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ABSTRACT

This study was conducted to gather more definitive information about aliens who were newly legalized under the Immigration Reform and Control Act of 1986. Two groups of eligible legal aliens were interviewed in Florida: those residing in the United States before 1982 (PRE-82s) and special agricultural workers (SAWs). The 1,300 subjects were asked questions on health, employment and income, education, language proficiency, and housing and transportation. The survey data were broken down by ethnic group (Haitian and Hispanic), gender, and interview site (adult-education centers and nonschool sites). The findings indicated that there were more differences based upon sex and ethnic group, than upon being a SAW or a PRE-82. The average level of schooling was significantly higher for Hispanic immigrants, with a positive relationship between school achievement, English proficiency, and employment. Unemployment had been suffered by 25 percent of the PRE-82s within the previous 6 months, a majority citing illness as the cause. SAWs tended to fall into lower- and middle-income brackets, while PRE-82s fell into the higher brackets. Lack of child care was highlighted as an employment-related problem, and an alarming number of aliens had no medical coverage. Implications of the study for adult education, language programs, and work are discussed. (TES)

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THE FLORIDA SURVEY
OF NEWLY LEGALIZED PERSONS

Prepared for:

The Florida Department of
Health and Rehabilitative Services

Office of the Secretary
Refugee Program Assistance

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The study was directed by the Institute for Research and Development in Teacher Education (IRDTE), at Florida Atlantic University. Dr. Jeffrey Schilit, Director of the IRDTE, was the principal investigator. The International Center for Education and Human Development (CINDE-USA), under the auspices of Dr. Glen Nimnicht, Project Director, carried out the study. Gerry Strei was the assistant project director, in charge of developing the survey instrument and coordinating the interview process. Lydia Hearn and David Greene, administrative assistants, carried out many difficult tasks, from office accounting to report writing. Carla Martin patiently and efficiently sorted out and then entered the survey data on the computer. Translation of the survey instrument into Spanish was done by Gerry Strei, with final editing done by Dr. Marta Arango. Roger Savant did the superb job of translating the instrument into Haitian Creole. There were many others on the sidelines who helped in other ways and cheered us on but whose names do not appear here because of space limitations.

Above all we are indebted to the thirteen hundred Eligible Legalized Aliens whom we interviewed in six counties in the state of Florida.

Richard Epstein, project manager for the California Health and Welfare Agency's similar survey study, and Linda Kharde, coordinator for that study, provided valuable direction and technical insights about the development of our own survey instrument.

The following persons were the interview coordinators at the county level. Along with coordinating the work of the interviewers assigned to their respective districts, they also conducted interviews.

Dade:	Carlos Sovero, Alfred Karrasch, Edgardo Piana
Broward:	Margaret Armand, Octavio Rodriguez
Palm Beach:	Debbie Shammaa
Polk:	John Schoeller
Orange:	Katy Bauer
Collier:	Mary Lou Weiss, Taylor Baker

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Chapter 1
INTRODUCTION

BACKGROUND TO STUDY

The Immigration Reform and Control Act (IRCA) was enacted on November 6, 1986. One aspect of IRCA is the legalization or "amnesty" program. This program allows two groups of persons residing in the United States illegally, to become legalized residents if they meet specified criteria. The two groups are identified as persons residing in this country before 1982 (Pre-82s) and special agricultural workers (SAWs). Of an estimated three million amnesty applicants nationwide, approximately 1.8 million are Pre-82s and 1.2 million are SAWs.

To qualify for amnesty, applicants must not be excludable according to certain Immigration and Naturalization Service (INS) criteria relating to physical or mental health, incapacity, reliance on public assistance, or criminal activity. In addition, Pre-82s must be able to prove continuous illegal residence in the U.S. since before January 1, 1982. SAWs must demonstrate that they worked in agriculture/perishable crops for 90 days during specified periods of time and must meet certain residence requirements as well.

The application period for Pre-82s was between May 5, 1987 and May 4, 1988. For SAWs it was between June 1, 1987 and November 30, 1988. Temporary legal resident status was granted to qualified applicants, retroactive to their dates of application. After being granted temporary status, eligible legalized aliens (ELAs) have a period of time in which to apply for permanent legal residency. Pre-82s can apply for permanent legal residence status after 18 to 30 months as temporary legal residents if they can demonstrate minimal proficiency in English and U.S. history/government. This criteria can be met by taking a test or by providing a certificate of enrollment in approved courses. Additionally ELAs must not to be excludable on the previously mentioned criteria. SAWs can acquire permanent residence status 12 to 24 months after they have attained temporary legal status. They are not required to demonstrate English language proficiency or a knowledge of U.S. history and government.

IRCA provides State Legalization Impact Assistance Grants (SLIAG) funds to assist states and local governments with costs they incur in providing public health assistance or educational services to ELAs. Approximately 6.8 to 7 percent of the nation's three million amnesty applicants live in Florida. Florida's 159,100 applicants include 47,843 Pre-82s and 111,257 SAWs. About 94.9 percent of the ELAs in Florida are adults; the remainder are of school age or younger. To serve these persons, Florida has received SLIAG funding allotments amounting to

approximately \$142,900,000 through the federal fiscal year 1991. The lead agency for IRCA implementation in Florida is the Department of Health and Rehabilitative Services (HRS). HRS estimates that Florida will receive approximately 8 percent of whatever future SLIAG funds are available, subject to Congressional approval.

RATIONALE FOR THE SURVEY

Few studies have been completed nationwide on the ELA population. No formal survey of the Florida population has been made prior to this one. However, the need to provide information about ELAs is now clearly recognized.

As amnesty applicants come forward and complete the legalization process, millions of newly legalized aliens will become part of the mainstream of American life. If planning and implementation for their assimilation and integration is to take place, much more must be known about this population. For example, both government and business must have adequate information in order to predict the impact of these persons on the labor force and on a variety of services. This large number of eligible aliens and newly legalized residents will affect planning in the areas of labor as well as social, health, and educational services. Planners at national, state, and local levels must be able to predict and estimate service and

utilization needs. This study is the result of a need for more definitive information about this emerging population. The Florida HRS recognized this need and was able to secure approval from the Department of Health and Human Services (HHS) for federal SLIAG funding to conduct this study.

IMPORTANCE OF THE STUDY

A study such as this is urgently needed to remind those in the federal government who would favor severe cuts to social and education programs of the needs of the ELA population. In addition to providing much needed information about the ELA population, it is expected that this study will affect policy-making decisions, including funding, at various levels in both public and private sectors.

The study's conclusions should have an important and lasting affect on the newly legalized persons themselves, those providing them services, and the surrounding populations and communities as a whole. The information gathered can be used at both city and county levels for long and short term social services planning. Some of the community agencies and services affected are K - 12 and adult education, public health, nursing homes, and housing.

This study is also important for purposes of comparing results and conclusions with those of other, similar studies.

Comparative information can be used to show the limitations or benefits of one set of findings as compared with others.

It was imperative that the study be conducted at this time since the information is urgently needed as a counter measure to the ongoing efforts to reduce the federal allocations to the SLIAG program.

RELEVANT STUDIES

The research and literature where one would expect to find mention of the alien population focuses on immigrants and deals largely with historical issues and with the concerns of those who are already legal residents. From a study conducted by the RAND Corporation and the Urban Institute (1988), it was found that no population-based surveys of illegal residents have ever been conducted. However, the 1989 Yearbook of the Program for Research on Immigration Policy, published by RAND and the Urban Institute, provides a context to help understand IRCA legislation and its implications.

A search of the literature yielded the following three documents which provide general information about Hispanic and Haitian immigrants; however, no specific reference is made to the ELA population:

Children, Youth, and Families in the Southeast (1984), the transcription of a hearing before the Select Committee on Children, Youth, and Families of the Ninety-Eighth Congress, First Session. (Contains some information concerning social services for migrant workers and Haitian and Hispanic immigrants in the Southeast)

"Minorities share Florida's growth" (1988) an article by former governor Bob Martinez in a special issue of the **Journal of State Government** on "Minorities, Equality, and America's Future" (Addresses state efforts to help minorities enter America's mainstream. Makes reference to Florida's immigrant population, Hispanics in particular.)

Oversight Hearing on the Educational, Literacy and Social Needs of the Hispanic Community (1987), the transcription of a hearing before the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session. (Makes brief reference to the impact of immigration reform on the demand for English as a second language and citizenship classes.)

Demographic information about Florida's SLIAG population was obtained from HHS/INS, as contained in their 1989 report. Additional information to identify ELAs and their population concentrations was supplied by Florida HRS and by the individual counties.

The primary source of information used in designing the survey instrument was the California study, **A Survey of Newly Legalized Persons in California**, prepared in 1989 for the California Health and Welfare Agency. This study was conducted by CASAS, the Comprehensive Adult Student Assessment System, located in San Diego. Categories of information similar to those found in the California study were utilized. These included legalization information, target population demographics, education and language skills, employment, health, and access to government programs.

The California study provided the most extensive relevant information about the ELA population available at the outset of the Florida study. What follows is a summary of the findings of the California study.

Demographic Comparison of Pre-82s and SAWs

- ◆ Pre-82s in the Survey sample have typically been in the United States longer than SAWs.
- ◆ SAWs were predominantly male and were younger and proportionately less likely to be married than were Pre-82s.
- ◆ Nearly all respondents were from Mexico, El Salvador, and Guatemala, and the majority reported that they spoke little or no English outside the home.

Legalization

- ◆ A majority of Pre-82s have temporary residence status (I-688). More than half of the SAWs, however, are not temporary residents and hold only Employment Authorization cards (I-688A).
- ◆ Virtually all Pre-82s reported that they were aware of the need to file an application to complete the Phase II adjustment from temporary to permanent residency; however, at least 43 percent did not know their correct Phase II application deadlines.

Education and English Language Proficiency

- ◆ All respondents were enrolled in SLIAG-funded English as a Second Language (ESL) or Civics educational programs at the time of the Survey.
- ◆ Approximately three-quarters of the Pre-82 and SAW respondents scored below a minimal functional level of English language proficiency.

Employment

- ◆ Nearly all respondents had worked in the United States at some time, and at least 70 percent were working full-time during the month before the Survey.
- ◆ Median weekly net incomes for families were estimated to be between \$400 and \$499 for Pre-82 respondents and between \$350 and \$399 for SAWs.

- ◆ More SAW and Pre-82 respondents worked in agriculture than in any other occupations before coming to this country.

Health

- ◆ Only half (forty-six percent) of this Survey's Pre-82 and 30 percent of SAW respondents said that they had health insurance.
- ◆ The generally low incidence of health insurance in the sample surveyed, as well as their superior reported health may in part explain why newly legalized persons do not seek medical care more frequently.

Government Programs

- ◆ Survey respondents and their families rarely used government programs, especially those cash assistance programs which could jeopardize their successful participation in the legalization process.
- ◆ No more than four and one-half percent of the Pre-82s and one percent of the SAW respondents, reported that they or a family member had ever received a benefit under any of the following four programs: Aid to Families with Dependent Children (AFDC), General Assistance, Social Security, or Supplemental Security Income (SSI)/State Supplemental Payments (SSP).

Two other studies were also reviewed for general and comparative information -- the Maryland survey report (1988) and the preliminary report from the New York state survey.

The following is a brief summary of the Maryland survey, which had a population (1,326) approximately equal to that of the Florida study:

Demographic Information

- ♦ The following geographical groups were represented in the sample -- 692 (approximately fifty percent) from Mexico, Central & South America (MCSA), and 628 (approximately fifty percent) from Africa, the Caribbean, Asia, the Middle East, Europe, and Canada.
- ♦ The median age was 32 and seventy-seven percent were between 25 and 44. Overall, men comprised sixty-four percent of the interviewees.

Educational Background

- ♦ The median educational level was a partial high school education.

Language Proficiency

- ♦ Of the Africans (mostly from former English colonies), only one percent reported their understanding of English as "poor." The reported need for English classes was greatest among the MCSA and Caribbeans.

- ◆ Among all groups there was less proficiency in writing than in understanding, speaking, or reading English.

Employment and Income Patterns

- ◆ Employment rates among the interviewees was high: seventy-nine percent were working full-time, eleven percent part-time, and six percent were not working but looking for work.
- ◆ Median family income was between \$14,000 and \$15,999, with significant differences among the regional groupings.

Housing and Transportation Patterns

- ◆ The total group of interviewees was utilizing thirty percent of their income to cover rent. Only twelve percent owned their housing units and sixty-seven percent lived in apartments.
- ◆ The predominant means of transportation was driving (sixty-eight percent) although thirty-six percent used public transportation for work related trips.

Health Status

- ◆ Ninety-three percent evaluated their health and the health of their families as excellent or good.
- ◆ Fifty-five percent have no medical insurance.

Goals

♦ Interviewees listed their goals for the next five years as follows (the top five in rank order):

1. Begin/Continue Training/School,
2. Buy a House,
3. Find Better or More State Job,
4. Better Education for Children,
5. Learn More English.

ORGANIZATION OF THE REPORT

The report is organized as follows: the next chapter describes the methodology and procedures used in the collection and analysis of the data. Any reader who is not interested in this aspect of the survey can skip the chapter. The third chapter analyzes the difference found between those interviewed in school sites and those interviewed in non-school sites. The next six chapters are dedicated to an analysis of the eight different sub-groups by topic: demographic profile, legalization, education and English language proficiency, employment, health, and government programs. Finally the last chapter draws conclusions and highlights aspects of the survey which the authors found to be particularly important.

In the appendices, the reader will find the actual interview forms and a question-by-question presentation of the findings. Important graphs have been highlighted in the text, but an interested reader may wish to turn to the Appendix to consult a

complete review of the survey data or to look at the actual phrasing of the questions.

Chapter 2

SURVEY DESIGN AND METHOD

PURPOSE

These two groups of formerly undocumented aliens, the Pre-82s and SAWs, are believed to have a great social and economic impact on the State of Florida. However adequate information does not exist about many aspects of their social service utilization, their life conditions, educational level and expectations, to guide planners and decision makers in the adequate allocation of the \$4 billion state funds provided for this population.

The objective of this study therefore is to provide information on the educational, health and social needs of this population to help planners in their task of understanding and projecting the impact of so many newly authorized workers.

INSTRUMENT

The data for this study was collected through a written interview. So as not to overload the interviewee with too many questions, the interview was divided into two forms, A and B. Both forms started with a section containing 27 general questions

related to demographic issues, while in addition, form A asked some questions specifically related to work and education, and form B asked some questions pertaining to health. (Copies of the interview forms A and B can be found in Appendix 2).

Each form was divided down the center with questions on one half written in English and on the other half written in either Spanish or Creole, depending on the population for whom they were intended.

POPULATION

The interviews were carried out among two principal groups:

- i. Those who had obtained their legal status as a result of living in the United States as illegal aliens before 1982 (the Pre-82s); and,
- ii. Those individuals who obtained their legal status as a result of being seasonal agricultural workers (SAWs) as defined by IRCA.

Initial plans were to interview 1,000 people from six counties within Florida: Dade, Broward, Palm Beach, Orange, Collier, and Polk. These counties were selected as they were considered to be representative of the state, in that they

included both rural and urban populations. Furthermore, all of the 1,000 interviews were to be carried out among individuals attending adult education classes.

During the course of the survey a decision was made to expand the sample to include individuals who were not attending classes. We reasoned that interviewing people in non-school settings would provide a better sample of the total population, and would enable a comparison to be made between those ELAs attending some class, and those not presently in a study program. Consequently, an additional 300 individuals were interviewed in churches, labor camps or at home, bringing the total sample to over 1,300 individuals. On reviewing the data, some interviews had to be eliminated because they were incomplete or were completed by individuals who did not fit the established criteria. As a result, the final sample size was 1,286 individuals.

In order to have a balanced sample, the number of people interviewed from each county was calculated to be proportionate to the total number of ELAs per county (see Table 1). In reality, however these proportions were skewed by the interviews carried out in the non-school setting. Based upon the original 1,000 interviews, a balanced sample by counties was obtained.

Table 1
SAMPLE SIZE BY COUNTY

<u>County</u>	<u>Total</u>	<u>Percent</u>	<u>Ideal Sample</u>	<u>Actual Sample</u>
Dade	68,222	57 %	682	515
Broward	18,249	15 %	183	265
Palm Beach	15,523	13 %	155	136
Orange	4,202	3 %	42	53
Collier	8,123	8 %	81	145
Polk	5,735	5 %	57	170
	120,054	100 %	1,200	1,284

THE INTERVIEW PROCESS

The interviews were carried out among men and women of two cultural groups: Hispanics and Haitians. The interviewers were themselves either Hispanic or Haitian, as such, the interviews were carried out in their native language. The majority of the interviews were done on a one-to-one basis, although some were done in groups of between two and four. The average number interviewed during each session was 1.2. The interviews took place in adult education centers (which will be referred to as school sites); or in labor camps, medical clinics, and homes (which will be referred to as non-school sites). See Appendix 1.

Each interview required between thirty minutes to an hour, depending upon the person being interviewed. The interviewee was not asked to give his/her name, or to provide any other information that could be used to identify the interviewee later. This was done to relieve any anxieties the interviewee might have, and to increase the probability of receiving more complete and reliable responses. At the end of each week the interviewers sent the forms which had been completed to the county coordinator, whose job it was to check them for inconsistencies and organize further interview schedules. When a problem was detected the interviewer was called to correct the error and resolve the problem. The completed interviews were then sent in batches to the headquarters where they were recorded in the computer as they arrived.

ANALYSIS

A quick initial analysis of the data was done by forming two groups: school and non-school sites. The aim of this analysis was to test the validity of original hypothesis that by interviewing only in adult education centers we would be skewing the survey in favor of a more educated and successful group of immigrants. As was expected, the data showed clearly that people interviewed in non-school settings had less education and lower paying jobs than those in the school-settings. Moreover, 75% of all those in non-school settings were SAW's.

As a result, it was decided that the principal analysis of the data should be done by forming three groups:

1. The PRE-82s, who were attending classes because they had to study English and civics to obtain their permanent residence status;
2. The SAWs who were attending a study program of their own will, as this was not a prerequisite for their permanent residence status; and,
3. The SAWs who were not in school.

Following this, a more detailed analysis was done of the different ethnic groups and sexes, and for this the sample was sorted into eight sub-groups:

IMMIGRATION STATUS	ETHNIC AND SEXUAL GROUP
SAWs	Haitian Male (CM) Haitian Female (CF) Hispanic Male (SM) Hispanic Female (SF)
PRE-82s	Haitian Male (CM) Haitian Female (CF) Hispanic Male (SM) Hispanic Female (SF)

The numbers interviewed within each sub-group are outlined in Table 2.

Table 2
NUMBERS WITHIN EACH SUB-GROUP

COUNTY	Pre-1982's				SAW's			
	CM	CF	SM	SF	CM	CF	SM	SF
Dade	39	25	106	139	67	44	64	31
Broward	39	39	32	36	59	50	7	3
Palm Beach	7	12	7	6	43	24	31	6
Polk	8	11	23	15	19	9	60	25
Orange	2	2	10	3	11	5	17	3
Collier	9	4	22	22	13	10	57	8

The data was analyzed by making frequency distributions on each question. The frequencies were then converted into percentages, so that comparisons could be made between the three samples and the sub-groups. When there was a possibility that significant differences existed (both statistically and substantially) a chi-squared test was used to analyze the results. When no significant differences existed, the data was collapsed ignoring sub-groups to simplify the reporting and to improve the readability of the tables and graphs.

Chapter 3
DIFFERENCES BETWEEN SCHOOL AND
NON-SCHOOL SITES

INTRODUCTION

This chapter presents a profile of the initial three groups: the PRE-82s, the SAWs interviewed in school settings, and the SAWs interviewed in non-school settings. The aim of this initial analysis was to see whether there were any real differences between the SAWs not in school settings, and the SAWs and PRE-82s within school settings, and thus to determine whether in fact by selecting the sample from adult education centers a bias in favor of the better educated, more highly paid or salaried ELAs was occurring.

ANALYSIS OF THE RESPONSES

1. Demographic Information

In terms of **demographic aspects** there were no differences between SAWs in school settings and SAWs not in school settings, with both populations having a higher percentage of males: 67% and 68% respectively. The average age of the two groups was 35 years. The PRE-82s by contrast, had a higher proportion of

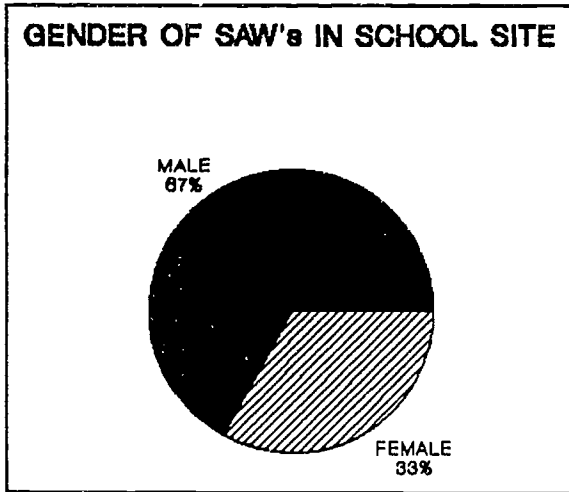


Figure 1

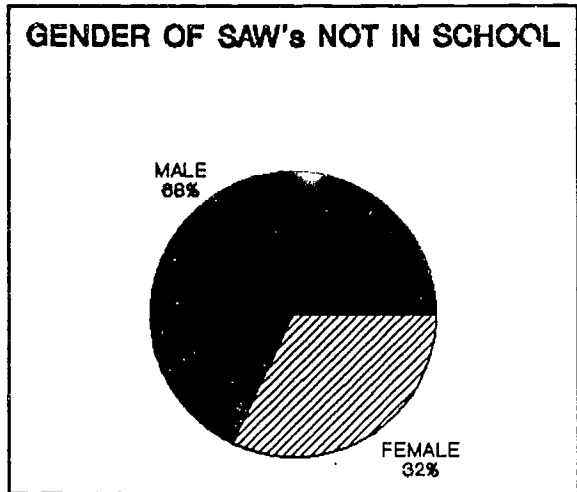


Figure 2

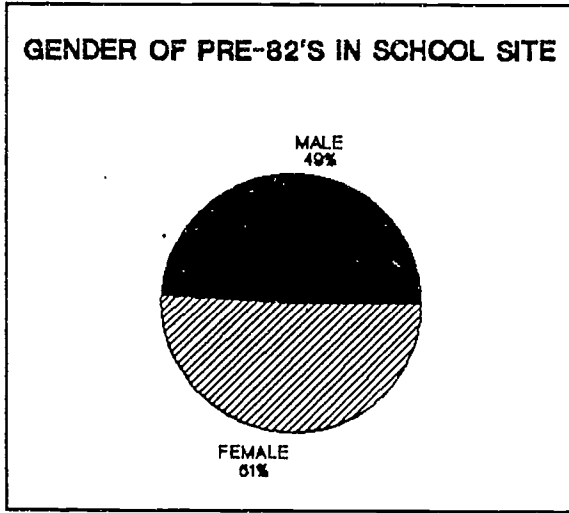


Figure 3

females, 51%, and tended to be older with the average age of 39 years. In all other questions related to demographic aspects, such as year and date of arrival, country of citizenship, marital status, type of dwelling and household composition there were no significant differences between the three groups.

2. Legalization Information

The three groups tended to have the same type of immigration cards. That is, approximately 60% of each group had temporary resident cards and the majority (over 75%) knew that they must re-apply for permanent residence (i.e. the Green Card). The only clear difference appeared to be in the status of their Green

Card applications. Sixty percent of SAWs who were in school had not applied for a green card, 40% of those out of school had not applied and 33% of the PRE-82s had not applied.

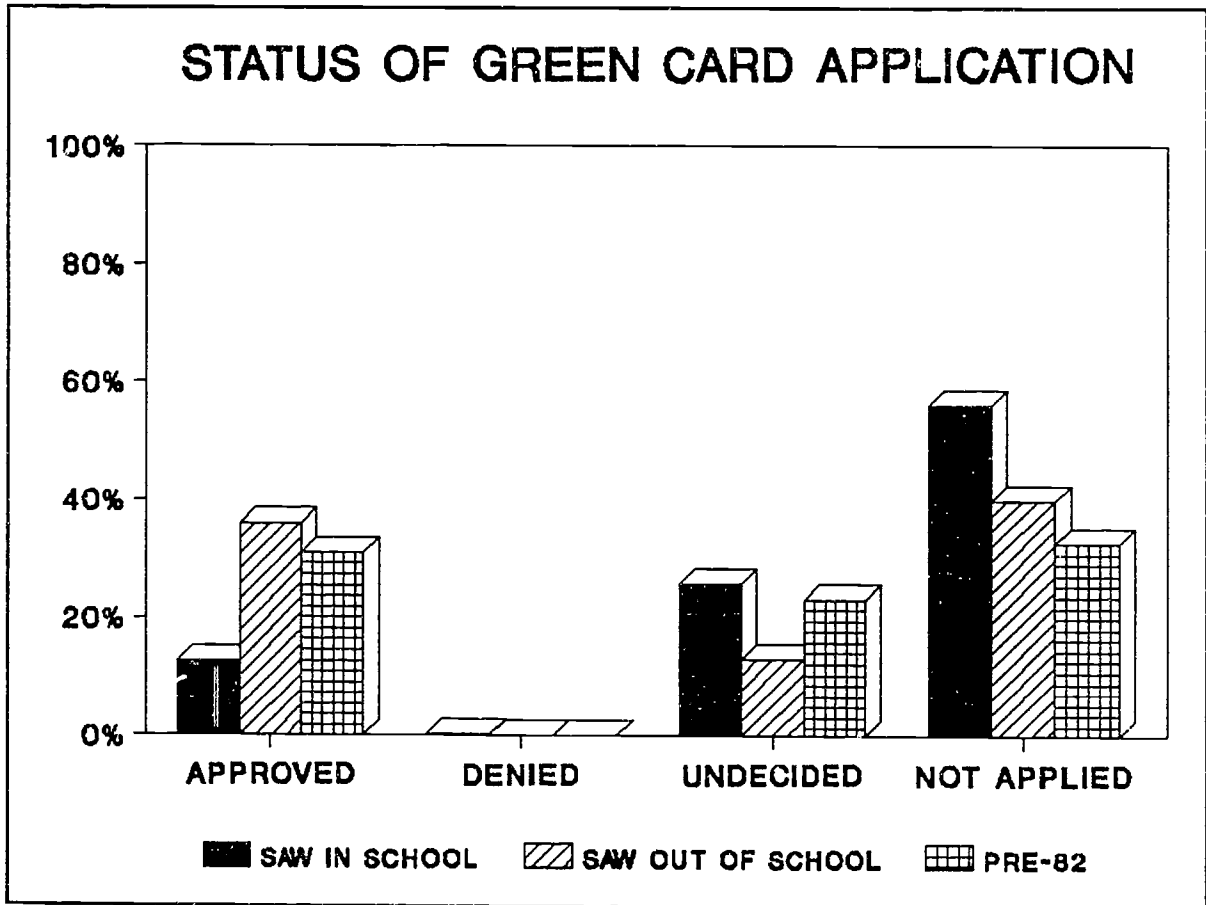


Figure 4

3. Educational Information

The level of education of the three groups did appear to be different. The average number of years of schooling among SAW's interviewed not a in school site was 5.6 years; while SAW's interviewed in school sites had 6.5 years, and PRE-82's had on average 7.3 years of schooling. Despite these differences in years of schooling, when the interviewees were asked what their

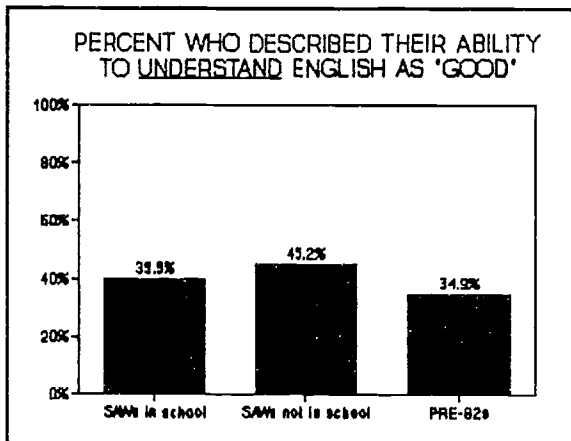


Figure 6

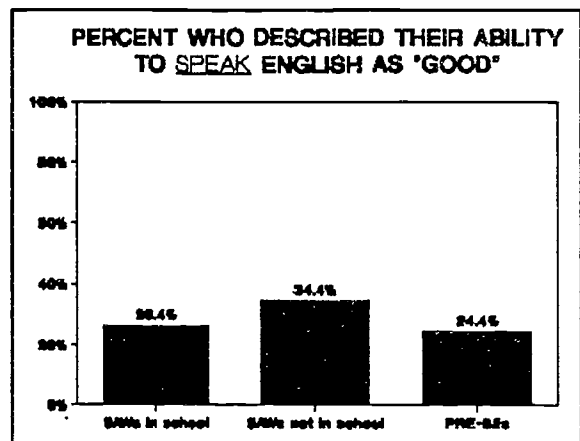


Figure 5

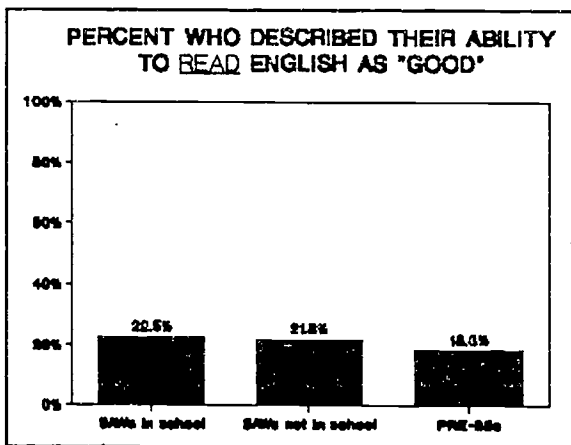


Figure 7

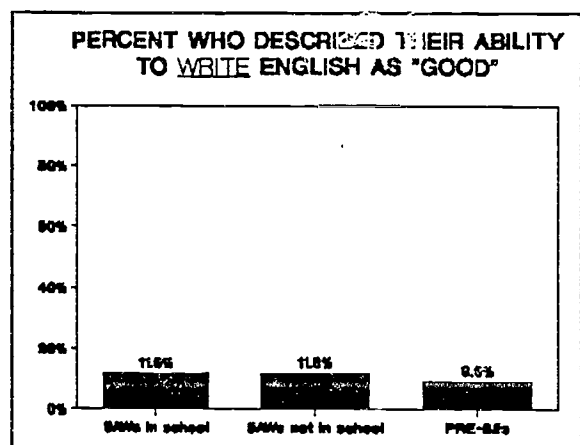


Figure 8

ability was in reading, writing, understanding and speaking English, the results showed no significant differences between the three groups (see figures 5, 6, 7 and 8).

Table 3
 AVERAGE AGE AND LEVEL OF SCHOOLING
 OF THE DIFFERENT GROUPS

	Average Age	Schooling
SAWs in school	35 years	6.5 years
SAWs not in school	35 years	5.6 years
PRE-82s	39 years	7.3 years

4. Employment Information

Employment, however, was one area where there did appear to be significant differences between the three groups. Four questions related to occupation were researched:

- What work did the ELAs do before coming to the United States?
- What work did the ELAs do when they first arrived in the United States?
- What kind of work have the ELAs done in the last six months?
- What kind of work would the ELAs like to do in the future?

On all of the above questions far more SAWs interviewed in non-school sites were involved in farming than either SAWs interviewed in school sites or the PRE-82s (see figures 9, 10, 11 and 12). In addition, the salaries of SAWs interviewed in non-school sites tended to fall within the middle and lower income ranges, while a larger proportion of SAWs interviewed in schools, and of PRE-82s received higher salaries.

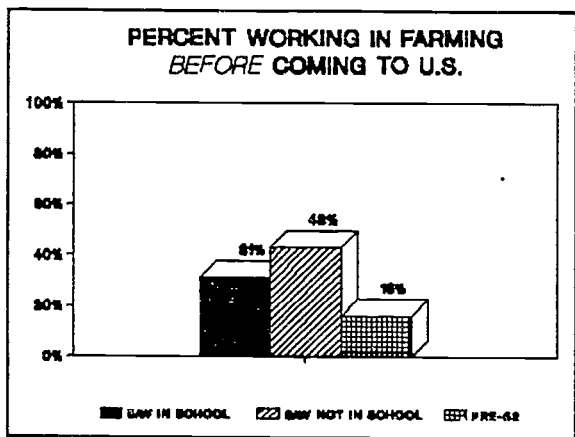


Figure 9

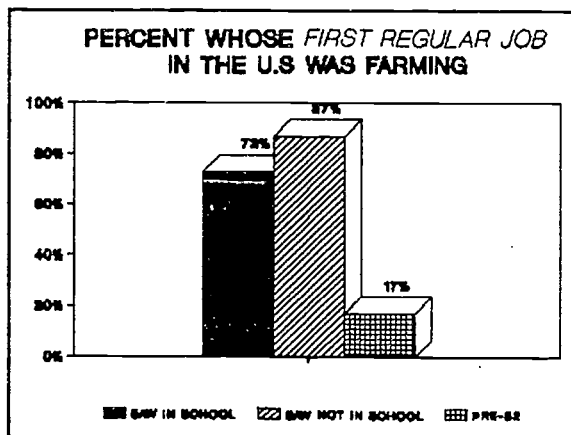


Figure 10

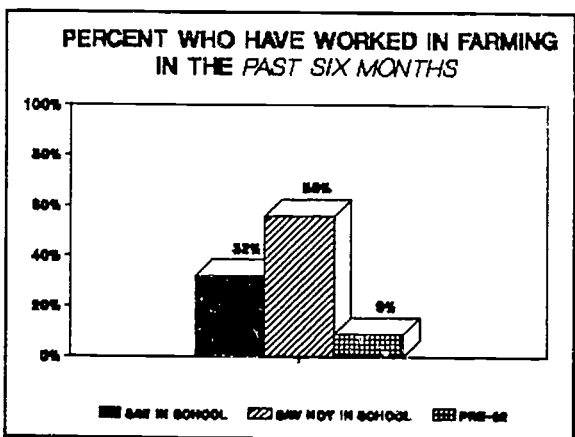


Figure 11

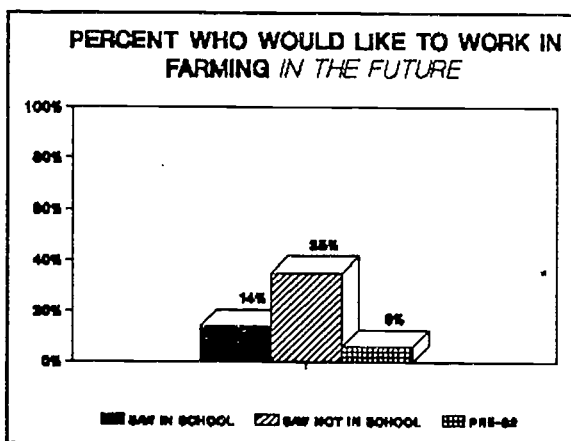


Figure 12

Later in the survey the question was asked: "Are you currently a seasonal agricultural worker?" Again, there were real differences across populations on this question: over 70% of SAWs interviewed in a non-school site are currently working in agriculture; less than 40% of SAWs interviewed in school sites are currently working in agriculture; and less than 10% of the PRE-82s interviewed are currently working in agriculture.

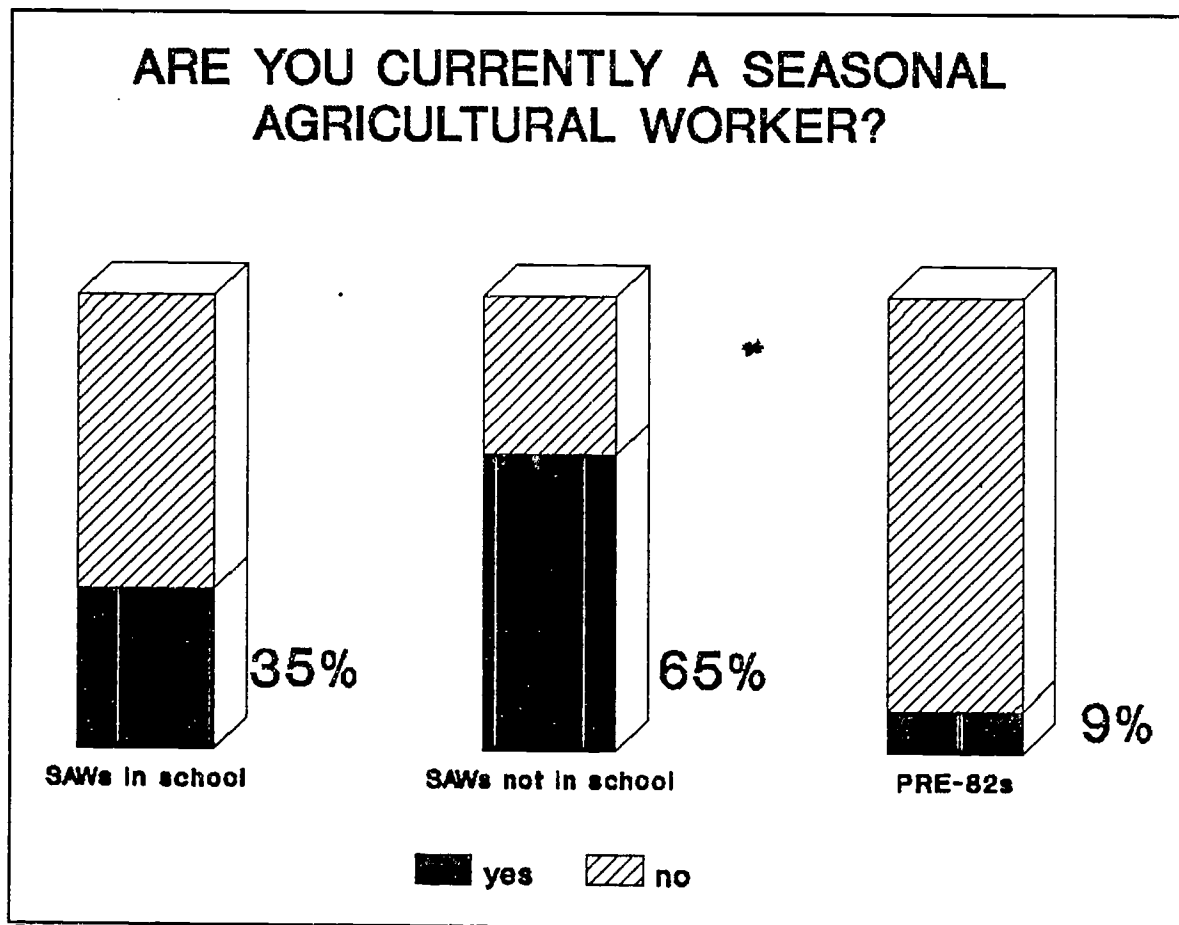


Figure 13

When asked "Do you plan to look for work other than farming?", all groups responded in a similar manner with the vast majority in all three groups aspiring to find some other kind of employment in future.

DO YOU PLAN TO LOOK FOR WORK OTHER THAN FARMING IN THE FUTURE?

