

WORKING PRACTICE PROFILE

Building Trust with Immigrant and Refugee Families: Spreading and Adapting 2Gen Working Practices



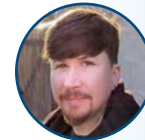
It is not a surprising conclusion that trust is an essential element for the success of any immigrant family-focused program or service. Nor is it surprising that immigrants have trust issues with agencies or nonprofit organizations. Anti-immigrant sentiment, potential consequences for use of certain public benefits¹ and the threat of deportation² are among the factors that can deter immigrant and refugee families from placing trust in formal systems or government agencies and prevent them from accessing needed services. In this context, it is important to understand what strategies and interventions are key for developing trust. Simply put, without trusting relationships between clients and staff, an organization cannot effectively provide family services to immigrants and refugees.

What does it take for service organizations to build trust with immigrant families, and what positive results can come from trusting relationships? In 2021, a project team from the Aspen Institute Community Strategies Group, the Migration Policy Institute and Higher Heights Consulting set out to lift up 2Gen practices (interventions that work with both parents and children) that work to build trust with immigrant families by listening to the organizations doing this work. There’s no doubt that building trust is challenging and must be done intentionally, but several broad strategies arose from our survey, interviews, webinars, and peer advising and learning convenings: **to build trust, many of the best 2Gen service organizations are intentionally hiring and retaining culturally competent staff and creating welcoming and safe spaces to meet and work with immigrant families.**

This brief is the first of four that all together explore practices that service organizations are using to provide 2Gen services to immigrant and refugee families. Each brief includes anonymous interview data as well as multiple



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case studies that dive into the details of how a service organization does its work with immigrant and refugee families. Together, the briefs address trust-building, working with families regardless of legal status, overcoming language barriers, and cultural competency secrets to success. The hope is that the lessons and insights shared here can inspire other organizations to adopt and adapt these practices to better support their immigrant and refugee clients. To access all four briefs please visit this [website](#).³

Immigrant Families Are Vital to Our Shared Future



Immigrants will make up
a record

18%

of the U.S. population in 2065,
compared with 14% today
and 5% in 1965.

Immigrants have long been vital to U.S. demographic growth; this has been especially true in recent decades. According to Pew Research Center projections, “immigrants will make up a record 18% of the U.S. population in 2065, compared with 14% today and 5% in 1965.”⁴ Immigrants and their children comprise 26% of the current population and “will represent 36% of the U.S. population in 2065, which equals or surpasses the peak levels last seen around the turn of the 20th century.”

Immigrant workers are employed at high rates and make up more than a third of the workforce in sectors like agriculture and food processing, and according to the Center for Budget and Policy Priorities, “children born to immigrant families are upwardly mobile, promising future benefits not only to their families, but to the U.S. economy overall.”⁵ This research also found that immigrant families that receive social services like SNAP and Medicare are likely to have family members employed consistently over time, signaling that these workers are employed in lower paying jobs and that just like their domestic-born working-poor counterparts, they need social service support to make ends meet.

Why 2Gen and Immigrant Families?

It can be challenging to reach and serve immigrant families because of trust and language barriers and cultural differences — the very challenge areas that drove our research. Furthermore, many social service programs focus solely on the child or the parent, often due to funding constraints or traditional areas of expertise within the organization. The two-generation (2Gen) approach does not focus exclusively on either children or adults because their well-being is directly interconnected. Instead, it takes stock of the family as a whole and uses a holistic, family-centered lens to understand the multiple dimensions of families and consider a variety of pathways for promoting positive outcomes.⁶

The 2Gen model was developed over the past decade by family-based practitioners to reduce barriers to services and increase mobility out of poverty for children and adults. Championed nationally by **Ascend** and the **Community Strategies Group** at the Aspen Institute, the 2Gen mindset and model recognizes whole family units, as families define themselves, and meaningfully engages parents and caregivers in designing policies and programs that affect them. By working with families to solve problems, access new resources and sharpen existing talents and skills, the 2Gen approach creates experiences and opportunities for all families to reach their full potential and for communities to thrive economically and socially. Because of these aspects, the 2Gen approach is a good fit for organizations that work, or seek to work, with immigrant families.



