globally competitive. Immigrants bring a rich array of languages to the United States, and policies and programs that capitalize on these valuable resources can help to build connections for America throughout the world, including regions where the United States has important economic and geopolitical interests, such as Latin America, China, and the Arabic-speaking and Persian-speaking nations of West Asia. The global economic position of the United States and the self-interest of the soon-to-retire baby-boom generation may be well-served by such educational investments.

CONCLUSION

Children in newcomer families account for one in five U.S. children, the vast majority of whom are here to stay because they are American citizens. Identifying effective strategies to support these children's development early and throughout their education will help to assure that these children flourish and contribute to our nation.

Endnotes

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Child Trends (www.childtrends.org)

Child Trends, founded in 1979, is a nonprofit, nonpartisan research service center serving those dedicated to creating better lives for children and youth.

The Center for Social and Demographic Analysis (www.albany.edu/csda/)

The Center for Social and Demographic Analysis has just completed 25 years of existence and 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.

TABLES 1, 2, 3, 4, AND 5

Table 1. Generation and Family Composition among Children in Immigrant Families, for United States, 50 States, and the District of Columbia

	Total Population 0-17[a]		Among children in immigrant families, percent who are:		
	Number of Children 0-17	Percent in immigrant families	Second generation (child born in U.S.)	Living with at least one native-born parent	Living with at least one parent in U.S. less than 10 years
United States	**68,452,050**	**19.5**	**78.6**	**23.9**	**31.7**
Alabama	1,059,567	3.6	76.7	40.7	37.7
Alaska	180,125	11.5	80.8	41.7	29.1
Arizona	1,282,413	26.5	76.0	25.9	37.4
Arkansas	634,805	5.5	74.9	31.8	42.5
California	8,644,760	47.9	81.5	17.3	25.3
Colorado	1,053,066	16.1	73.4	30.3	40.7
Connecticut	807,231	16.8	76.7	33.8	30.7
Delaware	184,376	9.4	73.3	31.2	44.8
District of Columbia	100,976	18.4	72.8	18.3	39.0
Florida	3,425,027	27.4	77.9	26.2	33.4
Georgia	2,029,517	11.2	72.8	26.3	43.6
Hawaii	276,755	28.7	82.7	35.8	28.4
Idaho	355,165	10.4	78.0	37.0	35.6
Illinois	3,078,544	21.1	78.1	20.5	34.0
Indiana	1,506,136	5.2	75.6	37.0	40.7
Iowa	706,701	5.8	68.2	30.2	47.2
Kansas	682,441	9.8	73.6	29.4	41.8
Kentucky	949,236	3.4	70.4	42.1	45.1
Louisiana	1,133,645	4.7	82.8	34.4	27.7
Maine	291,129	5.0	79.1	57.2	22.3
Maryland	1,276,869	15.6	76.5	24.1	32.1
Massachusetts	1,444,774	19.7	78.3	27.7	28.9
Michigan	2,475,368	8.5	74.2	31.8	37.6
Minnesota	1,246,090	9.7	64.6	22.7	40.2
Mississippi	718,185	2.3	79.2	42.9	38.3
Missouri	1,362,517	4.7	74.1	39.6	41.8
Montana	222,459	3.5	81.2	64.3	31.9
Nebraska	435,675	8.1	74.3	28.4	41.4
Nevada	483,070	30.1	79.8	22.9	32.6
New Hampshire	300,149	7.0	81.8	58.4	26.4
New Jersey	1,994,372	27.7	77.7	23.3	32.7
New Mexico	480,188	18.0	79.6	32.5	28.3
New York	4,413,030	30.7	78.1	19.8	31.8
North Carolina	1,845,074	9.3	72.5	29.6	46.5
North Dakota	155,979	4.2	80.1	51.6	28.2
Ohio	2,772,045	4.6	76.4	41.3	32.5
Oklahoma	836,565	7.1	79.5	32.7	37.4
Oregon	806,846	17.1	75.4	28.8	37.7
Pennsylvania	2,793,771	6.9	75.2	34.7	32.2
Rhode Island	238,129	21.9	81.3	27.0	28.9
South Carolina	941,761	5.0	75.3	38.2	36.8
South Dakota	193,753	3.8	65.4	30.2	42.4
Tennessee	1,321,356	4.9	72.2	38.5	43.7
Texas	5,546,078	28.2	80.1	26.7	33.9
Utah	692,176	12.1	75.7	36.4	38.9
Vermont	144,369	6.8	77.0	49.9	30.1
Virginia	1,650,168	13.5	76.7	28.5	34.7
Washington	1,448,651	19.4	75.3	30.5	36.9
West Virginia	388,031	2.2	85.6	56.0	19.9
Wisconsin	1,320,598	7.0	74.2	30.7	35.4
Wyoming	122,339	4.7	79.0	52.7	26.3