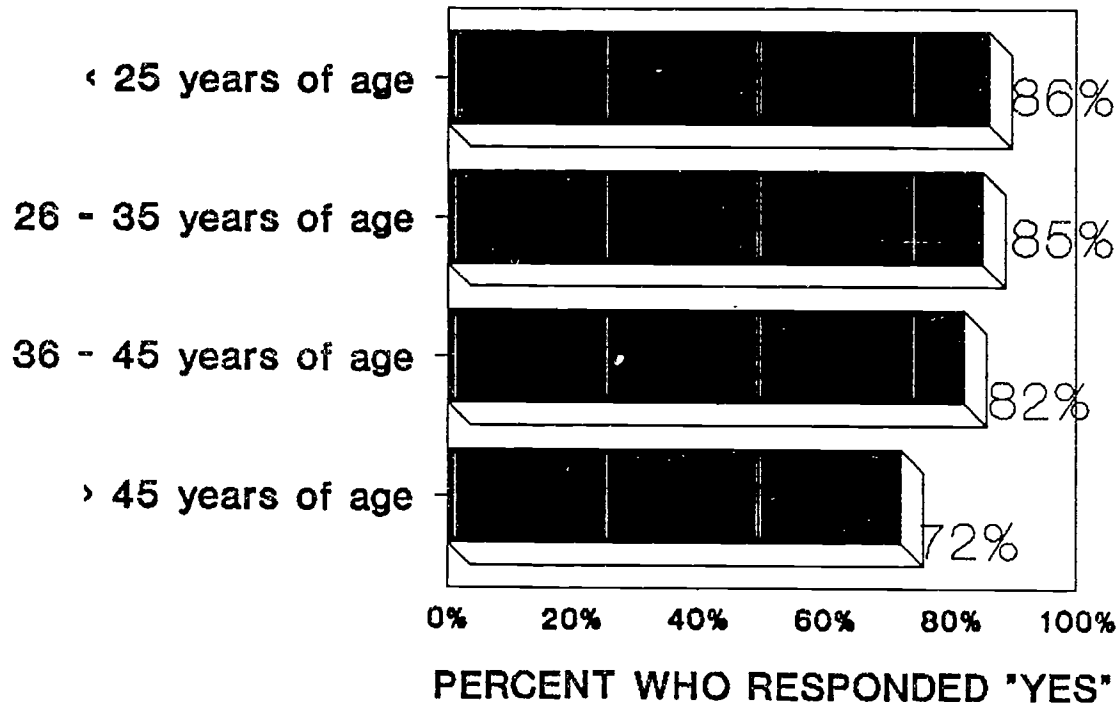


Figure 14

5. Health Information

In terms of the health, the responses of the three groups were very similar with approximately 80% of each group classifying themselves as in good or excellent condition. One notable feature was that 66% of the SAWs and 45% of the PRE-82s had no kind of medical insurance.

DO YOU HAVE HEALTH INSURANCE, IF SO WHAT KIND ?

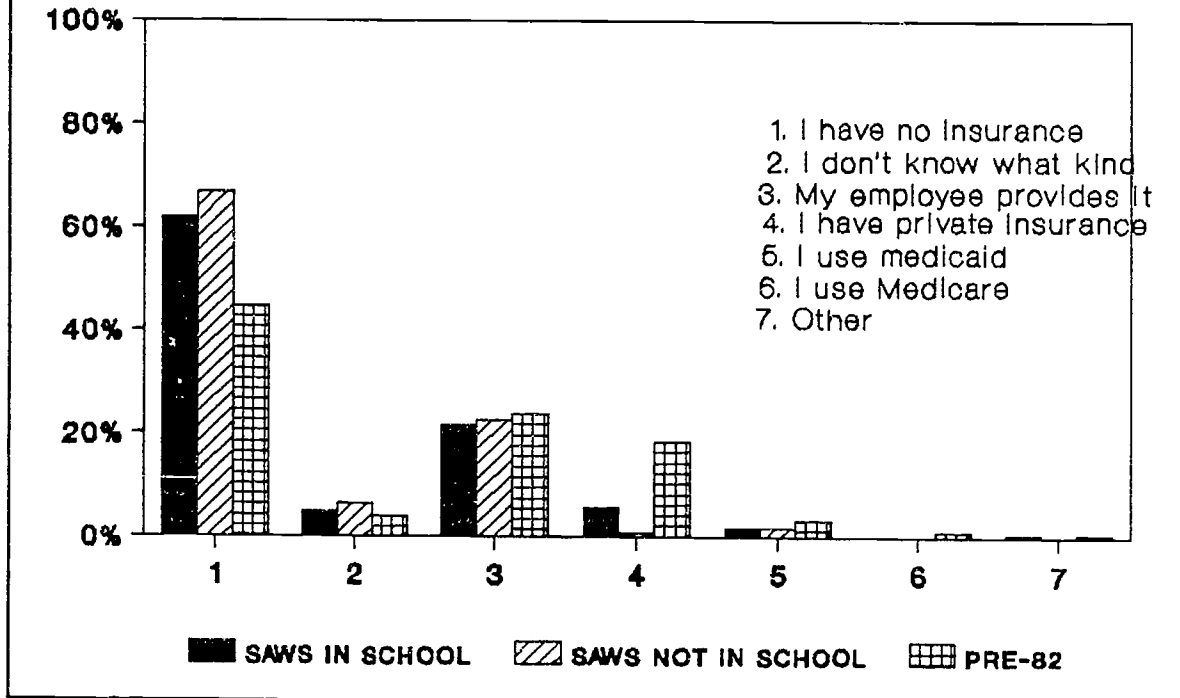


Figure 15

6. Government Program Information

Finally, with regards to government programs, less than 10% of all of the groups had received housing assistance, or any other kind of government assistance, including food stamps. However, approximately 20% of the respondents in each group indicated that they had at some time needed assistance but did not seek it out.

SUMMARY

In summary, there were no substantial differences between the three groups. SAWS who were interviewed in non-school sites had a slightly lower level of education. Additionally, they were significantly more involved in farming than the other two groups. Other than the previously mentioned differences, the three groups were very much alike.

Consequently, fear of bias in the sampling caused by selection of interviewees from predominantly school settings can be eliminated and it is possible to proceed with confidence to analyze the differences between sex and ethnic groups of the two populations.

Chapter 4
DEMOGRAPHIC PROFILE

INTRODUCTION

This chapter presents a demographic profile of the sample population. Information pertaining to country of citizenship, year of arrival to the United States (U.S.), age of arrival in U.S., marital status and household composition are presented.

COUNTRY OF CITIZENSHIP

Among the SAWS, the Hispanic population consisted of approximately 70% Mexicans; 22% of equal proportions of Colombians, Salvadorean, Guatemalans, Hondurans, and Nicaraguans; while the remaining 8% came from other countries. In contrast, among the Pre-82s only 20% of the Hispanic population was from Mexico, and almost as many came from Nicaragua (see Figure 16).

YEAR AND AGE ON ARRIVAL IN UNITED STATES

One of the first issues addressed by the survey was related to the interviewees age. There were small differences between the eight groups: that is, the average age ranged from 32 to 40

COUNTRY OF ORIGIN FOR HISPANICS

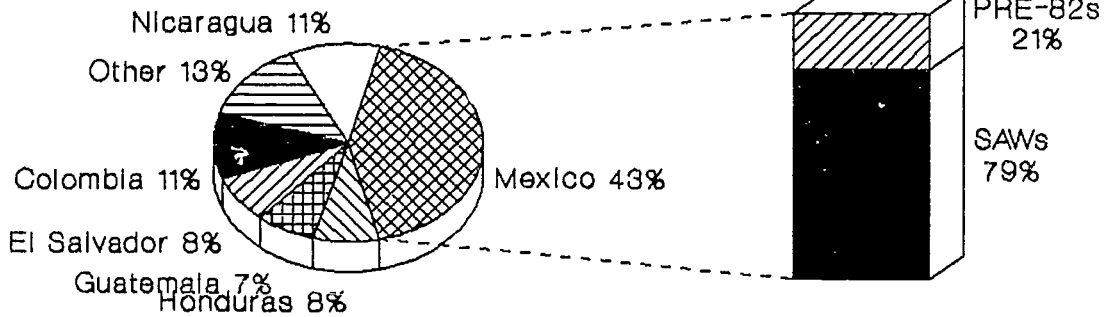


Figure 16

years, with the Hispanic female SAWs being the youngest and the Hispanic female PRE-82s being the oldest.

When later asked about the year of arrival in the United States there were clear differences.

The majority of both the Hispanic and Haitian SAWs interviewed (approximately 80%) arrived in the United States after 1982 whereas, as was expected, 95% of the PRE-82s entered the United States before 1982 (see figure 17).

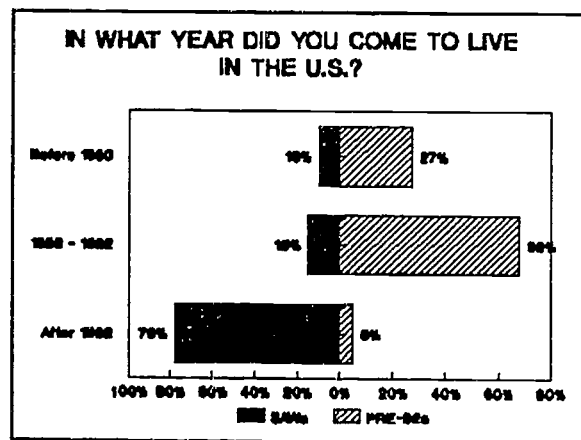


Figure 17

There were however no significant differences between the SAWs and PRE-82s in terms of their average age on arrival. The Hispanic SAWs tended to be marginally younger with the mean age for males being 25 years and females 28 years. The Haitian population entered the United States in their early thirties - females at age 30 and males at age 31.

Table 4
AVERAGE AGE ON ARRIVING IN U.S.

SUB-GROUP	YEARS
SAWs - Haitian males	31
Haitian females	30
Hispanic males	25
Hispanic females	28
PRE-82s - Haitian males	31
Haitian females	30
Hispanic males	28
Hispanic females	30

MARITAL STATUS AND HOUSEHOLD COMPOSITION

The biggest differences in marital status were not between the SAWs and the PRE-82s but rather between the Hispanic and

Haitian populations. The majority of Haitians, both male and female were single, living alone or with friends and family, while the majority of Hispanics were married and living in the same household as their spouse. Only 15% of the Haitian males interviewed were married and living with their wives, while 20% were married but living in different households. Approximately 25% of the Haitian females were married and living in the same household as their husbands.

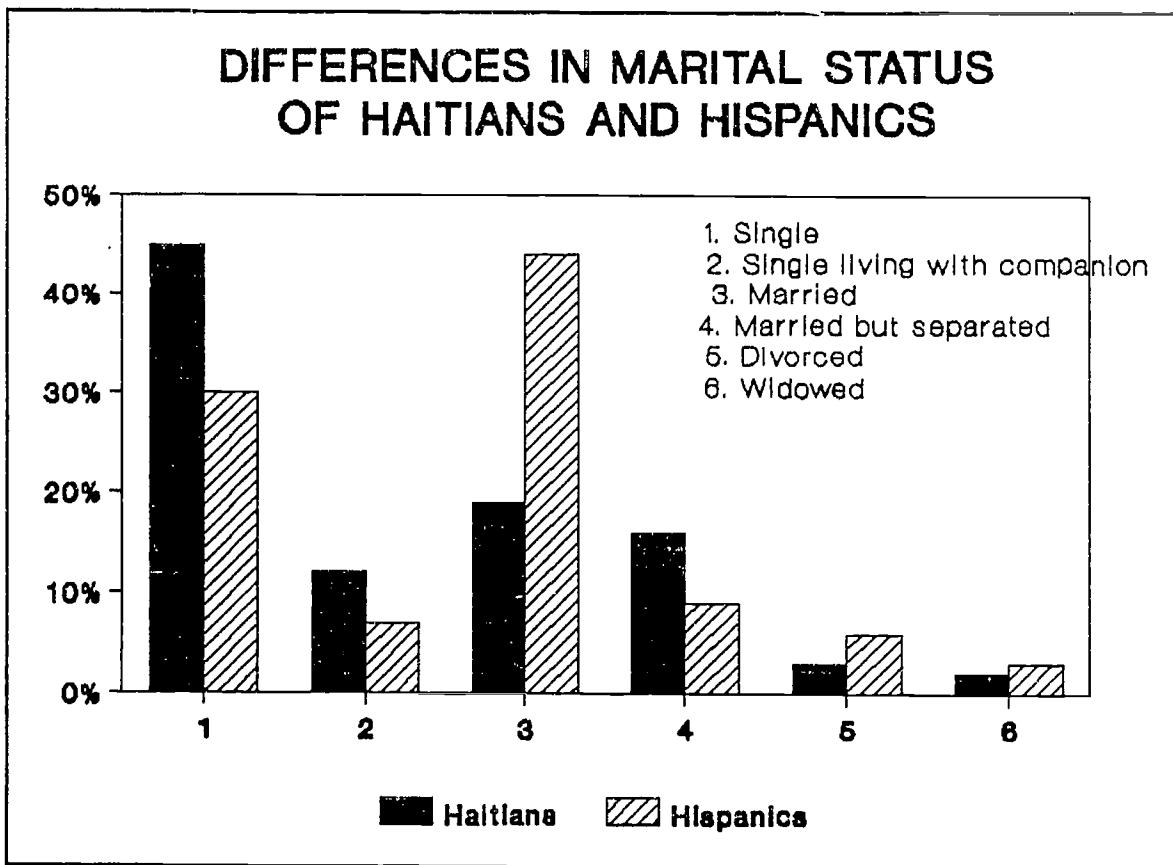


Figure 18

The size of households for the different groups was similar. The average number of persons per house for all the groups was between 3 and 4 persons.

NUMBER OF PEOPLE PER HOUSEHOLD

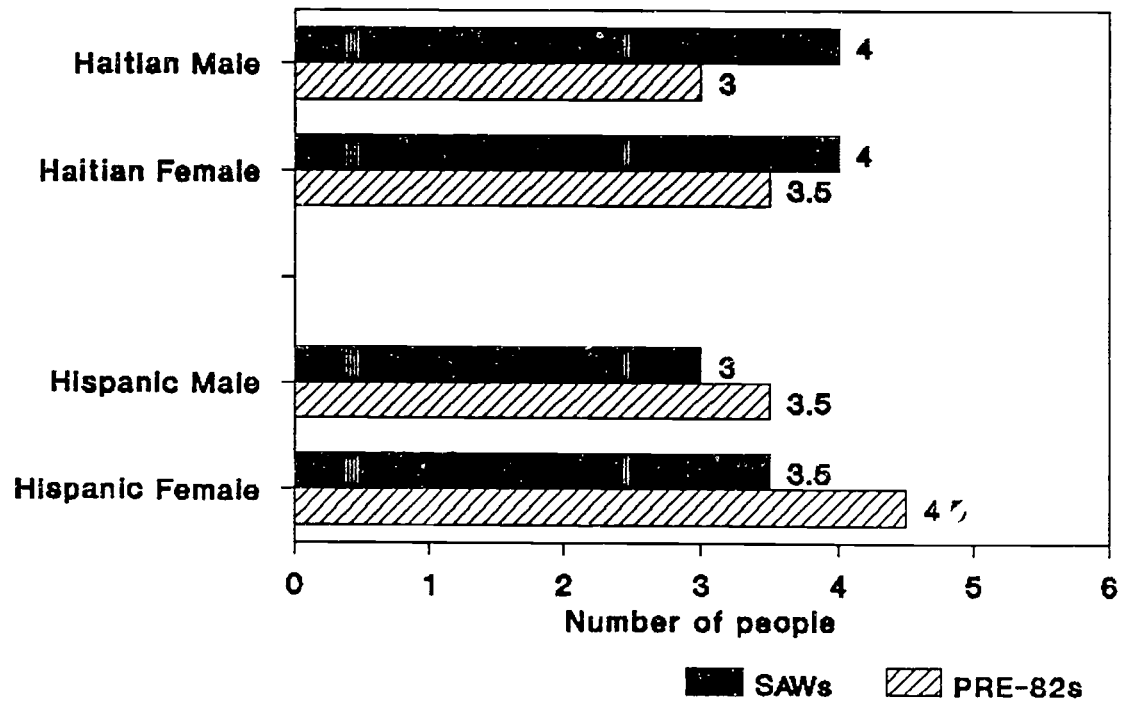


Figure 19

TYPE OF DWELLING

In general, close to 80% of the SAWs and PRE-82s interviewed lived in rented apartments or homes, while less than 10% either owned their dwelling or lived in migrant housing. Rented apartments were more common among PRE-82s (57% rented apartments, while only 22% rented homes). Among SAWs there was no distinction; 36% lived in rented apartments and a further 39% lived in rented houses.

TYPE OF DWELLING LIVED IN

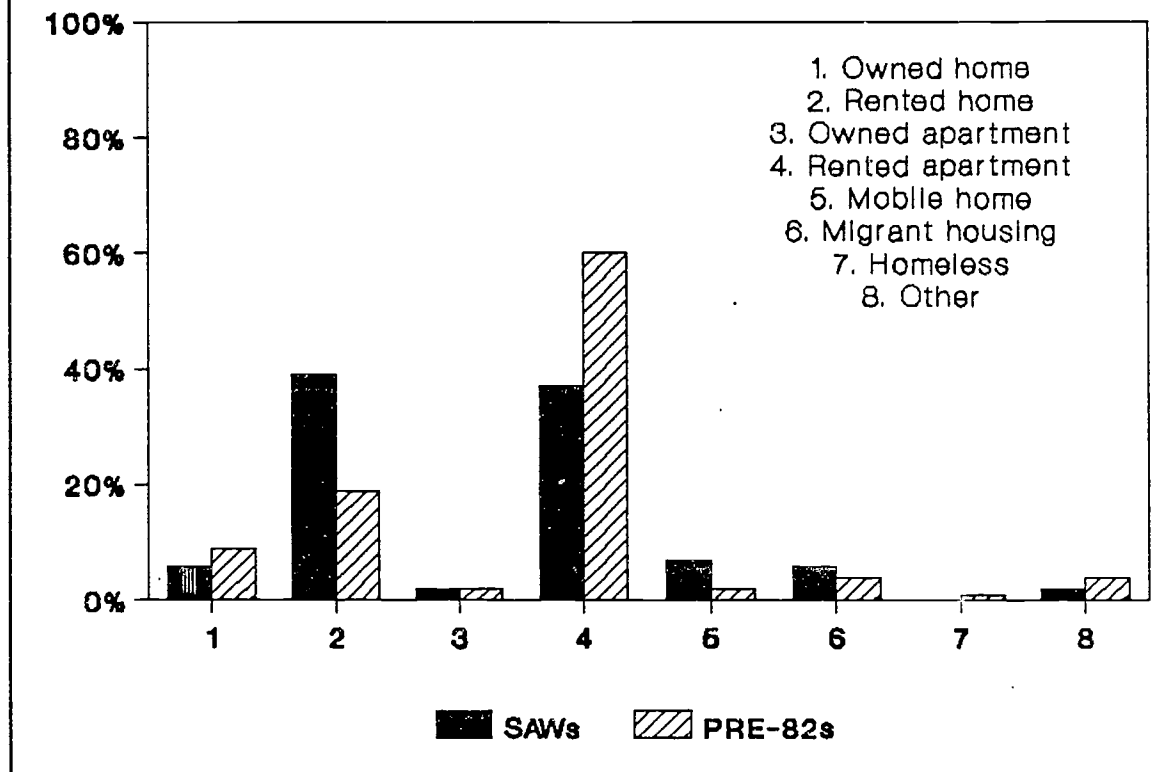


Figure 20

SUMMARY

In terms of their demographic profiles, the SAWs and PRE-82s exhibited many similarities. That is, there were no real differences in the average ages of the two groups and both lived in households with approximately four members. Although as was to be expected, over 95% of the PRE-82s arrived prior to 1982, whereas some 80% of the SAWs arrived after 1982.

Among the Hispanic population, there were some differences between the SAWs and PRE-82s with regards to their country of origin; 70% of SAWs came from Mexico, while only 20% of PRE-82s were from there.

The biggest differences between Hispanics and Haitians was their marital status: the majority of Haitians were single, living alone or with friends and family; the majority of Hispanics, by contrast, were married and living in the same household as their spouses.

Chapter 5

LEGALIZATION

INTRODUCTION

This chapter looks at the type of immigration cards held by the different sub-groups, their knowledge about applying for permanent residency and the status of that application. In this area there were several differences between the various sub-groups.

APPLICATION FOR TEMPORARY RESIDENCE STATUS

Seventy percent of the population sampled (SAWs and PRE-82s) had temporary resident cards. However, a much higher percentage of Pre-82s had permanent immigration cards, 27%, while more SAWs had employment authorization cards, 23% (see figures 21 and 22). This higher number of PRE-82s with permanent residency was accounted for almost totally by the male population. Approximately 60% of both Haitian and Hispanic males had permanent residence cards.

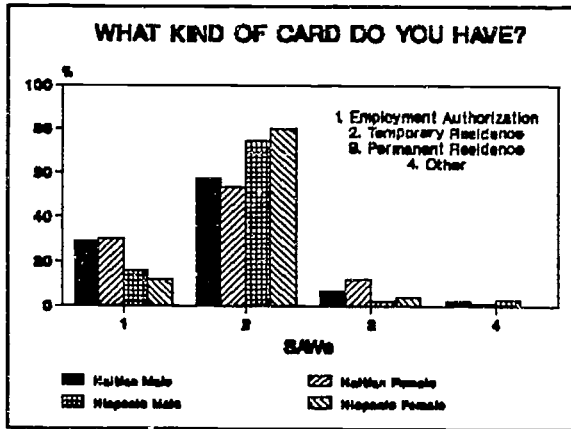


Figure 21

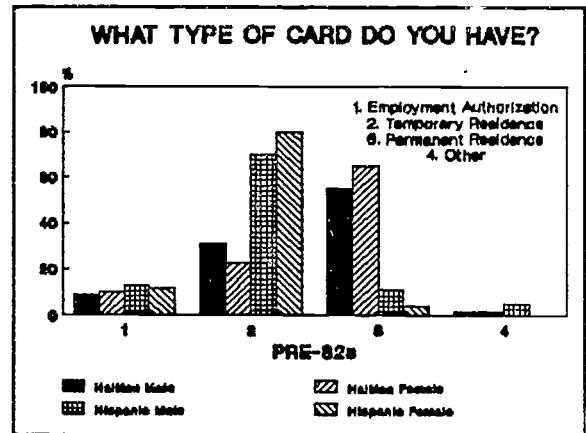


Figure 22

APPLICATIONS FOR PERMANENT RESIDENCE STATUS

When the interviewees were asked if they knew they had to re-apply to get a permanent resident card more than 80% of all groups answered "yes".

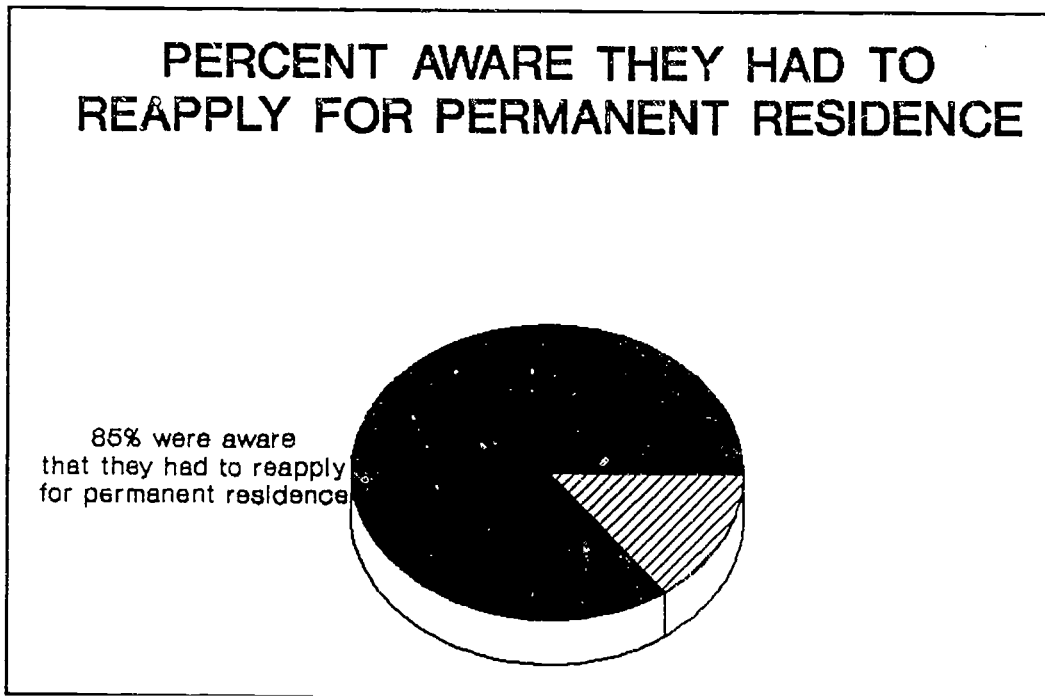


Figure 23

Nevertheless, over 55% of SAWs had not applied for a green card, while among the PRE-82s less than 10% of the Haitians and 40% of the Hispanics had not yet applied. Moreover, the majority of the PRE-82s had either taken or plan to take adult education courses to qualify for permanent residence.

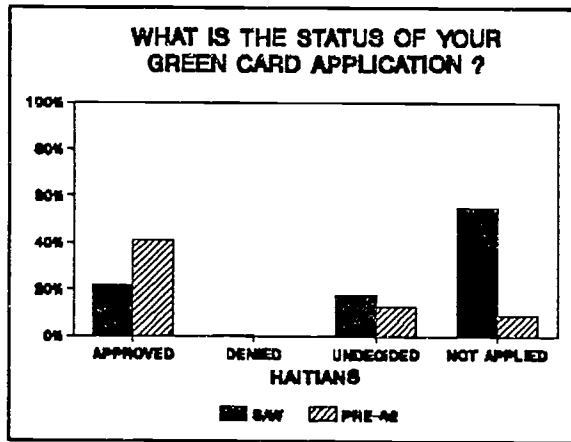


Figure 24

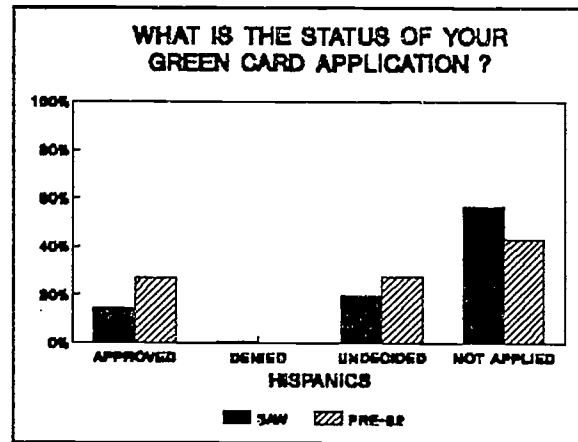


Figure 25

When asked the final date for applying for permanent residence, the data indicated that there was no real difference among the groups. Approximately 30% of the SAWs, and 20% of PRE-82s, did not know their final application deadline date.

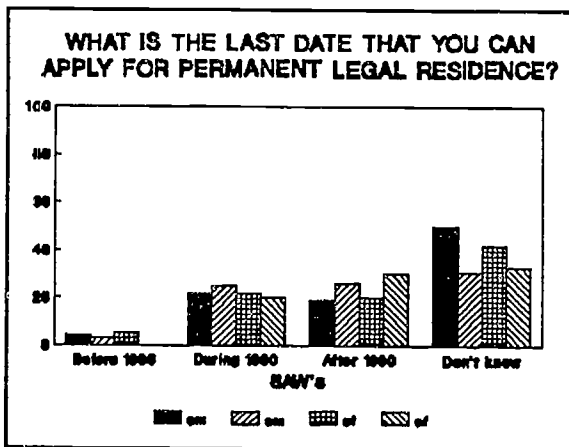


Figure 26

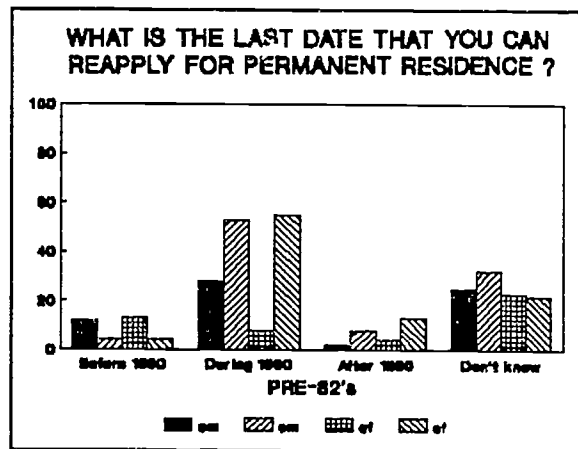


Figure 27

SUMMARY

On aspects of legalization, the groups were very similar. Approximately 70% of both SAWs and PRE-82s had temporary resident cards, and over 80% knew they had to reapply for permanent residence cards. Nevertheless, to date only 40% had reapplied and approximately 30% did not know the final date to reapply.

The only real differences among the sub-groups was on the issue of green card status: among the PRE-82s 80% of the Hispanics had temporary residence cards, while almost 70% of Haitians had permanent residence cards.

Chapter 6

EDUCATION AND LANGUAGE PROFICIENCY

INTRODUCTION

The objectives of the questions relating to education were to determine the educational level of the ELAs and their language proficiency. As part of the requirement for applying for permanent legal residence, PRE-82s are required to show a minimum proficiency in English language. One of the aims therefore was to establish whether as a result of this requirement PRE-82s were more proficient in speaking English than SAWs.

YEARS OF SCHOOLING

As measured by the number of years in school of each individual, the results indicated real differences in the average level of education of the various sub-groups. Again, the differences were not between the SAWs and the Pre-82s, but rather between males and females, and between Haitians and Hispanics.

AVERAGE NUMBER OF YEARS OF EDUCATION

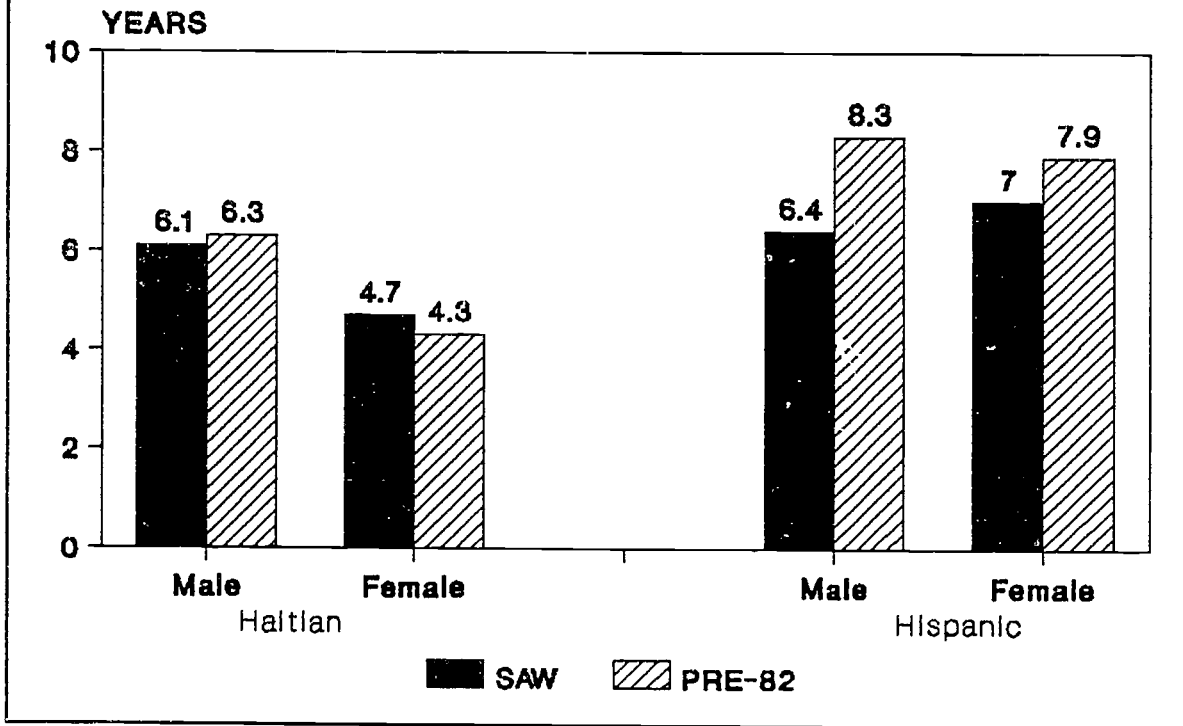


Figure 28

Haitian women interviewed had, on average, completed only 3.5 years of schooling, while the Haitian men interviewed had completed an average of 5.2 years. In contrast, the Hispanic population had a much higher level of education than the Haitians, with both the men and women having an average of 7.5 years of schooling (see figure 28).

When number of years of schooling were correlated against type of employment, the results showed clearly that those with the most education had the best positions as skilled workers,

professionals and businessmen. The average educational level for farm workers and unskilled laborers was 3.6 years; for semi-skilled workers it was 5.9 years; for skilled workers it was 7.1 years; and for professionals and businessmen it was 9.6 years.

By and large, those who were unaware that they had to reapply for a permanent visa, or who did not know what was the final day they could reapply were farm workers, and unskilled or semi-skilled laborers.

LANGUAGE PROFICIENCY

To establish the language proficiency of the sample population, a series of questions were asked about what language was spoken in the home, what language was spoken outside of the home, how well the individual could read or write in his/her native language and what was their ability to read, write, understand and speak English. The majority of both Hispanics and Haitians speak their native language in the home, while less than 5% of either group use only English at home. Nevertheless, a significantly higher number of Haitians said they spoke both English and Creole in the home, while Hispanics tended to continue using only Spanish (see figure 29). Similarly, the survey showed that outside of the home, Haitians use more English than Hispanics.

LANGUAGE SPOKEN AT HOME

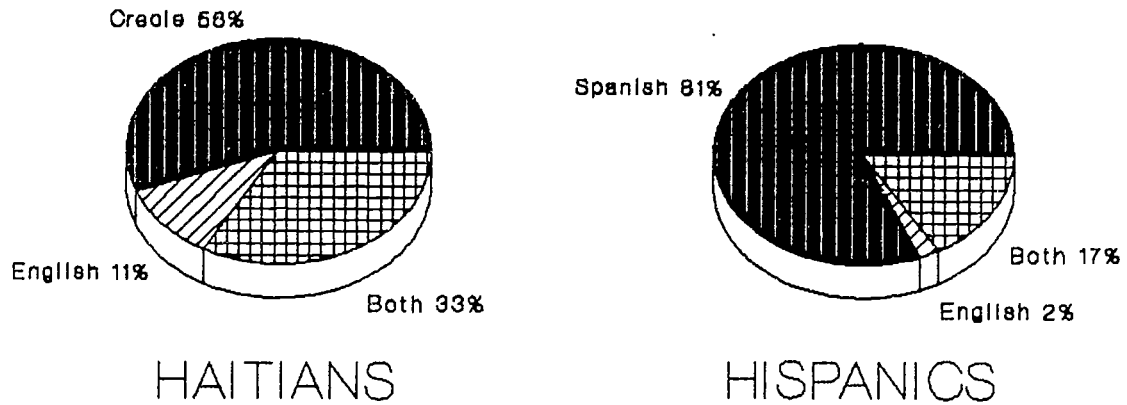


Figure 29

As would be expected therefore, the ability of Spanish speakers to use their own language was higher than that of Creole speakers. Over twice as many Spanish speakers considered themselves able to read and write everything in their native language. These results came as no surprise, given that the official language used in the schools of Haiti was recently French; it has only been in the past decade or so that a written form of Creole was developed.

There were no differences, however, between the PRE-82s and the SAWs, or between the Hispanics and Haitians regarding their assessment of their ability to use English. All groups, believed they could read English better than they could understand spoken English, but they could understand spoken English better than they could speak or write English (Appendix 5).

Nevertheless, when the ability to use English was correlated against the number of years of schooling there were significant differences; those individuals with the highest level of education were also those with a higher ability to use English (See figures 30 - 33).

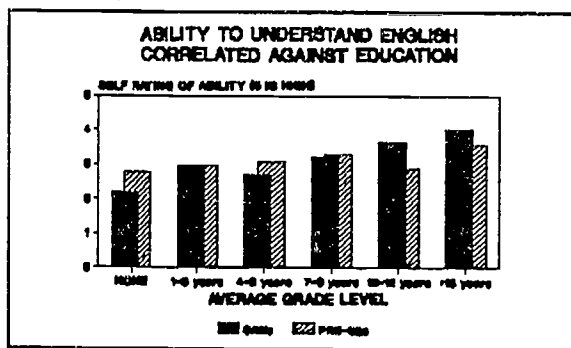


Figure 30

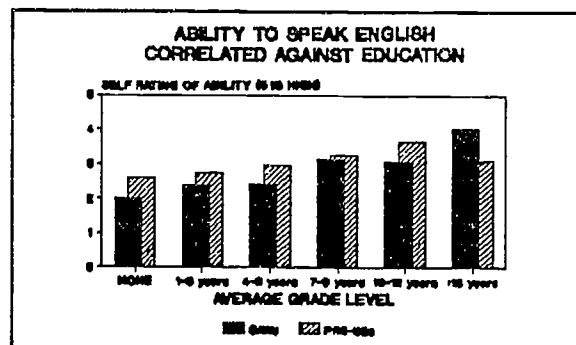


Figure 31

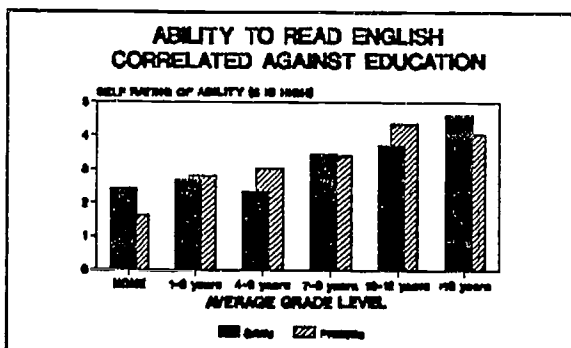


Figure 32

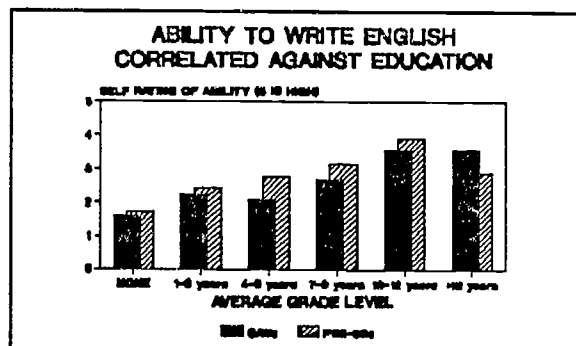


Figure 33

SUMMARY

Despite the fact that the average level of schooling of Hispanic immigrants was significantly higher than that of Haitian immigrants, with Hispanic immigrants having on average two years more formal education than Haitians, there were no differences between the two groups' perceptions of their ability to speak, write and understand English. Similarly, there were no significant differences between SAWs and PRE-82s, in terms of educational level or knowledge of English.

Nevertheless, the ability to speak, read and understand English was directly proportional to the number of years schooling; those with a higher level of schooling had a higher level of English proficiency. Moreover, those with a higher level of schooling had better jobs, and were better informed as to how and when they should reapply for a permanent visa.

Chapter 7

EMPLOYMENT AND INCOME

INTRODUCTION

This section deals with questions related to the occupation of the ELAs. In particular, the interviewees were asked about their employment prior to coming to the United States, what type(s) of employment they found upon arriving in the United States, what type(s) of work they had done in the past six months, and what type(s) of employment they would like to do in the future. In addition, this section deals with levels of, and reasons for, unemployment.

PAST, PRESENT AND FUTURE EMPLOYMENT

Before coming to the United States only about 30% of SAWS worked in farming, 15% worked in unskilled jobs, approximately 25% worked in semi-skilled jobs, 10% owned their own businesses and as many as 10% were skilled workers or professionals. Among the PRE-82s, 20% worked in farming before arriving in the United States, 18% worked in unskilled jobs, 27% worked as semi-skilled laborers, 8% owned their own businesses and 3% were skilled workers or professionals.