The Building Trust with Immigrant Families Webinar

The first of the four-part *Immigrant Families: Spreading and Adapting 2Gen Working Practices* webinar series brought together three organizations that are having remarkable success building trust with immigrant and refugee communities. Each organization shared key insights on how they have worked to create safe spaces, hire staff from the local community, provide holistic wraparound services for families and make programs more accessible by providing food, childcare and other essential services. To learn more about building trust with immigrant families, you can watch the webinar recording and access resources shared during the webinar [here](#).⁷

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Experts featured in the webinar include: Executive Director of Hispanic Unity of Florida, Felipe Pinzon, who explained that the easier it is for families to navigate their organization, the more trust families place in the program itself; Associate Chief of Family and Community Engagement for Denver Public Schools, Alece Montez, who described the one-stop family and community engagement hubs that DPS has created to provide services including workforce development, English literacy and mental health support; and Early Childhood Program Manager Vicki Maloid and Director of Family Services Stephanie Sterling, who shared how the HIPPY program at Catholic Charities of the Diocese of Baton Rouge has peer visitors from the community meet with families in neutral and safe spaces to gradually build trust. For more on these programmatic efforts, see our case studies below.

Working Practice 1: Culturally Competent Staff Offering Integrated Services

Trust begins with the makeup of organizational staff, especially those frontline staff who serve in case management or coaching positions. **Many interviewees noted the strategy of hiring from within the community, especially hiring former clients, and several noted that cultural awareness was the first step to understanding how traditional gender roles affect family dynamics.** Understanding and navigating these norms is challenging but was deemed critical to building trust and engagement as much as other elements.⁸

Multiple interviewees also talked about the importance of providing integrated services, which families can ideally access through a single organization and/or a single application. Integrated services, a hallmark of a 2Gen effort, means that a client or family who seeks one service — rental assistance, for example — is connected by organization staff to other resources they may qualify for, like food assistance or job training, without



Working Practice 1: Culturally Competent Staff Offering Integrated Services

having to reapply for each program. If those services are not provided “in-house” by the first organization, staff provides a warm handoff to a partner organization that does provide services the family needs by personally introducing them to coaches or staff at the partner organization.

Integrating services became especially important during the economic crisis from the COVID-19 pandemic. As businesses closed, many immigrant families quickly fell into dire situations and because of a lack of trust in government and other service providers, they were less likely to have access to aid programs. Integrated services make involvement with a service organization more convenient for families because they do not have to fill out new applications for referrals or enrollment in additional programs. **A warm handoff approach, where coaches and other staff make personal referrals and programs are integrated to serve the whole family, is core to 2Gen practice that both builds trust and also results in improved outcomes.**

Organizations we interviewed also noted that checking in regularly with families to understand their current situation helped staff meet critical needs like food, utilities, rent, cleaning supplies and diapers in real-time. Meeting clients’ immediate needs, whether with crisis-related support or simply programs targeted to fit their priorities and maximize their limited free time, shows real commitment and understanding, which in turn builds trust between families and staff. Creating a feedback loop is a vital step in building trust as staff grow to better understand what is happening with their client population. This core part of 2Gen strategy that embraces “designing with” vs. “designing for” has the added benefit of building trust with clients because they feel recognized and heard. Interviewees affirmed that **a key element of designing with families is to understand that they are the experts in their lives and that respecting their experience earns trust.** An extension of this strategy is training staff on an asset vs. deficit framework. Focusing on family assets allows staff to fully understand all the supports and strengths of the families and community, builds trust and leads to better family outcomes.⁹

CASE STUDY 1

Hispanic Unity's "Grow Your Own" Staffing Practices Feed Its Wide Range of Trusted Programs and Services

Hispanic Unity of Florida (HUF) is a 40-year-old community-based organization located in South Florida with a client population that is about 60% immigrants, who primarily come from Mexico, Central America, Haiti and Cuba. They are a service agency with 220 staff managing 12 programs that include civic education, economic development, and job training and placement, as well as early childhood, afterschool and summer programs for kids. Through its youth programming alone, Hispanic Unity engages over 600 youth and their parents with 2Gen services each year.



