

The Integration Policy Agenda: US and California

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Today's Presentation

- **Health care**
- **Workforce and WIA**
- **K-12 and NCLB**

Intermission

- **CIR and Dream Act**



The National Center on Immigrant Integration Policy

- **Increase awareness**
- **Create a more coherent and knowledge driven field**
- **Identify and promote effective policies and practices**
- **Build the knowledge and skills of state and local elected officials and administrators**



Reauthorizing WIA: The Title II Funding Formula

- **Now *omits* LEP adults with a high school degree**
- **May *underweight* less educated LEPs who need ESL and basic education**



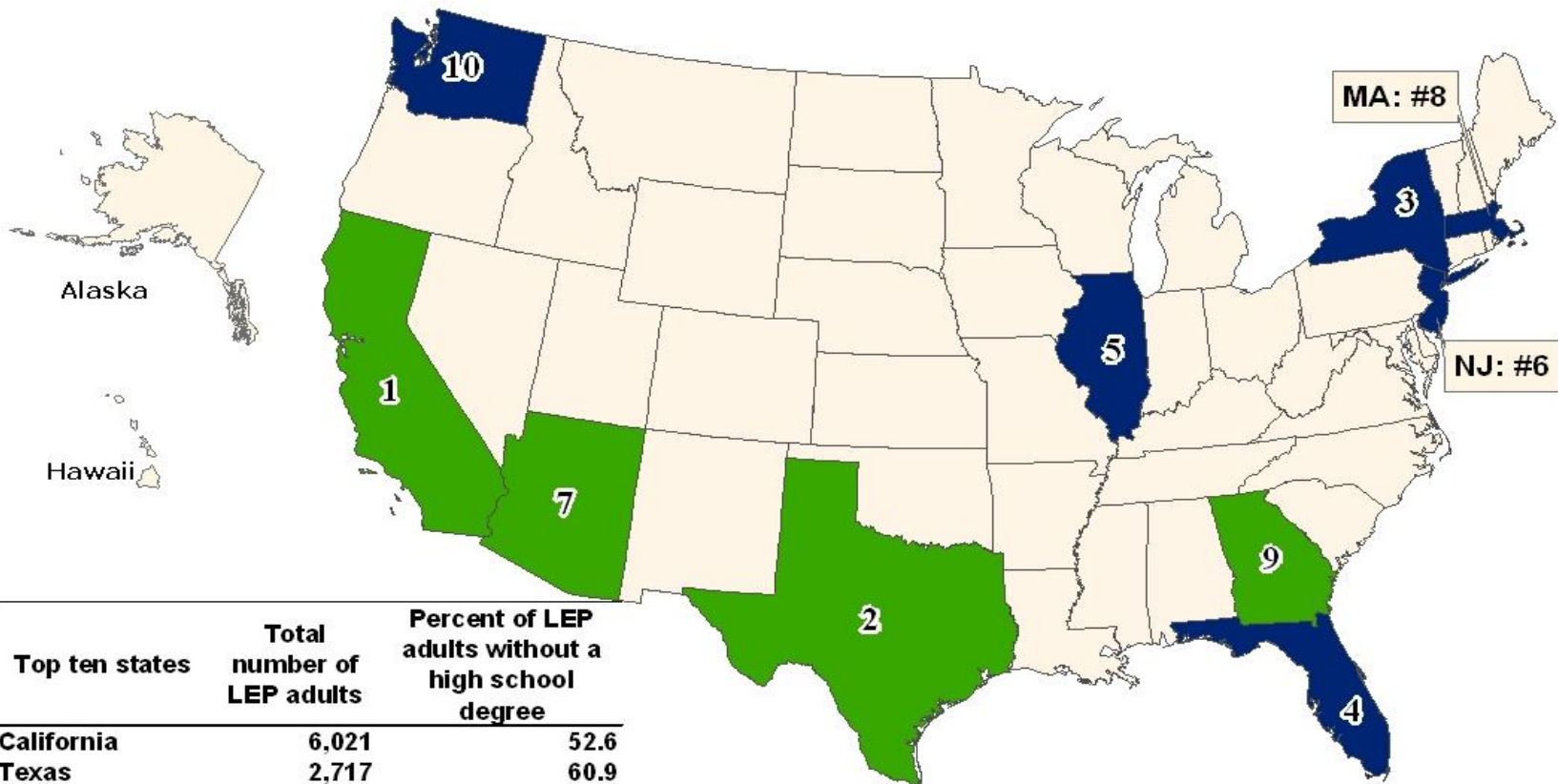
Key MPI Findings

Nationwide:

