

**A Chance to Earn  
A Chance to Learn**

**Linking Employment  
and English Training  
For Immigrants and Refugees  
New to English**

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More immigrants and refugees came to the U.S. in the 1990's than ever arrived before in a single decade. Current surveys of the national March 2000 CPS survey shows that 11,565,000 of the foreign-born residents living in the United States migrated to the U.S. some time between 1990 and 2000. Many of the new immigrants and refugees are poorer than previous groups, and a great many still struggle with English. They have had limited opportunities to gain the academic and cognitive skills that are acquired through formal schooling or training. Although hard working and responsible, many of the new immigrants are severely limited in their ability to access job training programs and obtain work that pays a living wage. They are particularly unprepared for the demands of the workplaces in the "new economy," built around information processing, knowledge sharing, and electronic communication.

The most disadvantaged among that group are adults with few years of schooling who are both new to English and new to literacy. In fact, among immigrant adults (age 25 and over), almost a third lack a high school education — a proportion more than twice as high as among native-born residents.<sup>1</sup> Indeed, over two-thirds of Mexican immigrants lack a high school education.<sup>2</sup> Nevertheless, immigrants and refugees present a valuable resource to the country, constituting a group of individuals who, with appropriate training and job development, can gain access to the kinds of jobs that pay a living wage, while helping to fill the workforce needs of the new economy.

i Lollock, Figure 7.

Schmidley, A. Dianne and Gibson, Campbell. August 1999. *Profile of the Foreign-Born Population in the United States: 1997*. Washington, DC: US Census Bureau, Figure 13-2.

## EDUCATIONAL PATTERNS AMONG IMMIGRANTS

As immigration patterns have changed over the past decade, so have educational patterns. Among immigrant adults (age 25 and over), over a third lack a high school education — a proportion more than twice as high as among native-born residents. At the same time, about the same proportion of immigrants as natives have a bachelor's degree or higher.<sup>i</sup> These figures vary widely by region of birth. For example, 44 percent of immigrant Asians and nearly half of all Africans have a bachelor's degree or more. On the other hand, over two-thirds of Mexican immigrants lack a high school education.<sup>ii</sup> This dichotomy appears to be widening with the newer arrivals, as the same proportion are well-educated, but more are arriving with little education. One consequence is shown in lower literacy proficiency rates among immigrants as compared to natives, probably an outcome both of lower educational levels and a lack of English skills. According to the 1992 National Adult Literacy Survey, approximately 25 percent of the 40-44 million adults who possessed the lowest levels of proficiency were immigrants.<sup>iii</sup>

### ***Immigrant Workers: Recent Arrivals***

The immigrant population differs strikingly from the native-born, and the recent immigrant arrivals differ even more. Two-thirds of immigrant residents are either Hispanic or Asian Pacific American. Although immigrants have a similar median age to native born residents, their age distribution is quite different. Fewer immigrants are children, while over half are in their prime working years of 18-44. In addition, a higher proportion of immigrants are men.

These differences are magnified for recent arrivals. Those who have lived in the US less than 10 years have a median age of 28, five years less than the native population, and nearly two-thirds are aged 18-44. The different age distribution and the presence of more males means that immigrants are over-represented in the American workforce. As it turns out, they are also over-represented in the low-wage workforce.

### ***Concentration in Low-Wage Work***

According to the Census, immigrant workers make up 12 percent of the US workforce, although the immigrant population is slightly under 10 percent of the general population.<sup>iv</sup> From 1990 to 1996, new immigrants accounted for nearly two-fifths of the growth in the civilian labor force.<sup>v</sup> As noted above, immigrant workers are almost evenly split between poorly educated and quite well educated. This split is reflected in statistics about immigrants' occupations, as immigrant workers are nearly evenly divided between well-paying jobs and poorly paying ones. Close to one-half of all immigrant workers hold managerial or technical occupations, yet another two-fifths work in service occupations or as operators and laborers.<sup>vi</sup> Farm work and domestic work are also highly immigrant occupations. In fact, almost one-third of all workers in the US with less than a high-school education are immigrants, and 15 percent of low-wage workers are immigrants, with seven percent being recent arrivals.<sup>vii</sup>