[a]Tables include only children living with at least one parent, and children of immigrants are identified based only on parents in the home.

Calculated from Census 2000 5pct microdata (IPUMS) by Donald J. Hernandez, Nancy A. Denton, and Suzanne E. Macartney, Center for Social and Demographic Analysis, University at Albany, State University of New York with funding from The William and Flora Hewlett Foundation, and the Annie E. Casey Foundation.

Table 2. English Fluency among Children in Immigrant Families, for United States, 50 States, and the District of Columbia

	Among children in immigrant families, percent:									
	English fluent (speaks English exclusively or very well)[a]	Limited English Proficient[a] (LEP)	English fluent and speaks another language at home[a]	Speaks a language other than English at home[a]	Mother LEP (limited English proficient)	Father LEP (limited English proficient)	Father or Mother LEP	Both parents or only parent LEP	At least one parent English Fluent	Living in linguistic isolation
United States	**74.3**	**25.7**	**45.8**	**71.5**	**50.9**	**49.6**	**59.0**	**42.2**	**57.8**	**26.0**
Alabama	82.2	17.8	27.1	44.9	33.7	30.7	39.6	25.3	74.7	18.2
Alaska	83.7	16.3	33.0	49.3	40.5	36.1	48.1	28.7	71.4	18.3
Arizona	68.7	31.3	47.8	79.2	57.6	56.0	67.3	47.4	52.6	30.9
Arkansas	72.1	27.9	36.9	64.8	51.7	50.5	59.9	42.5	57.5	31.5
California	68.6	31.4	49.4	80.8	60.3	59.3	68.8	51.4	48.6	29.8
Colorado	71.9	28.1	38.7	66.8	50.6	50.9	60.0	41.6	58.4	29.6
Connecticut	85.7	14.3	36.8	51.1	32.3	31.3	38.9	24.8	75.2	15.2
Delaware	83.4	16.6	35.5	52.1	35.5	35.9	44.2	27.5	72.5	19.3
District of Columbia	75.4	24.6	43.8	68.4	52.0	47.4	55.9	43.5	56.6	30.9
Florida	81.0	19.0	49.5	68.5	41.4	40.5	49.2	33.4	66.7	20.7
Georgia	75.5	24.5	35.3	59.9	44.4	42.6	50.6	36.6	63.4	26.1
Hawaii	83.5	16.5	26.5	43.0	41.3	37.8	49.8	30.3	69.7	15.8
Idaho	79.1	20.9	46.5	67.4	50.3	53.3	62.0	42.0	58.0	27.1
Illinois	71.9	28.1	49.5	77.5	54.7	55.0	64.3	45.8	54.2	29.2
Indiana	81.8	18.2	36.2	54.5	38.0	39.3	47.7	30.8	69.2	19.8
Iowa	75.6	24.4	37.6	62.0	46.3	44.5	53.2	37.8	62.2	27.7
Kansas	74.2	25.8	46.0	71.8	54.0	51.1	63.5	42.3	57.7	29.7
Kentucky	83.6	16.4	32.4	48.8	33.8	31.6	39.9	26.0	74.0	19.5
Louisiana	82.4	17.6	42.1	59.8	37.2	33.6	44.0	28.0	72.0	15.7
