MIGRATION POLICY INSTITUTE
NATIONAL CENTER ON IMMIGRANT INTEGRATION POLICY

Georgia's Immigrant and U.S.-Born Parents of Young and Elementary-School-Age Children

Key Sociodemographic Characteristics

FACT SHEET

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This fact sheet explores key sociodemographic characteristics of Georgia's immigrant and native-born parents with children ages 0 to 4 and 5 to 10. It draws from a broader analysis the Migration Policy Institute's (MPI's) National Center on Immigrant Integration Policy (NCIIP) conducted on immigrant and U.S.-born parents with children under age 18. Given the needs of parents differ depending on their children's age, and many service systems align their efforts to particular age groups, the overarching analysis segments data on parent characteristics to reflect those with children between ages 0 to 4, 5 to 10, 11 to 13, and 14 to 17.

The information presented in this fact sheet aims to inform efforts to better understand and more equitably address the integration needs of the state's immigrant families—and more specifically, the efforts of early childhood, health and social services, K-12, postsecondary, and adult education systems. In each of these systems, a two-generation lens is critical both to create more effective service designs and to realize the heightened returns of two-generation-focused investments that lift parents' trajectories and empower them to support their children's school readiness and long-term educational success.

This analysis is based on the NCIIP's tabulation of data from the U.S. Census Bureau's American Community Survey (ACS), pooled for the 2014–18 period. It looks at parents' general demographic characteristics, educational attainment and English proficiency, income and poverty levels, employment characteristics, and digital access.

BOX 1
Explore U.S., State, and County Data

More data on the parent populations covered in this fact sheet series, as well as parents of older children (ages 11 to 13 and 14 to 17), in all 50 states, the District of Columbia, the United States overall, and at the county level can be found on MPI's website: www.migrationpolicy.org/research/immigrant-us-born-parents-young-children

1 A Profile of Georgia Parents of Young and Elementary-School-Age Children

A central tenet of the early childhood field is that parents are children's first and most important teachers, playing a vital role in supporting their school readiness and educational success. This principle is widely acknowledged in K-12 education as well, though it is too often not fully operationalized in both fields. During the COVID-19 pandemic, the crucial role of parents in their children's educational success has been even more dramatically underscored with the shift to remote education. Parents—especially those with elementary- and pre-

school-age children—found themselves expected to take on an even greater role in their children's education, mediating access to remote instruction and acting as supplemental instructors. As this fact sheet will demonstrate, despite their strengths, immigrant parents of young children are disproportionately likely to face serious obstacles to taking on these roles due to low levels of formal education, limited English proficiency, employment as essential workers, and/or digital access barriers.

2 General Demographic Characteristics

Immigrants comprised 20 percent of all parents of children ages 0 to 4 and 5 to 10 in Georgia. Table 1 provides general demographic characteristics of these immigrant parents and their native-born counterparts, as well as indicators specific to immigrants, such as U.S. citizenship status and number of years spent living in the United States.

Immigrants comprised 20 percent of all parents of children ages 0 to 4 and 5 to 10 in Georgia.

Two racial and ethnic groups—Latinos and Asian Americans and Pacific Islanders (AAPIs)—predominated among the state's immigrant parents of young and elementary-school-age children, followed by smaller populations of Black and White parents. Among immigrant parents of children ages 0 to 4, 47 percent were Latino and 25 percent were AAPI; of the immigrant parents of children ages 5 to 10, 49 percent were Latino and 25 percent were AAPI. Meanwhile, most U.S.-born parents of children in both age bands were either White or Black, with much smaller shares of Latino and AAPI parents.

Among immigrant parents, 31 percent of those with children ages 0 to 4 and 37 percent with children ages 5 to 10 were naturalized U.S. citizens. Immigrant parents of children ages 0 to 4 were significantly more likely to have lived in the United States for less than eight years as compared to those with children ages 5 to 10, and slightly more than one-third (39 percent) of parents of children ages 0 to 4 had lived in the United States for 16 or more years, as compared to 52 percent for those with children ages 5 to 10.