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Many members of the Hispanic Unity of Florida team contributed to this case study including Felipe Pinzon, HUF's Executive Director who sat for an interview in the summer of 2021 and participated in the national webinar focused on building trust with immigrant and refugee families. Additionally, Ingrid Ekblad, Director of Economic Development, Otayme "Otto" Valenzuela, Public Policy & Advocacy Manager and Juliana Esguerra, Development and Database Management Manager joined the resource team for our building trust peer learning event.

Hispanic Unity has a long tradition of hiring current and former clients as part-time and full-time staff. This is an important family success strategy that ensures staff is grounded in the culture and challenges of the communities they serve in addition to meeting other job qualifications. Their case managers have experience in housing, workforce training and family social work, and they speak Spanish, Creole, and Portuguese, among other languages. **Hispanic Unity sees their case managers as critical to family success, believing that they must understand 2Gen strategies and know how to eliminate barriers for client participation and completion so they can build strong and trusting relationships.** To ensure this, Hispanic Unity invests in regular training around 2Gen best practices and strategies, so all staff are oriented to work together to achieve strong family outcomes.

An important result of Hispanic Unity's recognition of their clients' needs was moving towards a single point of entry for service provision. **This was based on the belief that, the easier families can navigate Hispanic Unity, the greater the trust and success.** A key step in this strategy was to create a "journey map" that outlined all the teams and organizations that are part of families' progress to achieve their goals. This strategy makes families feel like they are in only one program, not many different programs, and they only fill out one application and are then given warm referrals to other staff members.

The belief was the easier families can navigate Hispanic Unity, the greater the trust and success.



Trust Working Practice 2: Creating Safe Spaces at Home and at School

Interviewees noted that it is important for service organizations to recognize systemic inequities and power dynamics that exist between immigrant families and non-immigrant communities as a part of providing 2Gen services. For example, research has long underscored the fears many immigrant families experience dealing with government institutions, and even more so in recent years with heightened political rhetoric, increased ICE raids and changes in penalties for immigrants who access public benefit programs. Interviewees noted that distrust of the system is intergenerational and learned, and that simply offering services may not be enough to build trust with immigrant and refugee families, given their high level of skepticism regarding the government and government agencies. This can include schools (funded and managed by local governments), a common physical location where organizations have the potential to engage youth and parents.

One important working practice that came up repeatedly to bridge the challenge of distrust is the creation and maintenance of welcoming and safe spaces. All families receiving services want to feel safe in sharing their dreams, situations, goals and needs. Multiple interviewees emphasized the importance of confidentiality that needed to be reinforced in every meeting and the importance of treating clients with dignity and respect. Interviewees lifted up the fact that immigrant families want to know if they will be judged or treated differently based on their legal status or needs. This confirms the importance of creating a welcoming environment, including the actual layout of the room in which staff meets with immigrant family clients. Some organizations decorate their spaces to reflect immigrant cultures, while others use public spaces to make sure things seem casual, so families feel more comfortable being their true selves rather than having to put up a façade that everything is fine.

CASE STUDY 2

Home Visiting with Catholic Charities of the Diocese of Baton Rouge

In addition to taking an integrated approach to meeting families' needs by offering parents direct financial assistance, case management and behavioral health screenings, staff at the Catholic Charities of the Diocese of Baton Rouge (CCDBR) ensure immigrant children in this primarily rural region receive a healthy start in life through their tried-and-true home visiting program. CCDBR uses Home Instruction for Parents of Preschool Youngsters (HIPPY), an international, evidence-based curriculum and program design that "consists of a set of easy-to-use educational activity packets and storybooks developed for parents of children ages 2-5.



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Three members of the Catholic Charities of the Diocese of Baton Rouge team contributed to this case study including Stephanie Sterling and Vikki Maloid who sat for an interview in the summer of 2021 and participated in the national webinar focused on building trust with immigrant and refugee families. Additionally, Mari-lu Corona, Home Visitor for Catholic Charities of the Diocese of Baton Rouge, joined the resource team for our building trust peer learning event.

Parents engage with the curriculum by role playing the parent-child activities with a home visitor who is from the same community, and often a former HIPPY parent".¹⁰ HIPPY is designed to help parents support their young child's school readiness and, more generally, their cognitive, emotional, social and physical development. The goal is that, over a 30-week period, families develop a habit of reading and learning together that becomes ingrained in their daily practice.