Maine	94.1	5.9	22.8	28.7	16.1	16.4	21.0	12.0	88.0	8.1
Maryland	85.4	14.6	41.2	55.8	34.1	30.8	39.5	25.5	74.5	16.3
Massachusetts	82.5	17.5	44.0	61.5	40.3	38.3	46.8	33.4	66.6	20.2
Michigan	81.2	18.8	37.3	56.1	38.3	34.3	44.7	28.6	71.4	18.5
Minnesota	70.6	29.4	36.6	66.0	49.1	47.4	55.1	42.3	57.7	27.1
Mississippi	82.1	17.9	31.5	49.4	34.9	32.2	41.6	26.1	73.9	18.1
Missouri	81.0	19.0	33.1	52.1	37.7	35.9	44.6	29.7	70.3	20.8
Montana	92.6	7.4	16.5	23.9	17.8	12.5	19.3	10.5	89.6	5.8
Nebraska	72.3	27.7	42.1	69.8	53.1	54.3	62.2	46.2	53.8	32.9
Nevada	73.3	26.7	48.9	75.5	56.4	55.5	65.1	46.1	53.9	30.2
New Hampshire	87.8	12.2	23.5	35.7	21.2	16.4	24.8	14.4	85.6	9.1
New Jersey	82.6	17.4	48.5	65.9	42.5	40.0	50.1	33.8	66.2	20.8
New Mexico	68.5	31.5	47.7	79.2	52.6	56.5	66.1	43.1	56.9	27.3
New York	80.1	19.9	43.3	63.2	43.9	42.1	50.4	36.4	63.6	22.3
North Carolina	75.1	24.9	37.1	62.0	46.6	44.1	53.0	38.9	61.1	28.3
North Dakota	92.0	8.0	21.2	29.2	24.1	21.4	26.1	18.6	81.4	8.5
Ohio	85.2	14.8	31.7	46.5	29.8	26.5	35.5	21.7	78.3	15.0
Oklahoma	78.5	21.5	42.9	64.4	44.5	46.0	54.3	36.6	63.4	25.1
Oregon	72.6	27.4	39.4	66.8	52.1	49.6	58.4	44.2	55.8	29.6
Pennsylvania	84.4	15.6	36.6	52.2	33.9	32.9	40.3	27.3	72.7	17.5
Rhode Island	78.9	21.1	46.3	67.5	46.2	44.4	54.8	38.7	61.3	24.7
South Carolina	78.9	21.1	32.1	53.2	38.7	33.7	42.7	29.6	70.4	21.9
South Dakota	75.9	24.1	24.6	48.7	43.7	42.2	50.1	39.3	60.7	29.0
Tennessee	77.6	22.4	31.0	53.4	40.7	36.1	47.3	31.0	69.0	22.1
Texas	68.0	32.0	50.6	82.6	58.8	57.8	68.9	48.3	51.8	30.6
Utah	79.0	21.0	39.3	60.3	42.9	42.7	51.4	34.9	65.1	23.1
Vermont	94.8	5.2	18.5	23.7	15.8	14.4	17.3	10.9	89.1	8.2
Virginia	81.9	18.1	41.6	59.7	40.2	34.6	45.3	30.6	69.4	19.9
Washington	75.8	24.2	38.1	62.3	48.7	44.8	55.4	39.8	60.2	25.9
West Virginia	90.7	9.3	23.7	33.0	21.7	14.2	24.4	12.8	87.2	8.8
Wisconsin	75.0	25.0	39.3	64.3	47.0	45.5	54.8	38.0	62.0	22.1
Wyoming	88.5	11.5	28.1	39.6	23.1	26.7	36.0	17.0	83.1	9.3

[a] Among children 5-17 years old.

Calculated from Census 2000 5pct microdata (IPUMS) by Donald J. Hernandez, Nancy A. Denton, and Suzanne E. Macartney, Center for Social and Demographic Analysis, University at Albany, State University of New York with funding from The William and Flora Hewlett Foundation, and the Annie E. Casey Foundation.