- **22 million LEP adults**
- **Over half (11.2M) have a HS education or more**
- **LEPs overrepresented among those with less than a HS education**
- **LEPs without HS concentrated in CA; SW.**

Less Educated LEP Adults Concentrated in CA, Southwest

Top 10 states with the largest number of LEP adults



| Top ten states | Total number of LEP adults | Percent of LEP adults without a high school degree |
|----------------|----------------------------|--|
| California | 6,021 | 52.6 |
| Texas | 2,717 | 60.9 |
| New York | 2,143 | 41.3 |
| Florida | 1,826 | 38.5 |
| Illinois | 1,046 | 43.4 |
| New Jersey | 877 | 37.1 |
| Arizona | 605 | 56.4 |
| Massachusetts | 445 | 43.6 |
| Georgia | 488 | 41.8 |
| Washington | 408 | 42.9 |

Majority of LEP adults have no high school degree
 Majority of LEP adults have a high school degree or more

Source: US Census Bureau, American Community Survey 2005-2007.

Potential Target Population

Ten States with Largest Populations of LEP Adults Age 16 and Older by Educational Attainment, 2005-2007 Averaged (in thousands)

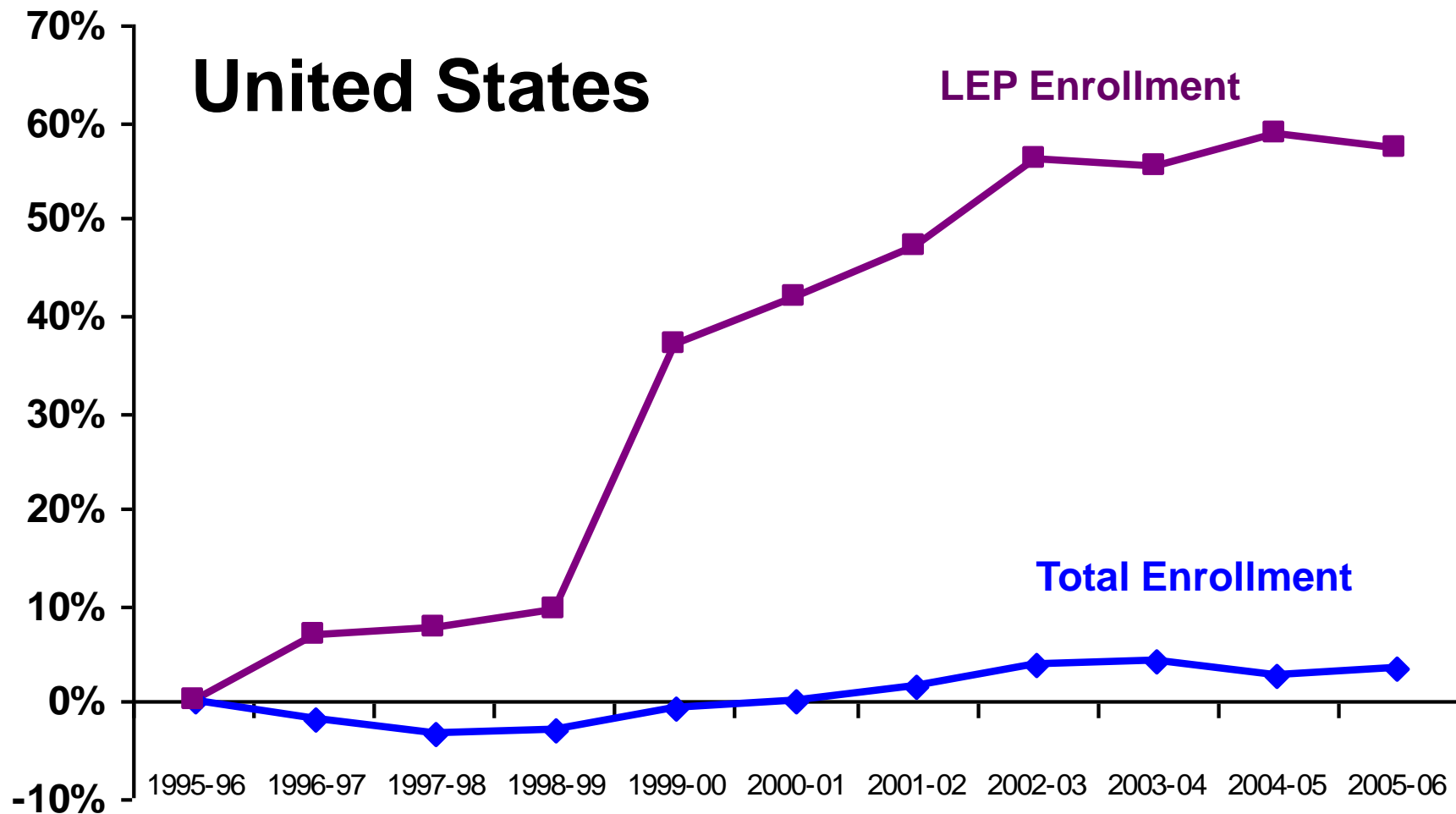
| | Total number of LEP adults | LEP adults with high school or more education | LEP adults without a high school education | Percent of LEP adults with high school or more |
|-------------------|----------------------------|---|--|--|
| California | 6,021 | 2,855 | 3,166 | 47 |
| Texas | 2,717 | 1,062 | 1,655 | 39 |
| New York | 2,143 | 1,259 | 884 | 59 |
| Florida | 1,826 | 1,123 | 703 | 62 |
| Illinois | 1,046 | 592 | 454 | 57 |
| New Jersey | 877 | 552 | 325 | 63 |
| Arizona | 605 | 264 | 341 | 44 |
| Massachusetts | 445 | 294 | 194 | 66 |
| Georgia | 488 | 241 | 204 | 49 |
| Washington | 408 | 233 | 175 | 57 |