These differences are reflected in average earnings, which are lower for immigrants. Half of all male immigrant workers earn less than \$25,000 per year, as compared to less than one-third of native workers. Over 60 percent of female immigrants earned less than \$25,000, compared to 52 percent of native born women. The most recent immigrants, who are the least likely to speak English, have the lowest median earnings: \$19,900 for men and \$16,800 for women. The corresponding numbers for native men and women are \$32,100 and \$23,700.<sup>viii</sup>

Immigrants' wages have been declining relative to native-born workers for some time. Certain researchers have attributed this to the arrival of immigrants who are less employable than previously, although new work disputes that point.<sup>ix</sup> Recent studies attribute the decline in immigrants' relative position to the prevailing wage structure, which pays lower prices for certain skills than were paid in decades past. Further complicating the matter, it appears that wage differentials between immigrant and native-born women are much smaller than those between immigrant and native-born men.<sup>x</sup> Nonetheless, both immigrant men and women are over-represented at the bottom of the wage distribution. Among recent immigrants, men are increasingly over-represented in the bottom earnings quintile, as over one-third were in the bottom fifth of all workers in 1990. Women also increased their proportion in the bottom quintile, but at the same time increased their presence in the top quintile. On average, in 1990, recent immigrant men earned 34 percent less than native-born men, while women earned 19 percent less.<sup>xi</sup>

### **CHARACTERISTICS OF THE LOW-SKILLED LABOR MARKET**

The low-skilled labor market in the US has not seen much growth in wages over the past several decades. Only in 1999 did the average wage earned by the bottom fifth of female workers surpass that which the bottom fifth earned in 1979, while the average wage earned by the bottom tenth of female workers has still not caught up to the wage of 20 years ago. Today's average wage for the bottom fifth of female workers currently hovers around \$6.80 per hour, barely lifting a family of three out of poverty, if the wage earner works full time and takes advantage of the EITC.<sup>xii</sup> Similarly, the median wage of former TANF recipients has been calculated to be \$6.61.<sup>xiii</sup>

Immigrant workers with low skills are thus often relegated to jobs which offer little opportunity for growth or mobility. A lack of English, combined with a low level of education, may pose insurmountable barriers to escaping poverty.

### ***Poverty Among Immigrants***

Households headed by immigrants tend to be larger than natives' households, probably because the households are more likely to be a married couple family and are more likely to contain children. This means that a worker's income has to stretch to cover more people. Consequently, recent figures show that 54 percent of non-citizen households are below 200 percent of poverty, compared with 31 percent of citizen households.<sup>xiv</sup>

## **RELATIONSHIP BETWEEN ESL, LITERACY AND EMPLOYMENT**

There appears to be a strong connection between employment and English ability. For example, the 1998 Refugee Survey shows that at the time of the survey, only one-fifth of those who did not speak English were employed, compared with 59 percent of those who spoke English well or fluently. The effect of learning English on immigrant workers' earnings appears to be quite large. A review of this nonexperimental research concluded that English fluency has roughly the same impact on immigrants' earnings as post-secondary education has for women—an increase of 17 percent, which is far more than increases attributed to additional years of work experience.<sup>xv</sup> Other studies have found that when immigrants first arrive, they earn less than natives, but that they quickly narrow the wage gap. Improvements in English language ability are one of the biggest contributors to narrowing that gap (especially for men), accounting for between 6 to 18 percent of the narrowing.<sup>xvi</sup>

However, if the potential that immigrants and refugees represent is to be realized, appropriate systems, programs, and practices will need to be put into place that focus on the needs of this group and provide opportunities for success. Currently, we face serious gaps in the delivery system; gaps that make it difficult for refugees and immigrants to get the education and training that they need to obtain employment and move on to jobs that pay well enough to move them out of poverty. While there are significant barriers to building such a system, we have the knowledge base that can guide such a system.

## ***Challenges to Integrating Adult ESOL, Literacy, Employment Training, and Social Services***

The challenges to developing and integrated service delivery systems for refugees and immigrants are many and have been documented elsewhere. A fragmented service system, inadequate funding, lack of political will, and lack of understanding of what it means to acquire a language not one's own are some of the most significant barriers (Chisam, Wrigley and Ewen, 1992; ESL and the American Dream).

The programmatic and instructional difficulties of linking ESL and literacy with job training deserve consideration as well. Developing full proficiency in English takes time (seven years is the estimated time for children), and the component skills that need to be acquired are numerous (see "Language and Literacy for New Times" in the Appendix). If we add job specific competencies and employability strategies to the mix of skills to be attained for training and employment, the undertaking appears daunting, indeed.