3 Educational Attainment and English Proficiency

Low levels of formal education and limited English proficiency (LEP) can pose barriers to the integration of immigrant parents, and can make it challenging for them to support their children's educational success. Table 2 shows the highest level of educational attainment and level of English proficiency reported by Georgia parents with children ages 0 to 4 and 5 to 10.

Georgia's immigrant parents of children ages 0 to 4 and 5 to 10 were roughly four times as likely as their native-born counterparts to lack a high school diploma or equivalent. Significant shares of immigrant parents also had less than a ninth-grade education—18 percent, as compared to less than 2 percent of native-born parents.

Immigrants also represented a disproportionate share of parents of young and elementary-school-age children without a high school diploma or equivalent. Despite immigrants representing one-fifth of the total population of parents in Georgia, 53 percent of parents of children ages 0 to 4 and 50 percent of parents of children 5 to 10 without a high school diploma were immigrants.

TABLE 1

Age, Gender, Race and Ethnicity, Citizenship, and Years in the United States of Parents in Georgia, by Nativity and Age of Their Children, 2014–18

	Parents with Children Ages 0 to 4		Parents with Children Ages 5 to 10	
	Immigrants	U.S. Born	Immigrants	U.S. Born
Number	**161,000**	**626,000**	**178,000**	**719,000**
Age				
18-24	5%	13%	1%	2%
25-34	43%	52%	25%	36%
35-54	51%	35%	72%	60%
55-64	1%	0%	2%	1%
65+	0%	0%	0%	0%
% Women	52%	59%	53%	58%
Race and ethnicity*				
Latino	47%	5%	49%	4%
Black	16%	33%	15%	33%
Asian American and Pacific Islander	25%	1%	25%	1%
White	11%	60%	11%	61%
% U.S. citizens	31%	n/a	37%	n/a
Years in the United States				
8 years or less	28%	n/a	17%	n/a
9 to 15 years	33%	n/a	31%	n/a
16 years or more	39%	n/a	52%	n/a

* Latinos can be of any race. Asian American and Pacific Islander, Black, and White refer to people who are not Latino.
Source: Migration Policy Institute (MPI) tabulation of 2014–18 pooled data from the U.S. Census Bureau's annual American Community Survey (ACS).

Slightly less than half of Georgia's immigrant parents of young and elementary-school-age children were LEP, meaning they reported speaking English less than "very well." There were approximately 76,000 LEP immigrant parents of children ages 0 to 4 and 84,000 LEP immigrant parents of children ages 5 to 10 in the state. The LEP parent population was comprised overwhelmingly of immigrants, with about 1 percent of U.S.-born parents of children in each age range (0 to 4 and 5 to 10) reporting being LEP. Approximately one-quarter immigrant parents with children ages 0 to 4 and 5 to 10 were both LEP and lacked a high school diploma or equivalent, and a similar share lived in linguistically isolated households, defined as those in which no person over the age of 14 spoke English "very well."

The educational attainment data presented here highlight challenges that affect both the economic mobility of many immigrant parents as well as the school readiness and future education trajectories of their children. The educational attainment of parents, especially mothers, has been consistently connected to children's school readiness, with children of parents with lower levels of formal education less likely to be ready to enter and succeed in school

TABLE 2

Educational Attainment, English Proficiency, English Proficiency by Educational Attainment, and Linguistic Isolation of Parents in Georgia, by Nativity and Age of Their Children, 2014–18