Policy Implications: Beyond WIA

- **Make WIA Title II funding more responsive to high and low skill LEPs**
- **Integrate language and job training**
- **Expand accountability not just K-12, but adult education system**
- **Improve transitions LEP and low educated**
- **Anticipate CIR in planning**

LEP Enrollment Growth: United States, 1996 to 2006



Notes: There were 5.1 million limited English proficient school children in 2005-2006, representing 10 percent of enrolled students.

Source: National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA), 2007.

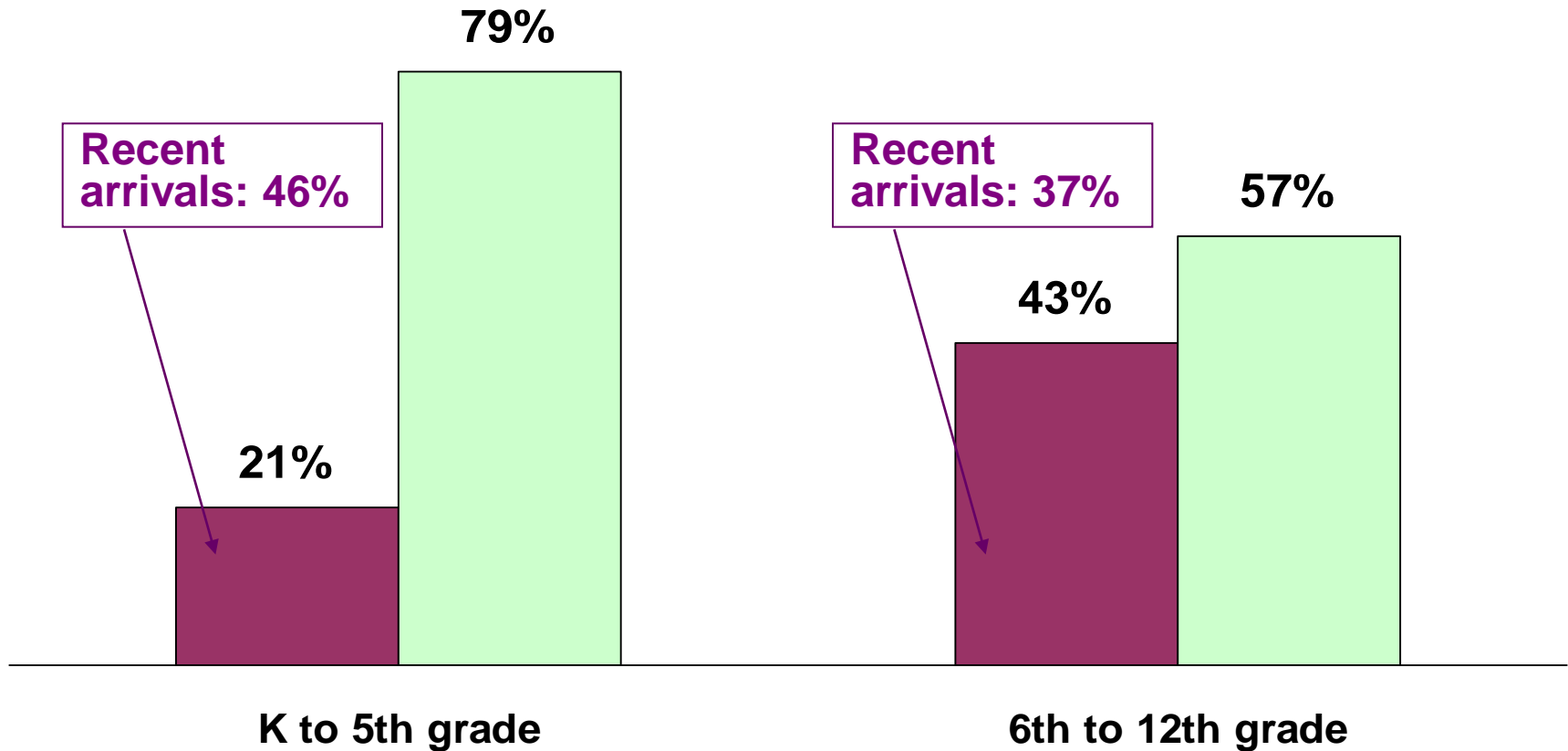