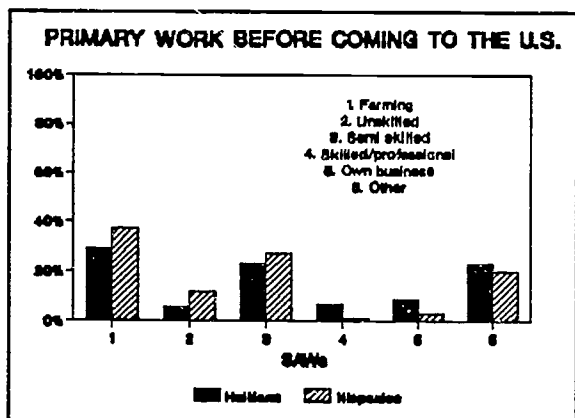


Figure 34

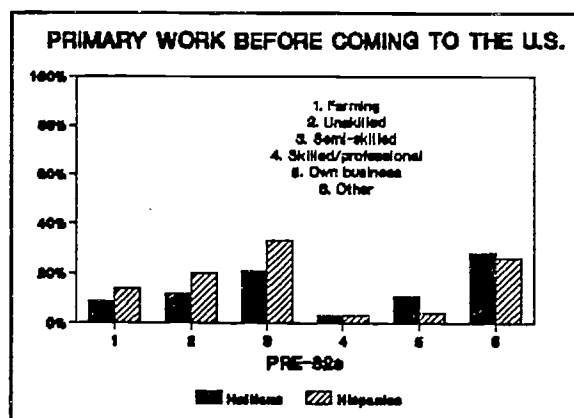


Figure 35

On arriving in the United States, 80% of SAWs became agricultural workers, while the majority of PRE-82s (38%) became unskilled workers. No one in either group became a skilled worker or professional on first arrival in the United States.

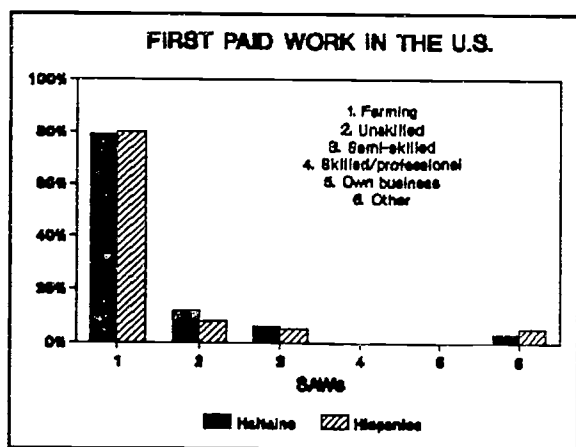


Figure 36

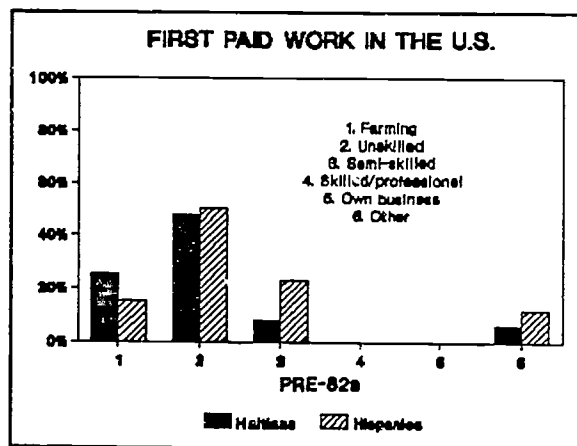


Figure 37

When asked what kind of work they had been doing in the past 6 months, it was interesting to note that among the ELAs who qualified as SAWs, only 28% of Haitians and 47% of Hispanics were still working in farming. There was a similar upward job

50

mobility among the group of PRE-82s, with many of the male workers changing from unskilled to semi-skilled jobs.

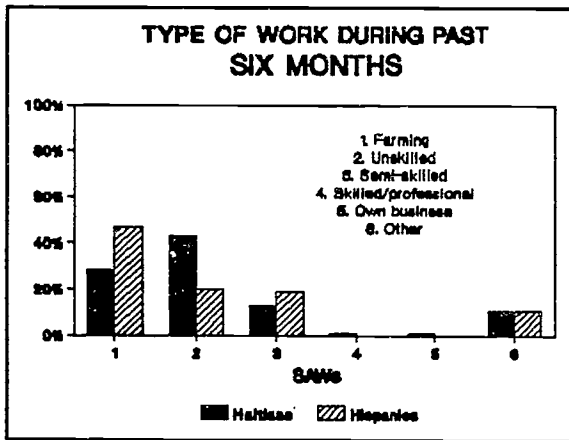


Figure 38

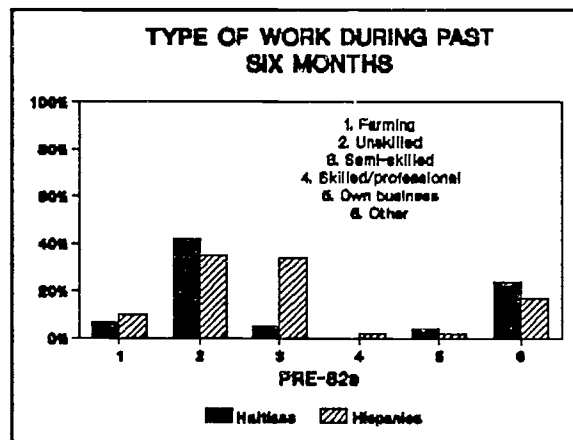


Figure 39

The various ethnic groups and sexes all tended to have high future job aspirations. Under 19% of SAWs wanted to continue working in farming; the majority, 38%, wished to become semi-skilled workers. Similarly, 36% of PRE-82s wanted to be semi-skilled workers and almost 30% wanted to be skilled workers or businessmen. These high aspirations were backed up by the fact

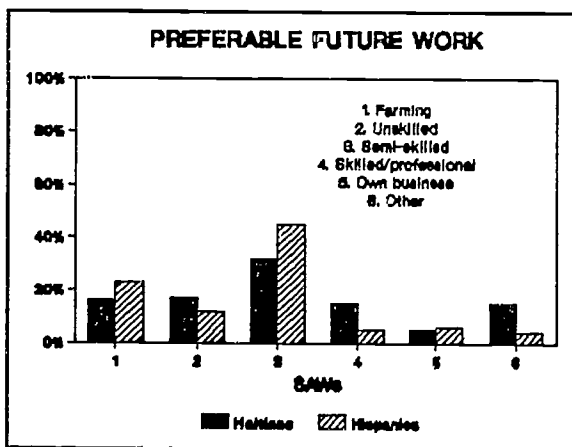


Figure 40

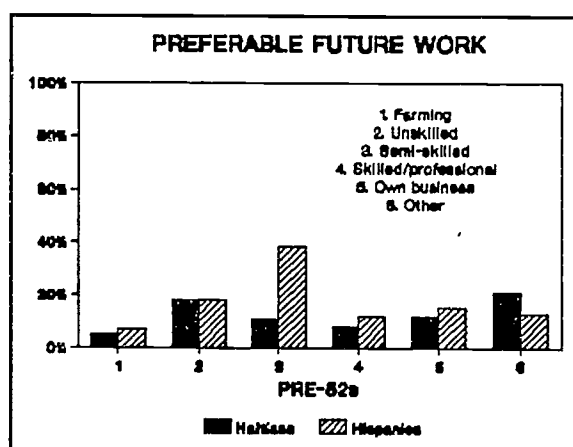


Figure 41

that 35% of Haitians and over 20% of Hispanics had requested job preparation services such as job training, job placement assistance, or other information on how to get a job.

UNEMPLOYMENT AND JOB LOSS

A relatively small proportion of the sample population, under 20%, were denied work since arriving in the United States, implying therefore that there was little overt job discrimination towards the immigrants.

Table 5
PERCENT WHO HAVE BEEN DENIED
WORK IN THE U.S.

	SAWs	PRE-82s
Haitian Male	20%	15%
Haitian Female	16%	31%
Hispanic Male	11%	10%
Hispanic Female	15%	9%

Nevertheless, over 35% of SAWs and 25% of PRE-82s were without work in the past six months, while over 40% of the Haitian population had looked for work during the same period.

When asked why they were without work, the main cause among SAWs was temporary or indefinite layoff, which was the expected reason given the seasonal nature of their agricultural work. Almost 40% of PRE-82s who had been out of work cited their own illness or illness in the family as the reason for their being without work. Only 10% of either PRE-82's or SAW's believed their lack of English proficiency to be the cause of their unemployment.

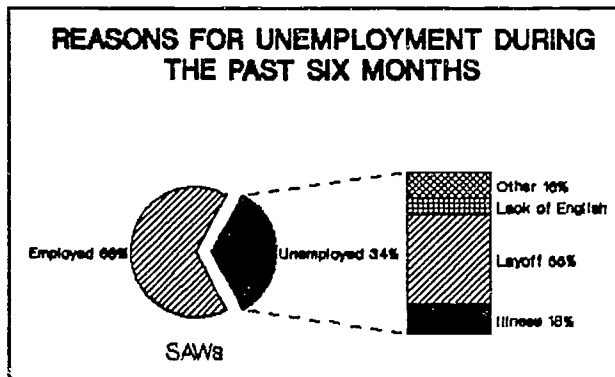


Figure 42

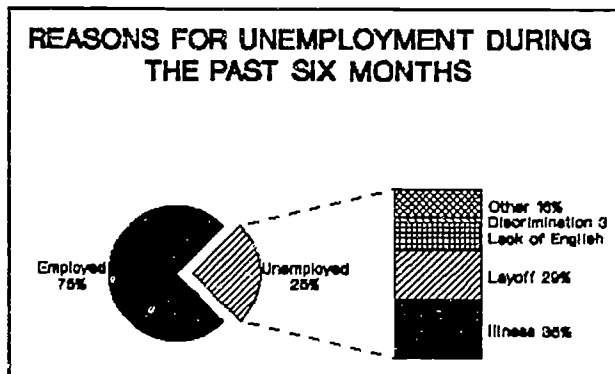


Figure 43

INCOME

In general, the PRE-82 households had higher earnings than SAWs. There were twice as many PRE-82 households with incomes of over \$500 a week than there were SAWs.

A higher percentage of SAWs interviewed fell in the middle and lower income ranges, while the incomes of PRE-82s tended to be skewed towards the middle and high income ranges. Also there

was a noticeable difference between Hispanics and Haitians, with more Haitians in the lower income brackets and Hispanics peaking around the middle and high income ranges.

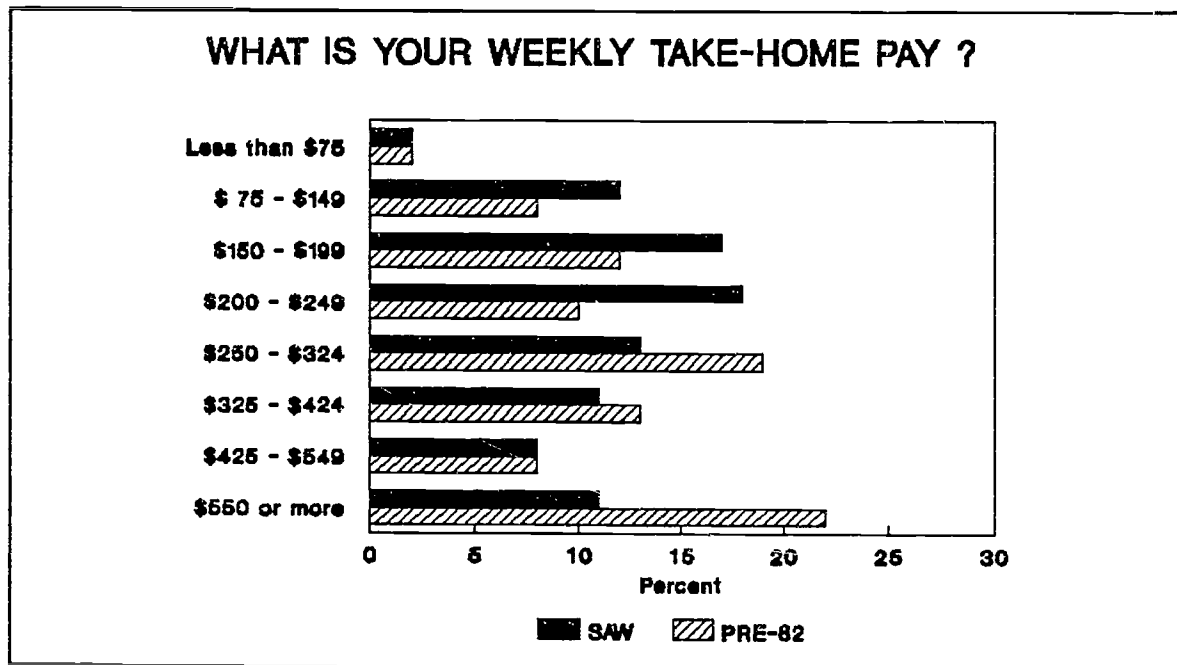


Figure 44

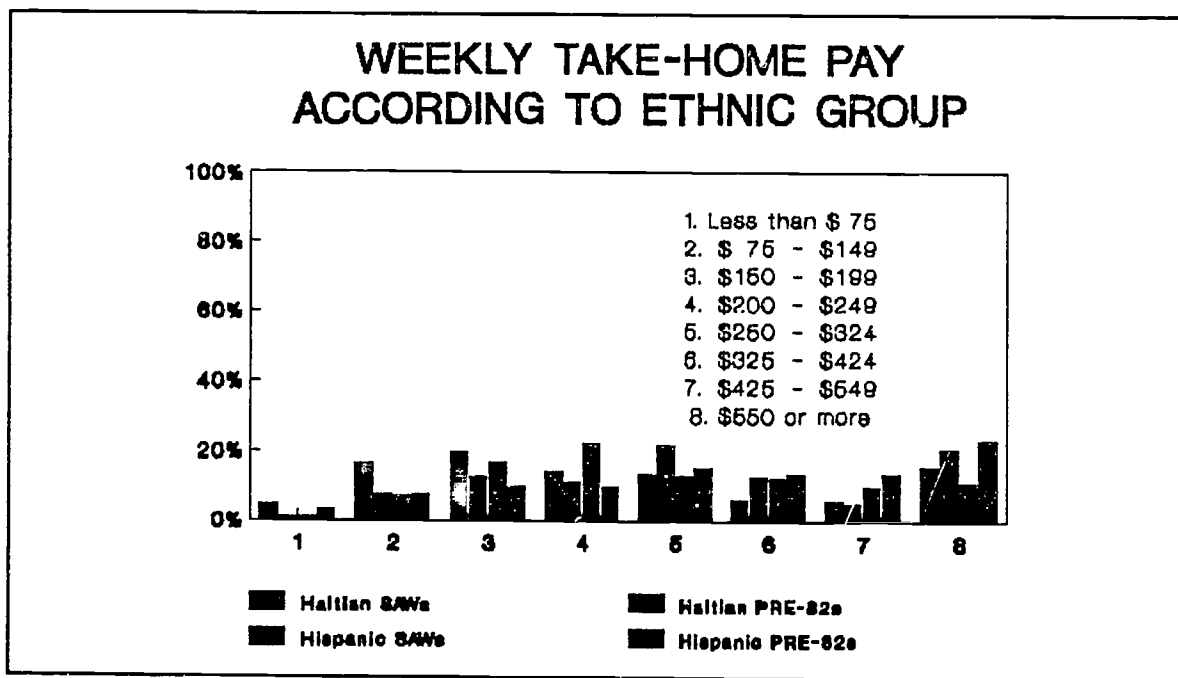


Figure 45

WHO TAKES CARE OF THE CHILDREN WHILE THE PARENTS WORK

There were a large number of no responses (47%) to the question on who takes care of the children when you are at work or away from home. This was not surprising given the large percentage of our sample population who were single and living alone. Nevertheless, among those who did respond, almost 30% of Haitians replied that no one took care of their children or that their children were in school while they were in work. That is a distressingly high percentage of children who go unattended when the parents are out of the house.

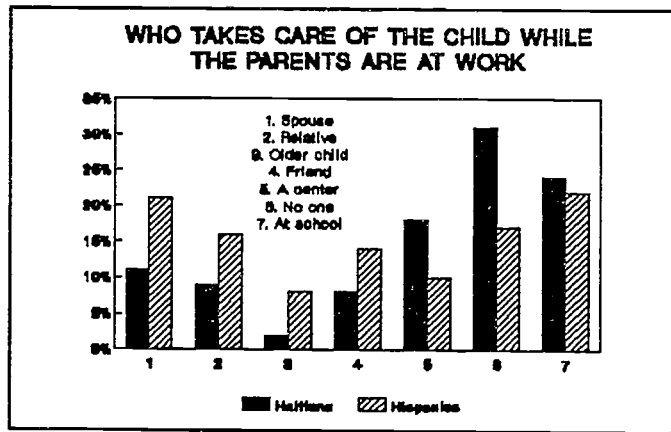


Figure 46

SUMMARY

The results showed a high degree of upward mobility among the aliens. While over 80% of SAWS worked in farming on arrival in the United States, only 28% of Haitians and 47% of Hispanics still work in farming. Similarly, among the PRE-82 population 27% worked in semi-skilled jobs on arrival, while now over 40% work in semi-skilled jobs.

Based on the survey, there appears to be little job discrimination, only 20% of both SAWs and PRE-82s said they had been denied jobs since their arrival in the United States. However, the seasonal nature of farming resulted in 35% of SAWs being without work at some stage during the past six months. A surprisingly high number of PRE-82s, 25%, had also suffered unemployment during the past six months, with the majority of these citing personal illness or illness in the family as a contributing factor.

In terms of income, there were significant differences between SAWs and PRE-82s. SAWs tended to fall into the lower and middle income brackets, with over 50% receiving between \$75 and \$250 per week. On the contrary, PRE-82s tended to fall in the higher income category, with over 50% receiving more than \$250 per week. Also, there was a noticeable difference between Hispanics and Haitians, with Hispanics receiving substantially higher salaries.

Perhaps the most serious problem which the survey highlighted with respect to employment, was the lack of child care. Of those who had children, 24% of those responding said that no-one looked after them while the parents were at work.

Chapter 8

HEALTH

INTRODUCTION

This section discusses the current health conditions, the utilization of medical services, and the use of health insurances by the ELA population studied.

HEALTH CONDITIONS

About 90% of the ELAs surveyed indicated that they thought their health was good.

The rest responded that it was fair to good.

This seemed to be a reliable judgement given that in less than 20% of the households someone had required over-night hospitalization.

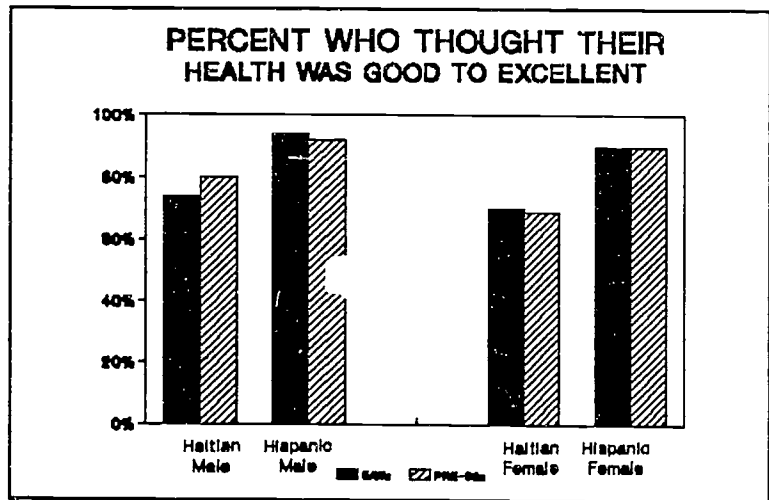


Figure 47

When there was an illness, the majority of those needing medical assistance went to either a doctor, nurse, or public

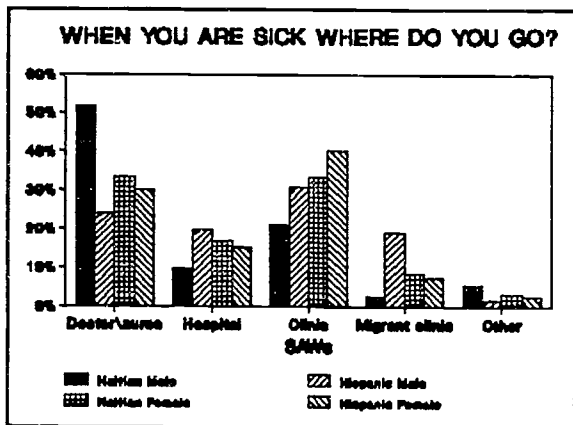


Figure 48

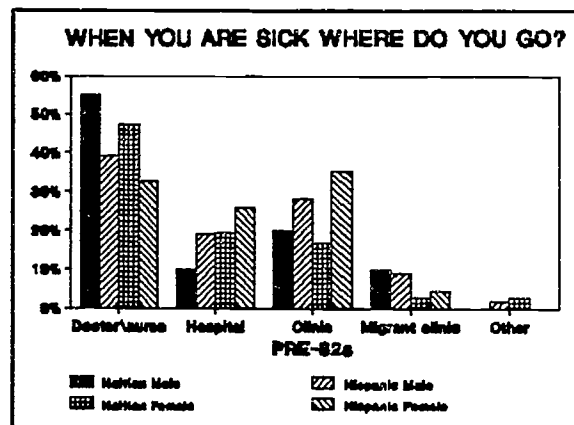


Figure 49

clinic. However, 20% had never been sick or injured. When the interviewees were asked why medical help was not sought when needed, the majority - over 80% - either did not respond, or reported that they had never needed assistance. Only about 2% said they were afraid of being reported to the INS.

MEDICAL INSURANCE

Among the ELA population interviewed, 43% of PRE-82s and 67% of SAWs had no health insurance, and only a little over 20% were covered by a company policy. The remaining population had either a private insurance or used medicaid.

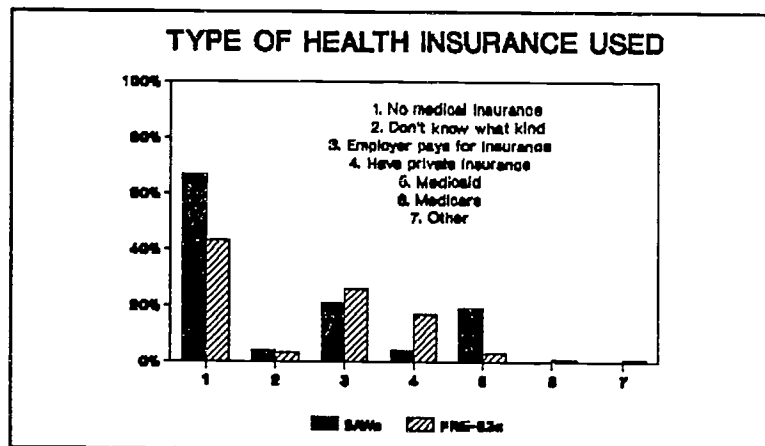


Figure 50

SUMMARY

Despite the fact that 25% of PRE-82s had been unemployed during the past 6 months and the majority of these had cited illness as the principal factor contributing to their job loss, 90% of Hispanics and 75% of Haitians considered their health to be good.

Regardless of the general level of health, an alarming number of aliens had no health insurance; 67% of SAWs and 43% of PRE-82s had no medical coverage. These figures are distressing given the unrealistic and still rising costs of medical care.

Chapter 9

GOVERNMENT PROGRAMS

INTRODUCTION

This chapter discusses the knowledge and use of special government aid programs by the ELA populations studied. In particular it looks at housing assistance, food stamps and aid to families with dependent children and social security.

GOVERNMENT HOUSING ASSISTANCE

The general response to the question on whether housing assistance was received was a strong "no" for almost 90% of the respondents. The only exception was among the PRE-82 Haitian female population of whom 30% responded that they had received housing assistance.

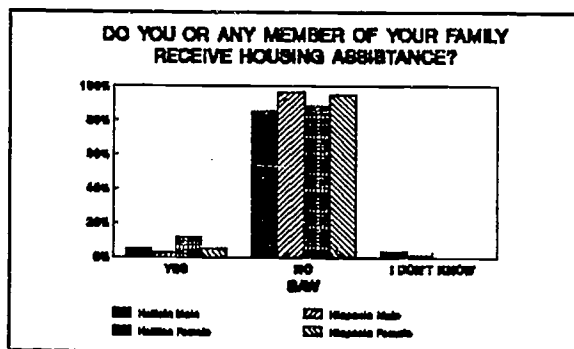


Figure 51

Chapter 9

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GOVERNMENT HOUSING ASSISTANCE

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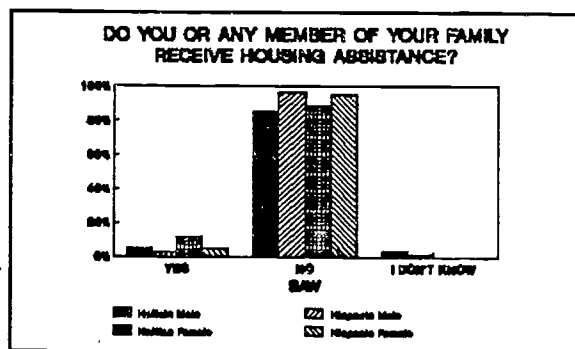


Figure 51

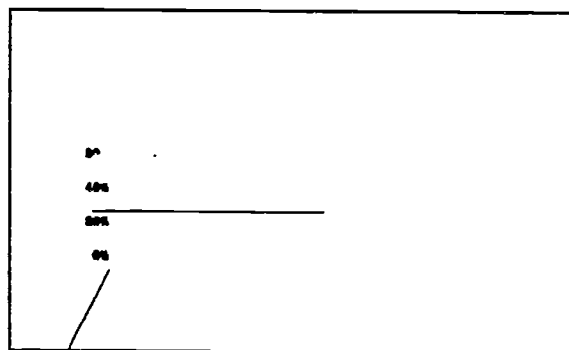


Figure 52

PUBLIC ASSISTANCE

When asked what kind of public assistance they had received, the overwhelming majority said they had received none. That is, with the exception of PRE-82 Haitian females, over 80% did not receive any kind of public support. Between 5% and 25% of the PRE-82 sub-groups received food stamps. Among the SAWs, the 20% who did receive public assistance were accounted for almost entirely by food stamps and unemployment insurance.

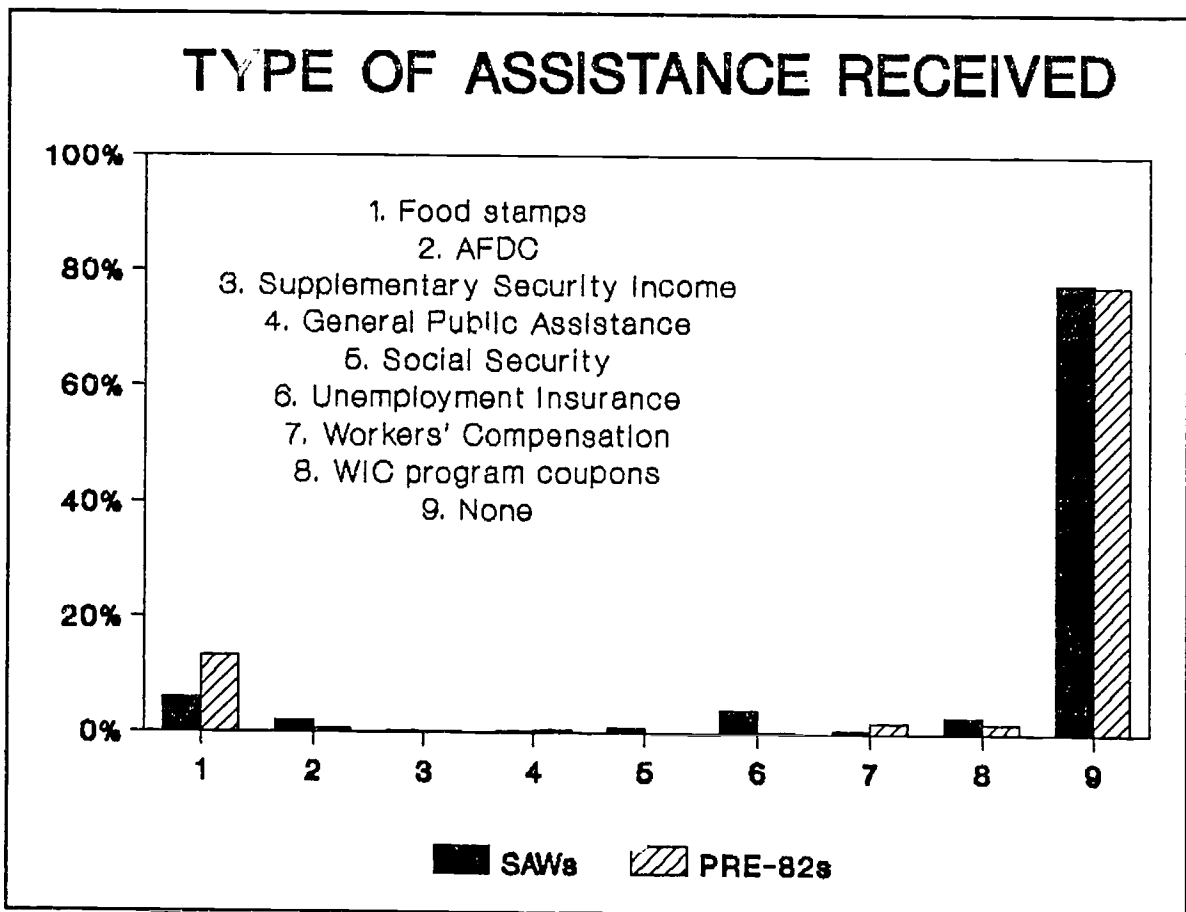


Figure 53

When asked if since living in the United States they or any member of their household had ever needed public assistance but not sought it out, the "yes" responses were notably higher among females than males, with 42% of SAW Haitian females replying "yes", and 36% of Pre-82 Hispanic females saying they needed assistance.

Table 6

PERCENT WHO RESPONDED THAT THEY HAD AT SOME TIME NEEDED PUBLIC ASSISTANCE BUT HAD NOT SOUGHT IT OUT

	SAWs	PRE-82s
Haitian Males	21%	15%
Hispanic Males	19%	24%
Haitian Females	43%	36%
Hispanic Females	23%	36%

SUMMARY

In general, the ELA population studied did not did not receive much in the way of government programs. Less than 10% received housing assistance, and less than 20% of all sub-groups with the exception of PRE-82 Haitian females received public assistance. The 20% who did receive public assistance, received it in the form of food stamps with a minimal percentage receiving unemployment insurance.

Chapter 10

CONCLUSIONS

Clearly, the findings indicated that there were more differences based upon sex and ethnic group, than upon being a SAW or a PRE-82. Many of these differences were interesting, but not particularly significant as far as policy is concerned.

To summarize, a larger percentage (68%) of the SAWs were male than female, while among the PRE-82s there was an even balance between males and females of those interviewed. Almost 70% of the Hispanic SAWs came from Mexico, while among the PRE-82s there was no clear majority for country of origin. Also, as was to be expected a far larger percent of the SAWs worked in farming, while PRE-82s tended to work in unskilled and semi-skilled jobs. Moreover, both groups demonstrated an upward mobility in employment, moving from lower paid jobs to middle and higher income employment.

One of the biggest differences between the Haitian and the Hispanic populations was with regard to their residency status. A far larger proportion of the Haitian males, almost 60%, had permanent residence cards while almost 80% of the Hispanic population had temporary residence cards.

Hispanics tended to live with their families or friends

while the Haitians interviewed tended to live alone. As could be expected therefore, Hispanics almost invariably spoke only Spanish in their homes, while a larger number of Haitians spoke both Creole and English. Also the Hispanic population had on average 2 years more schooling than the Haitians and received significantly higher salaries.

IMPLICATIONS FOR POLICY

If one of our main concerns is to help new legal residents become productive citizens, probably then the most significant relationship found through the survey was that between work, educational achievement and the ability to use English.

Not surprisingly those with the most education had the best positions as skilled workers, professionals and businessmen. The average educational level for farm workers and unskilled workers was 3.6 years; for semi-skilled workers it was 5.9 years; for skilled workers it was 7.1 years; and for professionals and businessmen it was 9.6 years.

Nor was it surprising to note that the people with the highest level of education were also those with a higher ability to use English. These relationships would lead us to conclude that the populations surveyed should be encouraged to either begin or continue to take classes.

The data also showed a need for better communications among the groups with less education. By and large those who were unaware that they had to reapply for a permanent visa, or who did not know what was the final day they could reapply, were farm workers, unskilled or semi-skilled laborers. Moreover, the majority were from Mexico and in nearly all cases their first job in the United States was in farming.

Out of the 1,286 people interviewed, only 5 were professionals or businessmen. In other words, only 0.4% of those interviewed were high school and college graduates, who may have entered the country on tourist visas and stayed on as illegal residents. This does not indicate a major problem or threat to the United States and does not seem to justify the present difficult and unpredictable procedures for foreigners to obtain a visa to visit the United States. Moreover, the economic impact that the United States is paying in terms of good relations with its foreign allies seems too high.

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Appendix 1
SITES OF INTERVIEWS

Appendix 1

SITES OF INTERVIEWS

<u>Site</u>	<u>School Site</u>	<u>Non-School Site</u>
DADE		
Feinberg Fischer Center	X	
Homestead American Adult Center	X	
Centro Villas Labor Camp		X
Dorsey Skill Center	X	
NW 100th Ave and 1st Street		X
Homestead	X	
Miami High School	X	
Miami Sunset Adult Center	X	
Biscayne Elementary	X	
Fischer Island		X
Silver Bluff School	X	
Miami English Center	X	
Miami Springs Adult Center	X	
Tousaint L'Ouverture	X	
Miami Jackson Adult Center	X	
Hialeah Middle School	X	
Individual Homes		X
BROWARD		
Hallandale Adult Center	X	
Broward Pines Middle School	X	
Walter C. Young	X	
Sheridan	X	
Broward Off-Campus Program	X	
Gene Whiddon	X	
Pompano Beach	X	X
Fort Lauderdale	X	X
PALM BEACH		
Our Lady of Peace Church		X
15th Street West Palm Beach Center	X	
Carver Middle School	X	
Conniston Community Center	X	
Belle Glades		X
POLK		
North Central Adult Center	X	
First Haitian Church of Nazarene		X

<u>Site</u>	<u>School Site</u>	<u>Non-School Site</u>
Centro Campesino		X
Lake Wales High School	X	
Winterhaven		X
ORANGE		
Apopka Middle School	X	
Colonial Community High School	X	
Mid-Florida Technical	X	
COLLIER		
Immokalee Bethune	X	
Naples High School	X	
Work Place Literacy Program	X	

APPENDIX 2
QUESTIONNAIRES

APPENDIX 2

QUESTIONNAIRE

(Forms A and B)

SOLO PARA EL ENTREVISTADOR:				ONLY FOR THE INTERVIEWER:			
Interviewer Comments:							
Date				Español Creole		Course Enrolled in:	
Interview Location							
County A B C D E F G H				Site 0 1 2 3 4 5 6			
Interviewer				Form <input checked="" type="radio"/> A B C D E		Group Size	

POR FAVOR CONTESTE LAS SIGUIENTES PREGUNTAS:

PLEASE ANSWER THE FOLLOWING:

1. Ponga un círculo alrededor de la letra apropiada:

Circle the appropriate letter:

- Hombre A Male
- Mujer B Female

2. ¿Cuántos años tiene Ud.?

Años	Years
------	-------

How old are you?

3. ¿Cuántos años de educación formal terminó Ud. antes de venir a los Estados Unidos? Indique cuantos años en los espacios abajo:

How many years of schooling did you complete before coming to the U.S.? Write the number of years in the blanks below:

- Primaria _____ Primary School
- Secundaria _____ Secondary School
- Escuela Técnica _____ Trade School
- Universidad _____ University

4. Indique como calificó Ud. para la amnestía: (Marque sola una respuesta.)

Indicate how you qualified for amnesty: (Circle only one)

Porque estoy viviendo aquí desde antes 1982. (Mi tarjeta de inmigración tiene el número 245A en la parte centro-abajo.)

Porque he sido un trabajador agrícola temporal. (Mi tarjeta de inmigración tiene el número 210 en la parte centro-abajo.)

- A Because of having lived in the U.S. since before 1982. (My INS card has 245A printed at the bottom center.)
- B Because I have been a seasonal agricultural worker. (My INS card has 210 printed at the bottom center.)

5. Poniendo un círculo alrededor de la letra apropiada, indique que tipo de tarjeta o documento Ud. tiene:

What kind of immigration card or document do you have?

(Circle the appropriate letter.)

- | | | |
|---------------------------|---|---------------------------------------|
| I-688A | A | Employment Authorization Card(I-688A) |
| I-688 | B | Temporary Resident Card (I-688) |
| I-551 | C | Permanent Resident Card (I-551) |
| No traje ningún documento | D | I didn't bring my papers |
| Otro: (indique) | E | Other: (indicate) |

6. Indique su ciudadanía (país de origen):

Indicate your original country of origin:

- | | | |
|-----------------|---|------------------|
| Colombia | A | Colombia |
| El Salvador | B | El Salvador |
| Guatemala | C | Guatemala |
| Haiti | D | Haiti |
| Honduras | E | Honduras |
| Mexico | F | Mexico |
| Nicaragua | G | Nicaragua |
| Otro: (Indique) | H | Other: (Specify) |

7. ¿En qué año llegó Ud. a los Estados Unidos para vivir aquí?

In what year did you come to live in the U.S.?

Año	Year
-----	------

8. ¿Sabe Ud. que después de que obtenga la residencia temporal, tendrá que hacer otra solicitud para poder obtener su residencia permanente?

Did you know that after you get temporary legal residency status, you have to re-apply to get permanent residency status?

- | | | |
|----|---|-----|
| Sí | A | Yes |
| No | B | No |

9. ¿Si Ud. ya ha solicitado su residencia permanente, --el "Green card"--, cuál es el estado de su solicitud?

If you have already applied for permanent legal residency, -- the "Green card"--, what is the status of the application?

- | | | |
|------------------------------|---|--------------------------------|
| Aprobada por Inmigración | A | Approved by Immigration |
| Rechazada por Inmigración | B | Denied by Immigration |
| Estoy esperando a saber. | C | I'm still waiting to find out. |
| No la he solicitado todavía. | D | I have not yet applied. |

10. Si Ud. entró a los Estados Unidos antes de 1982 y por esa razón ha solicitado su residencia provisional, ¿cuál de las siguientes maneras va a escoger (o escogió) Ud. para obtener su residencia legal permanente?

If you entered the U.S. before 1982 and are using that fact to qualify for temporary residency, how then did you plan (or are you planning) to qualify for permanent legal residency?

- | | | |
|---|---|--------------------------------------|
| Asistir a clases de educación para los adultos (ej. inglés) | A | By attending Adult Education classes |
| Tomar un examen escrito de Inmigración | B | By taking an INS written test |
| Una entrevista con Inmigración | C | By taking an INS oral interview |
| No sé. | D | I don't know. |

11. ¿Cuándo Ud. vino a los Estados Unidos antes de 1982 (fecha requisito para solicitar su residencia), cuantos años tenía?

When you came to the U.S. before 1982 (i.e., the qualifying status year you are using for residency), how old were you?

Años	Years
------	-------

12. ¿Cuál es el último mes y año en que Ud. podrá solicitar su residencia legal permanente?

What is the last month and year that you can apply for permanent legal residence?

- | | | |
|-------------------------|---|-----------------------|
| Antes del enero de 1989 | A | Before January 89 |
| Enero - Marzo 90 | B | January - March 90 |
| Abril - Junio 90 | C | April - June 90 |
| Julio - Septiembre 90 | D | July - September 90 |
| Octubre - Diciembre 90 | E | October - December 90 |
| Enero 91 o más tarde | F | January 91 or later |
| No sé. | G | I don't know. |
| Otro: (Indique) | H | Other: (Specify) |

13. ¿Cuál fue el mes y año en que la Inmigración le dió a Ud. su residencia provisional?

What is the month and year that INS granted you temporary resident status?

Mes	Month	Año	Year
-----	-------	-----	------

14. ¿En qué trabajaba principalmente Ud. antes de venir a los Estados Unidos?