	Parents with Children Ages 0 to 4		Parents with Children Ages 5 to 10	
	Immigrants	U.S. Born	Immigrants	U.S. Born
Educational Attainment				
Parents ages 25 and older	**153,000**	**546,000**	**176,000**	**702,000**
Less than 5th grade	6%	0%	6%	1%
5th to 8th grade	12%	1%	12%	1%
9th grade to 12th grade, no high school diploma/equivalent	12%	6%	12%	6%
High school diploma/equivalent	21%	22%	21%	23%
Some college/associate degree	15%	34%	16%	33%
Bachelor's degree or higher	34%	37%	34%	36%
*English Proficiency**				
Total parent population	**161,000**	**626,000**	**178,000**	**719,000**
Only English	13%	94%	14%	95%
Speak English "very well"	40%	5%	38%	4%
Speak English "well"	22%	1%	22%	1%
Speak English "not well" or "not at all"	26%	0%	26%	0%
Limited English Proficient (LEP) parents – those who speak English less than "very well"	76,000	5,000	84,000	6,000
LEP share of the total parent population	47%	1%	47%	1%
Share of total parent population in a linguistically isolated household**	28%	0%	25%	0%
*English Proficiency by Educational Attainment****				
Parents not enrolled in school or higher education	**152,000**	**563,000**	**169,000**	**667,000**
LEP and no high school diploma/ equivalent	26%	0%	26%	0%
LEP and high school diploma/equivalent, no college	12%	0%	12%	0%
LEP and high school diploma/equivalent, some college	3%	0%	3%	0%

* English proficiency is self-reported in the ACS. Limited English proficient (LEP) parents are those who report speaking English less than "very well" but represent a range of proficiency levels—"well," "not well," and "not at all."

** Linguistic isolation is defined by the U.S. Census Bureau as living in a household in which all members ages 14 and older speak a non-English language and also speak English less than "very well" (i.e., are LEP). Data on linguistically isolated parents exclude individuals living in group quarters.

*** All educational attainment statistics in this fact sheet are for parents who were not enrolled in school or college, meaning they had not attended at any time in the three months before the data were collected.

Source: MPI tabulation of U.S. Census Bureau pooled 2014–18 ACS data.

than the children of parents with higher levels of educational attainment.[1] Because socioeconomic advantages are passed intergenerationally through the information, skills, and resources that higher levels of education confer, addressing disparities faced by children whose parents have low levels of formal education requires the creation and scaling up of opportunities for parents to develop the knowledge, skills, and social capital that can lift their families' intergenerational trajectories.[2]

> *As a result of the expansion of online learning due to COVID-19, LEP parents ... face new and serious challenges to supporting and participating in their children's education due to language barriers.*

English proficiency is an important marker of immigrants' integration and a significant component of their capacity to access higher-wage jobs and support their children's education. As a result of the expansion of online learning due to COVID-19, LEP parents, especially those in linguistically isolated households, face new and serious challenges to supporting and participating in their children's education due to language barriers. LEP immigrant parents who hold jobs that are vital to the response to COVID-19 and cannot be done remotely are also likely to face hurdles in finding linguistically and culturally responsive child care for their children. In addition, the relatively low levels of formal educational attainment among many immigrant parents, especially when compared to native-born parents of children in the same age ranges, indicate that many immigrant parents are likely to face difficulties in providing homework help and direct academic support to their children even during "normal" times, as well as meeting the expectation that they will serve as supplemental instructors for their children's online learning during the pandemic.

These barriers are compounded for the more than one-quarter of Georgia's immigrant parents who are both LEP and have less than a high school diploma or equivalent. The combination of not speaking English proficiently and having less than a high school diploma or equivalent can make upskilling and gaining employment in higher-wage jobs far more difficult, while also increasing the challenge of supervising the remote education of children or acting as supplemental instructors for online learning activities.

These data underscore the need for two-generation solutions that specifically focus on low-educated and/or LEP parents with young or elementary-school-age children, offering programs designed to both assist these parents with skills to effectively guide and boost their children's early learning and school success, and provide on-ramps and pathways to programs that can lift their own longer-term integration trajectory.

4 Income and Poverty

Poverty and its associated challenges can not only hinder the integration and well-being of immigrant parents but also negatively affect the healthy development, school readiness, and educational success of their children. Table 3 shows the number and share of parents of children ages 0 to 4 and 5 to 10 in Georgia who are low income, defined as those below 200 percent of the Federal Poverty Level (FPL), as well as cross-tabulations of low-income status with educational attainment and English proficiency indicators.