Since HIPPY is a home visiting program, staff receive specific training on working with families in their own homes where they are most comfortable. This includes training on trauma informed care, case management and picking up on situational knowledge. All training is provided on an ongoing basis through the National HIPPY Network, which also provides a national conference with significant training opportunities. Locally, CCDBR has access to training through the Early Childhood Coalition in Pointe Coupee Parish. They recruit families to the program through community organizations, setting up tables at schools, the local Housing Authority or any event hosted in the community.

CCDBR funds this program through private grants from local and national foundations and other non-governmental sources like United Way. This allows them to not have to ask about legal status, which is an important trust building element. They offer an immigration legal services program and a refugee resettlement office within the organization. Funding partnerships with local foundations, who knew the results of the HIPPY program, allowed them to hire a Spanish-speaking home visitor.

CCDBR's HIPPY home visitors are people from the community with similar backgrounds, who come from Spanish-speaking immigrant families and live in the same community as their clients. In fact, CCDBR notes that many home visitors started out as clients in the HIPPY program. This approach to staffing engenders trust and allows stronger relationships to be built with participating families. **Hiring staff from immigrant communities, including former program participants, helps ensure a deep knowledge of the culture and lived experiences of program clients, as well as a better understanding of their challenges and strengths.**

Measuring the success of a program like HIPPY is important. CCDBR takes a 2Gen approach to this program by tracking outcomes for parents and children together. They always include parent voice in the design and implementation of their evaluation. "We like when the parents are part of the goals and strategies so they can be a real part of their own success."

"We like when the parents are part of the goals and strategies so they can be a real part of their own success."

CASE STUDY 3

Creating Safe Spaces at DPS FACE Centers

In an average year, Denver Public Schools' 4,780 classroom teachers serve about 90,000 students, many of whom stand to benefit from 2Gen services. The diversity of their student population is notable, with 52.4 percent Hispanic students, 25.6 percent White, and 13.8 percent Black or African American. Over a third of DPS students (36.3 percent) are English Language Learners.¹¹ DPS has experienced a decline in the percentage growth of enrollment since 2013, largely due to lower birth rates, higher housing prices and demographic changes in Denver. The COVID-19 pandemic also caused a 3.75 percent decrease in enrollment from 2019 to 2020, particularly in preschool and kindergarten, where many students opted to begin school late. To meet the diverse needs of the students and their parents, Denver Public Schools created *Family and Community Engagement* (FACE) centers (a community school concept), which are one-stop hubs for multiservice family supports, including General Education Development (GED), English as a Second Language (ESL), workforce development, citizenship, computer literacy, English literacy, mental health, and wraparound services such as energy assistance, food, clothing and more. They also offered onsite childcare prior to COVID, and FACE center doors are open to all community members, regardless of whether they have a student in DPS.



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Two members of the Denver Public Schools team contributed to this case study including Alece Montez and Lindsay McNicholas who sat for an interview in the summer of 2021 and participated in the national webinar focused on building trust with immigrant and refugee families. They also joined the resource team for our building trust peer learning event.

The two FACE centers are located at schools in largely immigrant neighborhoods, where DPS estimates that about 70% of the families served have a child enrolled in their schools and roughly 30% are community members without enrolled children. The FACE centers serve a diverse population that speaks a wide variety of languages, including Spanish, West African French, Arabic, Vietnamese, Amharic, Russian, Nepalese, Eritrean languages and more. FACE centers are organized around a holistic approach to serving families and are designed to be one-stop hubs that provide many different services. **Making integrated services free and accessible in safe spaces is an important trust building element, since it responds directly to the realities immigrants face in terms of limited time, resources and public transportation. It goes a long way to building trust with parents and families, which, in turn, leads to more opportunities to support their children.**

FACE centers use a collective impact model in their case management, partnering with content experts such as financial coaches, mental health practitioners and others to support the full needs of the families. Case managers assist with the full spectrum of needs or barriers, from ESL training to helping parents find winter coats for their children. At FACE, as in many 2Gen organizations, families often come in for one issue but end up getting much more through these layers of supports. DPS has worked hard to make the FACE centers feel like neutral, safe spaces. They acknowledge the fear of ICE and build on the trusting relationships the schools seek to develop with the children and parents during the school day.