- | | | |
|--|---|---|
| Trabajador agrícola, industria pesquera, silvicultura | A | Farm worker, fishing or forest work |
| Trabajo no calificado (obrero raso) | B | Unskilled labor |
| Empleado en estación gasolina, limpiador de carros, etc. | C | Gas station, car wash or similar |
| Taxista o conductor de camión | D | Taxi driver or other truck driver |
| Trabajo doméstico | E | Working in someone's home |
| Trabajo en servicios hoteleros, de alimentos o restaurante | F | Hotel and restaurant workers |
| Trabajo de construcción: plomero, carpintero, electricista, etc. | G | Building trades (carpenter, plumber, electrician) |
| Obrero de construcción calificado | H | Skilled construction workers |
| Servicio mecánico (taller de reparaciones) | I | Mechanical service and repair |
| Trabajo en fábrica | J | Factory or assembly work |
| Empleado de oficina (oficinista) o vendedor | K | Clerical or sales work |
| Técnico electrónico | L | Technician (electronics) |
| Profesionista, director | M | Professional, managerial |
| Gerente de un negocio pequeño | N | Small business operator |
| Señora de casa | O | Full-time mother, homemaker |
| No trabajé. | P | I did not work. |
| Otra clase de trabajo: (Indique) | Q | Other type of work: (Specify) |

15. ¿Cuál fue el primer trabajo (con pago) que Ud. hizo en los Estados Unidos?

- | | | |
|--|---|---|
| Trabajador agrícola, industria pesquera, silvicultura | A | Farm worker, fishing or forest work |
| Trabajo no calificado (obrero raso) | B | Unskilled labor |
| Empleado en estación gasolina, limpiador de carros, etc. | C | Gas station, car wash or similar |
| Taxista o conductor de camión | D | Taxi driver or truck driver |
| Trabajo doméstico | E | Working in someone's home |
| Trabajo en servicios hoteleros, de alimentos o restaurante | F | Hotel and restaurant workers |
| Trabajo de construcción: plomero, carpintero, electricista, etc. | G | Building trades (carpenter, plumber, electrician) |
| Obrero de construcción calificado | H | Skilled construction workers |
| Servicio mecánico (taller de reparaciones) | I | Mechanical service and repair |
| Trabajo en fábrica | J | Factory or assembly work |
| Empleado de oficina (oficinista) o vendedor | K | Clerical or sales work |
| Técnico electrónico | L | Technician (electronics) |
| Profesionista, director | M | Professional, managerial |
| Gerente de un negocio pequeño | N | Small business operator |
| No trabajé | O | I did not work |
| Otra clase de trabajo: (Indique) | P | Other type of work: (Specify) |

16. ¿En los últimos seis meses, ¿qué clase de trabajo ha hecho Ud. (con pago)?

What kind of paid work have you been doing for the past 6 months?

- | | | |
|--|---|---|
| Trabajador agrícola, industria pesquera, silvicultura | A | Farm worker, fishing or forest work |
| Trabajo no calificado (obrero raso) | B | Unskilled labor |
| Empleado en estación gasolina, limpiador de carros, etc. | C | Gas station, car wash or similar |
| Taxista o conductor de camión | D | Taxi driver or truck driver |
| Trabajo doméstico | E | Working in someone's home |
| Trabajo en servicios hoteleros, de alimentos o restaurante | F | Hotel and restaurant workers |
| Trabajo de construcción: plomero, carpintero, electricista, etc. | G | Building trades (carpenter, plumber, electrician) |
| Obrero de construcción calificado | H | Skilled construction workers |
| Servicio mecánico (taller de reparaciones) | I | Mechanical service and repair |
| Trabajo en fábrica | J | Factory or assembly work |
| Empleado de oficina (oficinista) o vendedor | K | Clerical or sales work |
| Técnico electrónico | L | Technician (electronics) |
| Profesionista, director | M | Professional, managerial |
| Gerente de un negocio pequeño | N | Small business operator |
| No trabajo | O | I am not working |
| Otra clase de trabajo: (Indique) | P | Other type of work: (Specify) |

17. ¿Qué clase de trabajo (con pago) le gustaría hacer Ud. en el futuro?

What paid work would you like to do in the future?

- | | | |
|--|---|---|
| Trabajador agrícola, industria pesquera, silvicultura | A | Farm worker, fishing or forest work |
| Trabajo no calificado (obrero raso) | B | Unskilled labor |
| Empleado en estación gasolina, limpiador de carros, etc. | C | Gas station, car wash or similar |
| Taxista o conductor de camión | D | Taxi driver or truck driver |
| Trabajo doméstico | E | Working in someone's home |
| Trabajo en servicios hoteleros, de alimentos o restaurante | F | Hotel and restaurant workers |
| Trabajo de construcción: plomero, carpintero, electricista, etc. | G | Building trades (carpenter, plumber, electrician) |
| Obrero de construcción calificado | H | Skilled construction workers |
| Servicio mecánico (taller de reparaciones) | I | Mechanical service and repair |
| Trabajo en fábrica | J | Factory or assembly work |
| Empleado de oficina (oficinista) o vendedor | K | Clerical or sales work |
| Técnico electrónico | L | Technician (electronics) |
| Profesionista, director | M | Professional, managerial |
| Gerente de un negocio pequeño | N | Small business operator |
| No trabajaré | O | I will not be working |
| Otra clase de trabajo: (Indique) | P | Other type of work: (Specify) |

18. ¿Le han pagado por trabajar en el campo en los Estados Unidos en los últimos dos años?

Sí A Yes
No B No

Did you do any farm work in the U.S. for pay in the last 2 years?

19. ¿En la actualidad trabaja Ud. como trabajador agrícola temporal?

Sí A Yes
No B No

Are you currently a Seasonal Agricultural Worker (SAW)?

20. Piensa Ud. buscar empleo fuera del campo en el futuro?

Sí A Yes
No B No

Do you plan to look for regular employment other than farming in the future?

21. Desde que Ud. solicitó su residencia, le han negado trabajo en los Estados Unidos?

Sí A Yes
No B No

Since you applied for your current INS status, have you ever been denied work in the U.S.?

22. Si Ud. contestó "Sí" arriba, ¿cuál(es) fue(ron) la(s) razón(es)? (Marque todas las apropiadas.)

If you answered "Yes" to the last question, indicate the reason(s): (Mark all that apply.)

Falta de papeles (ej. "Green Card") A
Porque soy inmigrante B
Por mi nacionalidad C
Por mi sexo D
Por mi edad E
Otro: (Indique) F

Lack of work papers
Alien status
Nationality
Sex
Age
Other: (Specify)

23. ¿Cuántas horas a la semana trabaja Ud.?

--	--

How many hour per week do you work?

24. ¿Estuvo Ud. sin trabajo salarial por algún tiempo durante los seis meses pasados?

Sí A Yes
No B No

Were you without paid work at any time during the past six months?

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25. Si Ud. contestó "sí" a la última pregunta, indique porque:
(Marque solo una respuesta)

If you answered "Yes" to the last question, indicate the reason:
(circle only one)

- | | | |
|---|---|---|
| Enfermedad personal | A | My own illness |
| Enfermedad de algún miembro de la familia | B | Illness of a family member |
| Despido temporal o indefinido | C | Temporary or indefinite layoff |
| Inglés limitado | D | Lack of English language ability |
| No tener con quien dejar a los niños | E | Lack of child care |
| Falta de licencia para manejar o de otra manera de transporte | F | No driver's license or lack of transportation |
| Problemas legales | G | Legal problems |
| Discriminación del patrón (contra inmigrantes) | H | Employer discrimination (against immigrants) |
| Trabajo urgente que hacer en casa (reparaciones, etc.) | I | Work to do at home (chores, repairs, etc.) |
| Otro: (Indique) | J | Other: (Specify) |
-

26. ¿Buscó Ud. trabajo en los últimos seis meses?

Did you look for work in the last six months?

Sí A Yes
No B No

27. ¿Ha solicitado Ud. o recibido capacitación (entrenamiento) alguna vez para desempeñar un trabajo o solicitar un empleo?

Have you ever requested or received any job preparation services such as job training, job placement assistance, or other information on how to get a job?

Sí A Yes
No B No

28. ¿Qué idioma habla Ud. en casa?

What language do you speak at home?

- | | | |
|------------------|---|-------------------|
| Español | A | Spanish |
| Inglés | B | English |
| Creole | C | Creole |
| Español e Inglés | D | Spanish & English |
| Creole e Inglés | E | Creole & English |
| Otro: (Indique) | F | Other: (Specify) |

29. Describa su capacidad para leer y escribir en su lengua materna, colocando un círculo alrededor de la letra apropiada que mejor describe la habilidad que Ud. posee:

Describe your ability to read and write in your native language, by circling the appropriate letter of the best description of the ability you possess:

- | | | |
|--|---|--|
| No puedo leer ni escribir. | A | I can't read or write anything |
| Solo puedo leer y escribir algunas palabras y frases básicas como "Hola" y "¿Cómo está Ud.?" | B | I can only read and write a few basic words and phrases such as "Hello" and "How are you?" |
| Puedo leer y escribir frases y oraciones sencillas como las que se encuentran en avisos y carteleras. | C | I can read and write simple phrases and sentences such as those in road signs and billboards. |
| Puedo leer cosas sencillas como ciertos párrafos de los textos que mis hijos traen de la escuela, y puedo escribir cosas sencillas como recetas. | D | I can read simple things like parts of my children's school books and I can write down simple things like recipes. |
| Puedo leer y escribir casi cualquier cosa que me exigen. | E | I can read and write almost anything I need to. |

30. ¿Qué tanto habla Ud. inglés en el trabajo o fuera de su casa?

How often do you speak English at work or outside the home?

- | | | |
|----------------------------|---|---------------------------|
| Siempre o casi siempre | A | All or most of the time |
| Mitad del tiempo | B | About half of the time |
| Un poco menos que la mitad | C | Some of the time |
| Nunca o casi nunca | D | Very very little or never |

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31. Describa su habilidad para leer inglés, colocando un círculo alrededor de la letra apropiada que mejor describe la habilidad que Ud. posee:

No puedo leer nada en inglés. A

Solo puedo leer algunas palabras y frases básicas como "Hello! How are you?" B

Puedo leer frases y oraciones sencillas como las que se encuentran en avisos y carteleras. C

Puedo leer cosas sencillas como recetas o ciertas párrafos de los textos que mis hijos traen de la escuela. D

Puedo leer casi todas las partes de un periódico. E

Puedo leer lo que quiero. F

Describe your ability to read English by circling the appropriate letter of the best description of the ability you possess:

I can't read anything in English.

I can only read a few basic words and phrases such as "Hello! How are you?"

I can read simple phrases and sentences such as those in road signs and billboards.

I can read simple things like recipes or parts of my children's school books.

I can read most parts of a newspaper.

I can read anything I want.

32. Describa su habilidad para escribir inglés:

No puedo escribir nada en inglés. A

Solo puedo escribir algunas palabras y frases básicas como "Hello" y "Good morning." B

Puedo escribir frases y oraciones sencillas como las que se exigen en solicitudes de trabajo. C

Puedo escribir un mensaje de varias oraciones para explicar algo que necesito o que tengo que hacer para una persona que entiende solo inglés. D

Puedo escribir una carta larga a un amigo de habla inglesa. E

Puedo escribir casi cualquier cosa que me exigen. F

Describe your ability to write English:

I can not write anything in English.

I can only write a few basic words and phrases such as "Hello" and "Good morning."

I can write simple phrases and sentences such as those required on job applications.

I can write a note of several sentences explaining something I need or have to do for someone who only understands English.

I can write a long letter to an English-speaking friend.

I can write almost anything I need to.

33. Describa su habilidad para entender el inglés hablado:

No puedo entender nada.

Solo puedo entender algunas palabras y frases básicas como "Hello! How are you?" and "Good morning."

Puedo entender conversaciones corrientes, pero muy breves, como las que se escuchan en una tienda o en una propaganda por radio.

Puedo entender conversaciones que duran 5 - 10 minutos, como anuncios diarios por radio o reportes por televisión sobre el clima.

Puedo entender casi todo lo que oigo, incluyendo programas de televisión, noticieros, y discursos políticos.

34. Describa su habilidad para hablar inglés:

No puedo hablar nada de inglés.

Solo puedo decir algunas palabras y frases básicas como "Hello! How are you?" y "Good morning."

Puedo conversar sobre cosas sencillas necesarias para la vida diaria tales como hacer compras en un almacén o hacer cuentas en el banco.

Puedo conversar por varios minutos para contar, por ejemplo, lo que me pasó durante el día o para hacer negocios por teléfono.

Puedo hablar inglés bastante bien para casi cualquier ocasión.

35. ¿Cuántas semanas ha asistido Ud. a la escuela en los últimos 12 meses?

--	--

Describe your ability to understand spoken English:

A I can not understand anything.

B I can only understand a few basic words and phrases such as "Hello! How are you?" and "Good morning."

C I can understand very short, everyday conversations such as those heard at a store or in a radio ad.

D I can understand conversations that last for 5 - 10 minutes, such as radio announcements and television weather reports.

E I can understand almost everything I hear, including television shows, newscasts, and political speeches.

Describe your ability to speak English:

A I can not speak any English.

B I can only speak a few basic words and phrases such as "Hello! How are you?" and "Good morning."

C I can carry on simple everyday conversations such as those involved in going to a store or the bank or telling an event.

D I can carry on conversations of several minutes such as how I spent my day or when doing business by telephone.

E I can say almost anything I need or want to.

How many weeks have you gone to school in the past 12 months?

33. Describa su habilidad para entender el inglés hablado:

No puedo entender nada.

Solo puedo entender algunas palabras y frases básicas como "Hello! How are you?" and "Good morning."

Puedo entender conversaciones corrientes, pero muy breves, como las que se escuchan en una tienda o en una propaganda por radio.

Puedo entender conversaciones que duran 5 - 10 minutos, como anuncios diarios por radio o reportes por televisión sobre el clima.

Puedo entender casi todo lo que oigo, incluyendo programas de televisión, noticieros, y discursos políticos.

Describe your ability to understand spoken English:

A I can not understand anything.

B I can only understand a few basic words and phrases such as "Hello! How are you?" and "Good morning."

C I can understand very short, everyday conversations such as those heard at a store or in a radio ad.

D I can understand conversations that last for 5 - 10 minutes, such as radio announcements and television weather reports.

E I can understand almost everything I hear, including television shows, newscasts, and political speeches.

4. Describa su habilidad para hablar inglés:

No puedo hablar nada de inglés.

Solo puedo decir algunas palabras y frases básicas como "Hello! How are you?" y "Good morning."

Puedo conversar sobre cosas sencillas necesarias para la vida diaria tales como hacer compras en un almacen o hacer cuentas en el banco.

Puedo conversar por varios minutos para contar, por ejemplo, lo que me pasó durante el día o para hacer negocios por teléfono.

Puedo hablar inglés bastante bien para casi cualquier ocasión.

Describe your ability to speak English:

A I can not speak any English.

B I can only speak a few basic words and phrases such as "Hello! How are you?" and "Good morning."

C I can carry on simple everyday conversations such as those involved in going to a store or the bank or telling an event.

D I can carry on conversations of several minutes such as how I spent my day or when doing business by telephone.

E I can say almost anything I need or want to.

5. ¿Cuántas semanas ha asistido Ud. a la escuela en los últimos 12 meses?

How many weeks have you gone to school in the past 12 months?

--	--

36. Aparte del curso en que Ud. está actualmente inscrito ahora, ¿qué clase (o clases) ha completado Ud. en los Estados Unidos?

Apart from the class you are now sitting in, what other class or classes have you completed in the U.S.

- | | | |
|--|---------|-----------------------------------|
| Curso de inglés (ESL/ESOL) | A | ESL/ESOL |
| Curso de inglés (ESL/ESOL) en el lugar del trabajo | B | Workplace ESL/ESOL |
| Ciudadanía incluido en el curso de inglés (ESL/ESOL) | C | ESL/ESOL with Citizenship/Amnesty |
| Curso de ciudadanía | D | Citizenship/Amnesty |
| | ABE | ABE |
| | GED | GED |
| Clase(s) en un colegio (high school) del día | G | Daytime high school classes |
| | No sé. | I don't know. |
| | Ninguna | None |
| Otro: (Indique) | J | Other: (Specify) |

37. ¿Cuáles son las razones por las cuales Ud. asiste a ésta u otras clases? (Conteste así: 1 = más importante; 4 = menos importante, etcétera.)

Number your reasons for attending this or other classes in order of importance. (Whereby 1 = most important; 4 = least important.)

- | | | |
|--|-------|----------------------------------|
| Para mejorar el inglés | _____ | To improve my English |
| Para obtener la residencia permanente | _____ | To get permanent legal residency |
| Para obtener la ciudadanía | _____ | To obtain citizenship |
| Para aumentar las oportunidades de trabajo | _____ | To increase work opportunities |

38. ¿Ha recibido Ud. algún certificado o una carta de su escuela por haber terminado 40 horas de inglés o un curso de ciudadanía?

Have you received a certificate or letter from your school for having completed 40 hours of ESOL or for having completed a course in citizenship?

- | | | |
|----|---|-----|
| Sí | A | Yes |
| No | B | No |

39. Piensa Ud. asistir a otra(s) clase(s) a esta escuela después de que termine este curso?)

Do you plan to attend one or more additional classes at this school after this class is over?

- | | | |
|-------------------------|---|------------------|
| Sí | A | Yes |
| No | B | No |
| No estoy seguro todavía | C | I'm not sure yet |

40. En los espacios siguientes, escriba el número total de personas que generalmente viven en su casa:

In the spaces below write the number of persons who usually live in your house:

Yo mismo	<u>1</u>	Self
Esposa/o	—	Spouse
Hijos	—	Children
Nietos	—	Grandchildren
Hermanos/as	—	Brothers & Sisters
Padres	—	Parents
Abuelos y bisabuelos	—	Grandparents & Great-grandparents
Otros parientes, como tíos, primos, parientes políticos...	—	Other relatives (aunts, uncles, cousins, in-laws, etc.)
No-parientes: amigos, compañero/a	—	Non-relatives: friends, companion
GRAN TOTAL	—	HOUSEHOLD TOTAL

41. ¿Cuánto paga su familia por arriendo u otros gastos de vivienda mensualmente?

How much does your family usually pay in rent or other payments for a place to live each month?

\$0	A	\$0
\$1 - 99	B	\$1 - 99
\$100 - 199	C	\$100 - 199
\$200 - 299	D	\$200 - 299
\$300 - 399	E	\$300 - 399
\$400 - 499	F	\$400 - 499
\$500 - 599	G	\$500 - 599
\$600 o más	I	\$600 or more

42. Indique cuánto dinero en total Ud. (y otros miembros de la casa) gana(n) (cantidad neta) por semana para la casa:

What is the total take-home pay from all jobs for your household (after all deductions) each week:

Menos de \$75	A	Less than \$75
\$ 75 - 149	B	\$ 75 - 149
\$150 - 199	C	\$150 - 199
\$200 - 249	D	\$200 - 249
\$250 - 324	E	\$250 - 324
\$325 - 424	F	\$325 - 424
\$425 - 549	G	\$425 - 549
\$550 o más	H	\$550 or more

END OF HRS SURVEY

[Nota: QQ 28-42 omitidas]

[Note: QQ 28-42 omitted]

43. Indique su estado civil, colocando un círculo alrededor de la letra apropiada que mejor describe su estado civil. Estoy:

Indicate your marital status by circling the appropriate letter for your status. I am:

Soltero/a, vivo solo/a, con familiares, o amigos

A Single, living alone, with family or friends

Soltero/a, vivo con compañero/a como casado/a

B Single, living with a companion as though married

Casado/a; vivo en la misma casa que mi esposa/o

C Married and living in the same household with my spouse

Casado/a, pero vivo en una casa distinta de la que habita mi esposa/o

D Married but living in a different household

Divorciado/a o separado/a legalmente
Viudo/a

E Divorced or legally separated

F Widowed

44. ¿Cuándo Ud. está en el trabajo, en la escuela, o fuera de casa por un tiempo largo, quién por lo general cuida a sus niños (los que viven en su casa)? (Indique una sola de las siguientes respuestas.)

When you are at work, at school, or away from home for some time, who usually takes care of the children who live with you? (Mark only one response.)

El esposo/a o los padres

A The spouse or parents

Un pariente adulto (que no es el esposo/la esposa)

B An adult relative (other than the spouse)

Un hijo mayor (de la familia)

C An older child (of the family)

Un amigo, o vecino, o cuidadora de niños

D A friend, neighbor, or babysitter

Un centro donde cuidan a los niños

E A childcare center

Nadie

F No one

Los niños están en la escuela cuando estoy trabajando o fuera de casa por un largo tiempo.

G The children are in school while I am at work or away from home for any extended period of time.

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45. Indique el tipo de vivienda en que Ud. reside: Indicate the type of dwelling you live in:
- | | | |
|---|---|----------------------------|
| Casa propia | A | Owned home |
| Casa arrendada | B | Rented home |
| Apartamento propio | C | Owned apartment |
| Apartamento arrendado | D | Rented apartment |
| Casa-móvil | E | Mobile home |
| Motel residencial | F | Residential motel |
| Vivienda especial para trabajadores migrantes | G | Migrant housing |
| Sin casa o lugar donde vivir | H | Without housing (homeless) |
| Otro: (Indique) | I | Other: (Specify) |
-

46. ¿Recibe Ud., o cualquier otro miembro de su casa, algún tipo de ayuda del gobierno para la vivienda, tal como la Sección 8, ayuda pública para la vivienda, o un préstamo para la compra de una casa subsidiada (subsidio)? Do you, or any member of your household, receive any type of government housing assistance such as Section 8, public housing assistance, or a subsidized home purchase loan?
- | | | |
|--------|---|---------------|
| Sí | A | Yes |
| No | B | No |
| No Sé. | C | I don't know. |

47. ¿Cómo califica Ud. su salud en general? How would you rate your health in general?
- | | | |
|-------------------|---|-------------------|
| Buena a excelente | A | Good to excellent |
| Mediocre a mala | B | Fair to poor |

48. ¿A dónde va Ud. o cualquier miembro de su casa para asuntos de salud? (Indique una sola de las siguientes respuestas:) Where do you or any household member go for help when you are sick. (Choose only one of the following:)
- | | | |
|---|---|--------------------------------|
| Un médico o enfermera en un consultorio | A | A doctor or nurse in an office |
| Sala de emergencia del hospital | B | Hospital emergency ward |
| Clínica de salud pública | C | Public Health Clinic |
| Clínica de salud para migrantes | D | Migrant Health Clinic |
| Otro: (Indique) | E | Other: (Specify) |
-



49. ¿Cuándo fue la última vez que Ud. o un miembro de su casa consultó a este recurso?

When was the last time you or a family member had a health problem and went for help?

Mes	Month	Año	Year
-----	-------	-----	------

50. ¿Tiene Ud. Seguro de salud? Indique la clase de seguro que Ud. tiene:

Do you have health insurance? If so, what kind:

- | | | |
|---|---|--|
| No tengo ningún seguro de salud. | A | I have no medical insurance. |
| Tengo seguro, pero no sé como describirlo. | B | I have insurance but don't know how to describe it. |
| El seguro está pagado en parte o completo, por la compañía donde trabajo. | C | My employer pays for part or all of my health insurance coverage. |
| Tengo seguro de salud (plan privado) que pago yo. | D | I have a private health insurance plan which I pay for myself. |
| Uso Medicaid u otro tipo de asistencia médica del gobierno estatal. | E | I use Medicaid or another type of state government medical assistance. |
| Uso Medicare (asistencia federal) | F | I use Medicare(Federal assistance) |
| Otro: (Indique) | G | Other: (Specify) |

51. ¿Ha tenido Ud. u otro miembro de su casa algún problema serio de salud (incluyendo embarazo o parto) que exigiera hospitalización?

Have you or any household member had any major health problems that required overnight hospitalization (including pregnancy or childbirth)?

Si Ud. contestó "sí", ¿por cuántos días? (total = de una o más estadías en el hospital)

Yes
If "Yes," for how many days? (total = of one or more hospital stays)

(días) _____ (days)

No B No

52. Si desde que vive en los Estados Unidos, Ud. o cualquier miembro de su casa ha estado enfermo o herido y no solicitó atención médica, ¿cuál fue la razón principal?
- Since living in the U.S., if you or any member of your household were ever sick or injured and did not go to get medical attention, what was the main reason?
- | | | |
|--|---|---|
| No tuve dinero. | A | I didn't have any money. |
| No tuve seguro de salud. | B | I didn't have insurance. |
| Yo pensé que talvez quien me atendiera no hablaba ni entendia mi idioma. | C | I thought whoever attended me might not speak or understand my native language. |
| Tuve miedo de Inmigración. | D | I was afraid I would be reported to the INS. |
| Nunca he estado enfermo o herido. | E | I was never sick or injured. |
| Otra razón (Indique) | F | Other reason: (Specify) |

53. ¿Qué asistencia ha recibido Ud.?
- What assistance have you received?
- | | | |
|---|---|--|
| Estampillas para comida | A | Food Stamps |
| AFDC (Ayuda a familias con niños necesitados) | B | AFDC (Aid to Families with Dependent Children) |
| SSI: Ingreso suplemental del estado; cheque dorado | C | SSI: Supplemental Security Income (gold check) |
| Asistencia pública general | D | General Public Assistance |
| Seguro Social (cheque verde) | E | Social Security (green check) |
| Seguro de Desempleo (pago) | F | Unemployment Insurance |
| "Workers' Comp" (Compensación por accidentes en el trabajo) | G | Workers' Compensation |
| Estampillas (cupones) WIC | H | WIC program coupons |
| Ninguna | I | None |

54. Desde que Ud. vive en los Estados Unidos, Ud. o cualquier miembro de su casa ha(n) necesitado alguna vez asistencia pública como la mencionada arriba, pero no la ha(n) buscado?
- Since living in the U.S., have you or any household member ever needed public assistance of the types mentioned above, but did not seek it out?
- | | | |
|----|---|-----|
| Sí | A | Yes |
| No | B | No |

55. Si su respuesta anterior fue "Sí," indique por qué:
(Indique una sola respuesta.)

If you answered "Yes" to the last question, show the main reason for not seeking help:
(Specify only one response.)

Yo no sabía que había ayuda disponible.

A I was unaware that assistance was available.

Yo no sabía adonde ir.

B I did not know where to go for assistance.

Yo estaba preocupado de que pudiera poner en peligro la oportunidad de conseguir la residencia permanente.

C I was concerned that it would jeopardize my chances of achieving permanent residency status.

Yo estaba preocupado de que el empleado público no hablará ni entenderá mi idioma.

D I was concerned that the public employee would not speak or understand my native language.

Otro: (Indique)

E Other: (Specify)

56. En los espacios siguientes, escriba el número total de personas que generalmente viven en su casa:

In the spaces below write the number of persons who usually live in your house:

Yo mismo _____
Esposa/o _____
Hijos _____
Nietos _____
Hermanos/as _____
Padres _____
Abuelos y bisabuelos _____

1 Self
_____ Spouse
_____ Children
_____ Grandchildren
_____ Brothers & Sisters
_____ Parents
_____ Grandparents &
Great-grandparents
Other relatives (aunts, uncles, cousins, in-laws, etc.)

No-parientes: amigos, compañero/a _____

Non-relatives: friends, companion

GRAN TOTAL _____

HOUSEHOLD TOTAL

57. ¿Cuánto paga su familia por arriendo u otros gastos de vivienda mensualmente?

How much does your family usually pay in rent or other payments for a place to live each month?

\$0 _____
\$1 - 99 _____
\$100 - 199 _____
\$200 - 299 _____
\$300 - 399 _____
\$400 - 499 _____
\$500 - 599 _____
\$600 o más _____

A \$0
B \$1 - 99
C \$100 - 199
D \$200 - 299
E \$300 - 399
F \$400 - 499
G \$500 - 599
I \$600 or more

58. Indique cuánto dinero en total Ud.
(y otros miembros de la casa)
gana(n) (cantidad neta) por
semana para la casa:

What is the total take-home pay
from all jobs for your household
(after all deductions) each week:

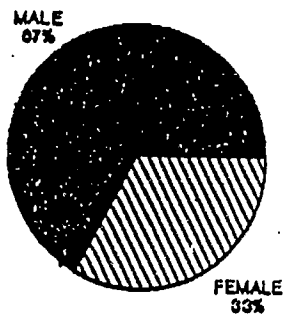
Menos de \$75	A	Less than \$75
\$ 75 - 149	B	\$ 75 - 149
\$150 - 199	C	\$150 - 199
\$200 - 249	D	\$200 - 249
\$250 - 324	E	\$250 - 324
\$325 - 424	F	\$325 - 424
\$425 - 549	G	\$425 - 549
\$550 o más	H	\$550 or more

END OF HRS SURVEY

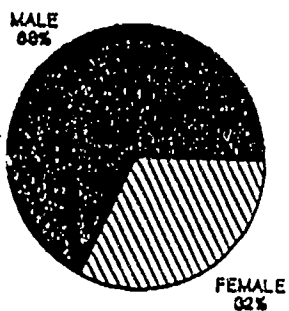
APPENDIX 3

RESULTS ANALYZED FROM THE
PERSPECTIVE OF SCHOOL AND NON-SCHOOL SITES

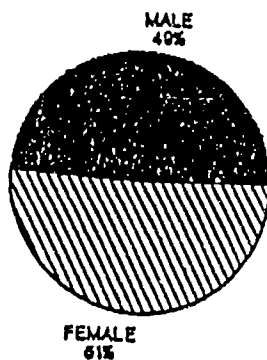
GENDER OF SAW'S IN SCHOOL SITE



GENDER OF SAW'S NOT IN SCHOOL

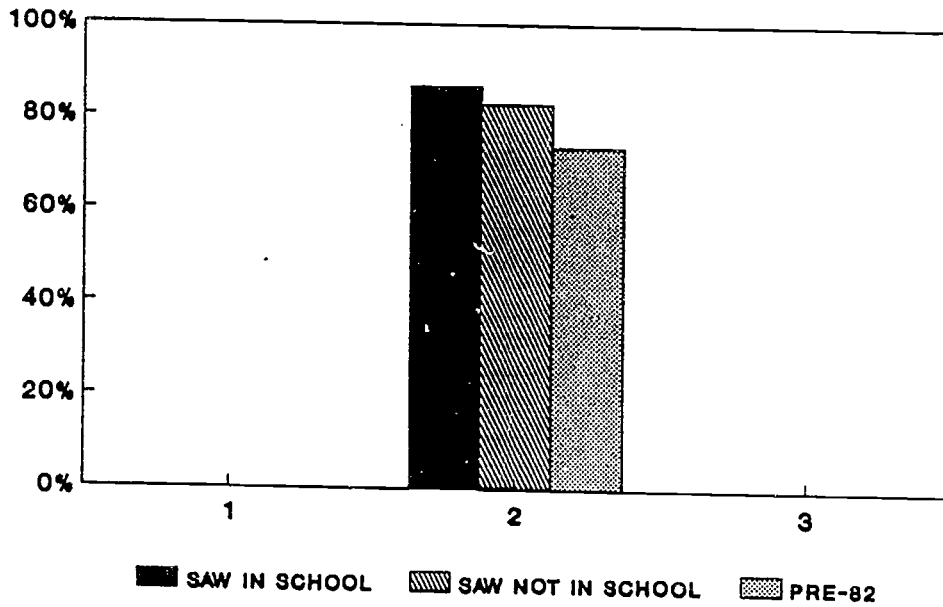


GENDER OF PRE-82'S IN SCHOOL SITE

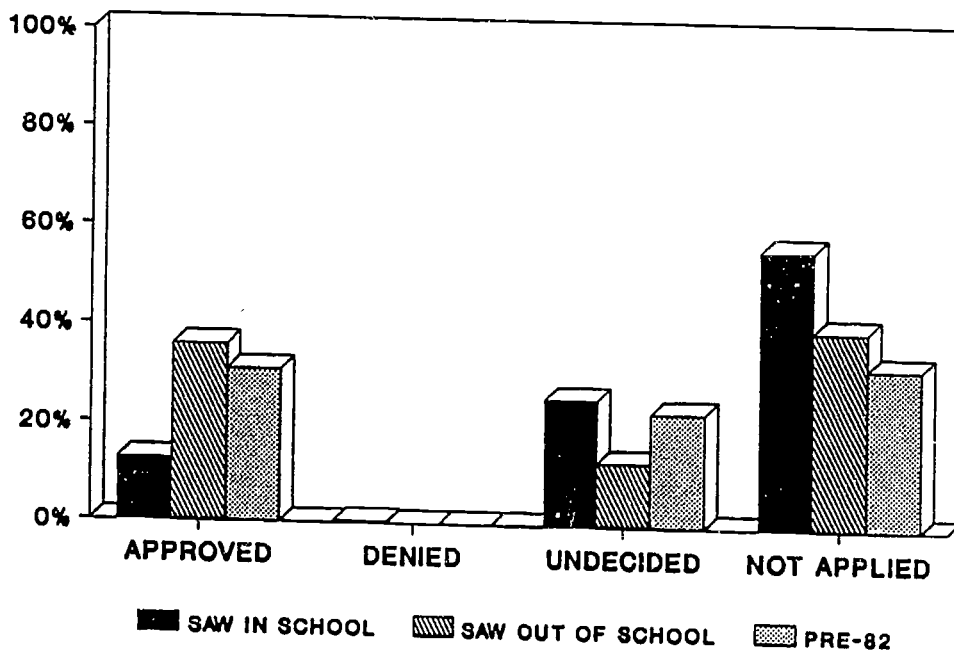


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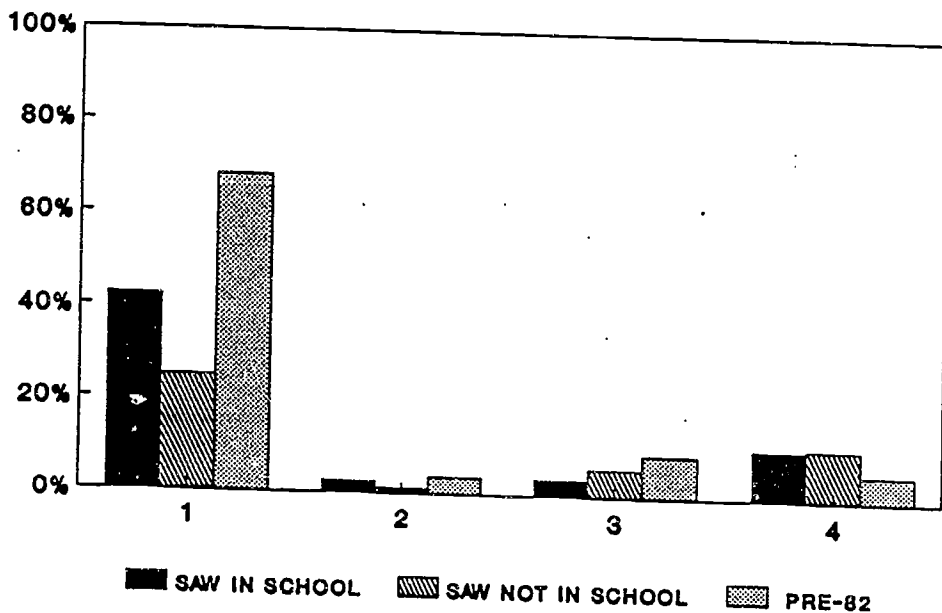
PERCENT AWARE THEY HAD TO REAPPLY FOR FOR PERMANENT RESIDENCY



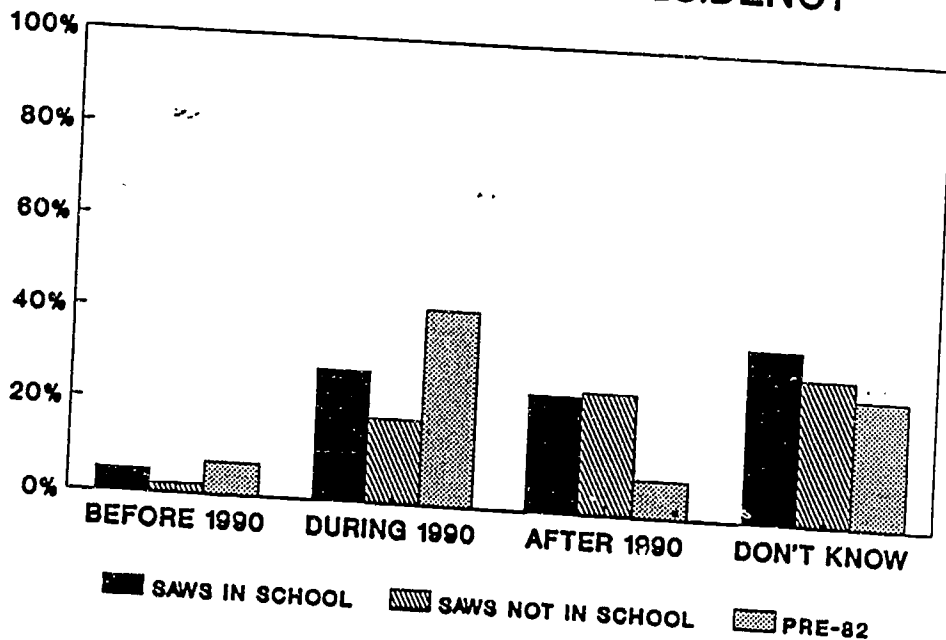
STATUS OF GREEN CARD APPLICATION



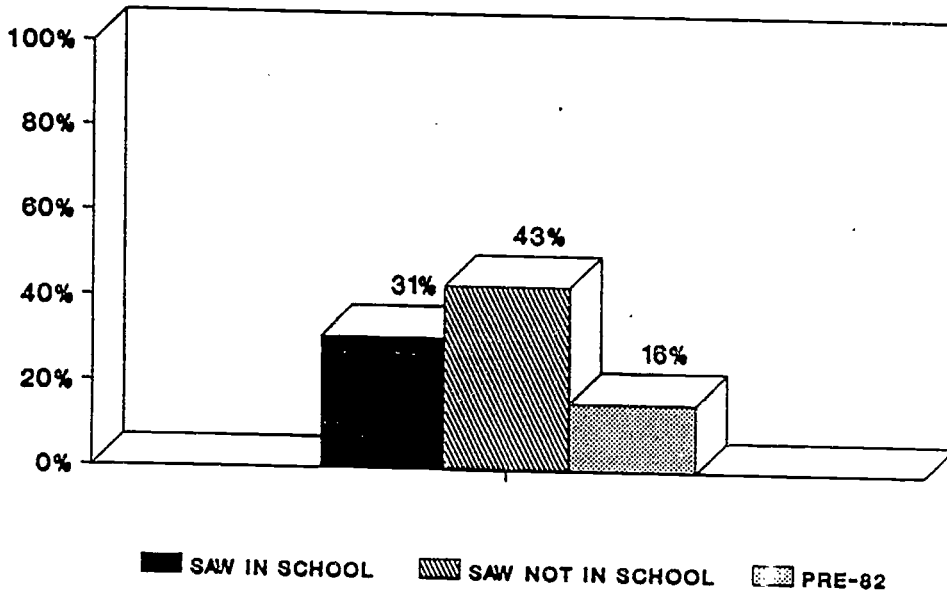
HOW DID YOU PLAN TO QUALIFY FOR PERMANENT LEGAL RESIDENCY



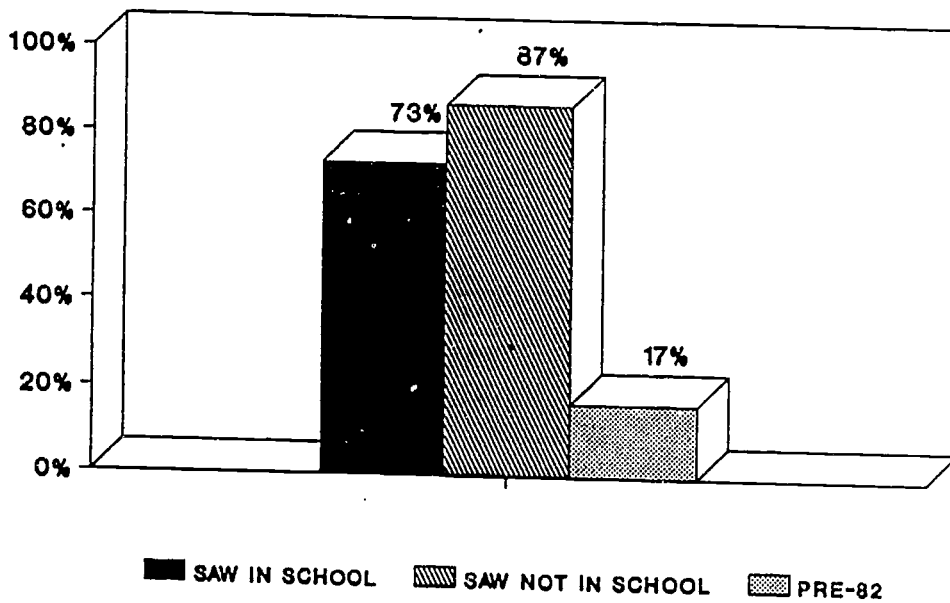
LAST MONTH YOU CAN APPLY FOR PERMANENT LEGAL RESIDENCY



PERCENT WORKING IN FARMING BEFORE COMING TO U.S.