Immigrant parents in Georgia were significantly more likely to be low income. More than half of Georgia's immigrant parents with children ages 0 to 4 and 5 to 10 were low income (53 percent and 51 percent, respectively). These shares were significantly higher than those for native-born parents, where

41 percent of those with children ages 0 to 4 and 36 percent of those with children ages 5 to 10 lived in low-income families. In addition, immigrant parents were a disproportionately large share of all low-income parents in the state, comprising 25 percent of all low-income parents of children ages 0 to 4 and 26 percent of all low-income parents of children ages 5 to 10.

Immigrant parents were also significantly more likely to be working poor compared to native-born parents—that is, to be employed and have an annual family income below 200 percent of the FPL. This was the case for 32 percent of immigrant parents of children ages 0 to 4 and 33 percent of immigrant parents of children ages 5 to 10, compared to 25 percent and 23 percent of native-born parents, respectively.

Immigrant parents were also significantly more likely to be working poor compared to native-born parents.

Low-income immigrant parents of young children had much lower levels of educational attainment than their native-born counterparts, and about one-third of immigrant parents of children ages 0 to 4 and ages 5 to 10 were both low income and LEP (35 percent and 33 percent, respectively). Low-income immigrant parents were roughly three times as likely to lack a high school diploma/equivalent as native-born parents (49 percent vs. 15 percent for parents of children ages 0 to 4, and 45 percent vs. 16 percent for parents of children ages 5 to 10). Low-income immigrant parents of children from both age bands were at least nine times as likely to have less than a ninth-grade education compared to U.S.-born parents (31 percent vs. 2 percent and 28 percent vs. 3 percent, respectively).

Immigrants also represented a disproportionate share of low-income parents of young children without a high school diploma or equivalent. Despite immigrants representing roughly one-fifth of the total population of parents in Georgia, 56 percent of low-income parents of children ages 0 to 4 and 52 percent of low-income parents of children ages 5 to 10 without a high school diploma were immigrants.

These data spotlight the highly disproportionate levels of poverty experienced by immigrant parents of young and elementary-school-age children in Georgia, and the especially strong relationship between poverty and low levels of formal education that exists among these parents. Poverty compounds the two-generation challenges that low levels of parental education can pose, while the financial constraints it brings make overcoming these challenges even more difficult. The data also indicate that poverty among immigrant parents of young children is more highly correlated with low levels of formal education than with limited proficiency in English.

Using an anti-poverty lens, these findings point to the value of addressing the basic education needs of low-income immigrant parents of young children directly, rather than requiring them to attain a particular level of English proficiency prior to gaining access to basic education and skill programs. In addition, the significant and disproportionate shares of immigrants among parents with less than a ninth or fifth grade education also point to a range of equity, policy, and program design challenges, especially given the difficulty many learners at these levels would likely face in meeting the education prerequisites of most workforce training programs, or the postsecondary and employment-based performance measures against which state adult education programs are typically judged.

TABLE 3

Poverty, Educational Attainment by Poverty, and English Proficiency by Poverty among Parents in Georgia, by Nativity and Age of Their Children, 2014–18

	Parents with Children Ages 0 to 4		Parents with Children Ages 5 to 10	
	Immigrants	U.S. Born	Immigrants	U.S. Born
Family Income and Poverty				
Total parent population	**161,000**	**626,000**	**178,000**	**719,000**
Below 100% FPL	26%	19%	22%	16%
100-199% FPL	27%	22%	29%	20%
At or above 200% FPL	47%	60%	50%	65%
Educational Attainment of Low-Income Parents*				
Low-income parents ages 25 and older	**79,000**	**197,000**	**88,000**	**240,000**
Less than 5th grade	10%	1%	9%	1%
5th to 8th grade	21%	1%	19%	2%
9th grade to 12th grade, no high school diploma/equivalent	18%	13%	17%	13%
High school diploma/equivalent	25%	33%	26%	35%
Some college/associate degree	13%	39%	15%	38%
Bachelor's degree or higher	13%	12%	12%	11%
*English Proficiency** and Employment of Low-Income Parents*				
Total parent population	**161,000**	**626,000**	**178,000**	**719,000**
LEP and low income	35%	1%	33%	0%
Working poor (employed and in families with income below 200% FPL)	32%	25%	33%	23%