Removing barriers for families to meet with you was a common theme in many of our interviews. The DPS FACE centers developed what they call a "meeting in a box," which can be used by staff to meet with customers wherever is most comfortable for them. The box is a plastic tote with everything one would need for a meeting: pens, notepads, signup sheets, flips charts, a sample meeting invitation and a sample thank you note. This allows a meeting to take place in any room and provide a consistent welcoming experience. Just as important, the Centers report that they always provide food that is culturally appropriate and offer transportation through bus vouchers as well as childcare during meetings. As noted earlier, making engagement convenient, responding to the families' immediate needs, showing respect and creating a welcoming, culturally-sensitive experience are all important elements of building trust with immigrant families.

Policy Implications

As the snapshots of program practices presented here underscore, placing a high value on hiring and supporting staff who have relevant language skills and cultural knowledge has been a key strategy in allowing these 2Gen practitioners to build trusting relationships with the families they and their organizations serve. Offering integrated services and taking steps to ensure families feel welcome and safe are also important practices they use to build and maintain trust and facilitate effective services. These practices map onto a range of important implications for policymakers and agency administrators.

Top among these is ensuring that language barriers do not impede access to services for children and families. The federal government requires that language barriers should not prevent an individual from accessing services that are supported with federal funds;¹² numerous state and local laws also require the same.¹³ Meeting these requirements is usually accomplished through staffing practices such as those noted here and also through development of language access plans and services. However, enforcement of these provisions is often lax; at the same time, system designs and service funding competitions often are not structured in ways to ensure that diverse families and groups that serve them are equitably represented among those awarded service contracts.

This poses a particular challenge for 2Gen practitioners who work with immigrant families — and especially those that operate in super-diverse contexts, as is the case for most organizations operating in urban or suburban settings.¹⁴ Incorporating data that reflects characteristics of linguistically and culturally diverse families¹⁵ into program and funding designs can help to address disparities in service access and quality faced by immigrant families, and in doing so, better support organizations that are taking steps to effectively and equitably serve these families.

Policies governing major programs central to 2Gen services can also be improved to ensure immigrant families are more effectively and equitably served. For example, while federal legislation requires that state needs assessments inform targeting of home visiting services, key characteristics of immigrant families' needs are left out of these designs.¹⁶ In addition, a set of “evidence-based” model programs are preferentially funded under the federal framework, yet the research used to assign this designation did not examine the models' efficacy in meeting the needs of linguistically and culturally diverse families.¹⁷ These and other weaknesses in the federal policy framework governing home visiting programs can be addressed during negotiations around the program's reauthorization occur; states and localities providing their own funds for such services can also design their investments in ways that address disparities in program access and relevance currently experienced by immigrant families.¹⁸

The programs and practices discussed also lift up the need to provide welcoming and safe spaces for interactions with families. While this requires individual agencies to respond to local community concerns and characteristics, there are a number of broad policies that strengthen the foundation for such efforts. With potential immigration enforcement actions a longstanding concern for many immigrant families, former and current policies designating schools and social services agencies as “protected locations” in which immigration enforcement actions should not be taken play an important role in ensuring immigrant families feel safe entering such sites.¹⁹ Policy and funding efforts to support implementation of language access rules can in turn support the language-accessible “welcome” needed across 2Gen services in fields such as home visiting, child care, K-12 schooling and health and social services.

Looking ahead, several current policy and funding initiatives hold promise for significantly improving equity and access to 2Gen services for immigrant families. At the federal level, President Biden's Executive Order 13985, which directs federal agencies to examine ways to advance racial equity and support for underserved communities, should result in numerous recommendations and actions to more equitably serve immigrant families.²⁰



These changes will ideally ensure that an understanding of disparities affecting immigrant families are embedded in key 2Gen policy and program frameworks and that data related to immigrant families' characteristics and needs are systematically used to improve program access and quality. Similarly, as significant pandemic recovery funds flow to states and localities — often with requirements to prioritize needs of those most heavily impacted by the pandemic — 2Gen programming designed to lift the trajectories of young and elementary school-aged immigrant-background children and their families should emerge as a priority across many service systems, given the disproportionate impacts of the pandemic on these children and their families.²¹

Conclusion

Across the country, service organizations are doing the hard work of building trust to better serve immigrant and refugee families. Building trust is always challenging, regardless of target population, but the stories, lessons and insights shared in this brief and the related webinar provide a leg-up for organizations that want to strengthen their work with immigrant families. The list below synthesizes many of the top-level findings related to this work.