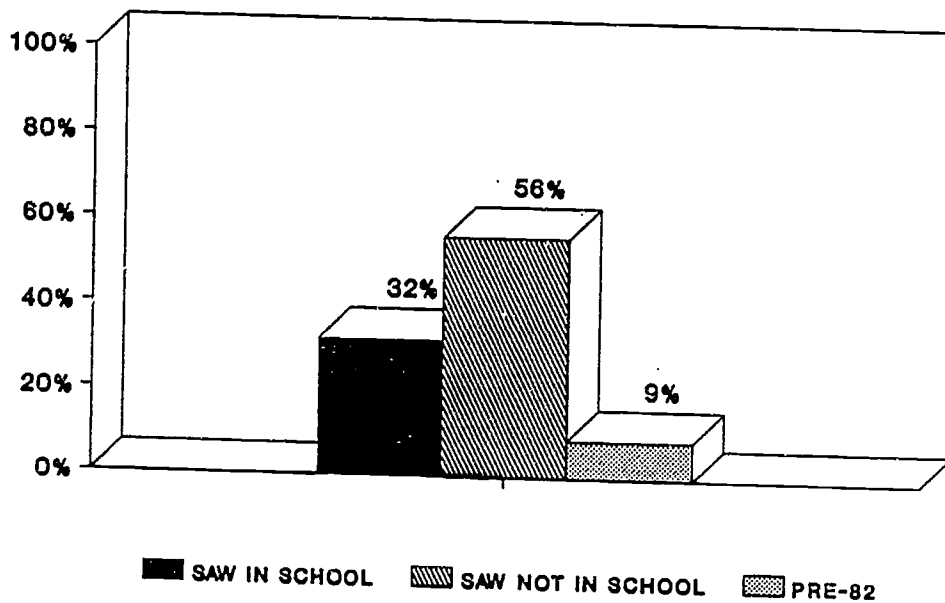


PERCENT WHOSE FIRST REGULAR JOB IN THE U.S. WAS FARMING

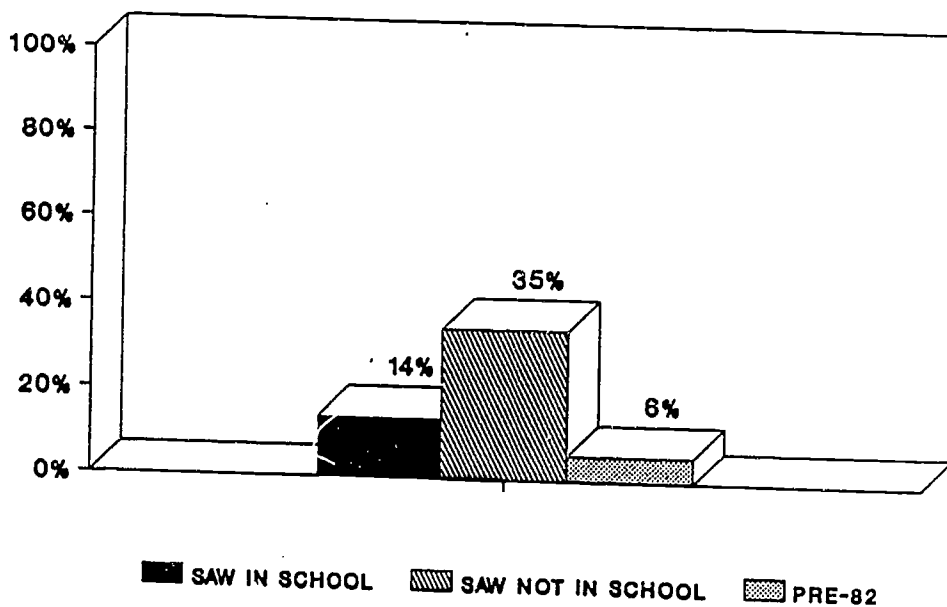


102

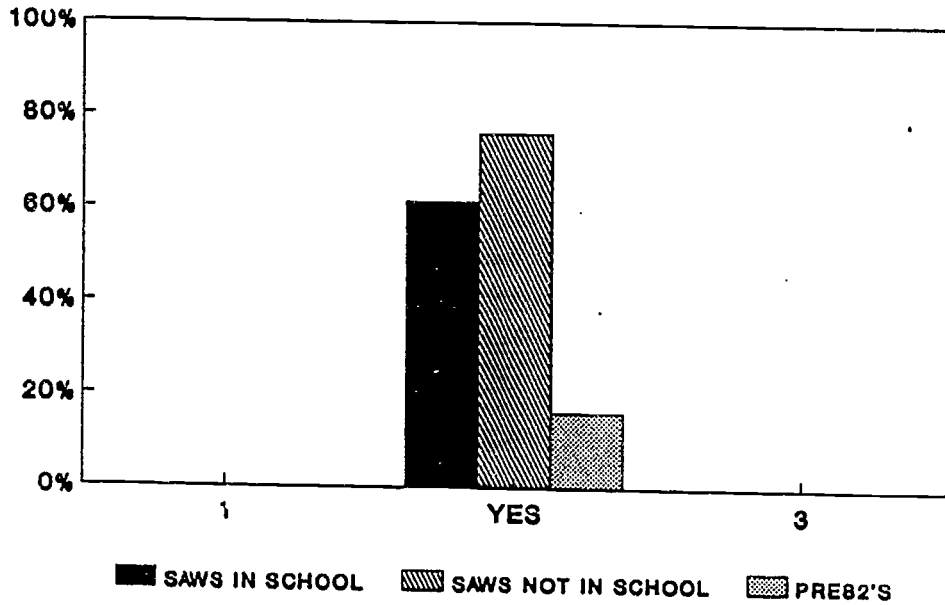
PERCENT WHO HAVE WORKED IN FARMING IN THE PAST SIX MONTHS



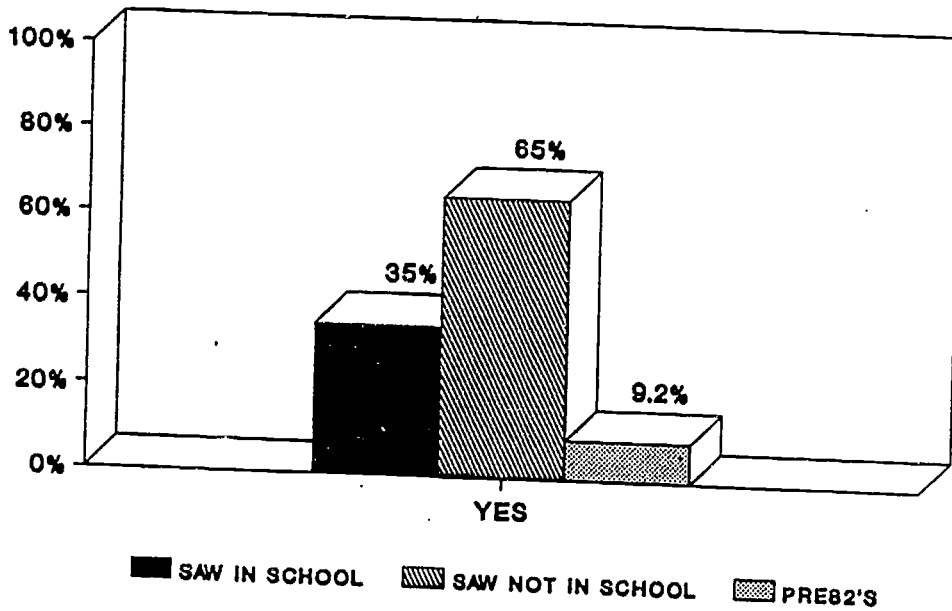
PERCENT WHO WOULD LIKE TO WORK IN FARMING IN THE FUTURE



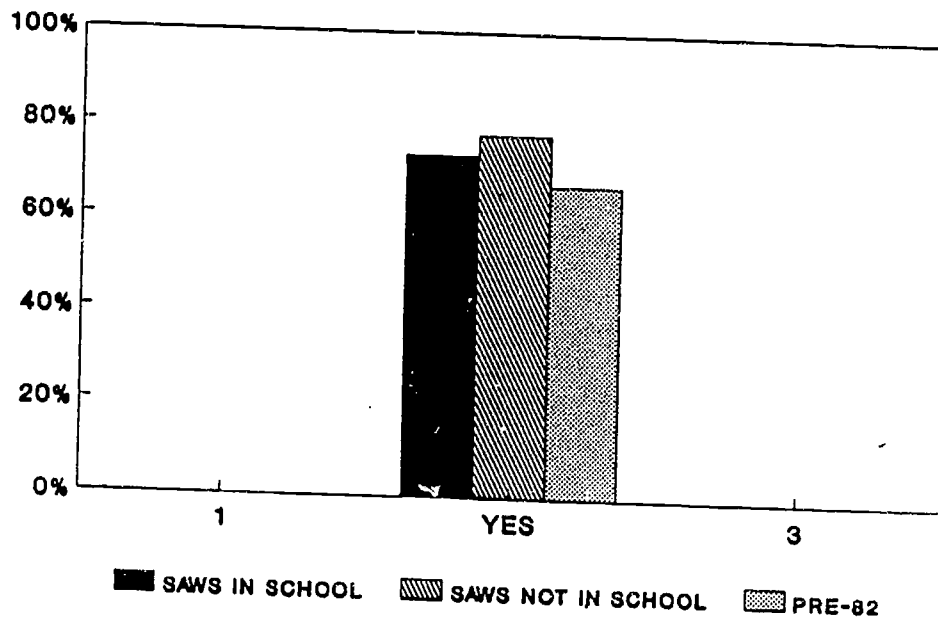
DID YOU DO ANY FARM WORK IN THE U.S. IN THE LAST 2 YEARS



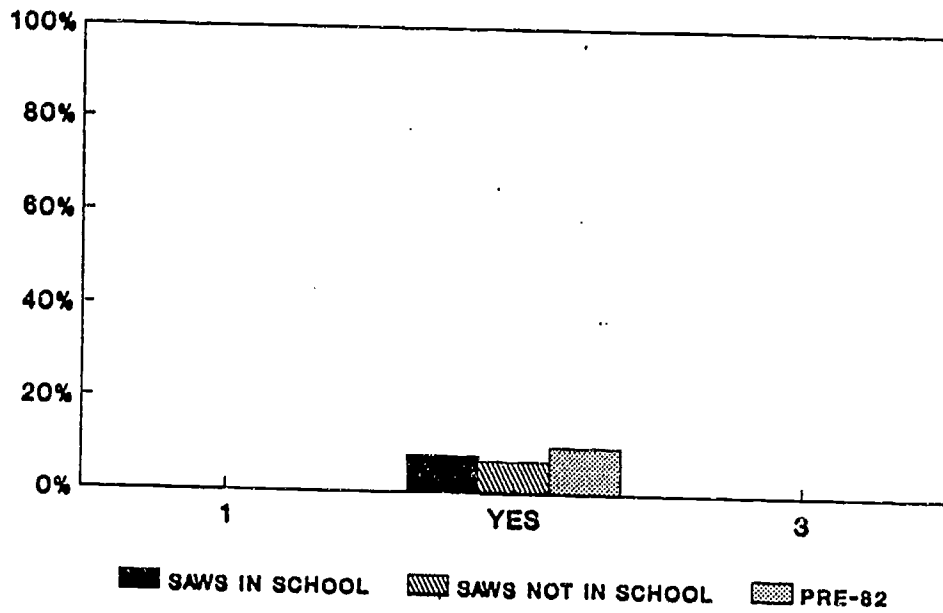
ARE YOU CURRENTLY A SEASONAL AGRICULTURAL WORKER?



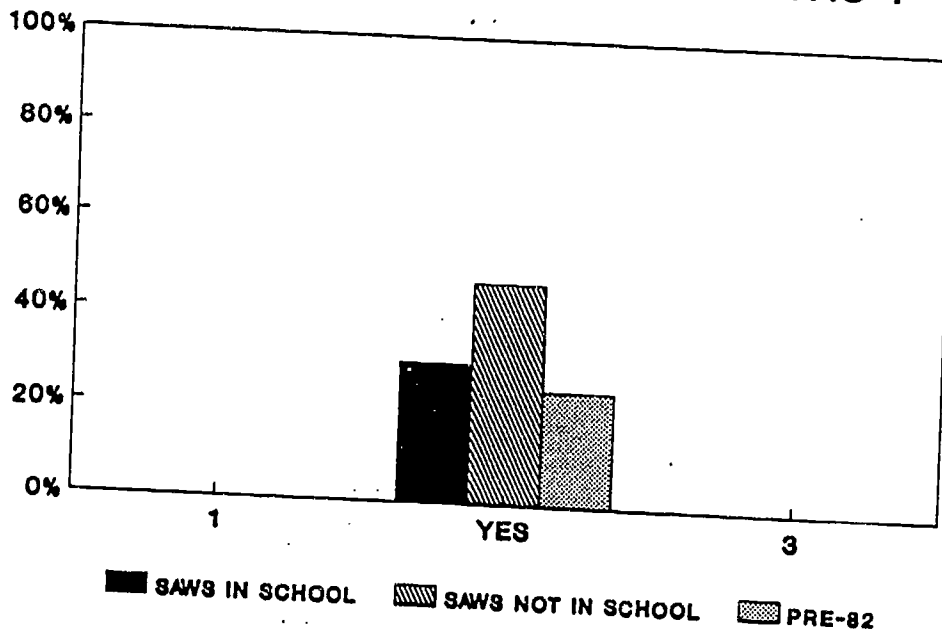
DO YOU PLAN TO LOOK FOR WORK OTHER THAN FARMING IN THE FUTURE ?



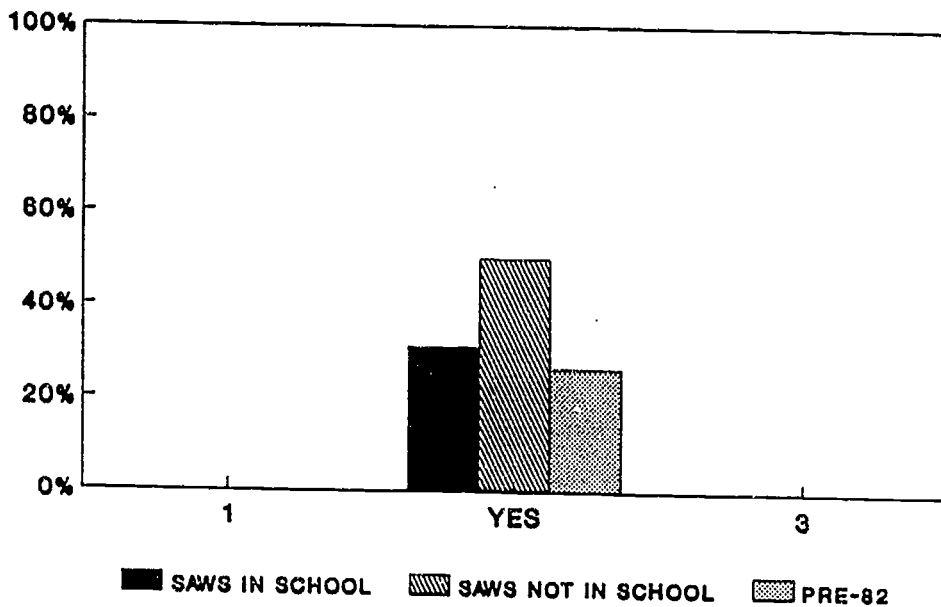
HAVE YOU BEEN DENIED WORK SINCE YOU APPLIED FOR YOUR INS STATUS ?



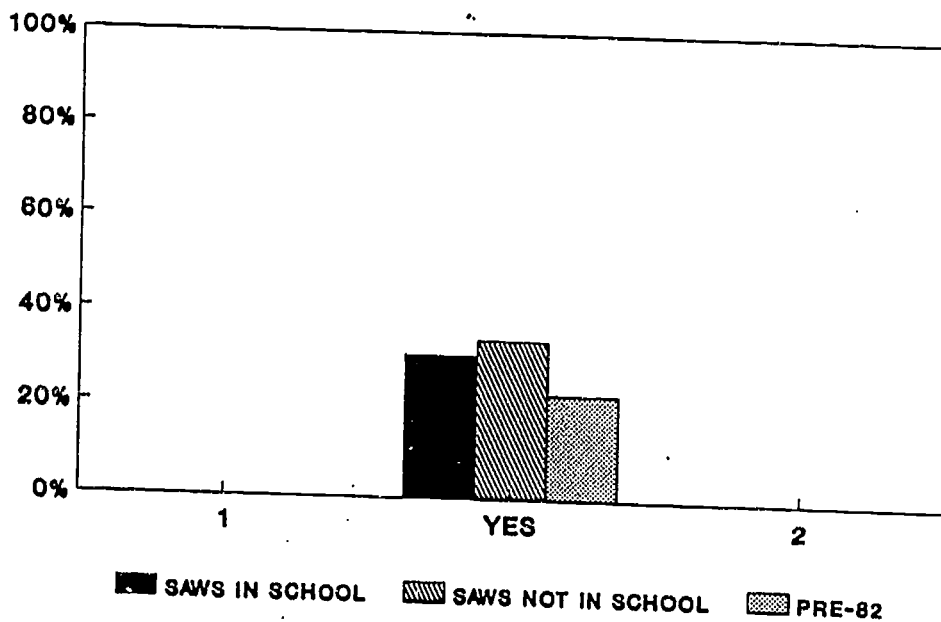
WERE YOU WITHOUT WORK AT ANY TIME DURING THE PAST 6 MONTHS ?



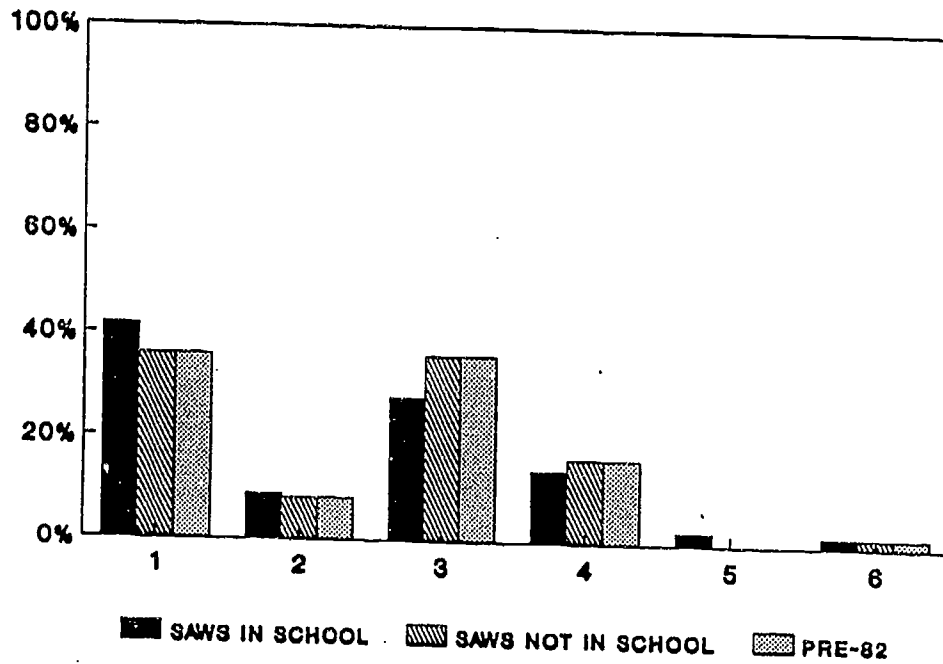
DID YOU LOOK FOR WORK IN THE LAST SIX MONTHS?



HAVE YOU EVER REQUESTED OR RECEIVED JOB PREPARATION ?



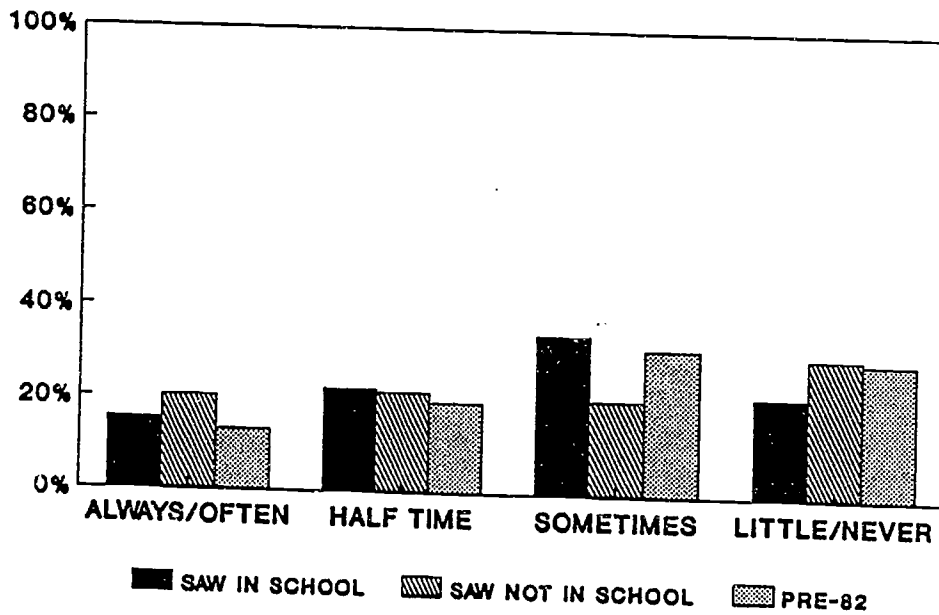
INDICATE YOUR MARITAL STATUS



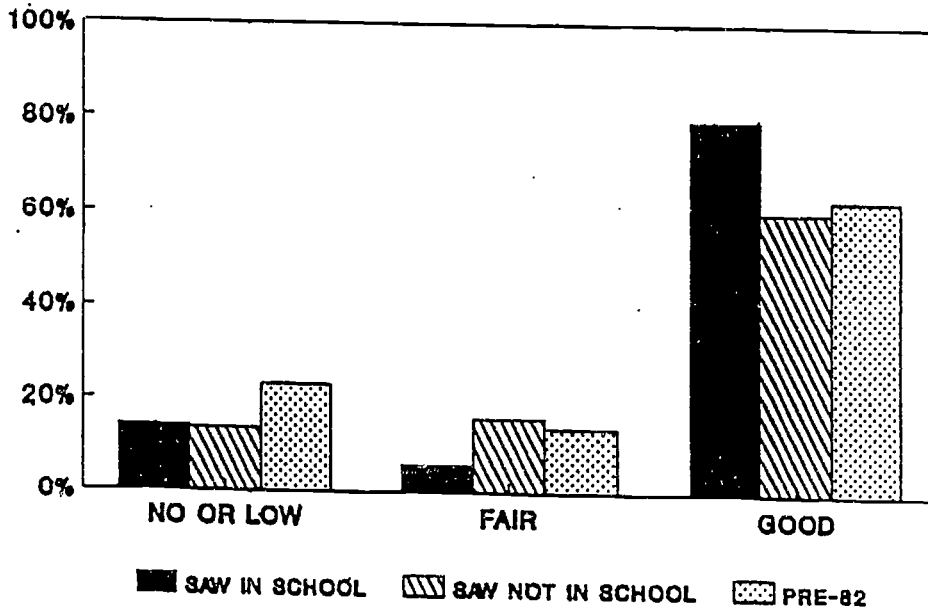
1. Single, living alone, with family or friends.
2. Single, living with a companion as though married.
3. Married and living in the same household with my spouse.
4. Married but living in a different household.
5. Divorced or legally separated.
6. Widowed

100

HOW OFTEN DO YOU SPEAK ENGLISH OUTSIDE OF THE HOME ?

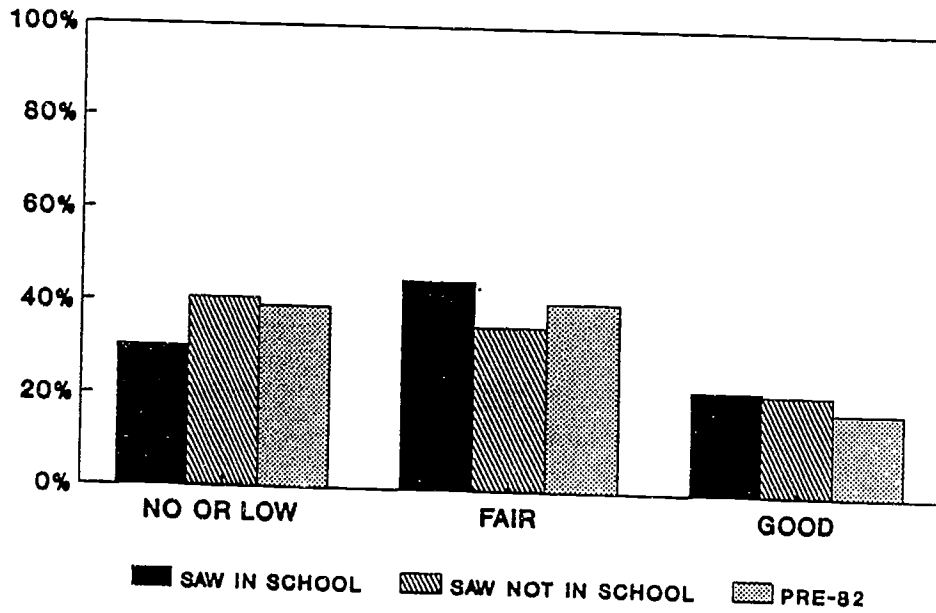


DESCRIBE YOUR ABILITY TO READ AND WRITE IN YOUR NATIVE LANGUAGE

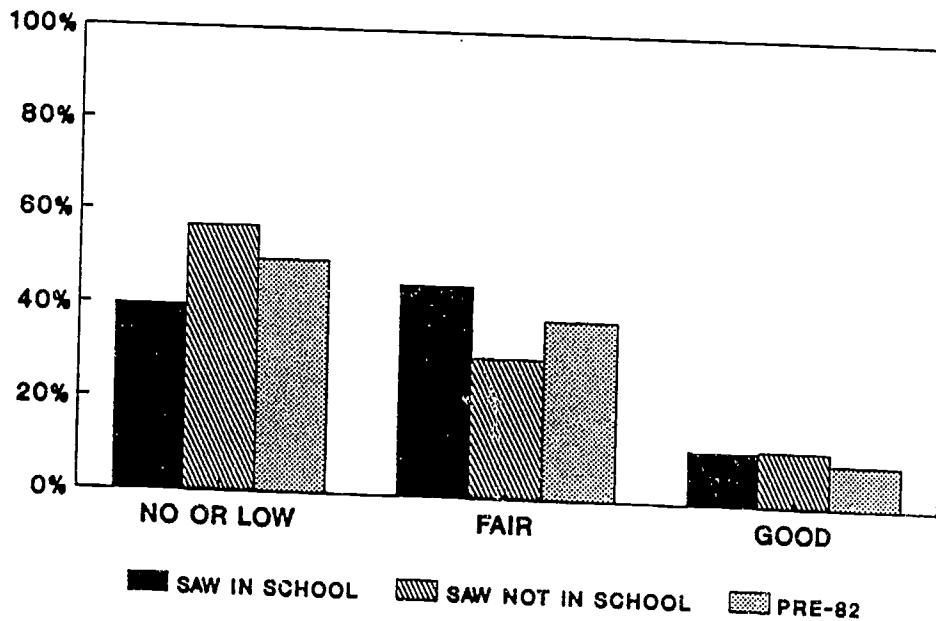


110

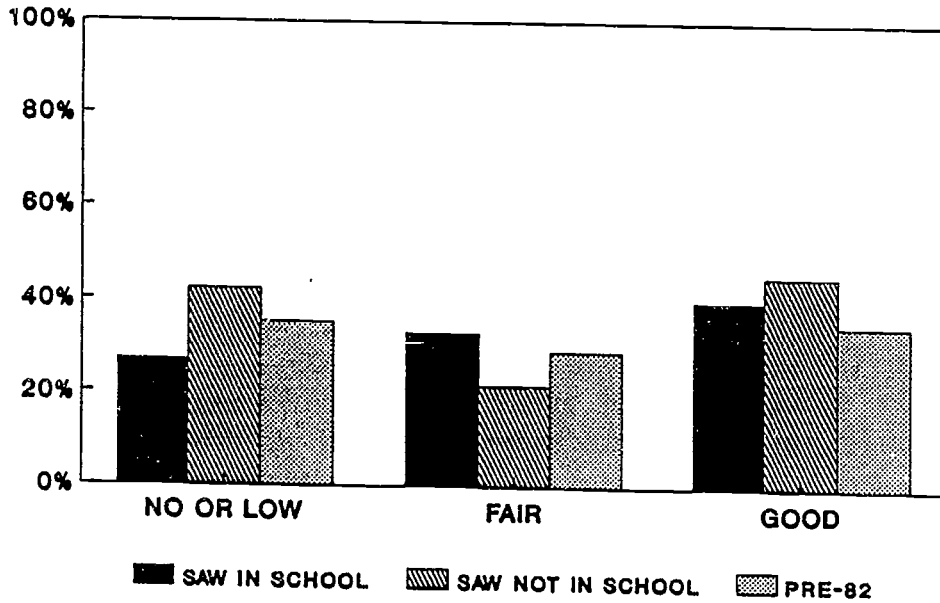
DESCRIBE YOUR ABILITY TO READ ENGLISH



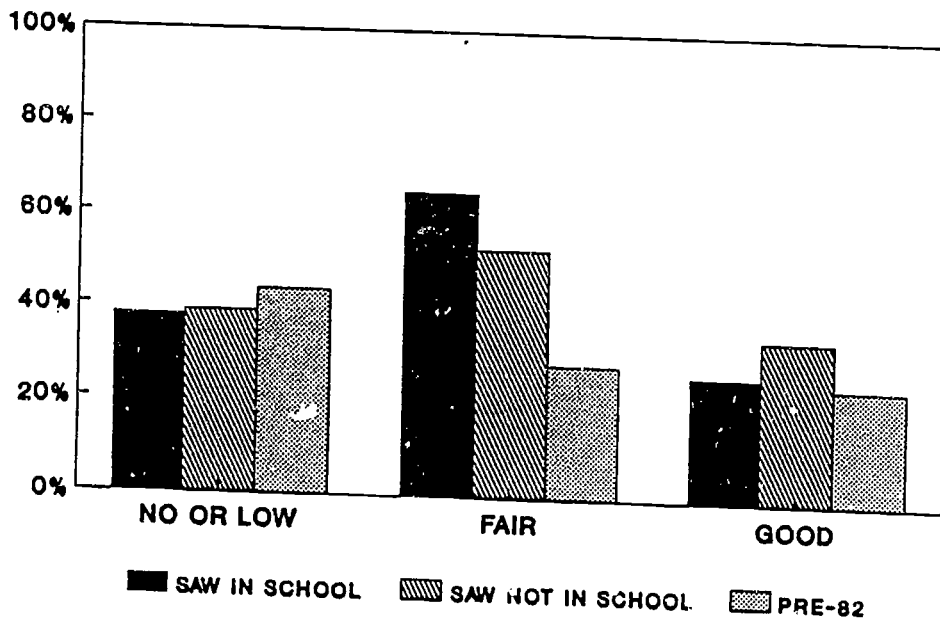
DESCRIBE YOUR ABILITY TO WRITE IN ENGLISH



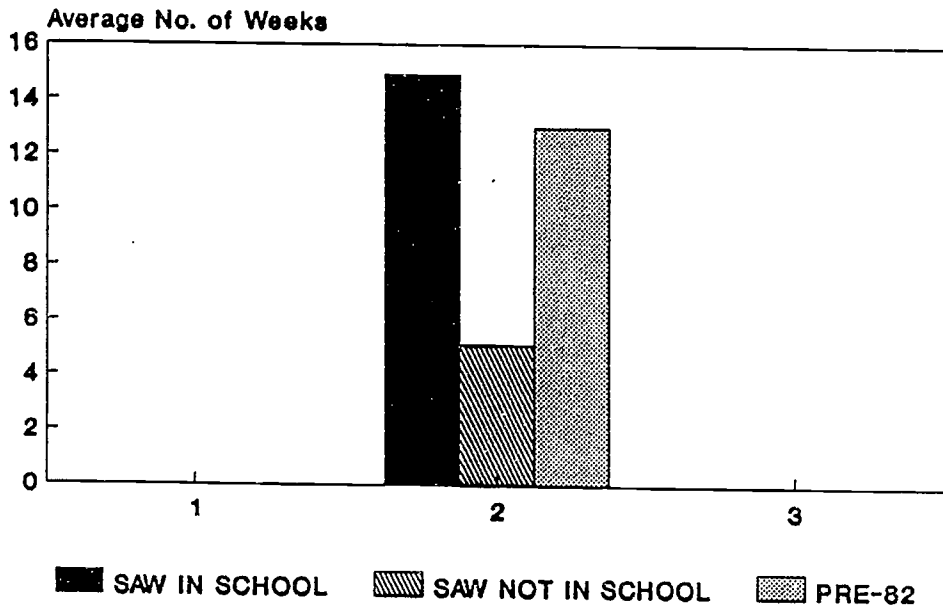
DESCRIBE YOUR ABILITY TO UNDERSTAND SPOKEN ENGLISH



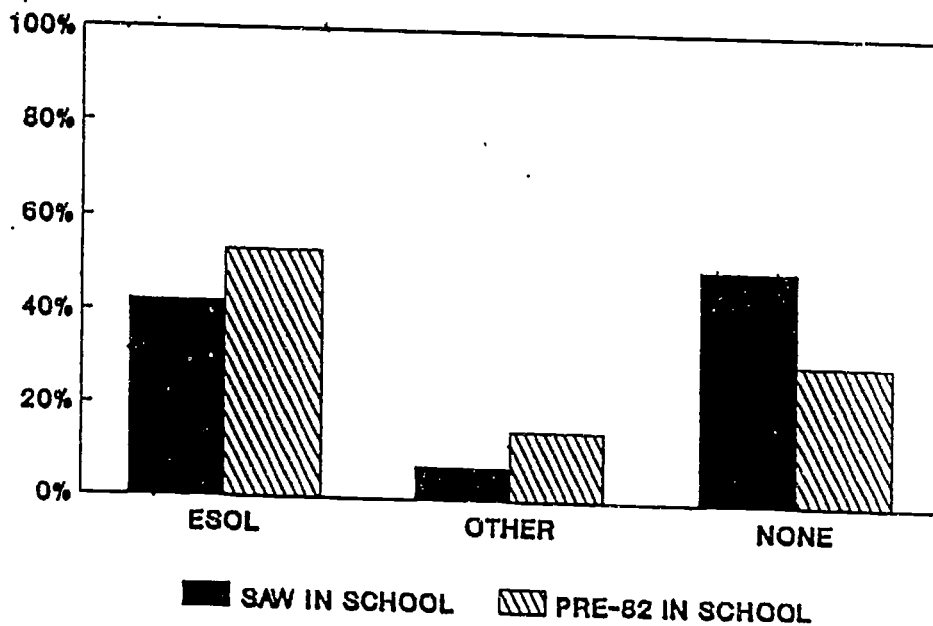
DESCRIBE YOUR ABILITY TO SPEAK ENGLISH



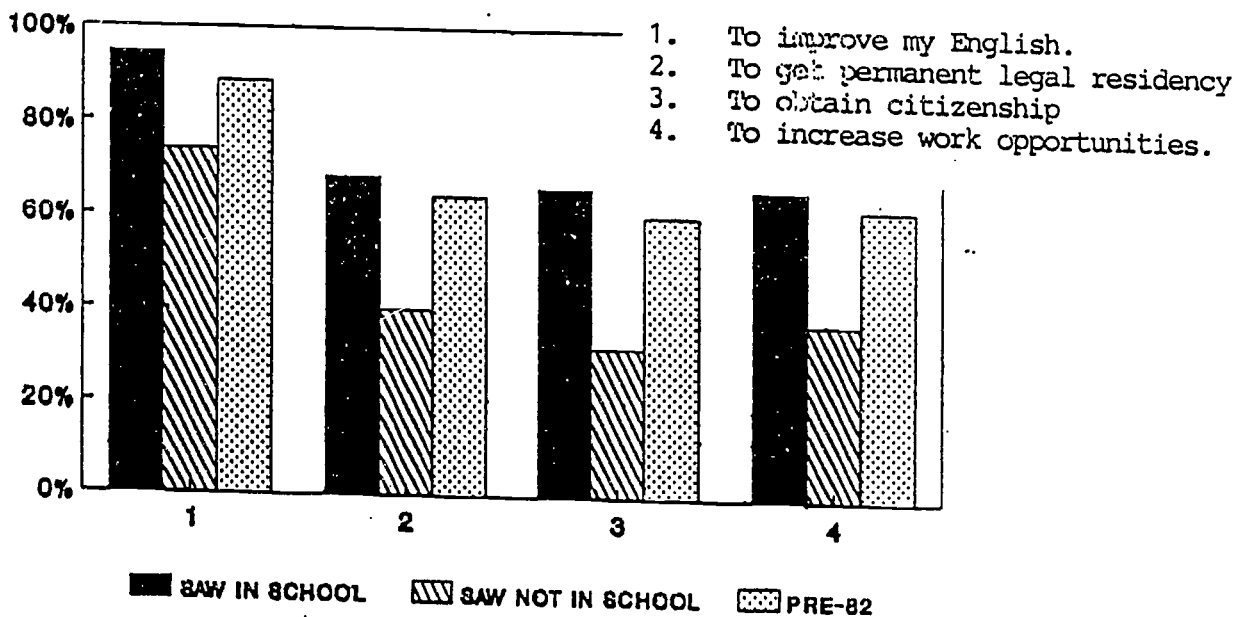
HOW MANY WEEKS HAVE YOU GONE TO SCHOOL IN THE PAST 12 MONTHS ?



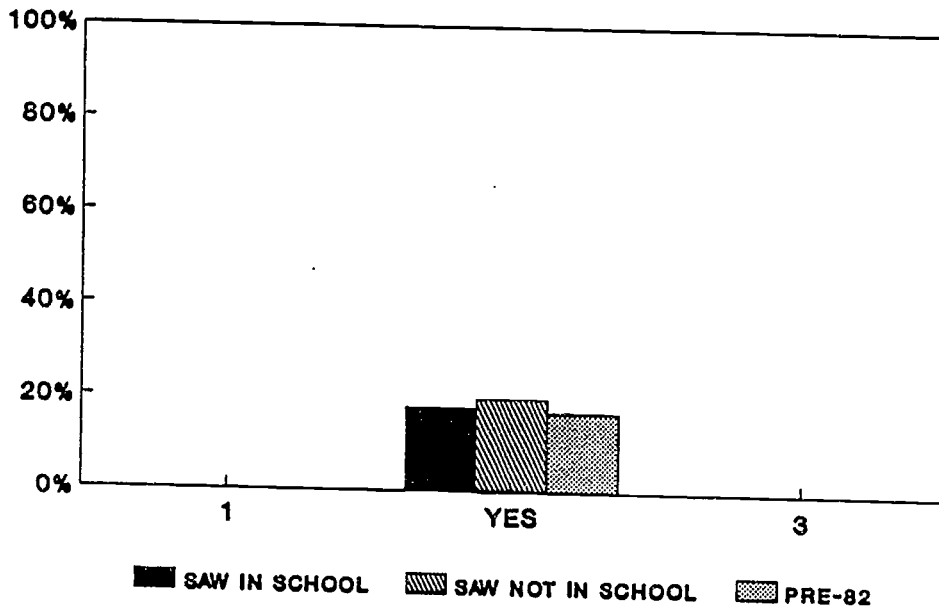
APART FROM THIS CLASS, WHAT OTHER CLASSES HAVE YOU COMPLETED ?