Models that have sought to teach basic skills in sequence, starting with literacy development and ESOL and then moving on to employability skills and/or job specific training have been largely unsuccessful, principally because neither the system, nor the participants are able (or in some cases willing) to invest the resources required for years of training.

Given the lack of success of the sequential model, what approaches should we consider instead? Models that work will need to take into account both the circumstances under which immigrants and refugees live and work, and the realities of second language acquisition and literacy development. Adults have neither the time nor inclination to spend the years of study required to move from no English ability, to a GED, to job training, to full proficiency in English. What are needed instead are services that allow participants to access short-term training integrating ESOL, literacy, and employment training. This type of comprehensive and integrated model has been shown to be highly effective with low-skilled immigrant populations. Yet, while most participant with little formal education and little English experience success with this model, the approach is not sufficient to build the skills and knowledge needed for advancement and further education. Graduates placed on jobs should have opportunities to continue to improve their language and literacy skills through workplace literacy programs along with evening and weekend classes that provide additional training and improve career opportunities. There should also be opportunities for low literate employees to access advising services that help them to develop a career plan and facilitate access to community college or other next step programs.

Access to program-based ESL classes that run on a regular schedule may not be the answer for adults who are motivated and ambitious but for whom the pace of programs designed for a general population is too slow. Anytime/anywhere learning mediated through technology and supported with tutors and facilitators will make it possible for these adults to build their skills on their own terms. Small group instruction can be set up in workplaces, union halls, community-based organizations; community colleges, and libraries or other volunteer-based sites. Training in "English for Work," focusing on both oral communication and on literacy should be available through a wide range of channels (including peer discussions, video-based distance learning, and on-line skills upgrading for those with higher level skills).

Possibilities for bilingual-vocational education should be considered as well, since these models allow participants to readily acquire content knowledge (related to both job skills and employability skills) in a language they understand. At the same time, they offer adults the chance to develop the English fluency and vocabulary necessary for on-the-job communication. A number of places (El Paso Community College, the Haitian Creole Multi-service Center in Boston) have been successful in implementing literacy classes in the native language for those individuals with no or little schooling. Such language and literacy training should be combined with experiential models of vocational training where low literate employees have the opportunity to develop job skills through hands-on work with instructors who come from industry. In fact, for participants who have not completed high school in the United States or their home country, this has been the only model that has shown significant success.

### **SOME THINGS WE KNOW FOR SURE**

#### **1. Federally-funded adult education and job training programs lack the capacity to meet the growing need for employment services to adults with limited English skills.**

Nationally, about half the participants in the adult education system are adults with limited proficiency in English. Most of these adults are enrolled in the very lowest levels (pre-beginning and beginning) where the focus of instruction is on the development on everyday communication skills and the life skills needed for daily functioning. Access to technology is often limited and teachers are not trained to make connections between (1) the language skills taught in the classroom and (2) the English communication, literacy and technology demands of the workplace. What's more, those workers in greatest need of training in English and employment related skills-those with limited educational backgrounds, marginal literacy skills and limited job experience-are the least likely to seek services.

Not only are low income adults with limited proficiency in English who have employment related goals not well served by the system, they are often not served at all, since entry requirements for English language and literacy are frequently set too high for applicants who still struggle with English. Recent reports in the Washington Post indicate that One Stop Services are not likely to refer low literate adults to training, instead suggesting further work in remediation through classes focusing on adult literacy and life skills. In fact, as of 1997, just 5 percent of adults in federally funded employment and training services for low income adults were LEP enrollees. Bilingual vocational training programs, designed to build job skills in the native language, coupled with English language training focused on on-the-job communication are few in number. A tightly integrated model of job training, ESOL instruction, and basic skills enhancement has been well documented by the Department of Labor as being effective with this population. However, few training institutions in the country use this model.