CA: Most LEP Children Are Native Born

CALIFORNIA

■ 1st generation

■ 2nd and higher generation

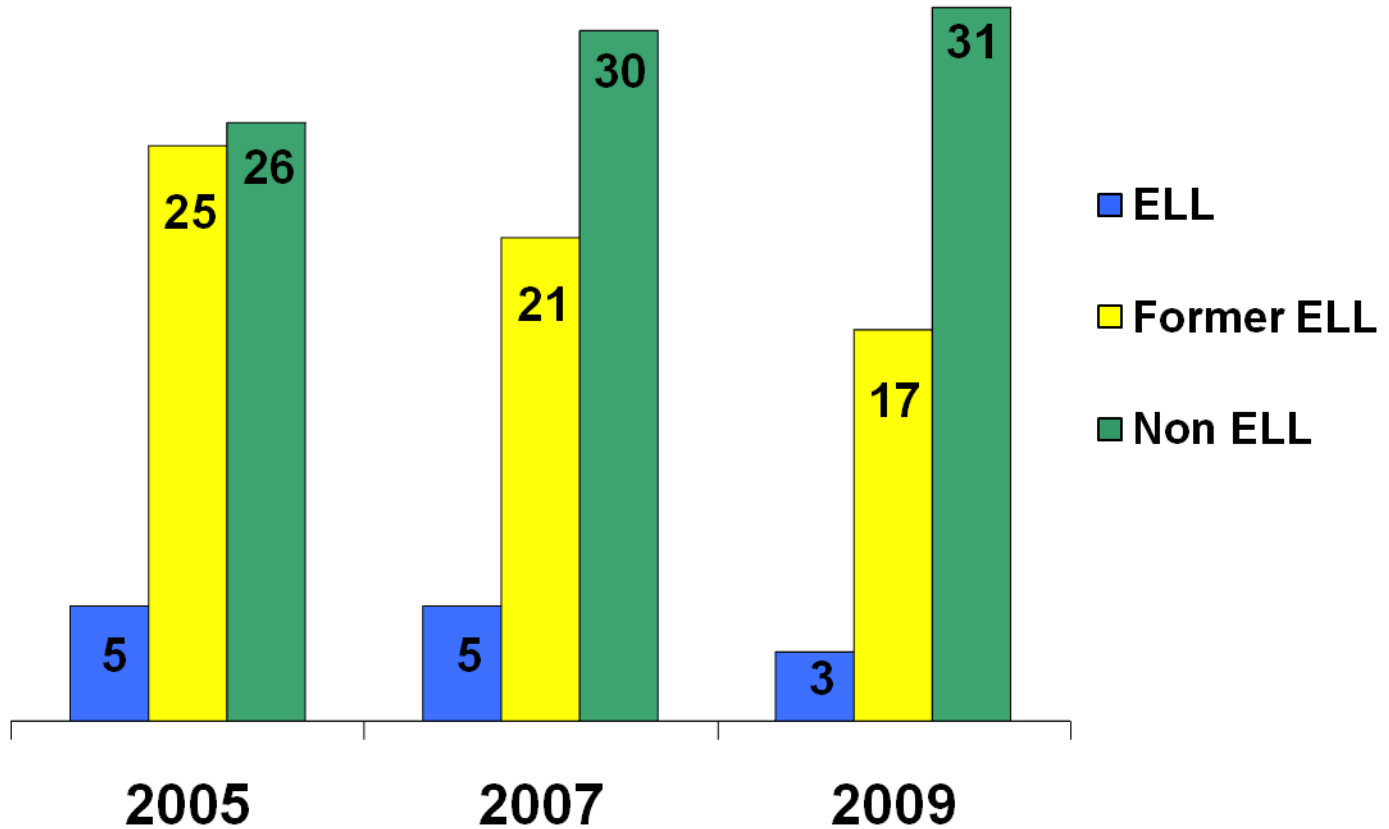


Note: The figures refer to limited English proficient (LEP) students, ages 5 to 18, currently enrolled in school. Recent arrivals are persons who arrived within the previous three years. K-5th graders are children between 5 and 10; 6-12th graders are between 11 and 18.

Source: ACS2006-2008.

Percentage of 8th Graders Scoring at or Above Proficient in Math: NAEP, 2005-09

CALIFORNIA: 8th graders



Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Math Assessments, 2009;

Notes: ELL status refers to an English Language Learner status.



NCLB and the Policy Landscape

- **NCLB: preserve accountability for ELLs**
- **Monitor ELL spending through Titles I and III**
- **Monitor high ELL schools in transformation**
- **Ensure ELL successes represented in i3**



Health Care and Immigration: The Issues

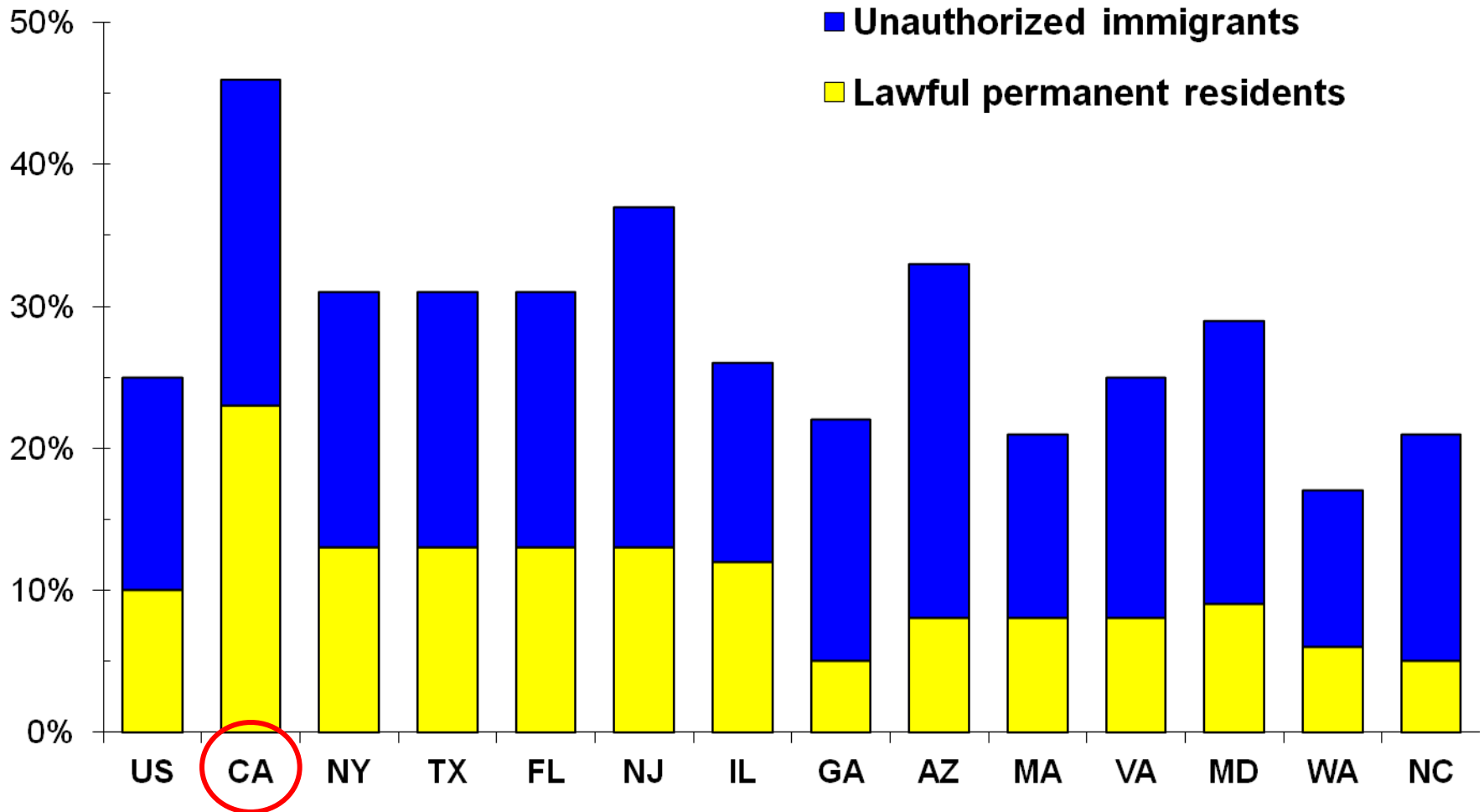
- **Exclusion of unauthorized immigrants from benefits/plans**
- **Exclusion of recent *legal* immigrants from benefits; subsidies**
- **Verification: original documents?**