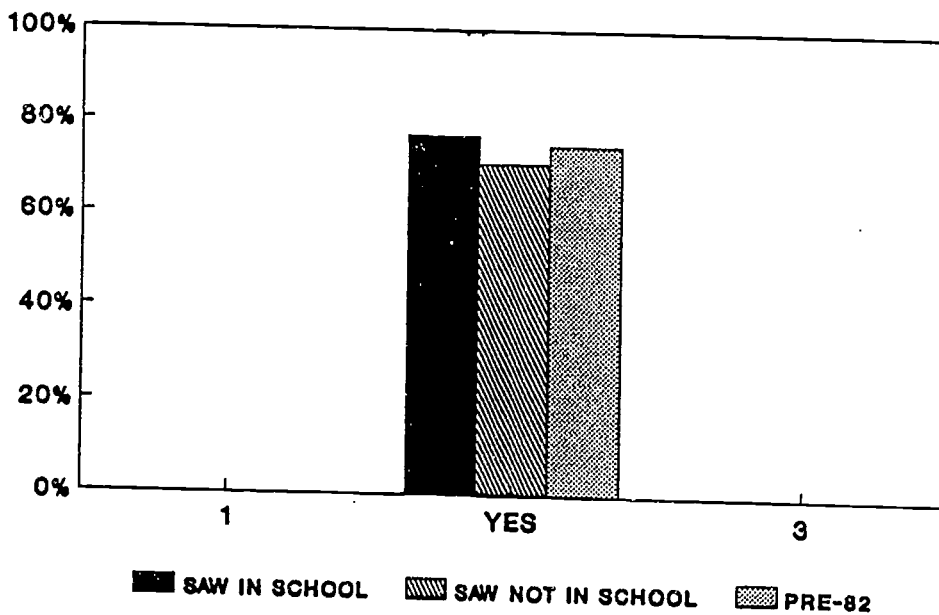
INDICATE YOUR REASONS FOR ATTENDING CLASSES ?



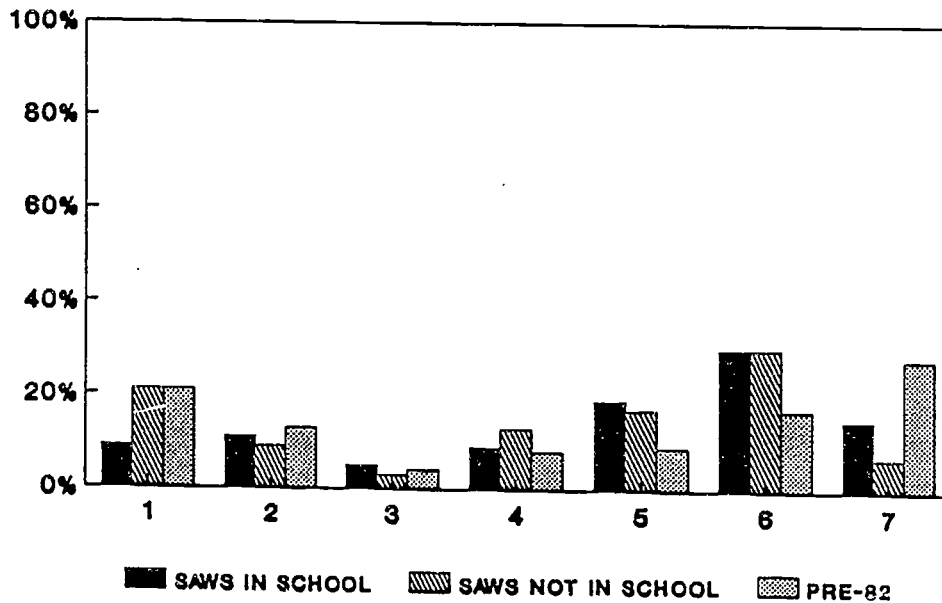
HAVE YOU RECEIVED A CERTIFICATE FOR HAVING COMPLETED 40 HOURS ESOL ?



DO YOU PLAN TO ATTEND ADDITIONAL CLASSES AT THIS SCHOOL ?



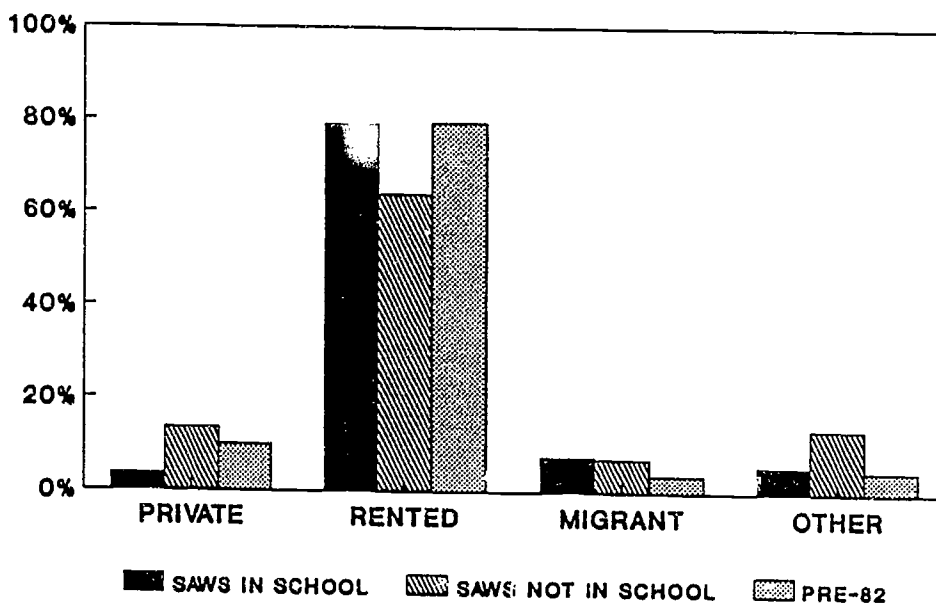
WHEN YOU ARE AT WORK WHO TAKES CARE OF THE CHILDREN ?



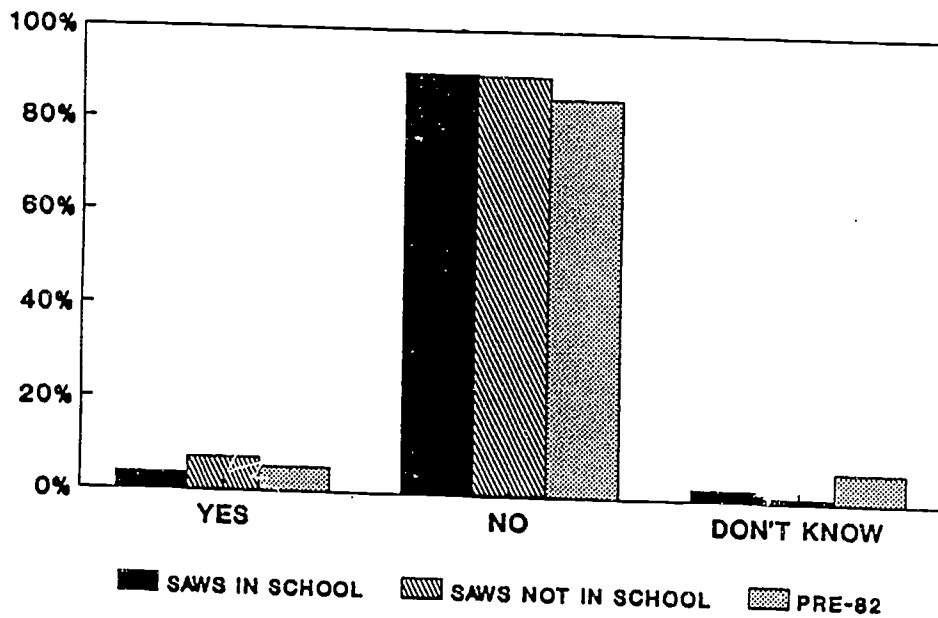
1. The spouse or parents
2. An adult relative (other than spouse)
3. An older child (of the family)
4. A friend, neighbor, or babysitter.
5. A childcare center
6. None
7. The children are at school while I am at work or away from home for any extended period of time.

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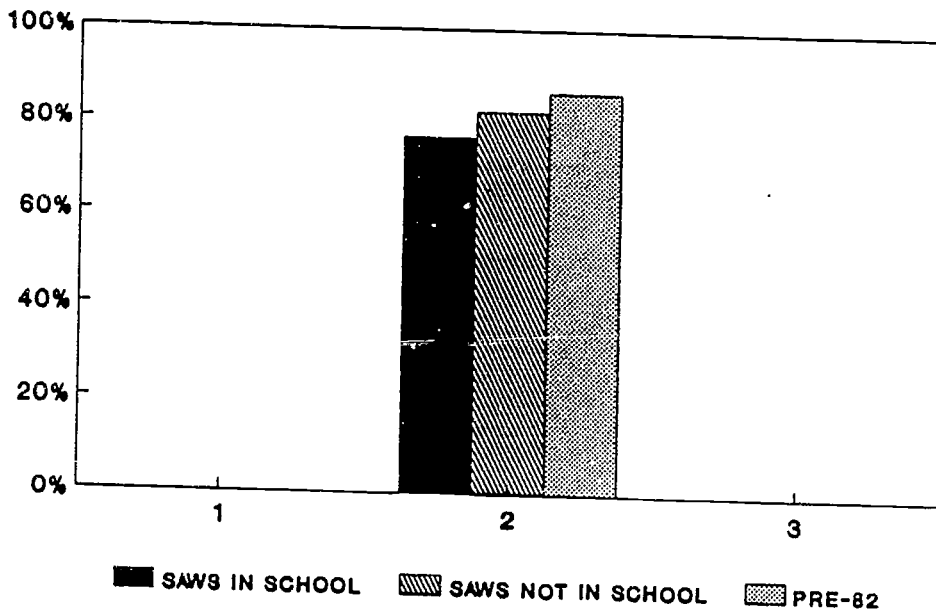
INDICATE THE TYPE OF DWELLING
YOU LIVE IN



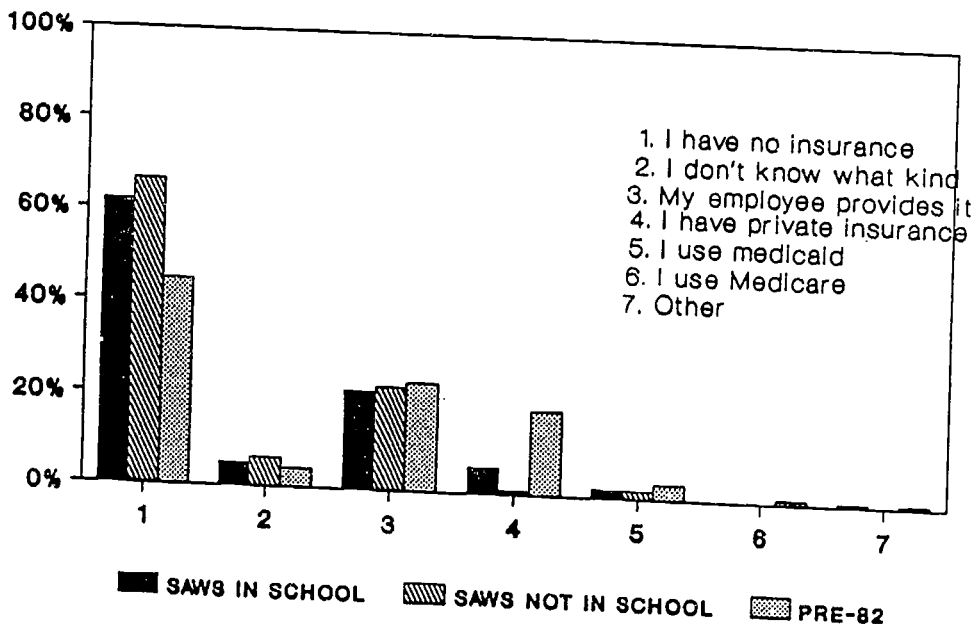
DO YOU OR ANY MEMBER OF YOUR FAMILY
RECEIVE HOUSING ASSISTANCE ?



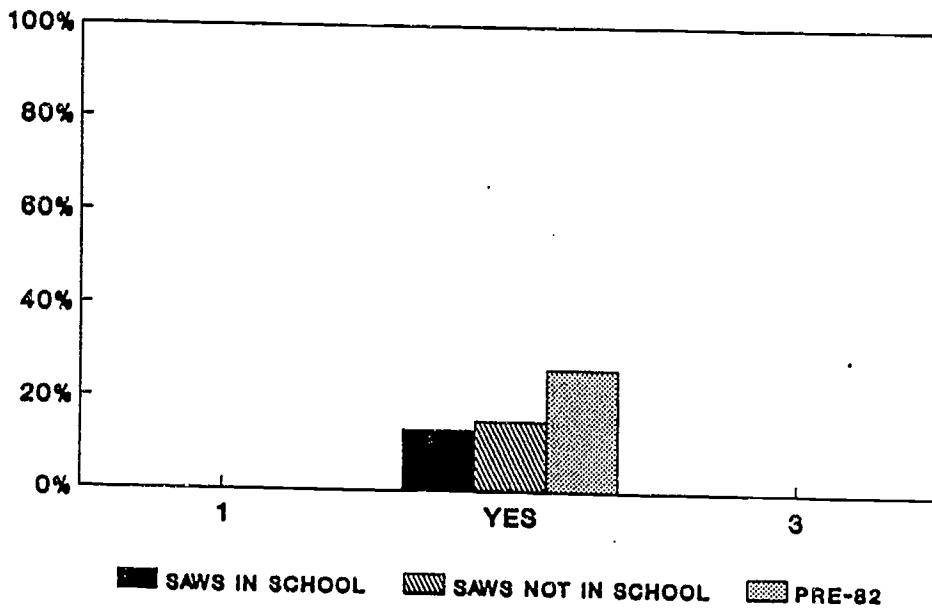
PERCENT WHO RATE THEIR HEALTH GOOD OR EXCELLENT



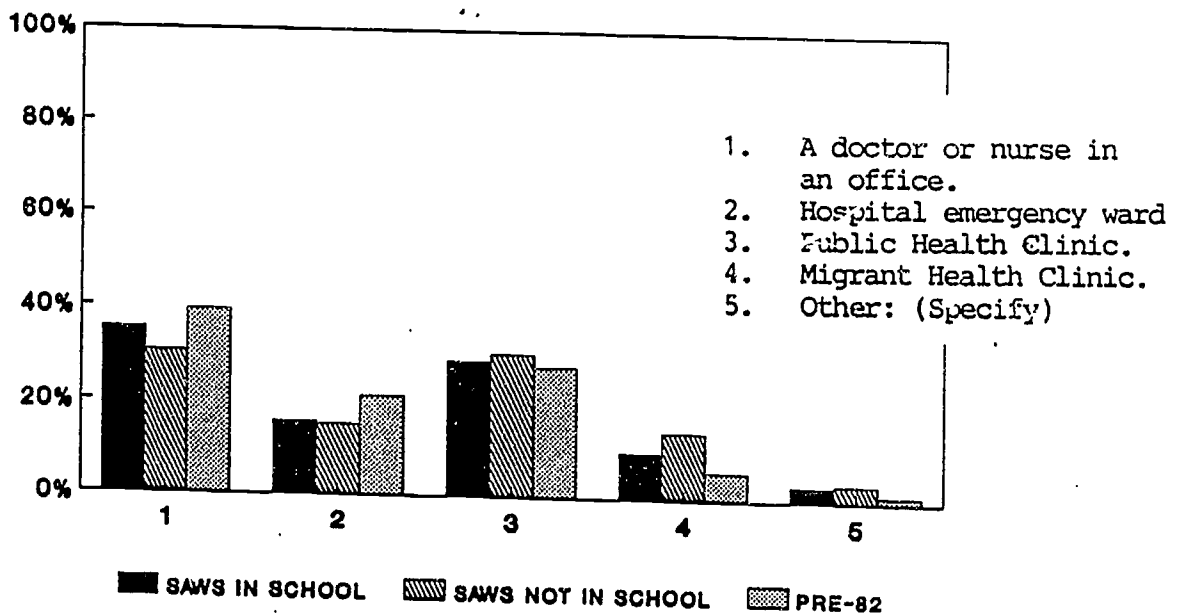
DO YOU HAVE HEALTH INSURANCE, IF SO WHAT KIND ?



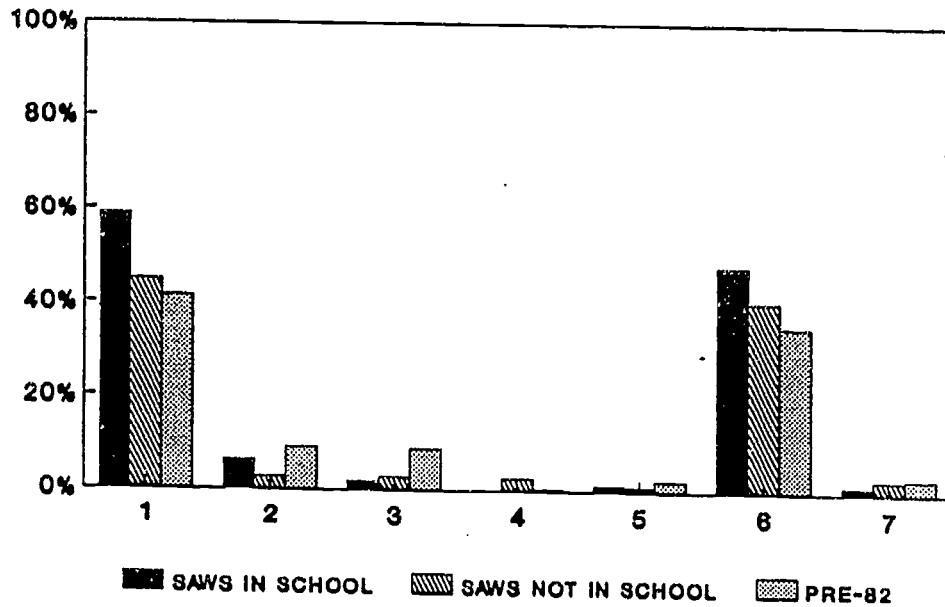
HAVE YOU OR HOUSEHOLD MEMBER REQUIRED OVERNIGHT HOSPITALIZATION ?



WHERE DO YOU GO FOR HELP WHEN YOU ARE SICK?



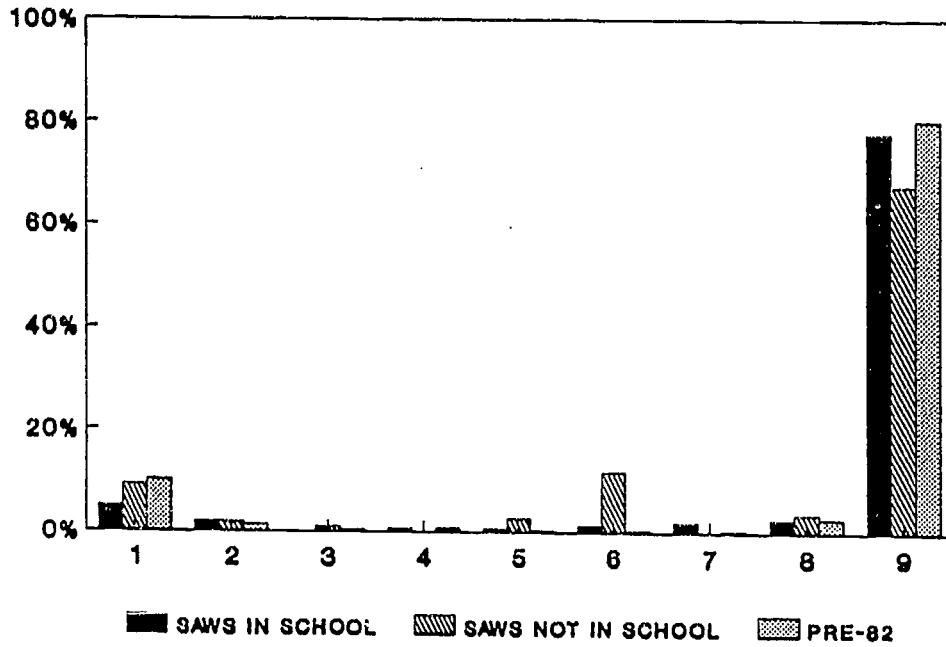
IF YOU WERE EVER SICK AND DID NOT SEEK HELP WHAT WAS THE MAIN REASON ?



1. I didn't have any money
2. I didn't have insurance
3. I thought whoever attended me might not speak my language
4. I was afraid I would be reported to the INS
5. I was never sick
6. Other

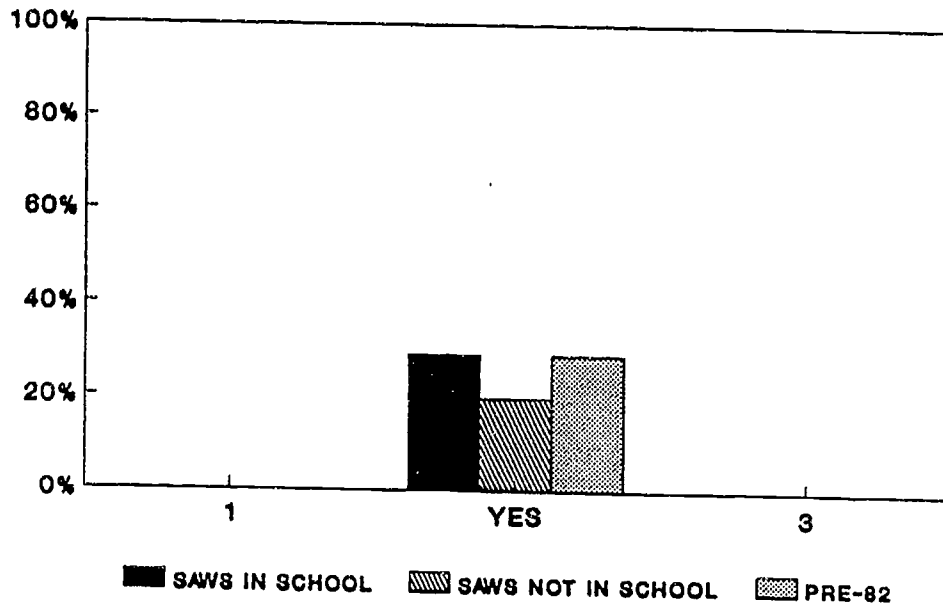
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WHAT ASSISTANCE HAVE YOU RECEIVED?



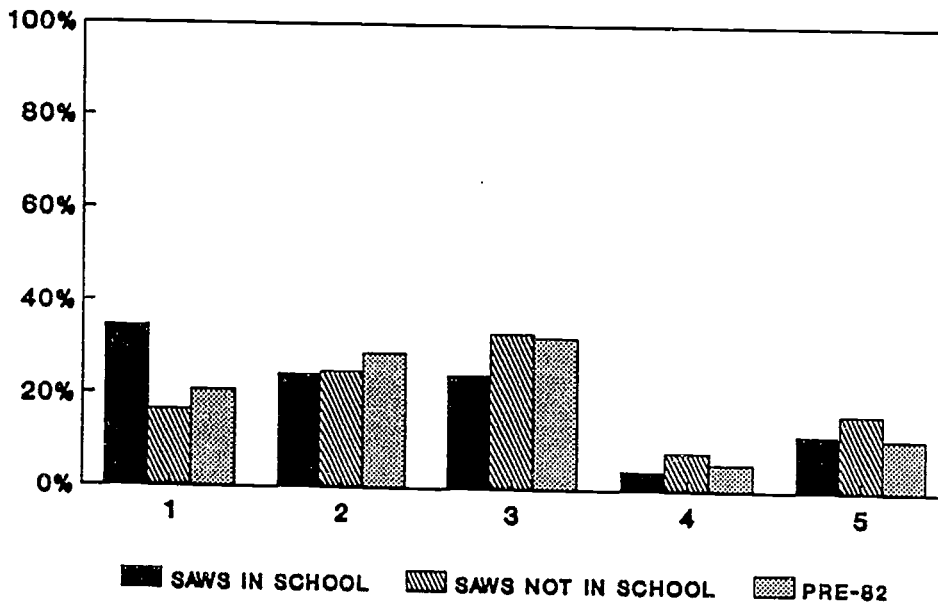
1. Food Stamps
2. AFDC (Aid to Families With Dependent Children).
3. SSI. Supplemental Security Income (gold check).
4. General Public Assistance.
5. Social Security (green check).
6. Unemployment Insurance
7. Workers' Compensation
8. WIC program coupons.
9. None.

DID YOU EVER NEED PUBLIC ASSISTANCE BUT DID NOT SEEK IT OUT ?



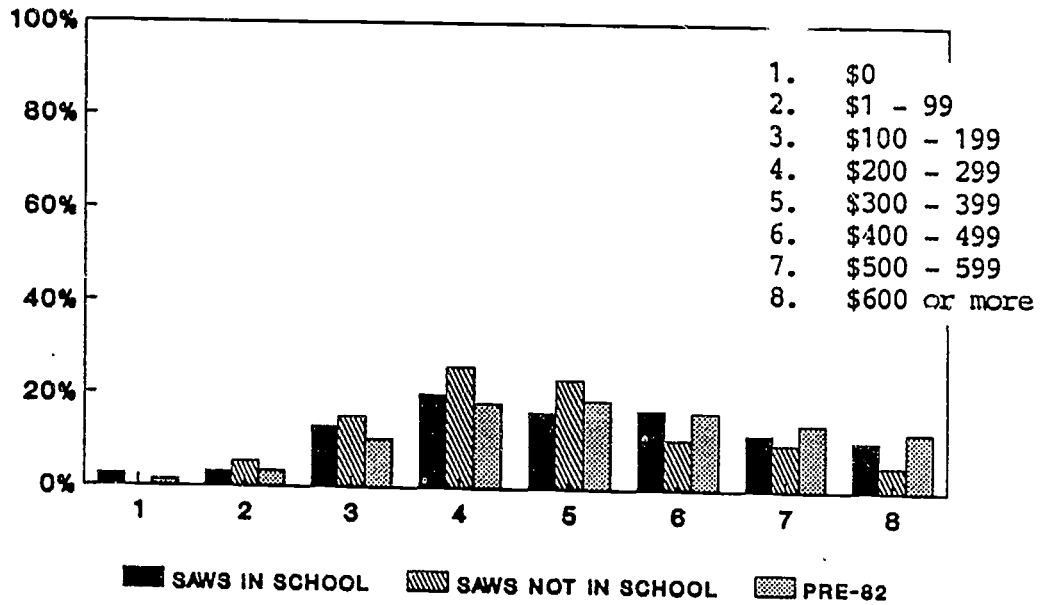
122

IF YOU ANSWERED YES, WHAT WAS THE MAIN REASON FOR NOT SEEKING HELP ?

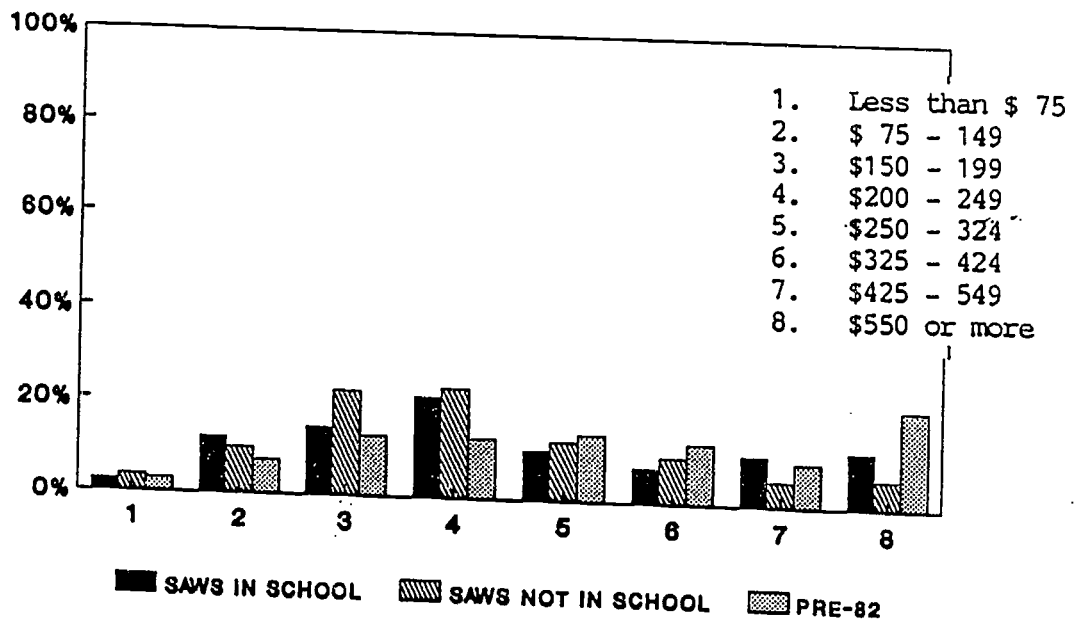


1. I was unaware that assistance was available.
2. I did not know where to go for assistance.
3. I was concerned that it would jeopardize my chances of achieving permanent residency status.
4. I was concerned that the public employee would not speak or understand my native language.
5. Other: (Specify)

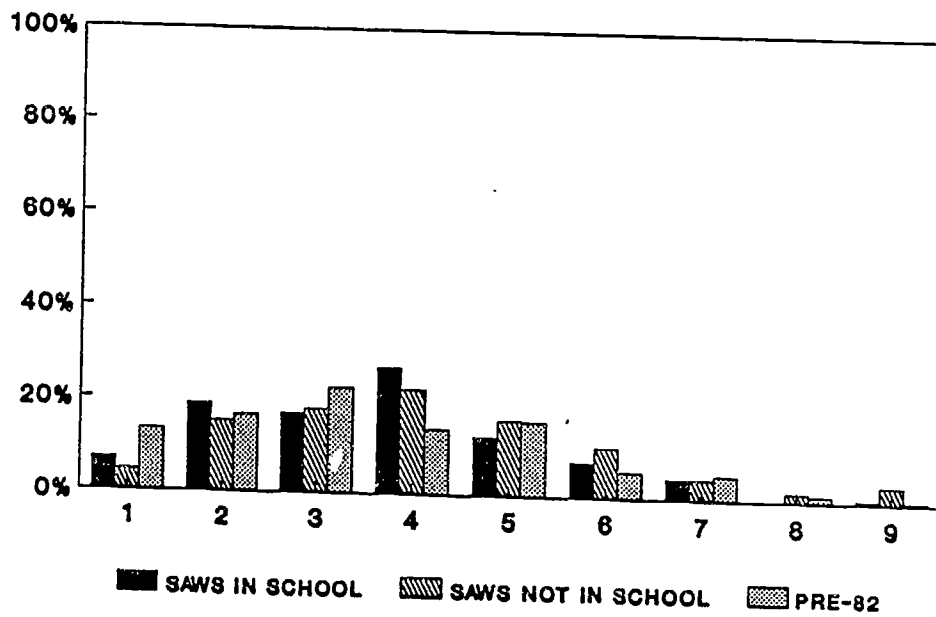
HOW MUCH DOES YOUR FAMILY PAY IN RENT EACH MONTH ?



WHAT IS THE TOTAL TAKE-HOME PAY FOR YOUR HOUSEHOLD EACH WEEK ?



HOW MANY PEOPLE USUALLY LIVE IN YOUR HOUSE ?



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APPENDIX 4

RESULTS ANALYZED TO SHOW
THE DIFFERENCES BETWEEN SAWS AND PRE-82s

Table 6

AVERAGE AGE OF DIFFERENT GROUPS

		<u>Average No. of Years</u>
SAWs	- in general	35
	- Haitian	37
	- Hispanic	33
PRE-82s	- in general	39
	- Haitian	38
	- Hispanic	39

Table 7

AVERAGE NUMBER OF YEARS SCHOOLING
BEFORE ARRIVING IN THE U.S.

		<u>Average No. of Years</u>
SAWs	- in general	6.0
	- Haitian	5.5
	- Hispanic	6.6
PRE-82s	- in general	7.2
	- Haitian	5.4
	- Hispanic	8.1

Table 8

KIND OF IMMIGRATION CARD OR DOCUMENT HELD

<u>RESPONSE</u>	<u>SAWs</u>	<u>PRE-82s</u>
Employment Authorization Card	23%	11%
Temporary Resident Card	65%	55%
Permanent Resident Card	6%	27%
I didn't bring my papers	2%	5%
Other	2%	1%

Table 9

PERCENTAGE AWARE THAT AFTER OBTAINING
TEMPORARY RESIDENCY STATUS THEY HAD TO RE-APPLY FOR
PERMANENT RESIDENCY STATUS

	<u>SAWs</u>	<u>PRE-82s</u>
Percentage who knew	86%	73%
percentage who did not know	11%	15%

Table 10

STATUS OF "GREEN CARD" APPLICATIONS

	<u>SAWs</u>	<u>PRE-82s</u>
Approved by Immigration	18%	31%
Denied by Immigration	--	--
Waiting to find out	19%	23%
Have not yet applied	56%	33%

Table 11

HOW APPLICANTS PLAN TO QUALIFY FOR PERMANENT
LEGAL RESIDENCY

	<u>SAWs</u>	<u>PRE-82s</u>
By attending adult education classes	42%	68%
By taking an INS written test	2%	4%
By taking an INS oral interview	5%	9%
Do not know	11%	6%

Table 12

AGE ON ARRIVAL IN THE U.S.

	<u>Average Age</u>
SAWs	28 years
PRE-82s	29 years

Table 13

PRIMARY WORK BEFORE ARRIVING IN THE U.S.

	<u>SAWS</u>	<u>PRE-82s</u>
Farm worker, fishing or forest work	36%	16%
Unskilled labor	4%	3%
Gas station, car wash or similar	1%	2%
Taxi driver or other truck driver	4%	5%
Working in someone's home	2%	7%
Hotel and restaurant workers	2%	5%
Building trades (carpenter, plumber)	4%	4%
Skilled construction worker	2%	2%
Mechanical service and repair	1%	3%
Factory or assembly work	10%	5%
Clerical or sales work	5%	9%
Technician	1%	1%
Professional, managerial	4%	2%
Small business operator	5%	6%
Full-time mother	3%	6%
Did not work	10%	13%
Other	6%	9%

13,

Table 14

FIRST REGULAR PAID JOB IN THE U.S.