#### **2. We Need to Create an Infrastructure of Quality Services for Education and Training for Immigrant Adults.**

Although access to services in employment training for immigrants and refugees with limited proficiency in English is severely limited, it is no secret what quality

services for this group should look like. In fact, there is a surprising consensus that emerges from these studies on employment training for immigrants and refugees, recently published reports on basic skills and the new economy, Department of Labor research on “What Works and What Doesn’t,” and in current research on welfare to work: Immigrants and refugees seeking jobs that pay a living wage are best served through comprehensive models that integrate job skills and language training, provide support services, use job developers who act as advocates for participants, and offer flexible services adapted to various sub groups. Given both the current state of affairs and recent research, I would like to offer the following suggestions:

***Strategies to meet the needs of job seekers with limited proficiency in English:***

- Support programs that have a clear focus on job preparation and that integrate basic skills remediation and ESOL into job training or at least provide it concurrently. Integrate technology into that model.
- Redesign employment and training services to make them more accessible and responsive to immigrants with low levels of English, low levels of literacy, and limited bicultural skills.
- Develop and fund a variety of models that take backgrounds and goals of various subgroups into account. Develop and fund intensive programs for those with multiple needs. Provide fast track services for those who have higher educational levels and work experience but simply lack proficiency in English.
- Create short-term “bridge” training (covering basic skills/ESOL, soft skills, and specific job skills) to prepare LEP adults to enter and succeed in more intensive job skills training.

***Strategies for job advancement services to current workers:***

- Create public sector/employer partnerships to customize training that focuses on the needs of immigrants, with training provided at or near the work site, during work hours. Example: Minnesota's Pathways initiative.
- Redesign programs—break them into evening and weekend modules, offer on-site child care, children’s activities, meals—to better meet the needs of immigrants who are working parents.

***Strategies for helping the harder-to-employ:***

- Create transitional work placements for those with the lowest skills in English and literacy and little or no work experience. These publicly-funded jobs programs can incorporate close supervision and opportunities for learning basic skills, soft skills, and marketable job skills.

**3. We need a system of staff development and teacher education that links English training with employability skills and job training.**

Although the literature indicates general agreement on the components of programs that work in terms of linking immigrants and refugees to work, it also points to the scarcity of models in the field that exhibit these features or fully implement them. Community based literacy programs offering Vocational English as a Second Language often suffer from limited resources, inexperienced (though often enthusiastic and talented) staff, and lack of opportunity to interact with either peers or more mainstream training institutions. On the other hand, community college instructors, as a rule well trained in second language acquisition, often have little experience in working with adults who have few years of formal education and limited literacy skills in the native language as well as in English.

High turn-over and lack of training is an ongoing issue that limits the effectiveness of teachers. Although information on what works is available in the literature, the information is often not available to the practitioners in a form that is easily accessible or particularly useful. Even when descriptions of promising practices are available through books, CDs or articles, teachers often lack the knowledge, time and resources to utilize this information effectively. In light of these issues, there is a dire need for the field to develop staff training and professional development that shows administrators and teachers how to:

- Take advantage of knowledge and experience that immigrants have developed through interactions in the native language (here and at home); focus training according to the needs of a particular the group and demands of the job.
- Offer hand-on training that is not overly dependent on English language proficiency or literacy while developing these skills along the way; create simulated work environments that reflect the demand of real work places for those new to the world of work.
- Integrate technology (low tech and high tech) and visual media into the curriculum to facilitate learning for participants for whom print is a barrier.
- Create intensive “high impact” models that accelerate communication skills for those with higher levels of literacy in the native country.
- Take the employment readiness curriculum outside of the classroom and facilitate team projects and inquiry related to employment issues: ask students to visit workplaces, conduct simple surveys or carry out one-on-one interviews with workers and supervisors.
- Offer literacy in the native language and/or connect with volunteer tutors to provide additional support for those non-literate in the native language.
- For participants who have some training and education, teach both the Basic Interactive Communication Skills (BICS) needed for face to face communication as well as the Cognitive Academic Language Proficiency Skills (CALPS), associated with school and work-based training that is not hands-on.

## **GAPS IN RESEARCH**

Without a doubt, we face serious gaps in research when it comes to understanding how adults develop the language, literacy, and technology skills needed in the workplace, along with the job specific skills needed for jobs that have a future. We do not yet know what kind of a difference native language literacy classes make in accelerating the acquisition of English literacy. Neither do we know how adults who participate in bilingual vocational classes fare in the workplace, compared to others in more conventional programs. There have not been any experimental studies for quite a while that include experimental and control groups, and compare one program model to another (the Rockefeller Foundation evaluation that found the integrated model used by Center for Employment Training (CET) superior to other models was conducted 15 years ago). Indeed, there never has been an experimental study that focused primarily on job seekers with limited proficiency in English and researched what it takes to train this group of adults.