* All educational attainment statistics in this fact sheet are for parents who were not enrolled in school or college, meaning they had not attended at any time in the three months before the data were collected.
** English proficiency is self-reported in the ACS. Limited English proficient (LEP) parents are those who report speaking English less than "very well" but represent a range of proficiency levels—"well," "not well," and "not at all."
Source: MPI tabulation of U.S. Census Bureau pooled 2014–18 ACS data.

5 Employment Characteristics

The nature of parents' employment, especially for those working in industries that have been deemed essential during the COVID-19 pandemic, can have significant two-generational implications for family income and the ability of parents to support the school readiness and educational success of their children. Table 4 provides data on the employment status and job skill levels of immigrant and native-born parents of children ages 0 to 4 and 5 to 10 in Georgia, and then cross-tabulates these indicators with key additional characteristics such as parents' level of education, LEP status, and employment in an essential pandemic-response industry. Although these data were collected by the U.S. Census Bureau before the pandemic hit, with heavy consequences for employment in some sectors, they sketch a broad profile of parents' employment characteristics and highlight important challenges.

Large majorities of immigrant and native-born parents in Georgia were employed: 69 percent and 75 percent, respectively, for those with children ages 0 to 4; 74 percent and 79 percent, respectively, for those with children ages 5 to 10. Although most immigrant parents were employed, those who were not in the labor force represented a large portion of parents who were not working and had low levels of educational attainment. While immigrants were one-fifth of the total population of parents in Georgia, 44 percent of parents of children ages 0 to 4 and 43 percent of parents of children ages 5 to 10 who were not employed and who lacked a high school diploma or equivalent were immigrants. These data suggest a large population of immigrant parents, likely mothers, were not working outside of the home and had low levels of educational attainment.

More than half of Georgia's immigrant parents of children ages 0 to 4 and 5 to 10 (55 percent) were working in low-skilled jobs—significantly higher shares than their native-born peers (41 percent for parents of children ages 0 to 4 and 38 percent for those with children ages 5 to 10).[3] Low-skilled occupations are defined as those that require a high school diploma or less and little to moderate on-the-job training, such as construction laborers, cashiers, restaurant workers, home health aides, and taxi drivers. Smaller shares of immigrant parents than U.S.-born parents held middle-skilled jobs (those that require some postsecondary education, including registered nurses, electricians, and teacher assistants) and high-skilled jobs (those that require at least a bachelor's degree, such as doctors, engineers, and high school teachers).

Immigrant parents also comprised a disproportionately large share of working parents with low levels of educational attainment. Immigrants made up more than half of all working parents who had less than a high school diploma or equivalent (52 percent for parents with children ages 0 to 4 and 53 percent for parents with children ages 5 to 10).

The COVID-19 pandemic has dramatically changed the nature of employment, causing some immigrant and native-born workers to lose jobs while turning others into "essential" workers. Roughly one in five working immigrant parents of children ages 0 to 4 and ages 5 to 10 in Georgia were employed in industries vital to the COVID-19 response, which include health care, essential retail, and some manufacturing and food-production jobs—a similar share to native-born parents.[4] Many immigrant families also had two parents working in vital industries, likely creating even more serious risk of exposure to the virus and child-care challenges for those families.

Roughly one in five working immigrant parents of children ages 0 to 4 and ages 5 to 10 in Georgia were employed in industries vital to the COVID-19 response

These figures suggest that large portions of working parents in Georgia (of both young and elementary-school-age children) could benefit from participating in upskilling opportunities. This is particularly the case for immigrant parents, who are approximately four times as likely as their native-born peers to lack a high school diploma or equivalent. However, in light of the learner characteristics presented in Section 3 and the challenges that parenting responsibilities and poverty pose to participation in intensive programs, offerings that address child-care needs and the time/cost of transportation—such as employer partnerships, apprenticeships/pre-apprenticeship programs, and independent learning models—will be needed.