	<u>SAWs</u>	<u>PRE-82s</u>
Farm worker, fishing or forest work	80%	17%
Unskilled labor	2%	10%
Gas station, car wash or similar	--	3%
Taxi driver or other truck driver	--	1%
Working in someone's home	2%	17%
Hotel and restaurant workers	6%	19%
Building trades (carpenter, plumber)	2%	4%
Skilled construction worker	1%	1%
Mechanical service and repair	--	2%
Factory or assembly work	2%	9%
Clerical or sales work	--	3%
Technician	--	--
Professional, managerial	--	--
Small business operator	--	--
Full-time mother	2%	4%
Did not work	2%	6%
Other	--	--

Table 15

TYPE OF WORK DONE DURING THE PAST SIX MONTHS

	<u>SAWs</u>	<u>PRE-82s</u>
Farm worker, fishing or forest work	39%	9%
Unskilled labor	4%	7%
Gas station, car wash or similar	1%	2%
Taxi driver or other truck driver	2%	2%
Working in someone's home	2%	7%
Hotel and restaurant workers	24%	21%
Building trades (carpenter, plumber)	4%	7%
Skilled construction worker	3%	3%
Mechanical service and repair	--	4%
Factory or assembly work	6%	7%
Clerical or sales work	1%	5%
Technician	--	--
Professional, managerial	--	--
Small business operator	1%	2%
Full-time mother	4%	8%
Did not work	6%	12%
Other	--	--

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Table 16

TYPE OF WORK WHICH IMMIGRANTS WOULD LIKE TO DO
IN THE FUTURE

	<u>SAWS</u>	<u>PRE-82s</u>
Farm worker, fishing or forest work	20%	6%
Unskilled labor	2%	5%
Gas station, car wash or similar	--	1%
Taxi driver or other truck driver	4%	3%
Working in someone's home	1%	2%
Hotel and restaurant workers	10%	10%
Building trades (carpenter, plumber)	10%	5%
Skilled construction worker	5%	4%
Mechanical service and repair	5%	8%
Factory or assembly work	7%	5%
Clerical or sales work	8%	10%
Technician	6%	3%
Professional, managerial	6%	7%
Small business operator	5%	14%
Full-time mother	--	3%
Do not want to work	10%	12%
Other	--	--

Table 17

PERCENTAGE WHO REPLIED THEY HAD DONE
FARM WORK IN THE PAST TWO YEARS

	<u>SAWs</u>	<u>PRE-82s</u>
Those who had done farm work	62%	16%
Those who had not done farm work	36%	83%

Table 18

PERCENTAGE WHO ARE CURRENTLY SEASONAL
AGRICULTURAL WORKERS

	<u>SAWs</u>	<u>PRE-82s</u>
Seasonal agricultural workers	42%	9%
Not seasonal agriculturalworkers	55%	89%

Table 19

PERCENTAGE WHO PLAN TO LOOK FOR REGULAR
EMPLOYMENT OTHER THAN FARMING IN THE FUTURE

	<u>SAWs</u>	<u>PRE-82s</u>
Other than farming	77%	67%
Farming	20%	28%

Table 20

PERCENTAGE WHO HAVE BEEN DENIED WORK SINCE
THEY APPLIED FOR THEIR CURRENT INS STATUS

	<u>SAWs</u>	<u>PRE-82s</u>
Denied work	11%	10%
Not denied work	85%	88%

Table 21

REASON WHY WORK WAS DENIED

	<u>SAWs</u>	<u>PRE-82s</u>
Lack of work papers	30%	33%
Alien status	10%	22%
Nationality	10%	--
Sex	--	--
Age	--	11%
Other	50%	33%

Table 22

PERCENTAGE WHO WERE WITHOUT PAY AT SOME TIME
DURING THE PAST SIX MONTHS

	<u>SAWs</u>	<u>PRE-82s</u>
Without work	34%	25%
Not without work	64%	73%

Table 23

REASON FOR BEING WITHOUT WORK

	<u>SAWs</u>	<u>PRE-82s</u>
Personal illness	15%	29%
Illness of a family member	3%	4%
Temporary or indefinite layoff	52%	33%
Lack of English language ability	6%	4%
Lack of child care	3%	8%
No driver's license\lack of transportation	3%	4%
Legal problems	--	--
Employer discrimination	--	--
Work to do at home	—	—
Other	18%	17%

Table 24

PERCENTAGE WHO LOOKED FOR WORK IN
THE PAST SIX MONTHS

	<u>SAWs</u>	<u>PRE-82s</u>
Looked for work	38%	26%
Did not look for work	58%	71%

Table 25

PERCENTAGE WHO HAVE REQUESTED OR RECEIVED
JOB PREPARATION SERVICES

	<u>SAWs</u>	<u>PRE-82s</u>
Have received	27%	23%
Have not received	70%	76%

Table 26

ABILITY TO READ AND WRITE IN NATIVE LANGUAGE

	<u>SAWS</u>	<u>PRE-82s</u>
Can't read or write anything	8%	8%
Can only read and write a few basic words and phrases	14%	10%
Can read and write simple things	14%	11%
Can read and write most things	13%	12%
Can read and write anything	50%	56%

Table 27

FREQUENCY WITH WHICH ENGLISH IS SPOKEN
AT WORK AND AT HOME

	<u>SAWS</u>	<u>PRE-82s</u>
All or most of the time	13%	16%
About half of the time	20%	16%
Some of the time	32%	34%
Very little or never	29%	29%

Table 28

ABILITY TO READ ENGLISH

	<u>SAWs</u>	<u>PRE-82s</u>
Can't read anything	17%	13%
Can read only a few basic words	22%	18%
Can read a few simple phrases	26%	27%
Can read simple books	15%	15%
Can read newspapers	9%	15%
Can read anything	9%	10%

Table 29

ABILITY TO WRITE ENGLISH

	<u>SAWs</u>	<u>PRE-82s</u>
Can't write anything	21%	14%
Can write a few basic words	29%	26%
Can write simple phrases	28%	29%
Can write letters of a few sentences	10%	14%
Can write long letters	6%	6%
Can write anything	4%	8%

Table 30

ABILITY TO UNDERSTAND SPOKEN ENGLISH

	<u>SAWs</u>	<u>PRE-82s</u>
Can't understand anything	4%	4%
Can understand only a few words	31%	21%
Can understand short conversations	29%	32%
Can understand radio/television announcements	23%	23%
Can understand almost everything	12%	18%

Table 31

ABILITY TO SPEAK ENGLISH

	<u>SAWs</u>	<u>PRE-82s</u>
Can't speak any English	8%	2%
Can only speak a few basic words	36%	28%
Can carry on simple conversations	28%	33%
Can carry on long conversations	17%	21%
Can say anything	7%	12%

Table 32

AVERAGE NUMBER OF WEEKS IN SCHOOL DURING THE
PAST TWELVE MONTHS

	<u>SAWs</u>	<u>PRE-82s</u>
Haitians	15.3 weeks	14.4 weeks
Hispanics	10.2 weeks	12.9 weeks

Table 33

PERCENTAGE WHO HAVE RECEIVED A CERTIFICATE FOR HAVING
COMPLETED 40 HOURS OF ESOL OR FOR HAVING COMPLETED
A COURSE IN CITIZENSHIP

	<u>SAWs</u>	<u>PRE-82s</u>
Have received certificate	17%	26%
Have not received certificate	77%	69%

Table 34

PERCENTAGE WHO PLAN TO ATTEND ADDITIONAL CLASSES

	<u>SAWs</u>	<u>PRE-82s</u>
Wish to attend classes	17%	68%
Do not wish to attend classes	77%	7%
Do not know	1%	18%

Table 35

MARITAL STATUS

	<u>SAWS</u>	<u>PRE-82s</u>
Single, living alone, with family or with friends	43%	32%
Single, living with a companion as though married	8%	10%
Married and living in the same house as spouse	29%	38%
Married but living in a different household	15%	8%
Divorced or legally separated	1%	7%
Widowed	1%	4%

Table 36

WHO TAKES CARE OF CHILDREN WHILE INTERVIEWEE
IS AWAY FROM THE HOME

	<u>SAWS</u>	<u>PRE-82s</u>
Spouse or parents	8%	11%
An adult relative	5%	7%
An older child	2%	2%
A friend, neighbor or babysitter	6%	4%
A child care center	10%	5%
No one	15%	9%
The children are in middle school	7%	15%
No response	47%	47%

142

Table 37

TYPE OF DWELLING LIVED IN

	<u>SAWS</u>	<u>PRE-82s</u>
Owned home	6%	9%
Rented home	39%	22%
Owned apartment	1%	1%
Rented apartment	36%	57%
Mobile home	8%	3%
Residential motel	--	--
Migrant housing	6%	4%
Homeless	—	1%
Other	2%	1%

Table 38

PERCENTAGE WHO RECEIVE HOUSING ASSISTANCE

	<u>SAWS</u>	<u>PRE-82s</u>
Receive assistance	5%	5%
Do not receive assistance	91%	85%
Do not know	1%	7%

Table 39

RATING ON GENERAL HEALTH

	<u>SAWs</u>	<u>PRE-82s</u>
Good to excellent	82%	86%
Fair to poor	14%	10%

Table 40

PLACES VISITED WHEN SICK

	<u>SAWs</u>	<u>PRE-82s</u>
A doctor or nurse	36%	39%
A hospital emergency ward	15%	21%
A public health clinic	29%	28%
A migrant health clinic	10%	6%
Other	3%	1%

Table 41

PERCENTAGE WHO HAVE HAD OR WHOSE FAMILY MEMBERS
HAVE HAD MAJOR HEALTH PROBLEMS REQUIRING
OVERNIGHT HOSPITALIZATION

	<u>SAWs</u>	<u>PRE-82s</u>
Have required hospitalization	14%	26%
Have not required hospitalization	82%	68%

14

Table 42

TYPE OF HEALTH INSURANCE

	<u>SAWS</u>	<u>PRE-82s</u>
Have no medical insurance	66%	45%
Have insurance but can't describe it	4%	4%
Employer pays for all or part of health insurance	22%	24%
Have private insurance paid independently	3%	18%
Use Medicaid	1%	3%
Use Medicare	--	1%
Other	--	1%

Table 43

MAIN REASONS FOR NOT SEEKING HELP WHEN SICK

	<u>SAWS</u>	<u>PRE-82s</u>
Had no money	4%	9%
Had no insurance	2%	9%
Fear that person attending them would not speak their language	1%	--
Fear of being reported to INS	1%	2%
Were never sick	43%	35%
Other	2%	3%
No response	47%	42%

Table 44

TYPE OF ASSISTANCE RECEIVED

	<u>SAWs</u>	<u>PRE-82s</u>
Food stamps	6%	10%
AFDC	1%	1%
SSI	--	--
General Public Assistance	—	1%
Social security	1%	--
Unemployment insurance	5%	--
Workers' Compensation	1%	--
WIC program coupons	2%	3%
None	78%	80%

Table 45

PERCENTAGE WHO NEEDED PUBLIC ASSISTANCE
BUT WHO DID NOT SEEK IT OUT

	<u>SAWs</u>	<u>PRE-82s</u>
Those who needed assistance	24%	29%
Those who did not need assistance	70%	62%

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Table 46

MAIN REASON FOR NOT SEEKING HELP AMONG THOSE
WHO ANSWERED "YES"

	<u>SAWS</u>	<u>PRE-82s</u>
Unaware of assistance	28%	21%
Did not know where to go for assistance	28%	28%
Concerned that it would jeopardize chances of achieving permanent legal residency	28%	32%
Concerned that public employee would not speak their language	4%	7%
Other	12%	11%

Table 47

AVERAGE NUMBER OF PERSONS PER HOUSEHOLD

	<u>SAWS</u>	<u>PRE-82s</u>
Haitians	3 persons	4 persons
Hispanics	4 persons	3 persons

Table 48

AVERAGE RENT PAID PER MONTH

	<u>SAWS</u>	<u>PRE-82s</u>
\$0	2%	1%
\$1 - 99	5%	3%
\$100 - 199	14%	10%
\$200 - 299	22%	18%
\$300 - 399	18%	19%
\$400 - 499	16%	17%
\$500 - 599	10%	14%
\$600 or more	8%	13%

Table 49

AVERAGE WEEKLY TAKE-HOME PAY

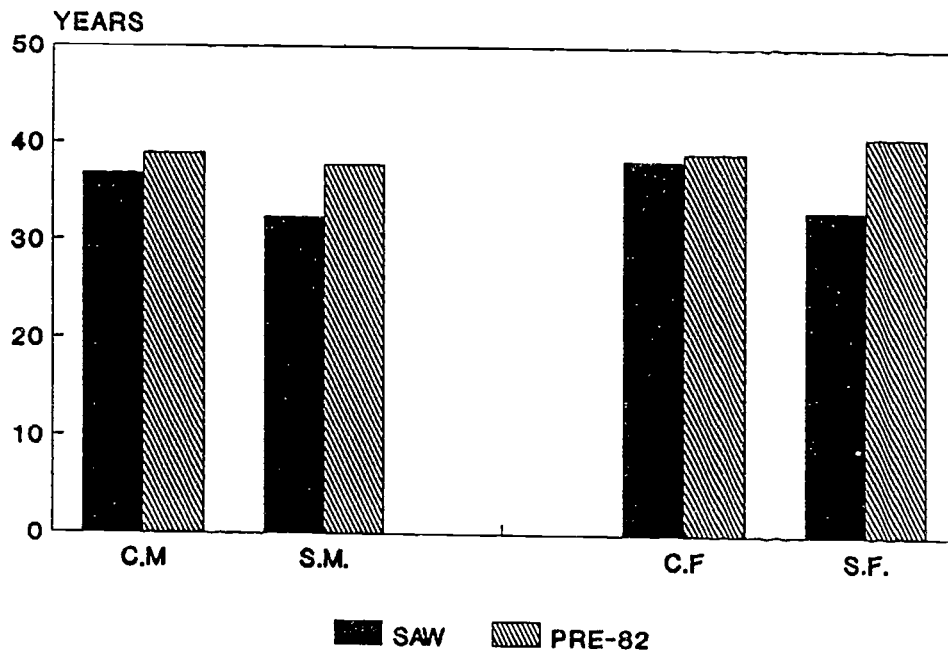
	<u>SAWS</u>	<u>PRE-82s</u>
Less than \$75	3%	3%
\$75 - 149	11%	7%
\$150 - 199	20%	13%
\$200 - 249	22%	13%
\$250 - 324	11%	14%
\$325 - 424	9%	13%
\$425 - 549	8%	9%
\$550 or more	10%	21%

145

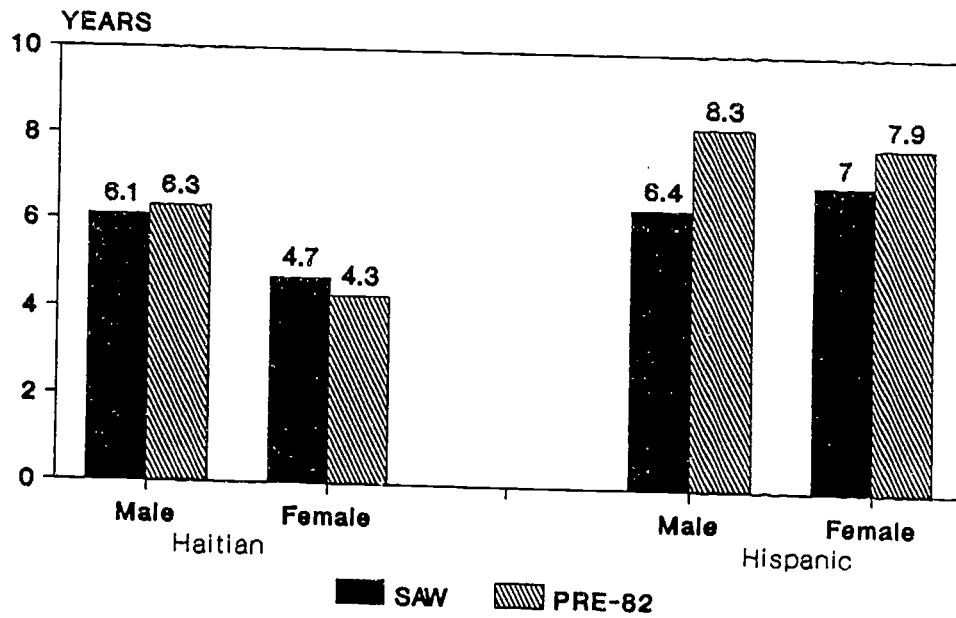
APPENDIX 5

RESULTS ANALYZED IN TERMS OF THE
VARIOUS SUB-GROUPS

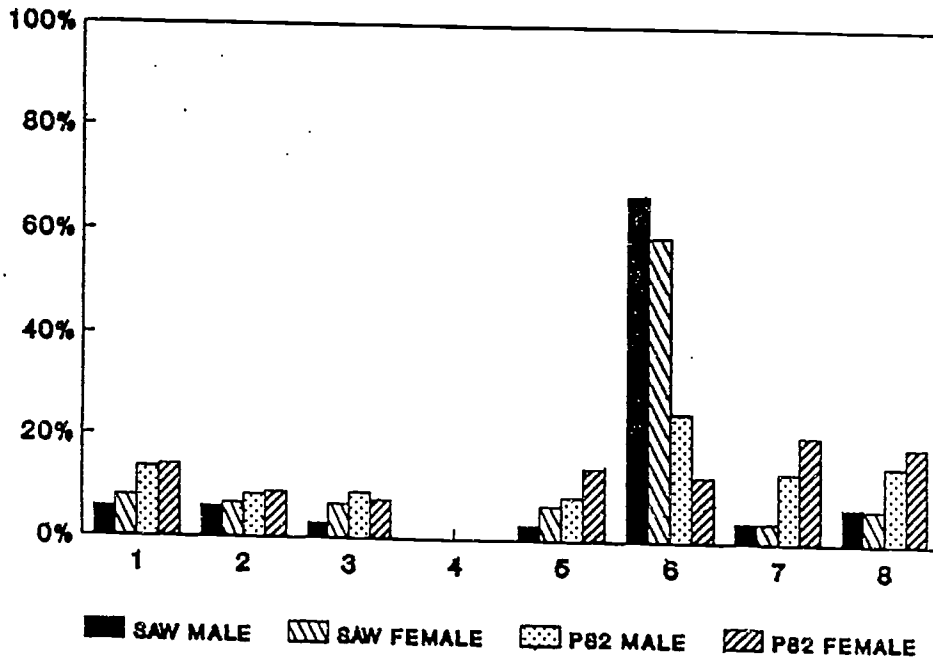
AVERAGE AGE OF DIFFERENT GROUPS



AVERAGE NUMBER OF YEARS OF EDUCATION

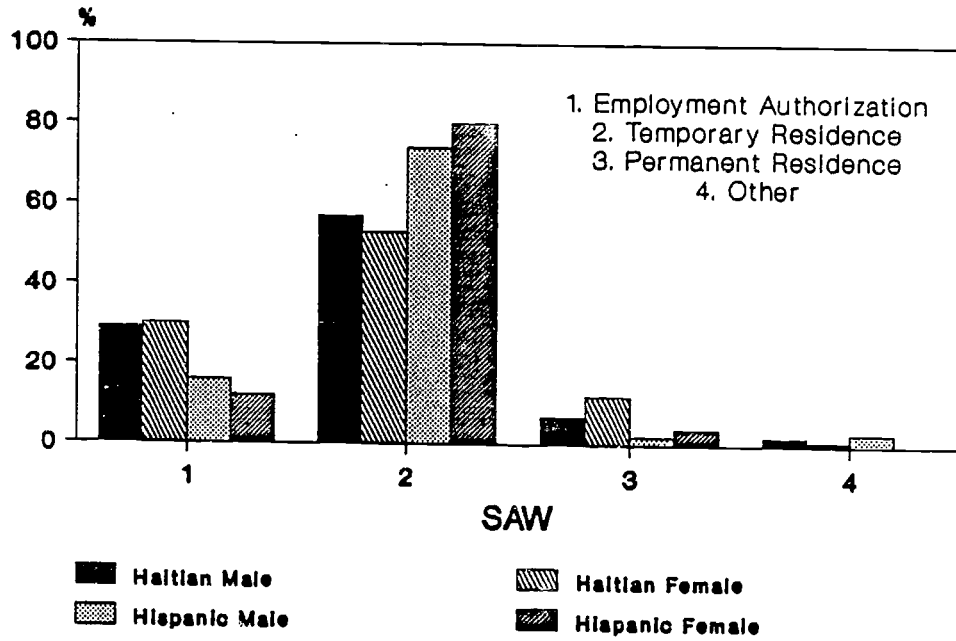


COUNTRY OF ORIGIN FOR HISPANICS

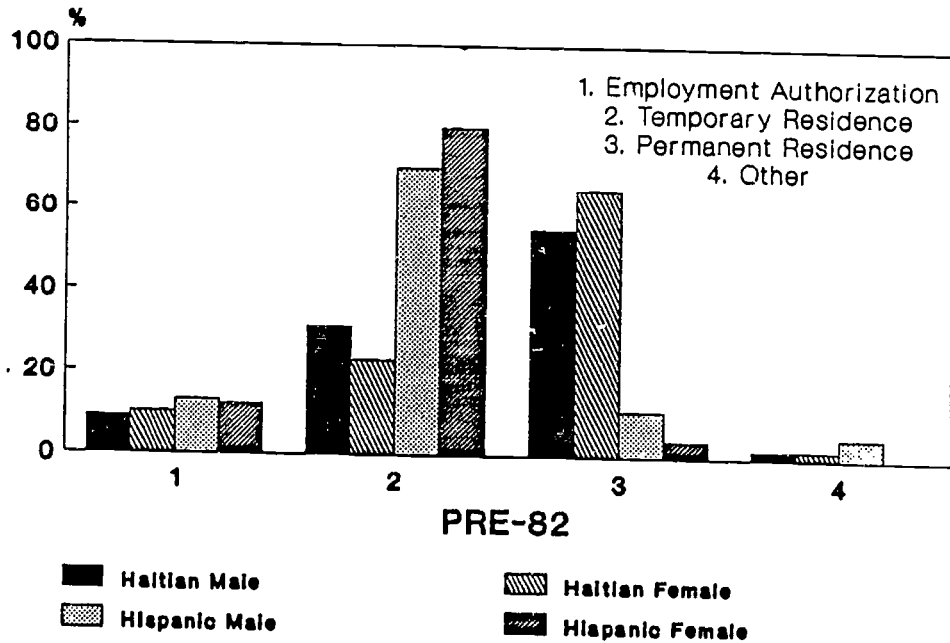


1. Colombia
2. El Salvador
3. Guatemala
4. Haiti
5. Honduras
6. Mexico
7. Nicaragua
8. Other (Specify)

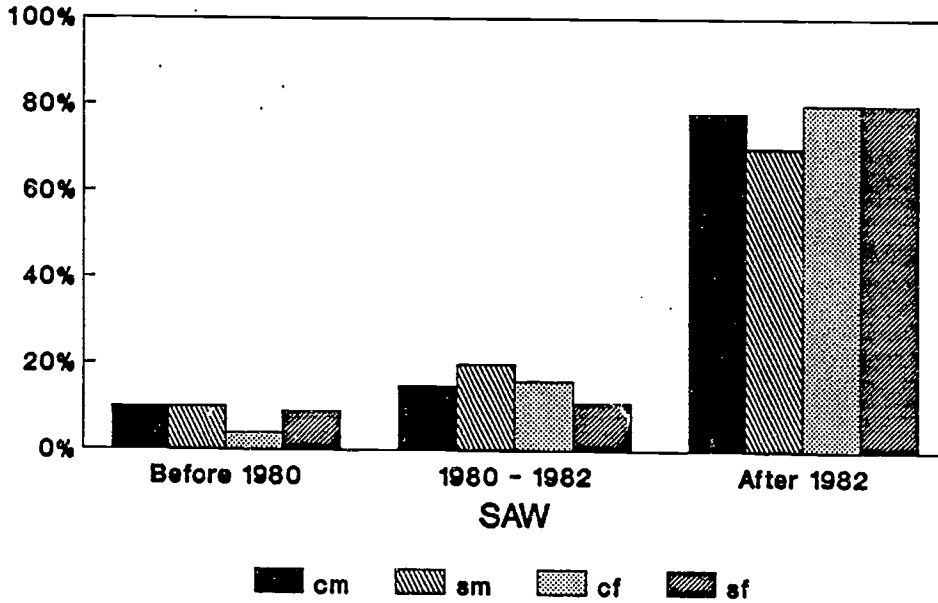
WHAT KIND OF CARD DO YOU HAVE?



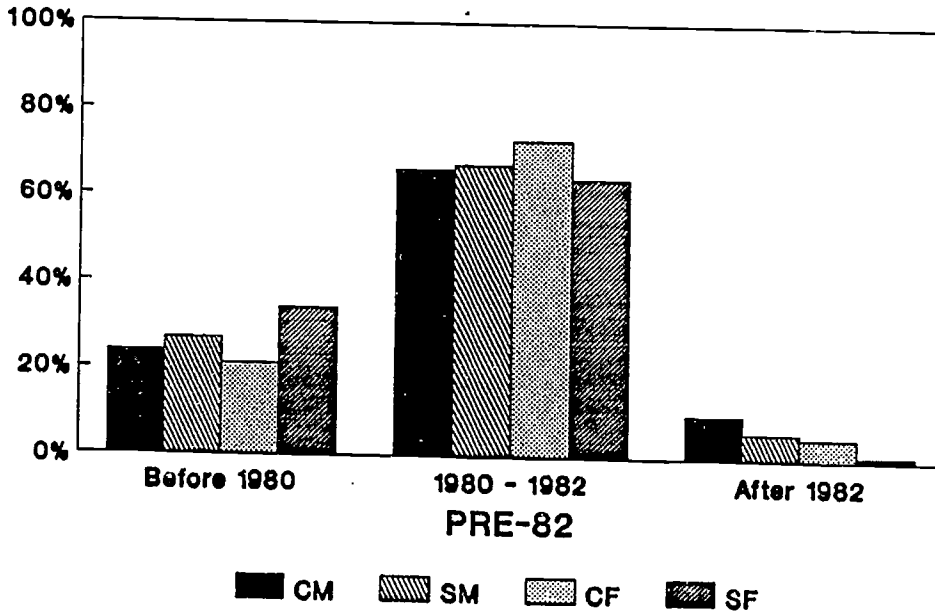
WHAT TYPE OF CARD DO YOU HAVE?



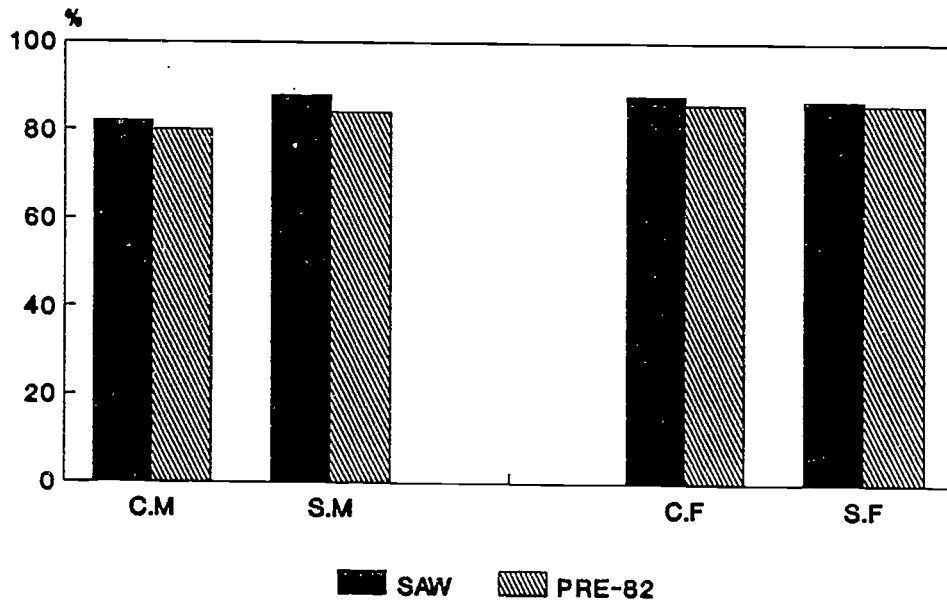
IN WHAT YEAR DID YOU COME TO LIVE IN THE U.S.?



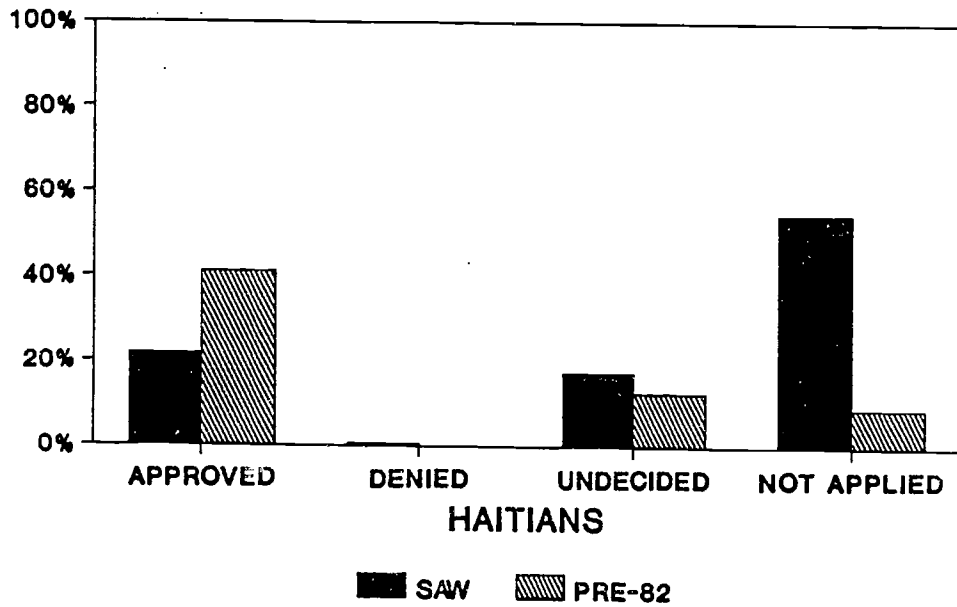
IN WHAT YEAR DID YOU COME TO LIVE IN THE U.S. ?



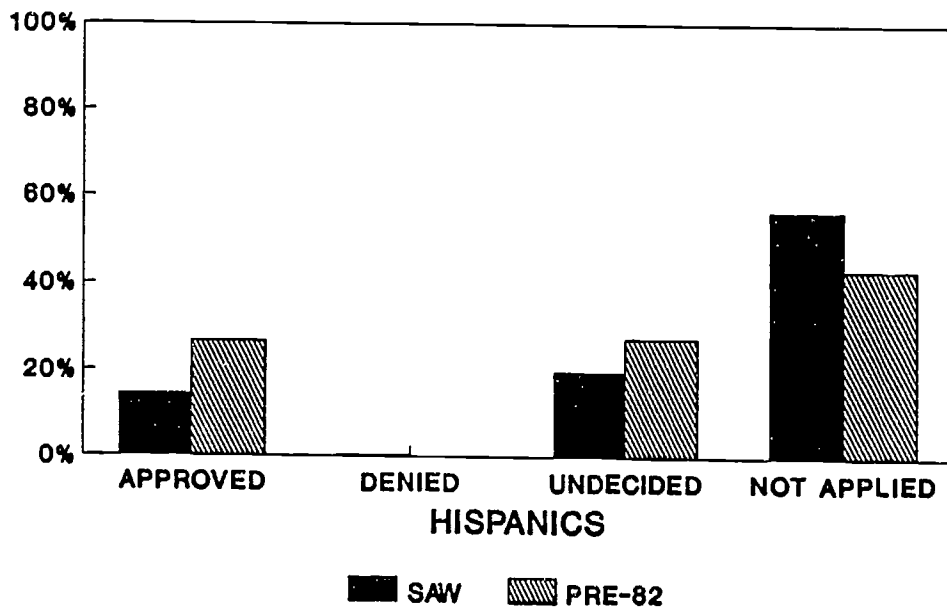
PERCENT AWARE THAT THEY HAD TO REAPPLY FOR PERMANENT RESIDENCY



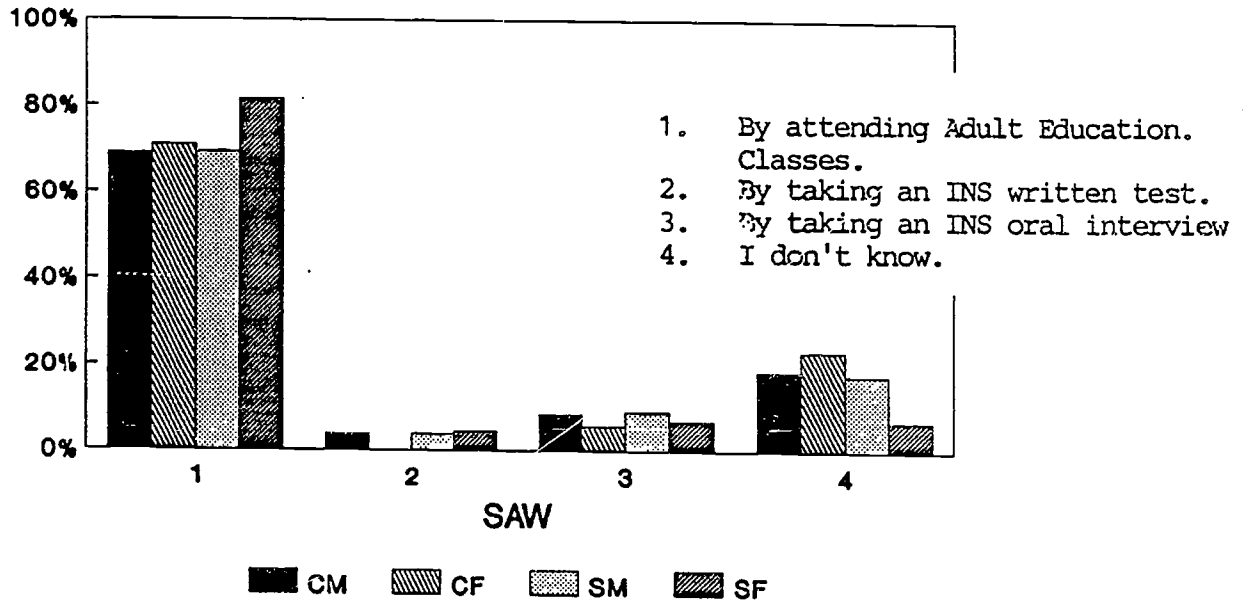
WHAT IS THE STATUS OF YOUR GREEN CARD APPLICATION ?



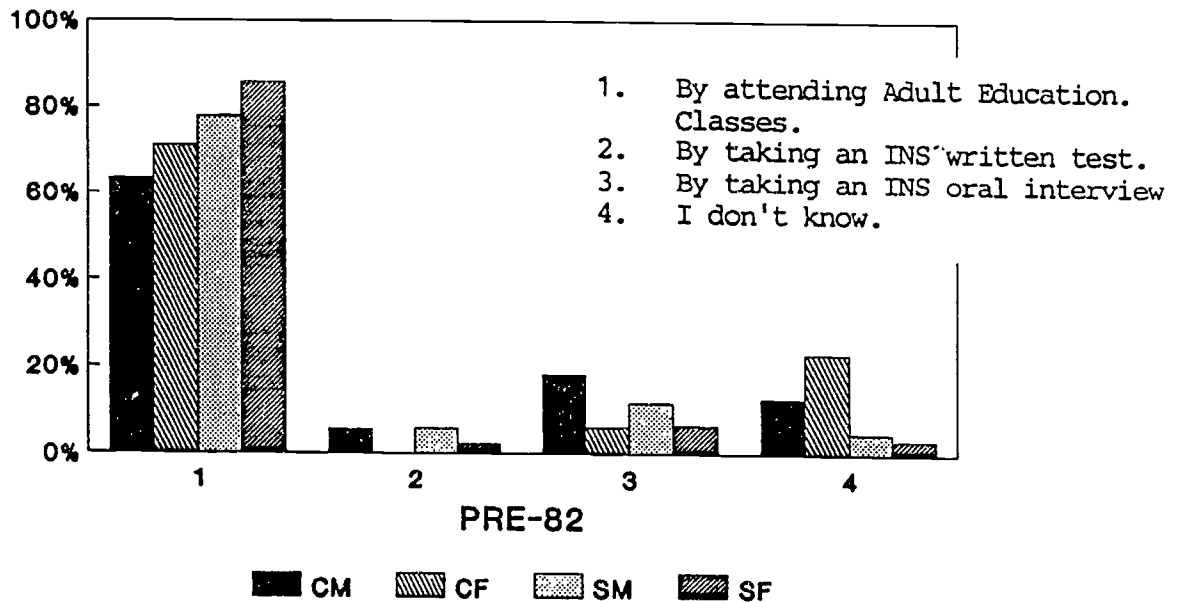
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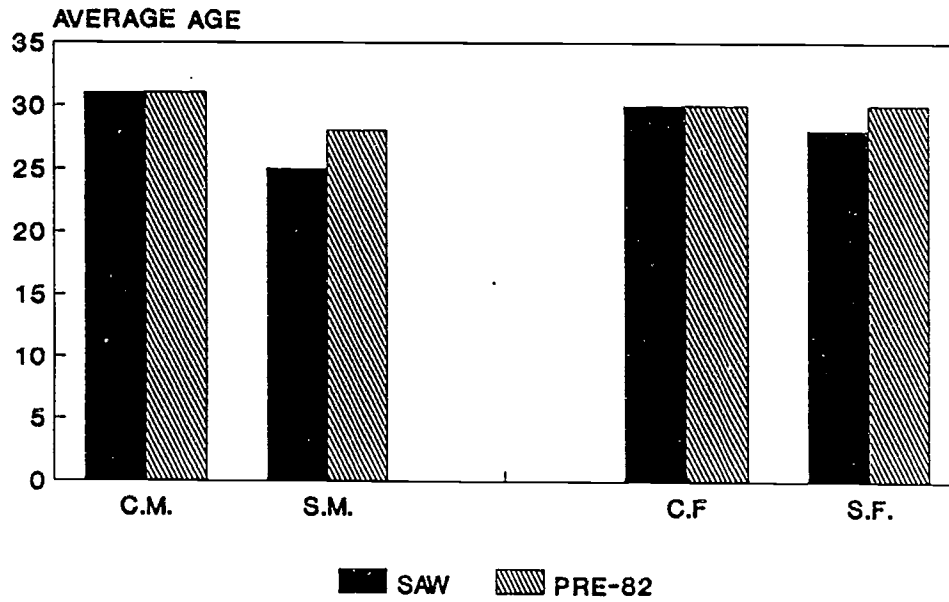
HOW DO YOU PLAN TO QUALIFY FOR PERMANENT LEGAL RESIDENCY ?



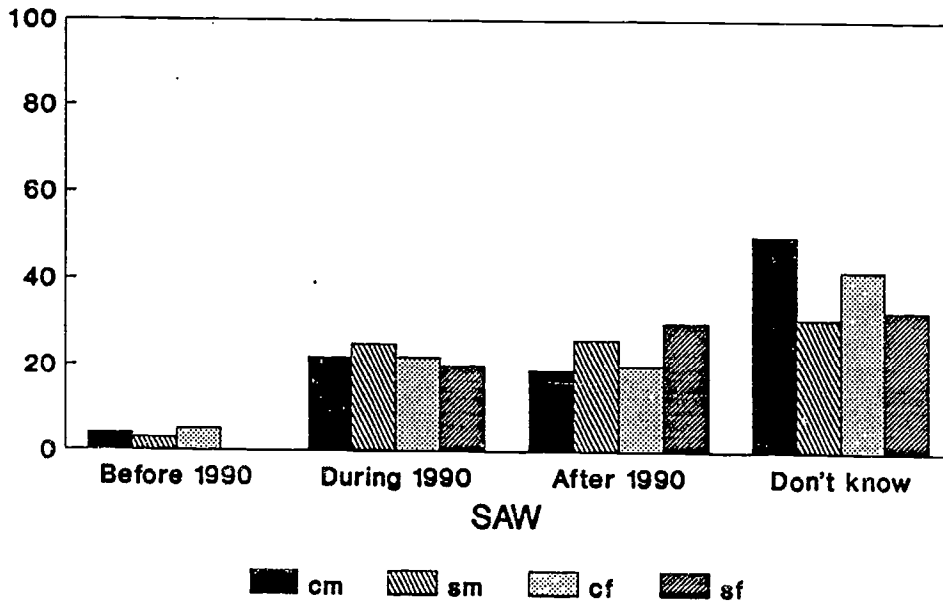
HOW DO YOU PLAN TO QUALIFY FOR PERMANENT LEGAL RESIDENCY ?



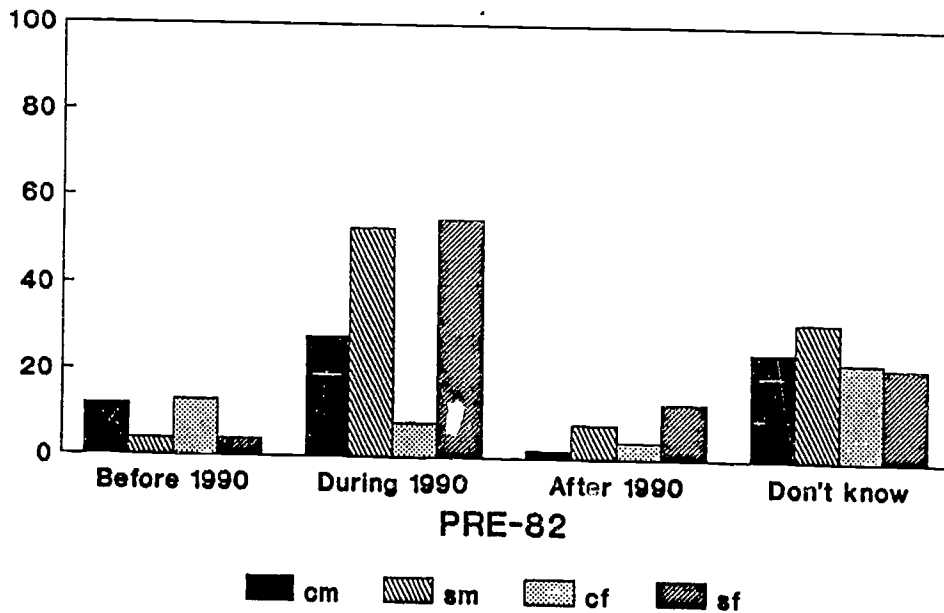
AVERAGE AGE ON ARRIVING IN U.S.



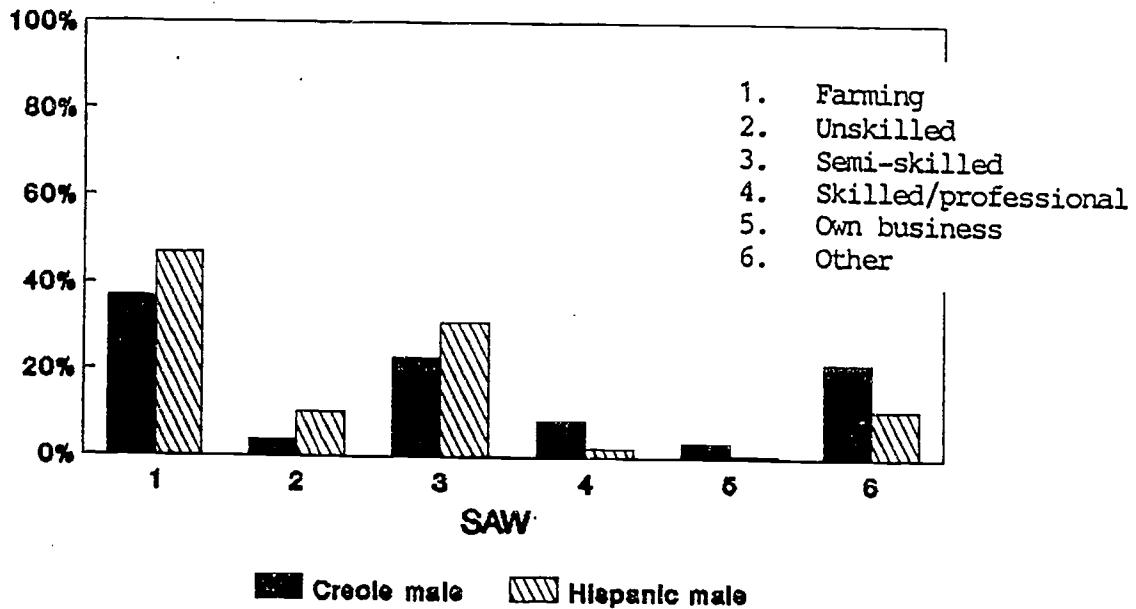
WHAT IS THE LAST DATE THAT YOU CAN APPLY FOR PERMANENT LEGAL RESIDENCE?