- Immigrant parents are often busy working multiple jobs, so lean into the 2Gen strategy of **making intake processes seamless** through a single application.
- **Not all integrated services need to be offered “in-house”** — warm handoffs to strong partners can help provide wraparound services for immigrant and refugee families.
- Follow the method of **“growing your own” by hiring former clients** to become new staff and teachers — they will bring strong language skills and informative life experience to their roles.
- **Create safe and welcoming spaces** to meet and work with immigrant families. Sometimes that's an intentionally designed space at your organization, and sometimes it means meeting parents and children where they are most comfortable, including at school or in their own homes.
- **When you design new offerings, make sure they are flexible** and scheduled at times that meet clients' needs, and keep innovating on trainings to meet the changing needs of the community.
- **Include immigrant parent voices** at key moments like program design and evaluation; greater ownership and participation will result from clients and customers knowing they are included in the process.

Description of the Project

With support from the Annie E. Casey Foundation, the project team explored and examined the challenges and promising 2Gen working practices used by organizations that serve immigrant families. The project team included the Aspen Institute Community Strategies Group, the Migration Policy Institute's National Center on Immigrant Integration Policy (MPI), and Higher Heights Consulting, with valuable input from Ascend at the Aspen Institute.

We were initially interested in how the ongoing COVID-19 pandemic shaped current challenges and responses of immigrant-serving organizations, but we also wanted to discover durable and promising 2Gen practices that could be replicable (and therefore valuable) within other organizations. A related goal of the effort was to advance the entire field of service provision by helping organizations who were not yet or only partially implementing a 2Gen approach to improve their work with immigrant families.

To discover 2Gen working practices, we first needed to assess organizational challenges and responses. The project team conducted a national survey of immigrant serving organizations, reaching a target audience of over 1,000 through multiple national service organization networks, including the National Community Action Partnership, the United Neighborhood Houses, and Welcoming America. The survey netted over 125 complete responses, and analysis revealed positive trends grouped around four major areas: building trust, overcoming language barriers, developing cultural competency, and working through documentation status.

To sharpen the promising 2Gen working practices that organizations use with immigrant families, the project team selected 25 geographically-diverse and reputationally-strong organizations²² and conducted 90-minute interviews with each one. Nine of these organizations were invited to participate as expert panelists at four webinars that individually covered the four positive area trends mentioned above. They also participated as part of the resource team for a peer advising and learning session on that same topic, held following the webinar. The learnings from the survey, interviews, topical webinars, and peer advising and learning sessions are gathered in a set of four issue briefs, of which this is one.