## **WHAT ARE WE TO DO?**

Although gaps in research do exist, we know a great deal about what works and what doesn't for adults with limited proficiency in English and few years of schooling. Research and experience in the field point toward a model that is integrated and contextual and offers hands-on work experience and training. Reality demands short term, focused courses with clear outcomes that are both achievable and worthwhile, courses that are part of a career path that allows for interruptions and access to "just in time training" through multiple modes. Positive, long standing relationships with local employers are necessary, as is a strong job development component. Instructional courses must be provided through programs that are able to help adult immigrants deal with the challenges of working in a new culture. Instructors and/or advisors must be available to advocate on the students' behalf (and show them how to advocate for themselves and for others), while helping them access support services and to negotiate the U.S. systems that differ significantly from those in the home country. Curriculum and assessment must be aligned, and focus directly on employment related language and literacy skills. All instructors need to be trained in the model and committed to its success.

Very few programs of this sort exist in spite of the proven superiority of the integrated model. High influxes of immigrants, a rapidly changing labor force, and increasing demands by employers of a skilled, literate workforce call for a fresh look at what is possible. The time is right to link research and development in an effort to implement the elements of such a program. Monies can be sought from funders (including foundations) for one or more demonstration project that weaves together innovative program design (based on promising practices and emerging technologies), program implementation, and rigorous research (both formative and summative) through ongoing collaboration. Information on what works in both theory and practice can be shared with the field throughout the implementation process along with lessons learned. Such information can help guide program designers and practitioners long before official findings on outcomes are released. Questions such as, "What does it take to implement a quality program? What works on a day-to-day basis? And what difference does it

make (in terms of both short terms and long term outcomes)?" can be answered through ongoing research, discussion and documentation.

- <sup>1</sup> Throughout the remainder of the report, the term "immigrants" will be used to refer to all foreign-born persons including those who immigrated as refugees.
- <sup>1</sup> David Mendell and Achy Obejas, "English on Wane in Illinois Households," Chicago Tribune, August 6, 2001, p. 1.
- <sup>1</sup> Rob Paral, "Suburban Immigrant Communities: Assessment of Key Characteristics and Needs," Chicago: Fund for Immigrants and Refugees, August 2000.
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- <sup>1</sup> Rob Paral, "Suburban Immigrant Communities: Assessment of Key Characteristics and Needs," Chicago: Fund for Immigrants and Refugees, August 2000.
- <sup>1</sup> This recommendation comes from the background paper prepared by the National Association for Bilingual Education, and is adopted from recommendations defined by the National Head Start Latino Leadership Network at its 1999 Summer Institute.
- <sup>1</sup> These recommendations on Standards and Outcome Measures for early childhood education and family literacy come from the background paper prepared by the National Association for Bilingual Education.
- <sup>1</sup> SCANS skills refer to a set up competency-based skills for work and life developed in 1990 by the U.S. Labor Department's Secretary's Commission on Achieving Necessary Skills.
- <sup>1</sup> These recommendations related to data collection for adult education were adopted from Heide Spruck, *Keys to the Golden Door? Adult ESOL, Literacy and Employment Preparation* (Aguirre International, 2001) and were added subsequent to the public hearing in which the remainder of the recommendations in this report were developed.
- <sup>1</sup> Administrative Data, Illinois State Board of Education, Research Division, 1999-2000. LEPs served (143,855)/Public School Enrollment (2,027,600).
- <sup>1</sup> Source: Office of Refugee Resettlement, FY 1997 Annual Report to Congress.
- <sup>1</sup> Source: ISBE, Division of Middle Level Education, (January 2001).
- <sup>1</sup> English Language Arts, Physical Development and Health, Science, Social Sciences, Mathematics, Foreign Languages and Fine Arts.
- <sup>1</sup> Illinois Standards Achievement Tests (ISAT).
- <sup>1</sup> The Prairie State Achievement Examination (PSAE) includes a complete ACT test and a second day of testing on the Illinois standards of learning as well as two "WorkKeys" units that test employment readiness skills in reading comprehension and applied mathematics. In addition to the array of skills tested, the PSAE is unusual in that it combines norm-referenced testing (i.e., the ACT component) with criterion-referenced testing.
- <sup>1</sup> LEP students in state-approved bilingual education programs for three years or less are exempt from participation in the ISAT and PSAE testing programs. About 77 percent of all LEPs in Illinois were in this category during 1999-2000. Our estimates for the 2000-01 school year are based on previous year data as reported in "Transitional Bilingual Education and Transitional Program of Instruction: Evaluation Report, Fiscal Year 2000," Illinois State Board of Education, Research Division, (December 2000).
- <sup>1</sup> Illinois Measures of Annual Growth in English (IMAGE) Assessment Test
- <sup>1</sup> There are accommodations made for LEP students in special education, as required by their individual education plans (IEPs). Also, the state is working on an accommodated version of the ISAT math test for LEP students and plans to pilot-test this new version in 2001.
- <sup>1</sup> Ruiz-de-Velasco, Jorge & Michael Fix (2001), *Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools*, (Washington, DC: Urban Institute Press), available online at: <http://www.urban.org/pdfs/overlooked.pdf>