Table 3. Early Education for Children in Immigrant and Native Born Families, for United States, 50 States, and the District of Columbia

	Percent of children age 3 enrolled in school		Percent of children age 4 enrolled in school	
	Immigrant Families	Native Born Families	Immigrant Families	Native Born Families
United States	**32.0**	**38.6**	**55.3**	**63.2**
Alabama	37.5	42.0	53.6	56.8
Alaska	19.9	27.1	46.2	53.9
Arizona	21.9	34.4	38.4	53.4
Arkansas	33.3	37.0	28.8	55.7
California	28.8	41.6	51.6	63.0
Colorado	29.2	39.5	55.4	65.3
Connecticut	44.9	46.4	74.4	74.5
Delaware	39.2	41.6	67.3	68.7
District of Columbia	56.3	54.6	79.2	80.3
Florida	43.1	47.6	59.2	65.3
Georgia	36.6	45.4	57.0	69.6
Hawaii	42.5	40.9	49.4	66.5
Idaho	18.6	28.7	43.8	47.9
Illinois	28.1	42.4	53.5	71.0
Indiana	26.6	28.7	43.9	51.6
Iowa	28.8	26.3	50.8	64.2
Kansas	28.8	34.1	56.3	60.5
Kentucky	28.0	30.2	67.8	56.1
Louisiana	39.7	43.7	59.3	67.9
Maine	33.0	27.6	47.8	57.7
Maryland	40.0	44.2	70.8	71.3
Massachusetts	42.7	46.3	66.0	74.2
Michigan	33.9	32.5	65.5	64.9
Minnesota	25.6	31.6	48.8	62.2
Mississippi	38.9	39.9	51.1	63.6
Missouri	36.1	35.8	51.7	60.1
Montana	37.7	27.2	75.9	55.0
Nebraska	25.4	29.1	47.9	64.4
Nevada	17.0	32.0	37.1	53.6
New Hamphire	36.7	35.7	72.8	60.9
New Jersey	44.7	51.8	69.2	78.6
New Mexico	19.6	31.8	42.1	55.7
New York	42.6	45.2	69.4	73.4
North Carolina	27.5	44.4	46.2	60.4
North Dakota	12.7	14.6	39.4	41.5
Ohio	32.2	32.9	70.8	60.7
Oklahoma	29.2	33.2	53.9	57.9
Oregon	22.9	30.9	46.0	56.2
Pennsylvania	40.5	34.9	62.5	61.0
Rhode Island	32.7	41.7	50.9	69.3
South Carolina	32.2	45.0	59.0	66.3
South Dakota	21.0	25.8	29.7	54.6
Tennessee	36.1	37.3	55.1	54.3
Texas	22.9	39.0	49.3	59.8
Utah	21.8	27.2	45.4	58.0
Vermont	60.6	38.1	78.1	59.7
Virginia	38.0	40.9	58.1	64.4
Washington	29.5	35.7	48.4	59.0
West Virginia	37.1	20.6	67.5	51.6
Wisconsin	30.0	29.3	51.9	59.0
Wyoming	51.7	30.4	42.7	61.8

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Table 4. Countries and Regions of Origin of Children in Immigrant Families, for United States, 50 States, and the District of Columbia