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Endnotes

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- ³ "Working with Immigrant and Refugee Families," *Aspen Institute*, <https://www.aspeninstitute.org/programs/community-strategies-group/family-economic-success/2gi/>.
- ⁴ *Chapter 2: Immigration's Impact on Past and Future U.S. Population Change*, Pew Research Center, 28 September 2015, <https://www.pewresearch.org/hispanic/2015/09/28/chapter-2-immigrations-impact-on-past-and-future-u-s-population-change/>.
- ⁵ Arloc Sherman, Danilo Trisi, Chad Stone, Shelby Gonzales and Sharon Parrott, *Immigrants Contribute Greatly to U.S. Economy, Despite Administration's "Public Charge" Rule Rationale*, Center on Budget and Policy Priorities, 15 August 2019, <https://www.cbpp.org/research/poverty-and-inequality/immigrants-contribute-greatly-to-us-economy-despite-administrations>.
- ⁶ For more on the 2Gen approach, visit the *Ascend at the Aspen Institute* website; "The 2Gen Approach," *Ascend at the Aspen Institute*, <https://ascend.aspeninstitute.org/2gen-approach/>.
- ⁷ "Building Trust with Immigrant Families: Spreading and Adapting 2Gen Working Practices", *Aspen Institute*, 12 August 2021, <https://www.aspeninstitute.org/events/buildingtrust/>.
- ⁸ Much more on navigating cultural norms is discussed in the cultural competency brief in this series, but one key point came through regarding understanding and building connections with both formal and informal immigrant community leaders.
- ⁹ For more about approaches that build on family assets, see *Family Engagement Toolkit Continuous Improvement through an Equity Lens*, California Department of Education, 2017, <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf> and Jacques and Villegas, *Strategies for Equitable Family Engagement*, State Support Network, December 2018, https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf.
- ¹⁰ "Program - Hippy International," *Hippy International*, <https://hippy-international.org/program/>.
- ¹¹ "Facts and Figures | Denver Public Schools," *Denver Public Schools*, <https://www.dpsk12.org/about/facts-figures/#students>.
- ¹² "Executive Order 13166," *LEP.gov*, <https://www.lep.gov/executive-order-13166>, accessed 19 January 2022.
- ¹³ Jacob Hofstetter, Margie McHugh and Anna O'Toole, *A Framework for Language Access: Key Features of U.S. State and Local Language Access Laws and Policies*, Migration Policy Institute, October 2021, <https://www.migrationpolicy.org/research/state-local-language-access-policies>.
- ¹⁴ Maki Park, Jie Zong and Jeanne Batalova, *Growing Superdiversity among Young U.S. Dual Language Learners and Its Implications*, Migration Policy Institute, February 2018, <https://www.migrationpolicy.org/research/growing-superdiversity-among-young-us-dual-language-learners-and-its-implications>.
- ¹⁵ See, for example, Jacob Hofstetter and Margie McHugh, *Immigrant and U.S.-Born Parents of Young and Elementary-School-Age Children in the United States: Key Sociodemographic Characteristics*, Migration Policy Institute, April 2021, https://www.migrationpolicy.org/sites/default/files/publications/mpi_nciip_parents-children-0-4-and-5-10-us-2021_final.pdf.
- ¹⁶ Maki Park and Caitlin Katsiaficas, *Leveraging the Potential of Home Visiting Programs to Serve Immigrant and Dual Language Learner Families*, Migration Policy Institute, August 2019, <https://www.migrationpolicy.org/research/home-visiting-immigrant-dual-language-learner-families>.
- ¹⁷ *Ibid.*
- ¹⁸ Caitlin Katsiaficas, *Supporting Immigrant and Refugee Families through Home Visiting: Innovative State and Local Approaches*, Migration Policy Institute, October 2020, <https://www.migrationpolicy.org/research/immigrant-refugee-families-home-visiting-state-local-approaches>.
- ¹⁹ On October 27, 2021, Homeland Security Secretary Ali Mayorkas issued [updated guidance](#) establishing that the agency "should not take an enforcement action in or near a location that would restrain people's access to essential services or engagement in essential activities," with schools, early childhood program locations, and social services organizations listed among the wide range of such "protected areas." Alejandro N. Mayorkas, *Guidelines for Enforcement Actions in or Near Protected Areas*, U.S. Department of Homeland Security, 27 October 2021, <https://www.migrationpolicy.org/research/immigrant-refugee-families-home-visiting-state-local-approaches>.
- ²⁰ Joseph R. Biden Jr., "Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government," *Federal Register*, 20 January 2021, <https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>.
- ²¹ See, for example, [Julie Sugarman](#) and [Melissa Lazarin](#), *Educating English Learners during the COVID-19 Pandemic: Policy Ideas for States and School Districts*, Migration Policy Institute, September 2020, <https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>.
- ²² For a list of people and organizations interviewed, [visit this webpage](#).

ABOUT CSG AND MPI

The **Aspen Institute Community Strategies Group** convenes, equips, and inspires local leaders as they build more prosperous regions and advance those living on the economic margins — with our primary focus on rural America since our founding in 1985. Committed to increasing equity and opportunity, CSG advances an asset-based and systems-building approach to improve economic, social, and health outcomes through community and economic development.

The **Migration Policy Institute's National Center on Immigrant Integration Policy** is a crossroads for elected officials, researchers, state and local agency managers, grassroots leaders, local service providers, and others who seek to understand and respond to the challenges and opportunities today's high rates of immigration create in local communities.