- <sup>1</sup> See, Hakuta, Kenji, Yuko Goto Butler and Daria Witt (2000), "How Long Does it Take English Learners to Attain Proficiency?" (Santa Barbara, CA: University of California, Linguistic Minority Research Institute), Policy Report 2000-1, available at <<http://www.imrnet.ucsb.edu/RESDISS/hakuta.pdf>; also see, August, Diane & Kenji Hakuta, (1997) *Improving Schooling for Language Minority Children: A Research Agenda*, (Washington, DC: National Academy Press); and, Thomas, Wayne & Virginia Collier (1997) *School Effectiveness for Language Minority Students* (Fairfax, Virginia: George Mason University).
- <sup>1</sup> See, Anstrom, Kris, (1997), "Academic Achievement for Secondary Language Minority Students: Standards, Measures and Promising Practices," (Washington, DC: National Clearinghouse for Bilingual Education) A report to the U.S. Department of Education, available at: <[www.ncbe.gwu/ncbepubs/reports/acadach.htm](http://www.ncbe.gwu/ncbepubs/reports/acadach.htm)>
- <sup>1</sup> U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94*.
- <sup>1</sup> Illinois State Board of Education, *Educator Supply and Demand*, ISBE Research Division, December 2000.
- <sup>1</sup> For example, while two-thirds of mainstream teachers in schools with Transitional Bilingual Education programs reported participating in multicultural awareness training, only about one third reported receiving training in language acquisition or ESL/Bilingual methods. ISBE, *Evaluation Report: Transitional Bilingual Education and Transitional Program of Instruction, Fiscal Year 2000*, (ISBE Research Division, December 2000).
- <sup>1</sup> Haney, Walt. (January 13, 2001) "Revisiting the Myth of the Texas Miracle in Education: Lessons about Dropout Research and Dropout Prevention." Paper prepared for the Dropout Research: Accurate Counts and Positive Interventions Conference: Cambridge, MA. Also see, Carnoy, Martin, Susanna Loeb, and Tiffany Smith. (December, 2000) "Do Higher State Test Scores in Texas Make for Better High School Outcomes?" (Draft for Comments) Stanford University: School of Education.
- <sup>1</sup> Lillard, Dean R. and Philip P. DeCicca, *Economics of Education Review*, Spring, 2000. News summary available at: [http://www.news.cornell.edu/Chronicles/3.16.00/dropout\\_rates.html](http://www.news.cornell.edu/Chronicles/3.16.00/dropout_rates.html).
- <sup>1</sup> Ruiz-de-Velasco & Fix (2001), *Overlooked and Underserved*, *supra*, at pp.55-65.
- <sup>1</sup> See e.g., Adger, Carolyn Temple and Joy Kreeft Peyton (1999), "Enhancing the Education of Immigrant Students in Secondary School: Structural Challenges and Directions," in *So Much to Say: Adolescents, Bilingualism and ESL in the Secondary School*, Christian J. Faltis and Paula M. Wolfe, eds., (New York: Teachers College Press), and authorities cited therein.
- <sup>1</sup> See, e.g., Olsen, Laurie (1997), *Made in America: Immigrant Students in Our Public Schools*, (New York: The New Press).
- <sup>1</sup> August, Diane and Kenji Hakuta, eds. (1997), *Improving Schooling for Language-Minority Children* (Washington, DC: National Academy Press), (NAS Report) Chapter 3.
- <sup>1</sup> Ruiz-de-Velasco & Fix (2000), *Overlooked and Underserved*, *supra*.
- <sup>1</sup> Graskey, S. (1996). "Exploring the Effects of Childhood Family Structure on Teenage and Young Adult Labor Force Participation," IRP Discussion Papers, Vol. 1111-96 (Madison, WI: Institute for Research on Poverty).
- <sup>1</sup> Chaplin, Duncan & Jane Hannaway (1996), "High School Employment: Meaningful Connections for At-Risk Youth," Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, April 1996.
- <sup>1</sup> Steinberg, L.D., S. Fegley & S.M. Dornbusch (1993), "Negative Impact of Part-time Work on Adolescent Adjustment: Evidence from a Longitudinal Study," *Developmental Psychology*, Vol. 29. 171-180.
- <sup>1</sup> *Ibid.*, at pp. 99-100.
- <sup>1</sup> See, Ruiz-de-Velasco, and Fix (2000), *Overlooked and Underserved*, *supra*, at pp. 62-63.
- <sup>1</sup> California is one of the first states to establish such statewide curriculum content standards for language development courses and its experience might be instructive.
- <sup>1</sup> See, Ruiz-de-Velasco, and Fix (2000), *Overlooked and Underserved*, *supra*, at pp. 70-80.
- <sup>1</sup> For a discussion of how block scheduling was implemented at one school, see, Olsen, Laurie, *et al.*, *Igniting Change for Immigrant Students* (Oakland, CA: California Tomorrow) at pp.57-73.
- <sup>1</sup> See, Echevarria, Jana, & Anne Graves (1998), *Sheltered Content Instruction* (Boston: Allyn & Bacon).
- <sup>1</sup> For information on the newcomer programs see Walqui, Aida (2000), *Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary School*, (Washington, DC: Center for Applied Linguistics); and, Lucas, Tamara (1997), *Into, Through, and Beyond Secondary School* (Washington, DC: Center for Applied Linguistics) at p.152. Also see, Short, Deborah J. & Beverly Boyson (1999), "Secondary Newcomer Programs in the United States: 1996-1999 Directory and Supplements," Washington, DC: Center for Applied Linguistics; Short, Deborah J. (1998), "Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success" (Washington, DC: ERIC Clearinghouse on Languages and Linguistics); and Chang, Hedy Nai-Lin (1990), *Newcomer Programs*, Oakland CA: California Tomorrow.
- <sup>1</sup> A more elaborate discussion of the school-based staff development model can be found in Gonzalez, Josué M. & Linda Darling-Hammond (1997), *New Concepts for New Challenges: Professional Development for Teachers of Immigrant Youth*, (Washington, DC: Center for Applied Linguistics).
- <sup>1</sup> Olsen, *et al.*, *Igniting Change for Immigrant Students*, *supra*, at p.56.
- <sup>1</sup> See, August & Hakuta, NAS Report, *supra*, and authorities cited therein, at pp. 99-111.
- <sup>1</sup> Schmidley and Gibson, Figure 13-1.
- <sup>1</sup> Schmidley and Gibson, Figure 13-2.