	Among children in immigrant families, percent who are:									
	From Mexico	From Central America	From the Caribbean	From South America	From East Asia	From Indochina	From West Asia	From USSR	From Europe[a]	From Africa
United States	**39.9**	**7.3**	**9.7**	**5.0**	**11.3**	**5.3**	**6.8**	**1.8**	**10.0**	**2.8**
Alabama	25.1	6.7	7.6	4.5	13.9	6.7	9.7	0.8	19.9	5.0
Alaska	11.5	4.7	3.3	6.6	39.9	9.1	3.6	4.0	16.3	1.1
Arizona	76.4	2.7	0.9	1.4	5.3	1.9	2.8	0.4	6.9	1.3
Arkansas	50.3	8.7	2.6	2.1	8.4	7.9	4.5	0.8	12.4	2.4
California	57.3	8.9	0.7	1.9	13.3	6.5	4.9	1.4	4.1	1.1
Colorado	57.1	2.9	1.1	2.3	9.7	5.4	4.1	2.2	12.4	2.6
Connecticut	4.3	4.8	19.7	12.9	8.7	3.9	8.3	2.0	32.6	2.8
Delaware	21.4	8.4	16.2	5.6	15.3	1.8	10.2	1.7	14.4	5.2
District of Columbia	3.1	38.1	15.3	5.9	6.6	2.7	3.3	1.0	11.0	13.0
Florida	10.4	11.3	41.6	15.9	4.5	2.1	3.8	0.6	8.3	1.6
Georgia	30.7	6.9	10.0	5.2	10.4	5.3	8.7	1.6	12.1	9.2
Hawaii	2.6	1.2	0.6	1.2	80.4	6.8	1.1	0.1	5.3	0.6
Idaho	68.3	3.1	0.5	1.3	6.6	1.9	1.7	1.0	15.5	0.3
Illinois	52.7	3.3	2.4	2.8	9.1	2.3	8.5	1.8	15.1	2.1
Indiana	40.9	3.0	2.8	3.5	12.2	3.6	9.4	1.6	18.6	4.5
Iowa	36.3	5.2	1.4	3.4	12.9	11.4	6.2	1.8	15.3	6.2
Kansas	55.7	5.3	1.1	2.0	9.2	9.0	6.1	1.2	8.0	2.5
Kentucky	20.9	4.9	6.4	2.3	17.4	5.5	11.2	2.1	24.8	4.5
Louisiana	10.5	19.5	7.2	3.9	10.0	20.5	9.5	0.5	14.5	4.0
Maine	2.3	2.2	4.0	2.3	17.3	12.1	10.5	2.1	36.4	10.9
Maryland	4.5	14.4	11.6	6.8	17.9	3.6	12.0	2.5	12.1	14.6
Massachusetts	1.5	6.9	22.0	8.5	10.9	9.2	7.5	3.4	25.3	4.9
Michigan	14.2	2.4	3.1	2.7	14.0	5.5	29.5	1.8	22.2	4.6
Minnesota	17.1	2.3	1.9	3.3	12.7	31.8	7.0	2.5	9.7	11.9
Mississippi	21.7	5.0	3.5	3.4	15.2	17.5	10.4	2.2	18.2	2.9
Missouri	20.6	5.2	3.5	2.8	16.6	7.8	10.2	4.0	23.4	6.0
Montana	11.9	4.7	1.5	4.5	16.4	5.0	10.6	3.5	41.5	0.4
Nebraska	51.3	9.9	1.2	1.0	9.2	8.0	4.8	2.5	8.8	3.2
Nevada	60.7	9.2	2.1	2.3	12.7	2.7	2.8	0.4	6.1	1.1
New Hampshire	3.0	1.9	7.9	11.0	17.1	3.8	7.3	3.0	41.1	3.9
New Jersey	4.9	7.0	20.6	14.8	13.9	1.7	13.4	1.9	17.3	4.6
New Mexico	81.1	1.8	0.8	1.2	4.6	1.5	1.6	0.3	6.3	0.7
New York	4.9	6.6	35.5	10.0	10.6	1.2	9.8	4.0	13.9	3.5
North Carolina	37.1	8.1	5.7	4.3	9.4	8.6	6.8	1.3	13.5	5.3
North Dakota	9.0	4.3	1.9	8.2	23.7	10.0	7.4	7.3	25.4	3.0
Ohio	7.8	3.5	4.1	3.6	17.0	7.7	16.6	5.3	26.9	7.6
Oklahoma	53.4	4.0	2.3	1.9	9.3	7.5	7.8	0.4	10.1	3.5
Oregon	47.6	3.9	1.2	2.2	12.5	8.1	4.9	5.6	11.9	2.2
Pennsylvania	6.3	3.2	12.5	6.1	15.3	10.0	12.8	5.4	22.3	6.1
Rhode Island	2.8	11.0	24.6	8.6	5.5	8.7	3.2	1.7	27.6	6.4
South Carolina	27.1	5.1	5.9	6.1	13.6	8.5	7.7	1.9	20.7	3.3
South Dakota	13.5	7.3	1.1	2.6	19.6	4.8	14.3	5.5	23.4	7.9
Tennessee	25.0	5.5	4.7	3.9	14.6	8.6	11.4	2.7	16.8	6.8
Texas	73.0	6.0	1.3	1.8	4.3	3.6	4.0	0.3	3.8	1.9
Utah	46.8	6.0	0.9	8.8	9.8	5.6	3.2	1.7	15.9	1.4
Vermont	1.3	1.8	5.6	4.4	16.9	7.3	8.9	2.6	47.6	3.6
Virginia	6.8	16.0	4.9	8.8	17.3	7.4	15.2	1.7	14.6	7.3
Washington	34.8	2.6	1.3	1.7	21.9	10.5	4.5	7.7	12.0	3.0
West Virginia	12.6	3.2	0.3	4.2	21.3	13.6	14.1	1.8	26.2	2.8
Wisconsin	30.5	3.5	2.1	2.0	9.1	25.6	5.7	1.7	16.6	3.1
Wyoming	41.4	3.3	2.0	3.2	17.1	1.8	8.4	3.8	18.0	1.1

[a] Europe also includes, Australia and New Zealand.