TABLE 4

Employment Characteristics and Employment in COVID-19 Response Industries among Parents in Georgia, by Nativity and Age of Their Children, 2014–18

	Parents with Children Ages 0 to 4		Parents with Children Ages 5 to 10	
	Immigrants	U.S. Born	Immigrants	U.S. Born
Total parent population	**161,000**	**626,000**	**178,000**	**719,000**
Employment status				
Employed	69%	75%	74%	79%
Unemployed	3%	5%	3%	4%
Not in the labor force	28%	20%	23%	17%
Employed parents	**110,000**	**471,000**	**131,000**	**568,000**
% in industries vital to COVID-19 response	18%	19%	19%	20%
Employed parents with less than a high school diploma/equivalent* (% of all employed parents)	**31,000 (28%)**	**29,000 (6%)**	**37,000 (28%)**	**34,000 (6%)**
% in industries vital to COVID-19 response	16%	15%	17%	19%
Employed parents who are LEP (% of all employed parents)**	**48,000 (44%)**	**3,000 (<1%)**	**57,000 (44%)**	**4,000 (<1%)**
% in industries vital to COVID-19 response	16%	13%	16%	22%
Employed parents who are LEP and have less than a high school diploma/ equivalent (% of all employed parents)	**24,000 (22%)**	**-**	**30,000 (23%)**	**-**
% in industries vital to COVID-19 response	16%	-	17%	-
Married parents employed in industries vital to the COVID-19 response	**15,000**	**59,000**	**19,000**	**72,000**
% with spouse also working in a vital industry	26%	20%	31%	20%
Employed parents by job skill level				
Low-skilled job	55%	41%	55%	38%
Middle-skilled job	15%	23%	15%	24%
High-skilled job	30%	36%	31%	38%

* All educational attainment statistics in this fact sheet are for parents who were not enrolled in school or college, meaning they had not attended at any time in the three months before the data were collected.

** English proficiency is self-reported in the ACS. Limited English proficient (LEP) parents are those who report speaking English less than "very well" but represent a range of proficiency levels—"well," "not well," and "not at all."

Note: "-" indicates a sample size too small to generate result.

Source: MPI tabulation of U.S. Census Bureau pooled 2014–18 ACS data.

These data also highlight the significant burden COVID-19 has created for immigrant families, especially for parents who are low income, LEP, and/or do not have high levels of formal education. Working in industries vital to the COVID-19 response creates health risks for these families, in addition to making it more difficult for many to meet the child-care and education support needs of their children.

6 Digital Access

Disparities in digital access pose serious social, financial, and educational challenges for many of Georgia's immigrant parents and their children, especially in the context of the COVID-19 pandemic. Table 5 provides data on access to the internet and computers/laptops for immigrant and native-born parents of children ages 0 to 4 and 5 to 10 in Georgia, and among those with low levels of income, English proficiency, and educational attainment.

Immigrant parents of young children in Georgia were disproportionately likely to lack access to the internet or a computer/laptop, compared to native-born parents of young children. Even though they comprised one-fifth of the total parent population, immigrants were 30 percent of parents with children ages 0 to 4 and 27 percent of those with children ages 5 to 10 who lacked access to the internet. Similarly, immigrants were 25 percent of parents with children in each age band who lacked access to a computer/laptop in their homes.

Among immigrant parents, 15 percent of those with children ages 0 to 4 and 12 percent of those with children ages 5 to 10 did not have access to the internet, compared to 9 percent and 8 percent, respectively, of native-born parents. In addition, a higher share of immigrant parents did not have access to a computer/laptop compared to U.S.-born parents (23 percent for immigrant parents with children ages 0 to 4 vs. 17 percent for native-born parents, and 20 percent for immigrant parents with children ages 5 to 10 vs. 15 percent for native-born parents).