- <sup>1</sup> <http://nces.ed.gov/naal/naal92/overview.html>
- <sup>1</sup> Schmidley and Gibson, p.34.
- <sup>1</sup> Bennici, Frank, Steven Mangum, and Andrew M. Sum. 2000. "The Economic, Demographic, and Social Context of Future Employment and Training Programs." Table 2.1 In Barnow, Burt S. and Christopher T. King, Eds. *Improving the Odds*. Washington, DC: The Urban Institute.
- <sup>1</sup> Schmidley and Gibson, Figure 15-1.
- <sup>1</sup> Camarota, Table 7; Acs, Gregory. May 1999. *A Profile of Low-Wage Workers*. Washington, DC: The Urban Institute [<http://www.dol.gov/dol/asp/public/futurework/conference/lowwage/section3.htm>], Table 11.
- <sup>18</sup> Schmidley and Gibson, Figure 17-1. Numbers are for full-time, year round workers only.
- <sup>1</sup> For example, Jasso et al. attribute the perceived "decline" in immigrant skills found within large data sets as a result of Census and CPS data collection practices which include undocumented immigrants and non-immigrants in the category of "foreign-born," which gives misleading results. See Jasso, Guillermina, Mark R. Rosenzweig, and James P. Smith. October 1998. "The Changing Skill of New Immigrants to the United States: Recent Trends and Their Determinants." Working Paper 6764. Cambridge, MA: National Bureau of Economic Research.
- <sup>1</sup> Butcher, Kristin F. and John DiNardo. July 1998. "The Immigrant and Native-Born Wage Distribution: Evidence from United States Censuses." Working Paper 6630. Cambridge, MA: National Bureau of Economic Research.
- <sup>1</sup> Butcher and DiNardo, p.9.
- <sup>1</sup> From Bernstein, Jared. February 2000. "Things I Think We Know So Far about Welfare Reform and the Low-Wage Labor Market." Paper presented at *Work, Welfare, and Politics*, University of Oregon, Center for the Study of Women in Society, February 28-9, 2000.
- <sup>1</sup> Bernstein, Jared, citing Loprest (1999).
- <sup>1</sup> Fix, Michael and Jeffrey S. Passel. March 1999. "Trends in Noncitizens' and Citizens' Use of Public Benefits Following Welfare Reform: 1994-97." Washington, DC: The Urban Institute.
- <sup>1</sup> Fremstad, Shawn. 2000. "Using TANF and State Matching Funds to Expand English as a Second Language Programs and Other Services for Limited-English Proficient Individuals." Washington, DC: Center on Budget and Policy Priorities.
- <sup>1</sup> Carliner, Geoffrey. September 1996. "The Wages and Language Skills of US Immigrants." Working Paper 5763. Cambridge, MA: National Bureau of Economic Research (20).