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Table 5. Countries and Regions of Origin of Children in Immigrant Families, for United States, 50 States, and the District of Columbia

	Number of children in immigrant families in 1,000s									
	From Mexico	From Central America	From the Caribbean	From South America	From East Asia	From Indochina	From West Asia	From USSR	From Europe[a]	From Africa
United States	**5,165.9**	**939.1**	**1,258.3**	**647.6**	**1,458.3**	**687.9**	**885.0**	**238.4**	**1,287.7**	**365.3**
Alabama	9	2	3	2	5	2	3	0	7	2
Alaska	2	1	1	1	7	2	1	1	3	0
Arizona	253	9	3	5	17	6	9	1	23	4
Arkansas	17	3	1	1	3	3	2	0	4	1
California	2,329	361	30	75	539	266	198	56	166	45
Colorado	93	5	2	4	16	9	7	4	20	4
Connecticut	6	6	25	17	11	5	11	3	42	4
Delaware	4	1	3	1	3	0	2	0	2	1
District of Columbia	1	7	3	1	1	0	1	0	2	2
Florida	93	101	373	143	40	19	34	5	74	14
Georgia	67	15	22	11	23	12	19	4	26	20
Hawaii	2	1	0	1	56	5	1	0	4	0
Idaho	23	1	0	0	2	1	1	0	5	0
Illinois	337	21	15	18	58	15	54	12	97	13
Indiana	30	2	2	3	9	3	7	1	14	3
Iowa	14	2	1	1	5	4	2	1	6	2
Kansas	36	3	1	1	6	6	4	1	5	2
Kentucky	6	1	2	1	5	2	3	1	7	1
Louisiana	5	10	4	2	5	10	5	0	7	2
Maine	0	0	0	0	2	1	1	0	3	1
Maryland	9	28	22	13	35	7	23	5	23	28
Massachusetts	4	18	58	22	28	24	20	9	66	13
Michigan	27	5	6	5	27	11	57	3	43	9
Minnesota	20	3	2	4	15	37	8	3	11	14
Mississippi	3	1	1	1	2	3	2	0	3	0
Missouri	13	3	2	2	10	5	6	2	14	4
Montana	1	0	0	0	1	0	1	0	2	0
Nebraska	17	3	0	0	3	3	2	1	3	1
Nevada	86	13	3	3	18	4	4	1	9	2
New Hampshire	0	0	1	2	3	1	1	1	7	1
New Jersey	27	38	111	80	75	9	72	10	93	25
New Mexico	69	2	1	1	4	1	1	0	5	1
New York	65	88	468	132	140	16	130	53	183	46
North Carolina	61	13	9	7	15	14	11	2	22	9
North Dakota	0	0	0	0	1	1	0	0	1	0
Ohio	9	4	5	4	20	9	20	6	32	9
Oklahoma	31	2	1	1	5	4	4	0	6	2
Oregon	61	5	2	3	16	11	6	7	15	3
Pennsylvania	12	6	23	11	28	18	23	10	41	11
Rhode Island	1	5	12	4	3	4	2	1	13	3
South Carolina	12	2	3	3	6	4	3	1	9	1
South Dakota	1	0	0	0	1	0	1	0	2	1
Tennessee	15	3	3	2	9	5	7	2	10	4
Texas	1,125	93	20	28	66	56	62	4	59	30
Utah	34	4	1	6	7	4	2	1	12	1
Vermont	0	0	0	0	1	0	1	0	3	0
Virginia	15	35	10	19	37	16	33	4	31	16
Washington	90	7	3	4	57	27	12	20	31	8
West Virginia	1	0	0	0	2	1	1	0	2	0
Wisconsin	27	3	2	2	8	23	5	2	15	3
Wyoming	2	0	0	0	1	0	0	0	1	0

[a] Europe also includes, Australia and New Zealand.

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