Select MPI Findings

- Immigrants are 14% of US population, *but* 29% of uninsured
- Almost *one third* of unauthorized immigrants have employer coverage
- Legal and unauthorized are concentrated in small firms and are uninsured
- 1 in 10 uninsured is an LPR; 1 in 8 unauthorized
- Lesson DRA: tough verification hurts citizens

Noncitizens as Share of Uninsured Working-Age Adults 18-64, 2007



Source: MPI analysis of CPS Annual Social and Economic Supplement, March 2008, augmented by assignments of legal status to noncitizens provided by Pew Hispanic Center.



Implications: CIR and CA

- **Political capital earned? Spent?**
- **Imbalance political advocacy – limited opposition to 5 year bar**
- **Implication for public hospitals**
- **Worst to come? Duty to serve?**
- **Implications for CIR/legalization costs**



Why Focus on CIR?

- **Unaddressed – even by DHS**
- **Serves principles:**
 1. *Maximize coverage*
 2. *Maximum opportunities to prove eligible*
 3. *Legalize family members*
 4. *“Earn” legalization following registration*
- **Anticipate CBO scores**



Legalization and California

The unauthorized in CA: A profile

- **2.7 million unauthorized**
- **22 percent of US unauthorized population**
- **7 percent of CA population**
- **15 percent of CA children one or more unauthorized parent**
- **10 percent of CA workforce**
- **1/3 < 9th grade education**
- **1/4 LEP**
- **1/2 long-term (10+ years) versus 1/3 for US**



Technical Issues within the Integration Title

- **Adult English Instruction**
- **Health Care Coverage**
- **State and Local Impact Aid**
- **CBO Score**