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- <sup>i</sup> Schmidley and Gibson, Figure 13-1.
- <sup>ii</sup> Schmidley and Gibson, Figure 13-2.
- <sup>iii</sup> <http://nces.ed.gov/naal/naal92/overview.html>
- <sup>iv</sup> Schmidley and Gibson, p.34.
- <sup>v</sup> Bennici, Frank, Steven Mangum, and Andrew M. Sum. 2000. "The Economic, Demographic, and Social Context of Future Employment and Training Programs." Table 2.1 In Barnow, Burt S. and Christopher T. King, Eds. *Improving the Odds*. Washington, DC: The Urban Institute.
- <sup>vi</sup> Schmidley and Gibson, Figure 15-1.
- <sup>vii</sup> Camarota, Table 7; Acs, Gregory. May 1999. *A Profile of Low-Wage Workers*. Washington, DC: The Urban Institute [<http://www.dol.gov/dol/asp/public/futurework/conference/lowwage/section3.htm>], Table 11.
- <sup>viii</sup><sup>8</sup> Schmidley and Gibson, Figure 17-1. Numbers are for full-time, year round workers only.
- <sup>ix</sup> For example, Jasso et al. attribute the perceived "decline" in immigrant skills found within large data sets as a result of Census and CPS data collection practices which include undocumented immigrants and non-immigrants in the category of "foreign-born," which gives misleading results. See Jasso, Guillermina, Mark R. Rosenzweig, and James P. Smith. October 1998. "The Changing Skill of New Immigrants to the United States: Recent Trends and Their Determinants." Working Paper 6764. Cambridge, MA: National Bureau of Economic Research.
- <sup>x</sup> Butcher, Kristin F. and John DiNardo. July 1998. "The Immigrant and Native-Born Wage Distribution: Evidence from United States Censuses." Working Paper 6630. Cambridge, MA: National Bureau of Economic Research.
- <sup>xi</sup> Butcher and DiNardo, p.9.
- <sup>xii</sup> From Bernstein, Jared. February 2000. "Things I Think We Know So Far about Welfare Reform and the Low-Wage Labor Market." Paper presented at *Work, Welfare, and Politics*, University of Oregon, Center for the Study of Women in Society, February 28-9, 2000.
- <sup>xiii</sup> Bernstein, Jared, citing Loprest (1999).
- <sup>xiv</sup> Fix, Michael and Jeffrey S. Passel. March 1999. "Trends in Noncitizens' and Citizens' Use of Public Benefits Following Welfare Reform: 1994-97." Washington, DC: The Urban Institute.
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