Barriers to digital access were particularly pronounced for parents of young children who were low income, LEP, and lacked a high school diploma—the overwhelming majority of whom were immigrants. These parents were roughly twice as likely as immigrant parents overall and four times as likely as native-born parents overall to lack internet access. In addition, approximately half of these parents lacked access to a computer or laptop.

These data highlight the disproportionate digital access and device challenges many immigrant families face. Although data available through the Census Bureau's American Community Survey do not directly address digital literacy, which is a crucial additional aspect of the "digital divide" facing many immigrant families, these data do show gaps in internet access among parents with demographic characteristics (such as limited formal education, English proficiency, and low-income status) that may further reduce their ability to access and navigate information resources and remote learning opportunities, and to engage in other online activities that are important in supporting their own and their children's integration.

The COVID-19 pandemic has prompted many school districts to provide laptops and internet hotspots to students—efforts that may have improved the share of immigrant households with access to computers and the internet.[5] Distribution of technology, however, does not solve digital literacy challenges, nor does it automatically improve the ability of parents to serve as supplemental instructors and supervisors of their children's online education. These challenges remain particularly acute among parents who are LEP, have lower levels of educational attainment and/or digital literacy, and those who are essential workers.

TABLE 5

Digital Access of Parents in Georgia, by Age of Their Children, Nativity, Income, Education, and LEP Status, 2014–18

	Parents with Children Ages 0 to 4		Parents with Children Ages 5 to 10	
	Immigrants	U.S. Born	Immigrants	U.S. Born
Total parent population	**161,000**	**626,000**	**178,000**	**719,000**
Household does not have access to the internet	15%	9%	12%	8%
Household does not have access to a computer/laptop	23%	17%	20%	15%
Low-income parents	**84,000**	**252,000**	**89,000**	**252,000**
Household does not have access to the internet	25%	17%	21%	17%
Household does not have access to a computer/laptop	37%	32%	32%	30%
Parents with no high school diploma/ equivalent*	**49,000**	**53,000**	**54,000**	**56,000**
Household does not have access to the internet	32%	24%	26%	24%
Household does not have access to a computer/laptop	46%	47%	40%	43%
LEP parents**	**76,000**	**5,000**	**84,000**	**6,000**
Household does not have access to the internet	26%	24%	21%	27%
Household does not have access to a computer/laptop	37%	29%	32%	33%
Parents who are LEP, low income, have no high school diploma/equivalent	**34,000**	**1,000**	**34,000**	**2,000**
Household does not have access to the internet	36%	54%	31%	51%
Household does not have access to a computer/laptop	50%	60%	45%	60%

* All educational attainment statistics in this fact sheet are for parents who were not enrolled in school or college, meaning they had not attended at any time in the three months before the data were collected.

** English proficiency is self-reported in the ACS. Limited English proficient (LEP) parents are those who report speaking English less than "very well" but represent a range of proficiency levels—"well," "not well," and "not at all."

Notes: These figures on household digital access exclude individuals living in group quarters. "Access to a computer" is based on information on whether the respondent or any member of their household owned or used a desktop, laptop, netbook, or notebook computer.

Source: MPI tabulation of U.S. Census Bureau pooled 2014–18 ACS data.

7 Conclusion

Despite their many strengths, Georgia's immigrant parents are disproportionately likely to face serious obstacles in supporting their children's educational success and lifting their own economic trajectories due to low levels of formal education, limited English proficiency, poverty, and/or digital access barriers. Many of these challenges have been exacerbated by the pandemic-induced shift to remote learning. While online instruction itself has proven a particularly inadequate medium for both preschoolers and school-age English Learners, its reliance on the availability of parents to directly facilitate and supervise their young children's daily participation further compounds the disparities already experienced by these families.[6]

The disparities evident in these data raise significant parent- and child-level equity concerns for social services, early childhood, education, and other service systems that seek to support the success of children and families. However, incorporating such data in system designs—for example, program needs assessments and performance measures—can result in programs and services that are more equity sensitive, and which can improve service access and relevance for children and families that face multiple barriers.