ESL Need: Unauthorized

6.4 million unauthorized immigrants need English instruction

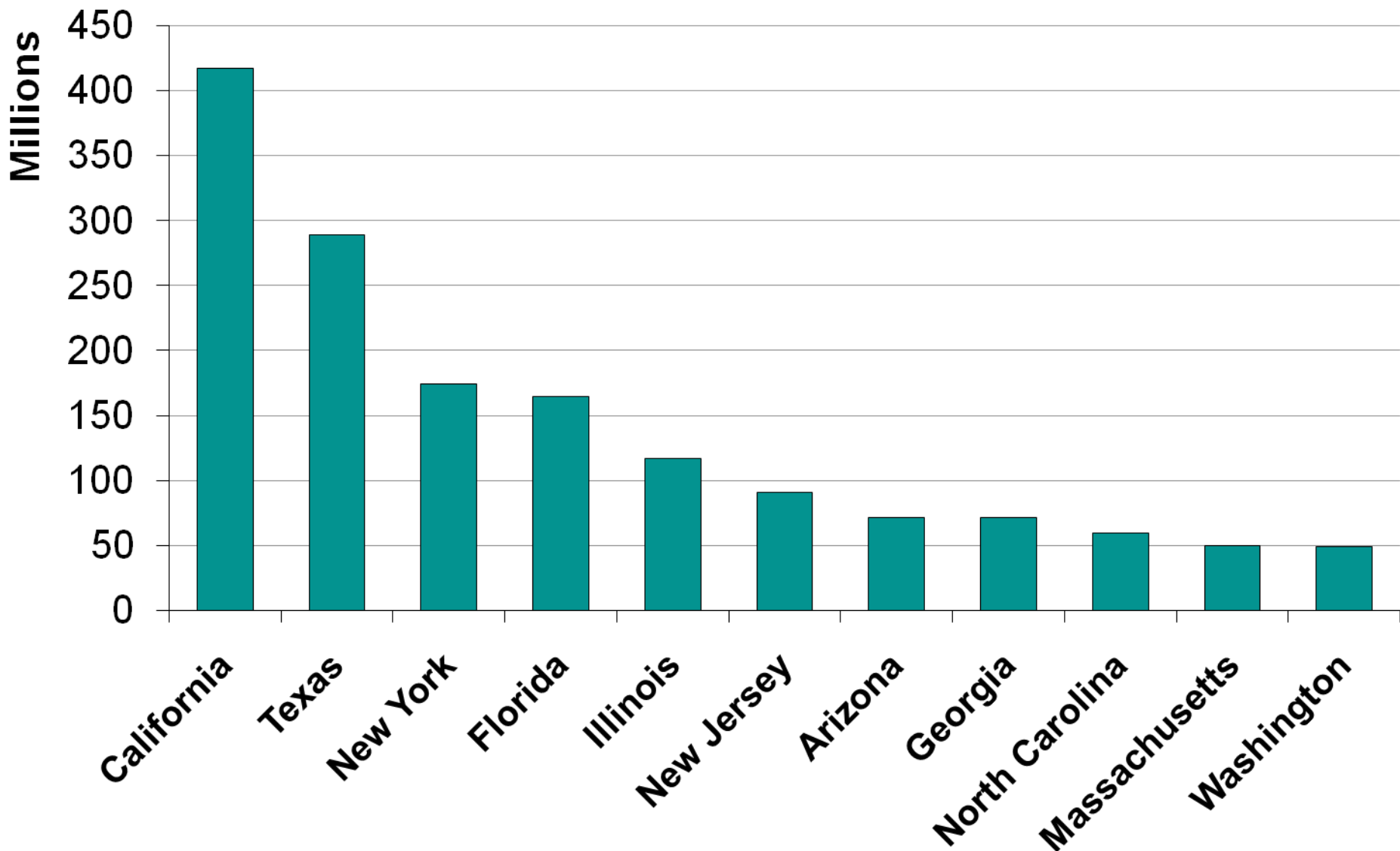
Assuming 110 hours to increase one ESL level

- **319 million hours per year to bring unauthorized to English proficiency**
- **1.9 billion hours over 6 years to reach English proficiency**



Top 10 States in Hours of ESL Required

(Based on 2000 Data, Combining LPRs and Unauthorized)





Setting the Standard

- **Meet Standard or Attempted to Enroll in Class**
- **Meets or Enrolled in Classes**
- **Passes “English Portion of Citizenship Exam”**
- **Other: NRS Level 3 or 4?**



Means of Assessing

- **“Citizenship Exam”**
- **NRS-Pegged Exams: CASAS, others?**
- **TOEFL**
- **SAT, GRE, other secure, standardized tests**



Who Pays?

- **Full cost borne by applicants?**
- **Tax deductible?**
- **Federal/state match?**
- **Impact aid – Social Security Suspension Fund**



Quality – Impact – Leverage Challenges

- **Require quality and accountability**
- **High-impact instruction versus EL-Civics only**
- **Align with adult education reform agenda**



DREAM Act

- **Large number low-educated LEP youth (barriers to even provisional status)**
- **Large number low-income (work/family obligations and financial aid need)**
- **Most significant barrier: Affordability**
- **State planning and CC capacity-building needed now**



Getting Started: Planning a Registration Process

- **Who should be able to register?**
- **What should applicants provide?**
- **What should applicants receive?**
- **How long should period be?**
- **What happens to those who do not qualify?**
- **What information should be kept confidential?**



Beyond Registration

- **Eligibility cutoff dates**
- **Funding – the level and use of fees**
- **Applicant exemption from inadmissibility**
- **Burdens of proof**
- **DHS marketing/communication capacity**



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