These data also demonstrate the importance of utilizing a two-generation lens in order to more effectively diagnose and respond to the intertwined nature of child and parent or caregiver needs in immigrant families. These critical needs currently sit—largely unaddressed—at the intersection of several major systems, including early childhood education and care, K-12 schools, adult education, and other health and social services systems. Developing and scaling programs that can effectively assist immigrant parents in building dual-purpose digital literacy and other integration skills, while also expanding their capacities to support their children's school readiness and academic success, would require a blend of these specific content and skill elements as well as mechanisms for delivery via networks with strong connections to immigrant communities. This could be achieved by supporting individual systems in stretching their current skill sets or by braiding resources and relevant skill sets across several systems. In some states and localities, designating just one system to address this challenge may make sense. However, with many early childhood, education, health, and social services systems seeking to reap the benefits of better integrated supports, providing incentives for braiding skills sets and strengths across systems may speed the development of effective solutions and avoid the inherent difficulties and redundancies of multiple systems seeking to build the same set of new skills and capacities independently.

The disparities evident in these data raise significant parent- and child-level equity concerns for social services, early childhood, education, and other service systems that seek to support the success of children and families.

Endnotes

1 Jennifer March Augustine, Shannon E. Cavanagh, and Robert Crosnoe, "Maternal Education, Early Child Care and the Reproduction of Advantage," *Social Forces; A Scientific Medium of Social Study and Interpretation* 88, no. 1 (2009): 1–29; Julia Isaacs and Katherine Magnuson, *Income and Education as Predictors of Children's School Readiness* (Washington, DC: Brookings Institution, 2011).

2 Augustine, Cavanagh, and Crosnoe, "Maternal Education"; Eric F. Dubow, Paul Boxer, and L. Rowell Huesmann, "Long-Term Effects of Parents' Education on Children's Educational and Occupational Success: Mediation by Family Interactions, Child Aggression, and Teenage Aspirations," *Merrill-Palmer Quarterly (Wayne State University Press)* 55, no. 3 (2009): 224–249; Neeraj Kaushal, "Intergenerational Payoffs of Education," *The Future of Children* 24, no. 1 (2014): 61–78; Greg J. Duncan, Katherine Magnuson, and Elizabeth Votruba-Drzal, "Boosting Family Income to Promote Child Development," *The Future of Children* 24, no. 1 (2014): 99–120.

3 The Migration Policy Institute (MPI) methodology for job skill classification draws on the U.S. Department of Labor's online database of occupational profiles, O*NET, which classifies occupations by educational requirements, among other criteria, and segments them into "job zones." For more information, see U.S. Department of Labor, Employment and Training Administration, "Job Zone Reference," updated November 17, 2020. Based on this categorization, MPI assigns jobs to three skill levels: (1) high-skilled jobs that require at least a bachelor's degree, such as medical doctors and scientists (job zones 4 and 5); (2) middle-skilled jobs that require some postsecondary education or training (i.e., an associate degree, long-term on-the-job training, or vocational training); these include registered nurses, electricians, and teacher assistants (job zone 3); and (3) low-skilled jobs that require a high school degree or less and little to moderate on-the-job training, such as home health aides, construction laborers, and drivers (job zones 1 and 2).

4 These COVID-19 vital industries include the following: health care and social services; essential retail and wholesale (groceries, pharmacies, and gas stations); manufacturing (food, medicine, and soap/cleaning agents); transportation (truck, rail, and water transport, and bus, metro, and taxi drivers); agriculture, forestry, fishing, and hunting; postal service; and scientific research and development.

5 Julie Sugarman and Melissa Lazarín, *Educating English Learners during the COVID-19 Pandemic: Policy Ideas for States and School Districts* (Washington, DC: MPI, 2020).

6 Sugarman and Lazarín, *Educating English Learners*.

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