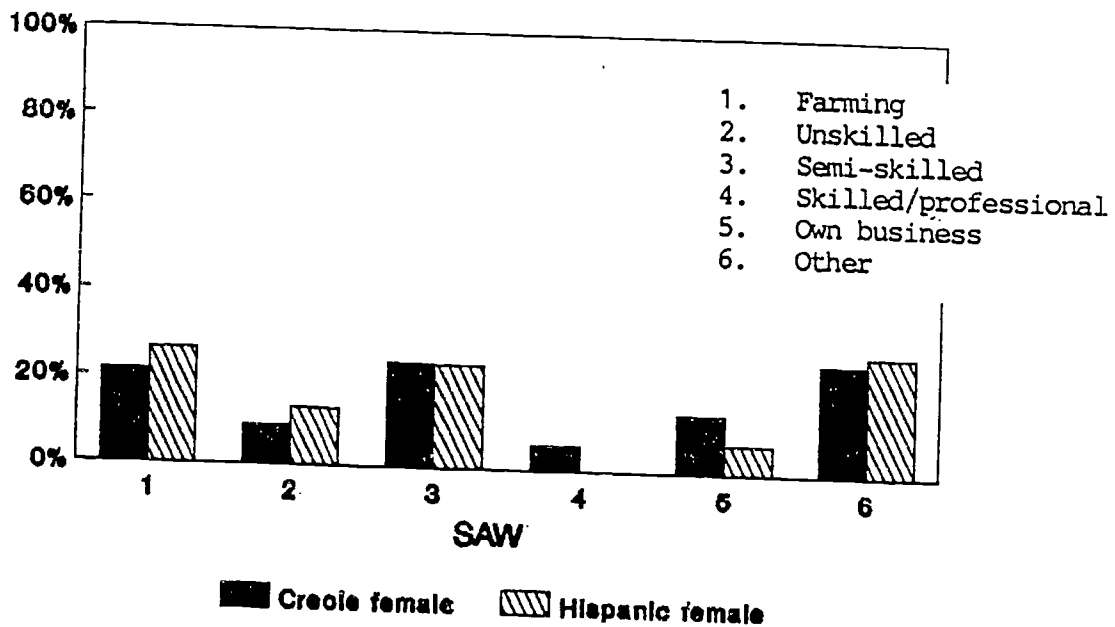
WHAT IS THE LAST DATE THAT YOU CAN REAPPLY FOR PERMANENT RESIDENCE ?



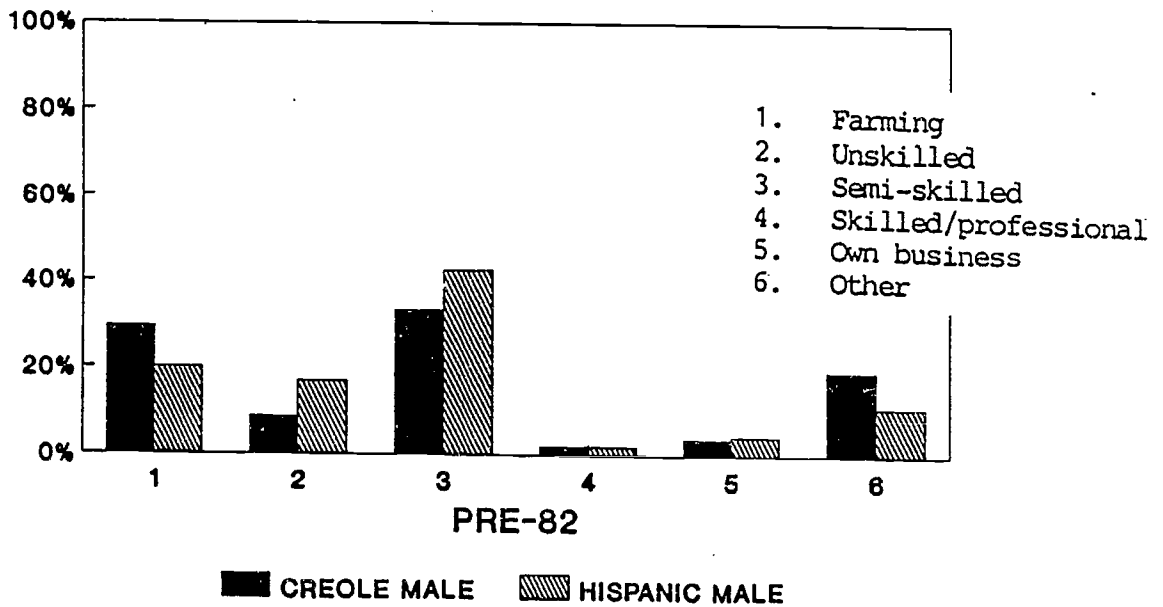
WHAT WAS YOUR WORK BEFORE COMING TO THE U.S. ?



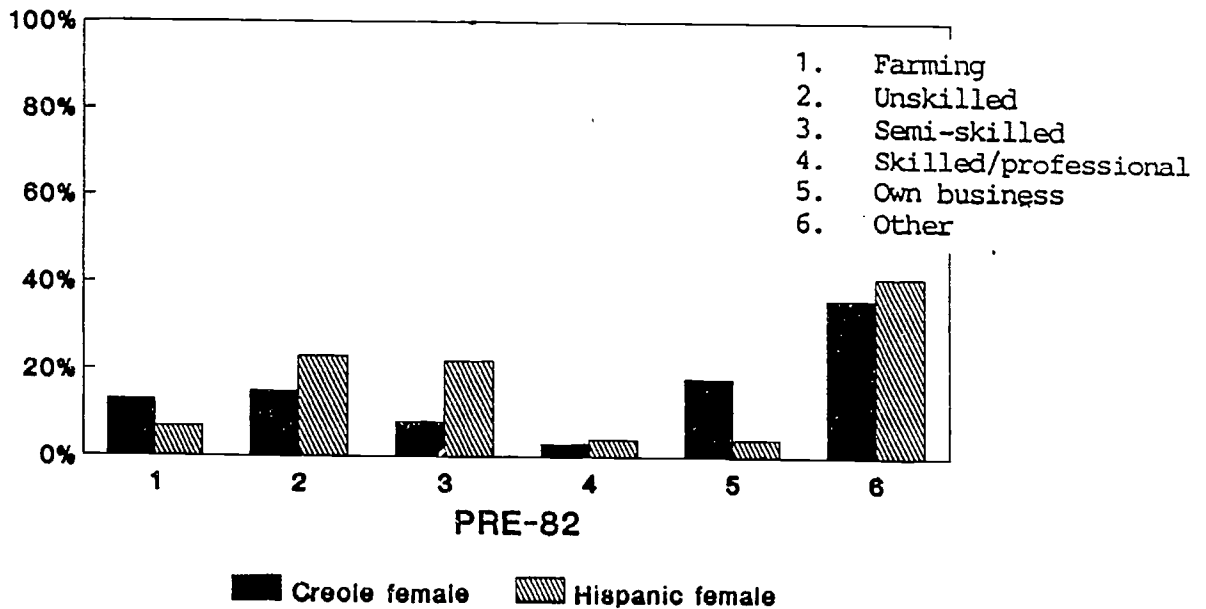
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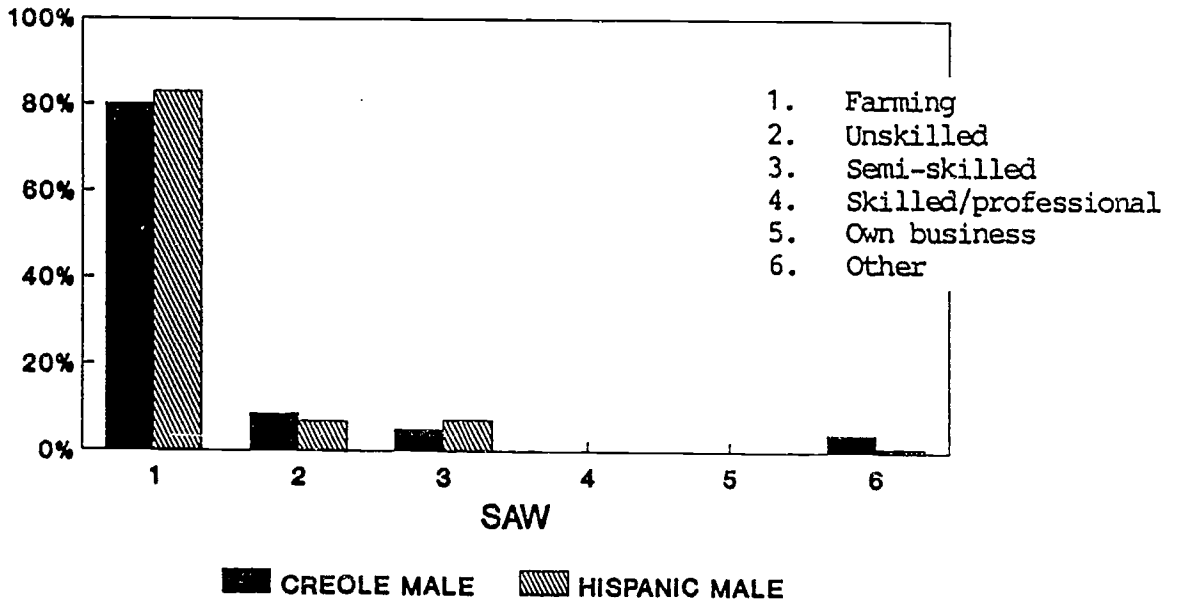
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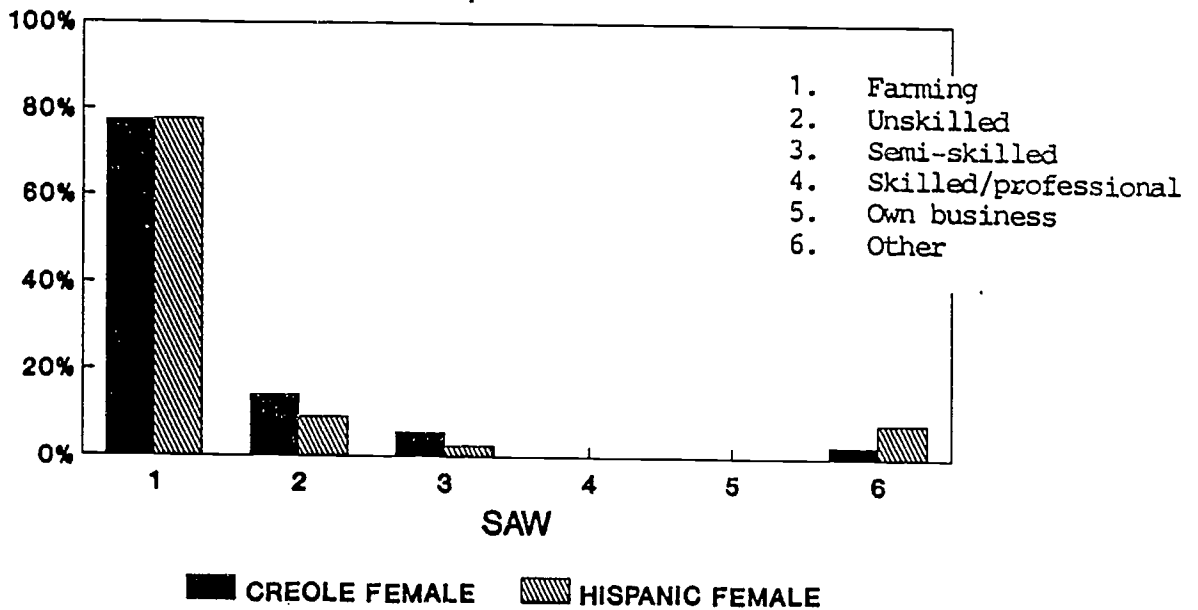
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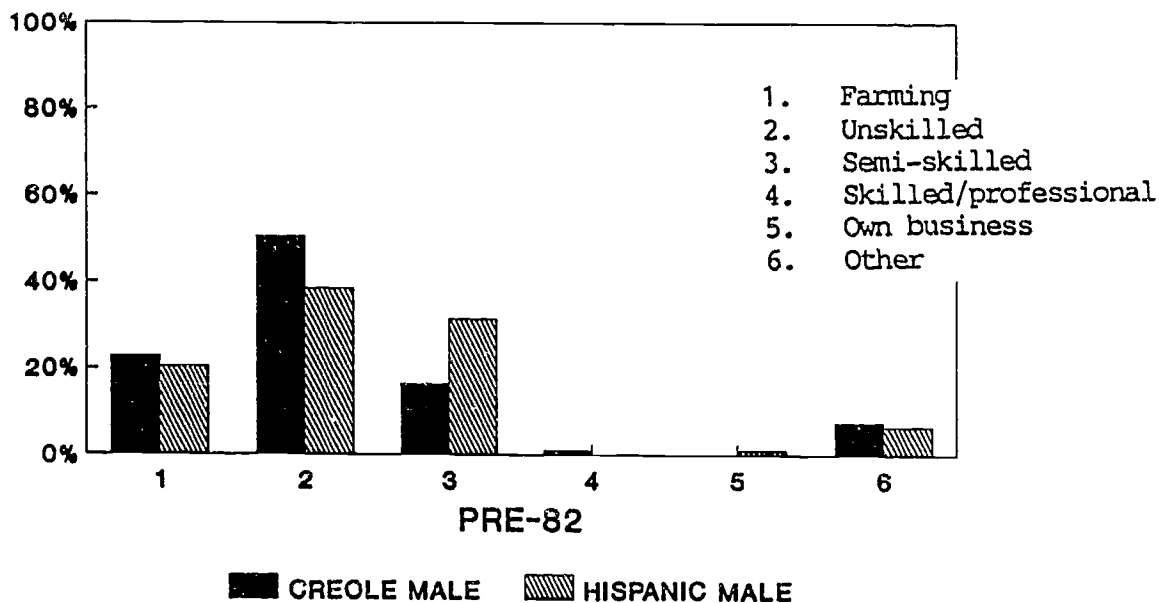
WHAT WAS YOUR FIRST PAID WORK IN THE U.S. ?



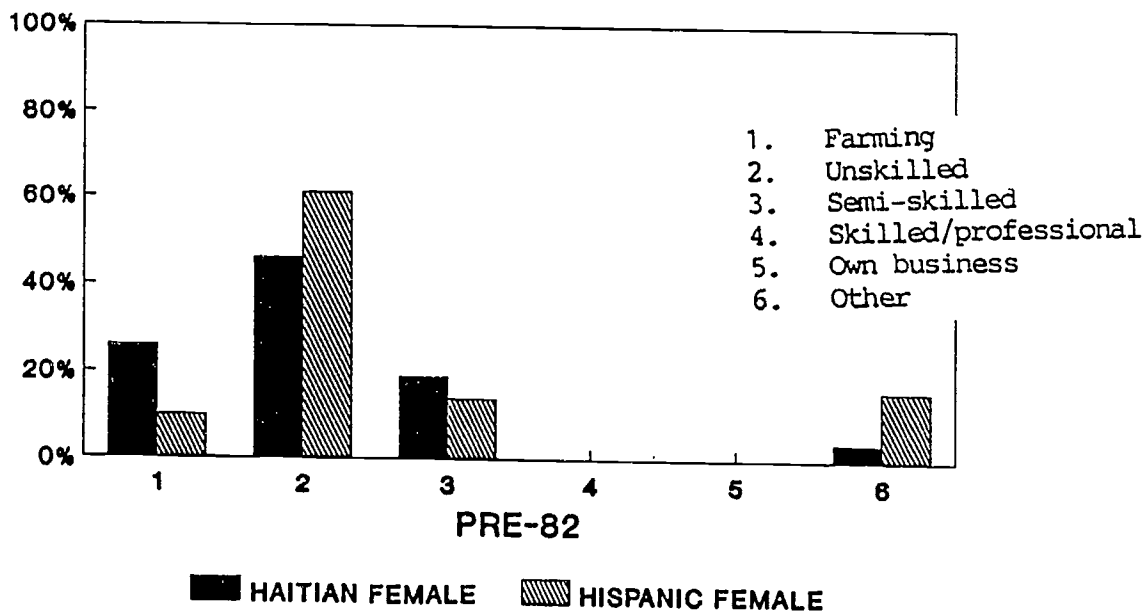
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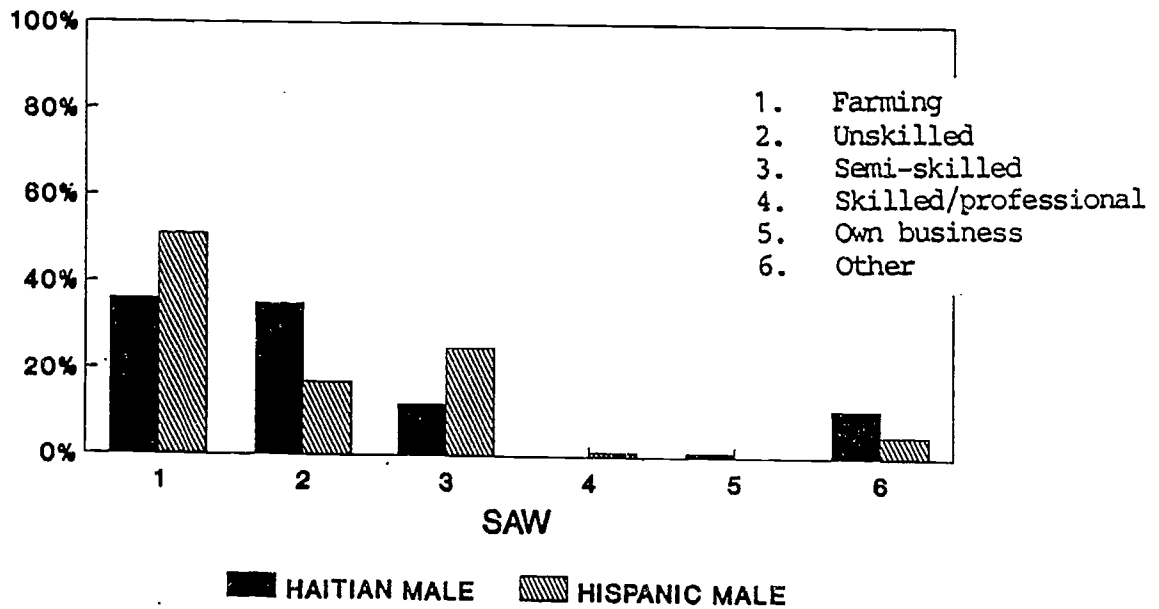
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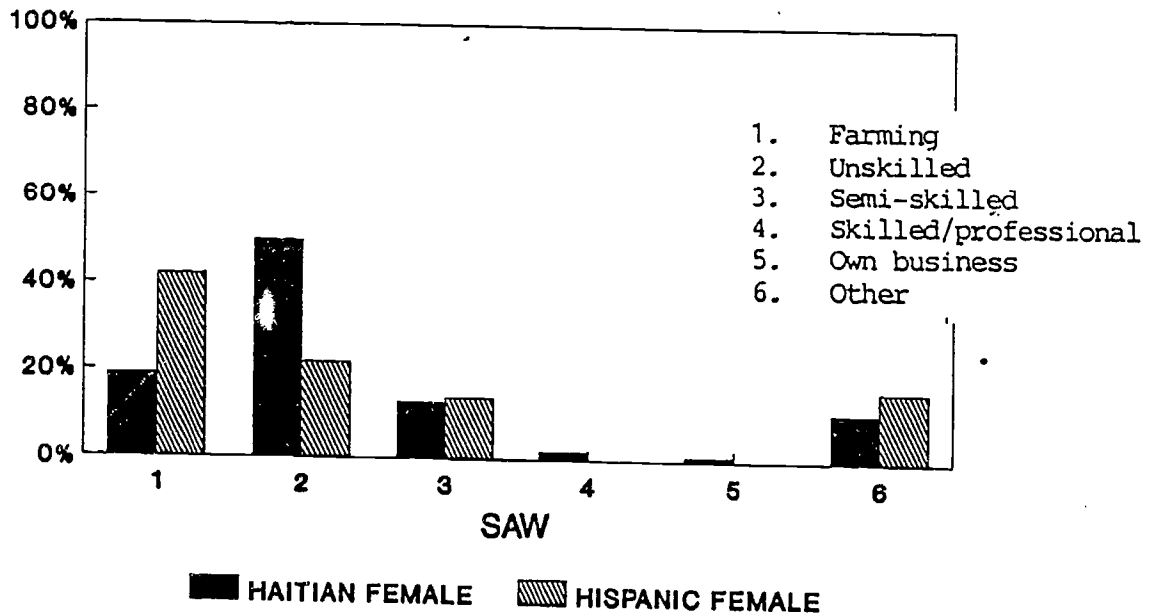
WHAT WAS YOUR FIRST PAID WORK IN U.S. ?



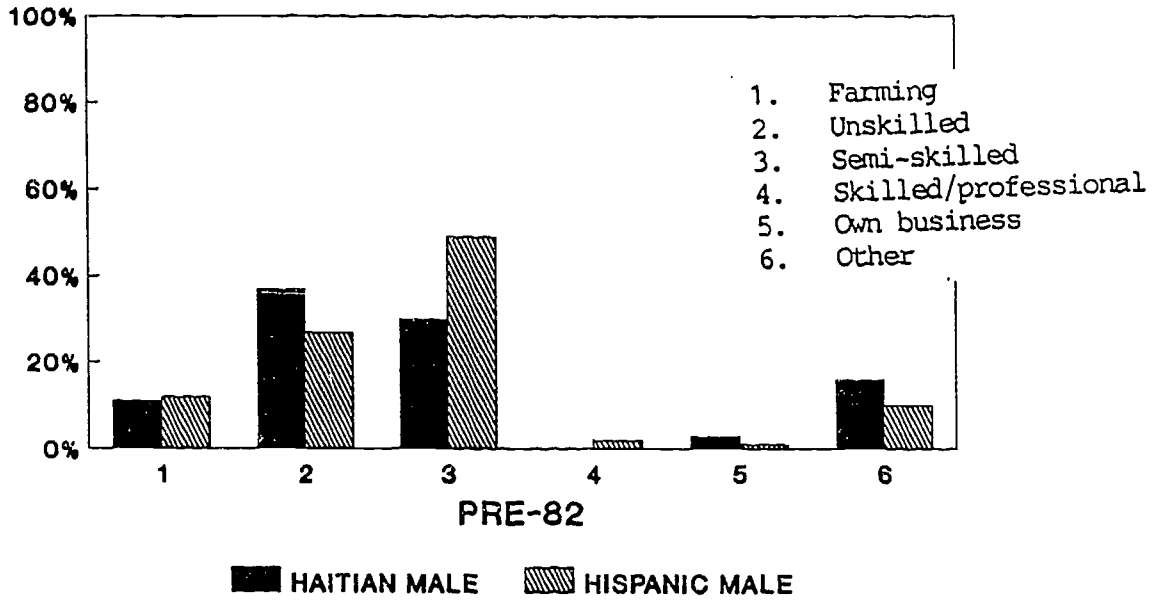
WHAT KIND OF JOB HAVE YOU DONE FOR THE PAST 6 MONTHS ?



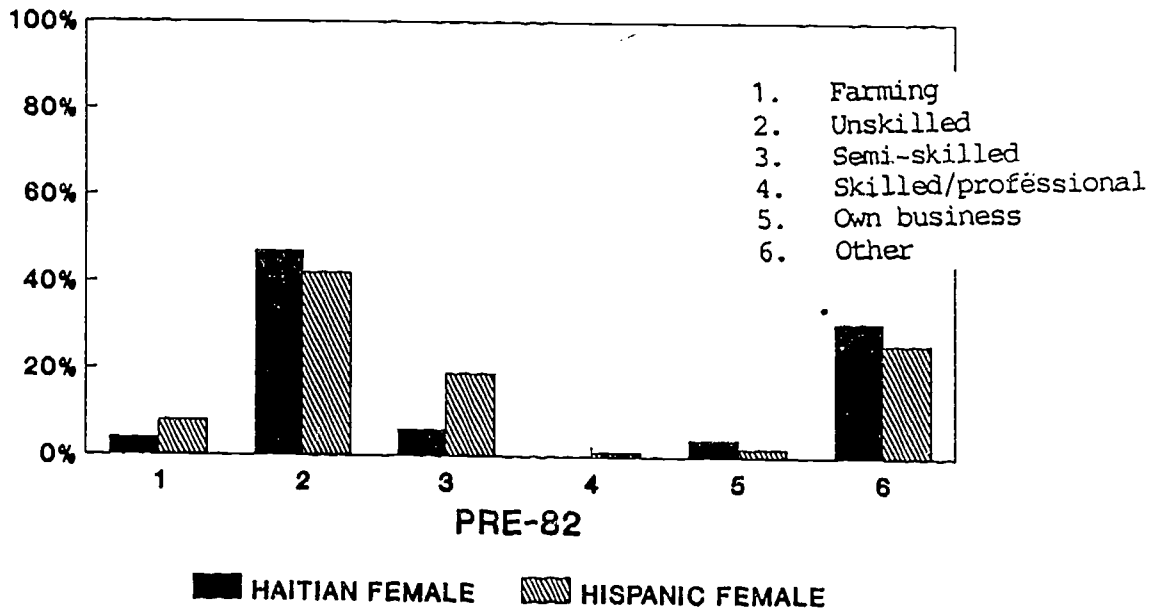
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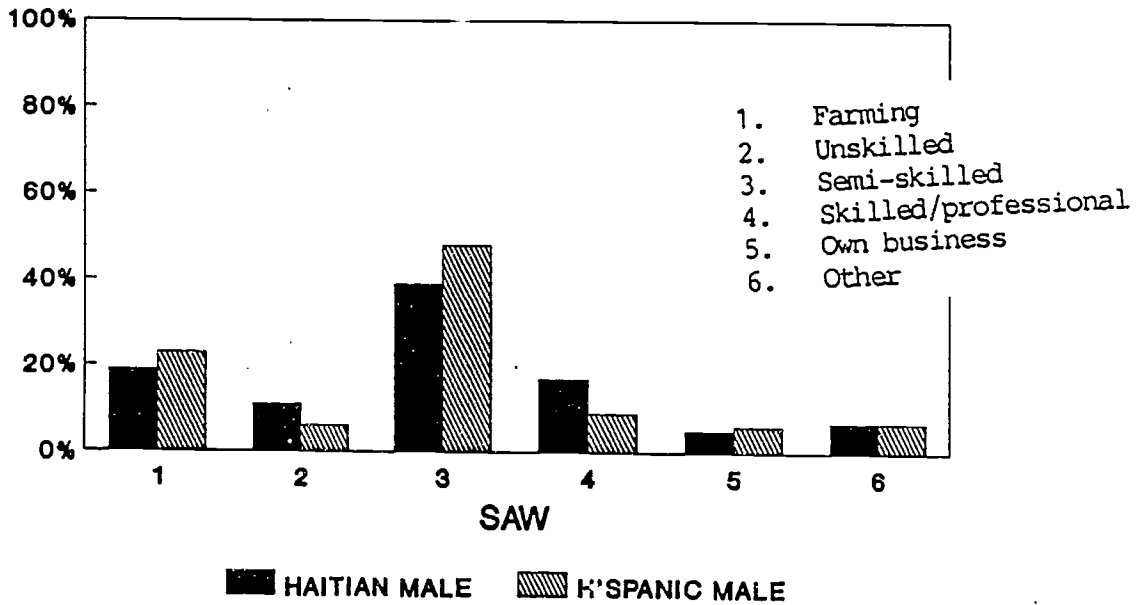
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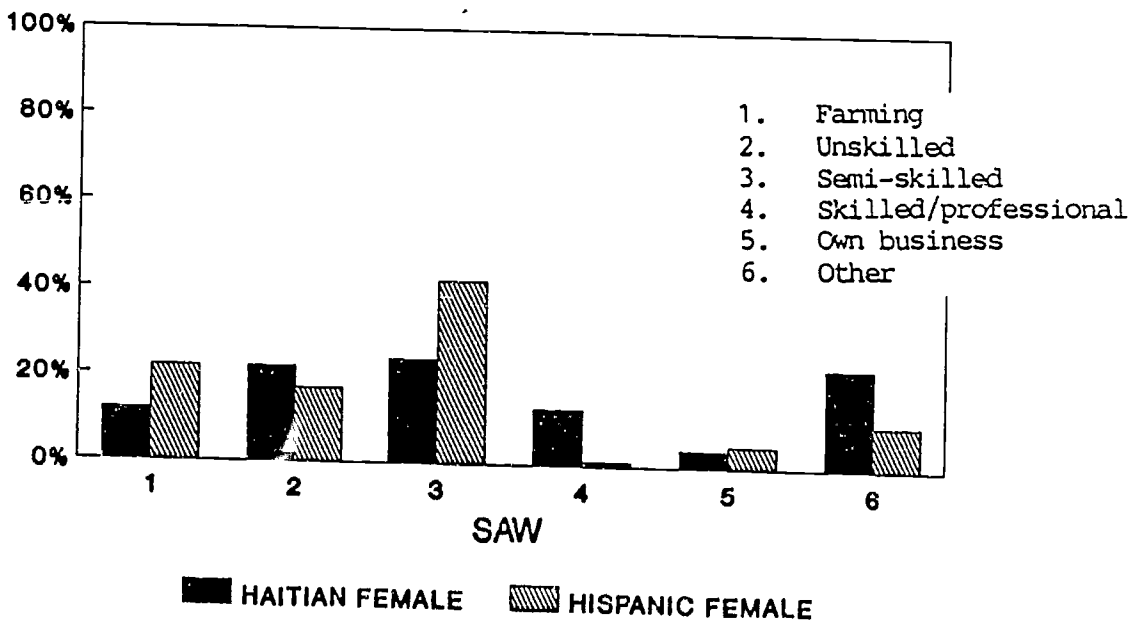
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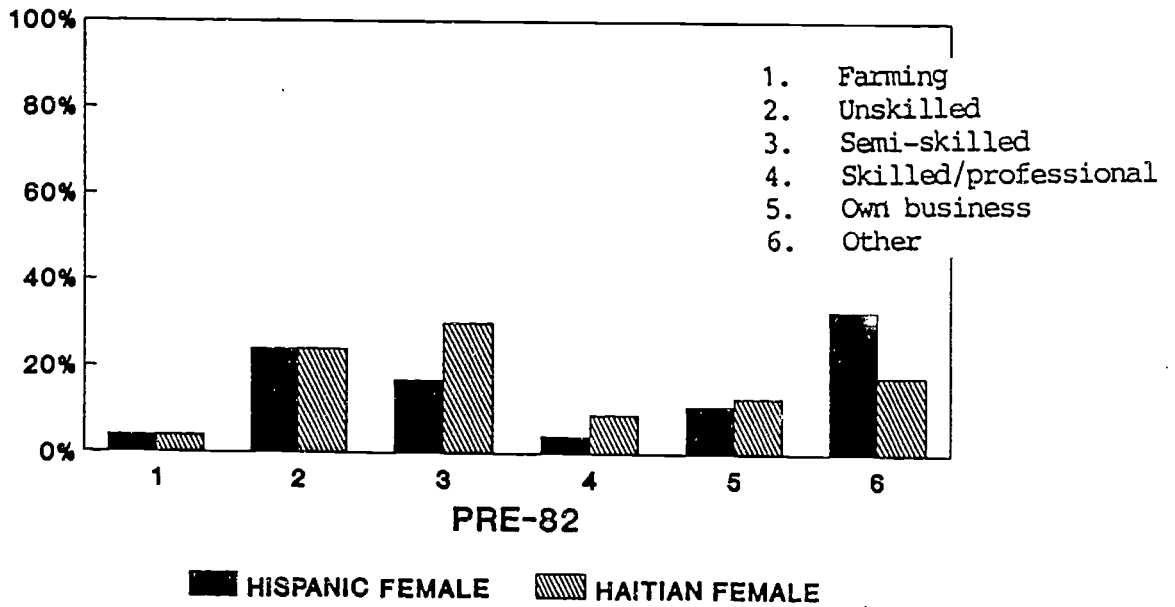
WHAT KIND OF WORK WOULD YOU LIKE TO DO IN THE FUTURE ?



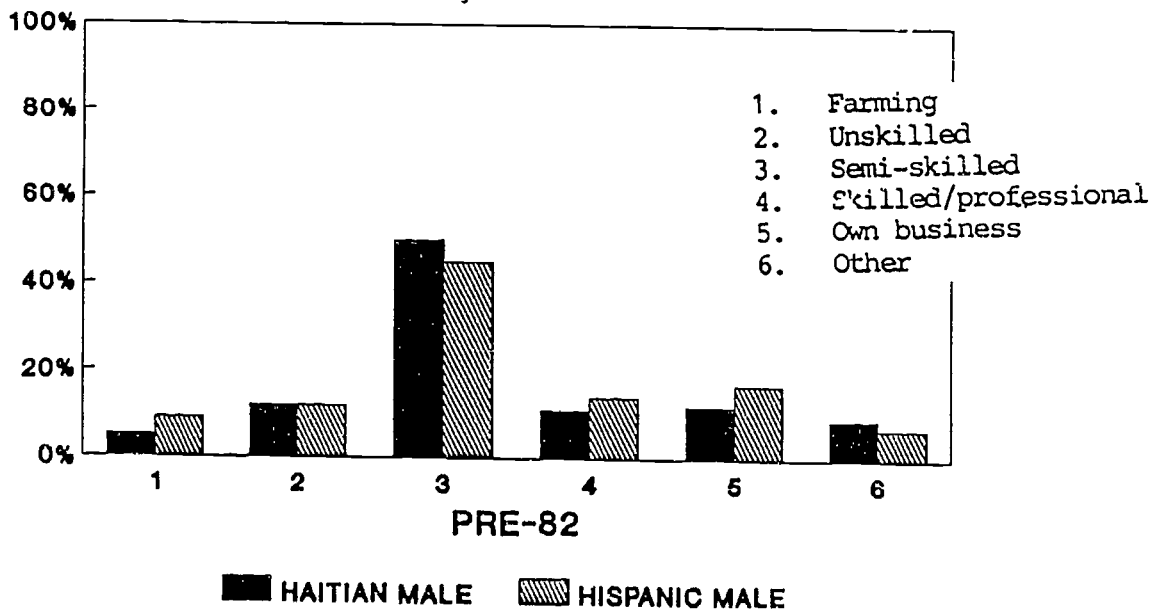
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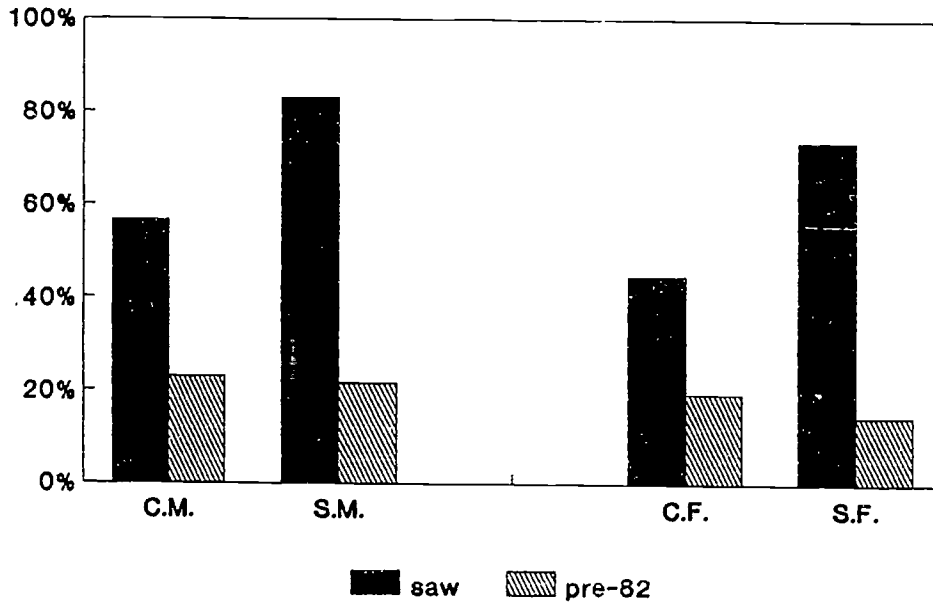
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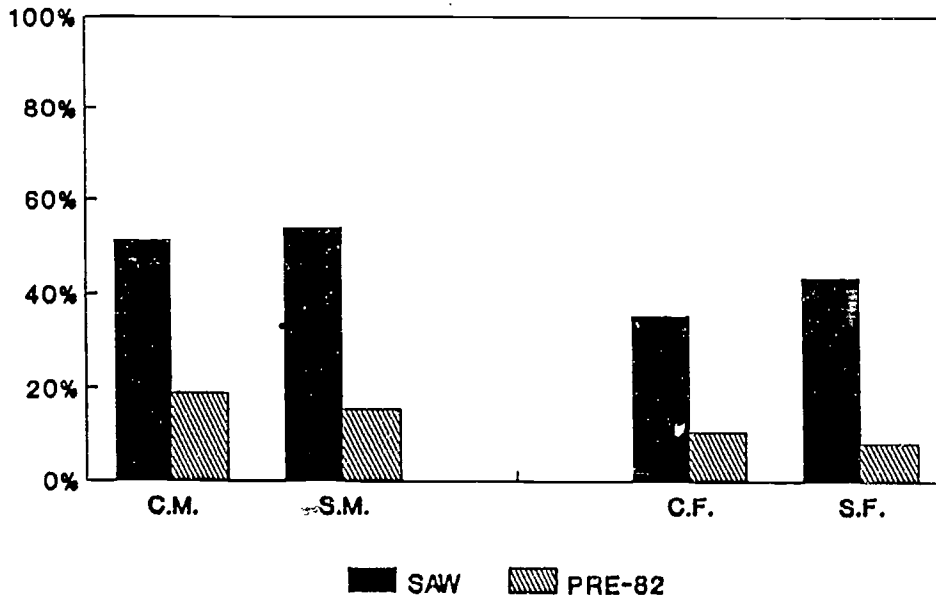
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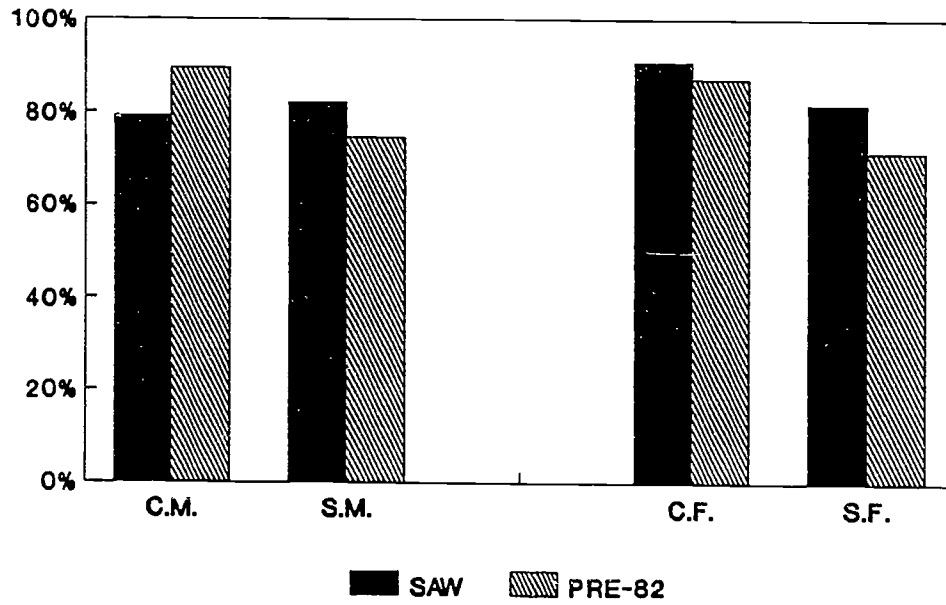
PERCENT WHO DID FARM WORK IN LAST TWO YEARS



PERCENT WHO ARE CURRENTLY SEASONAL AGRICULTURAL WORKERS (SAW'S)

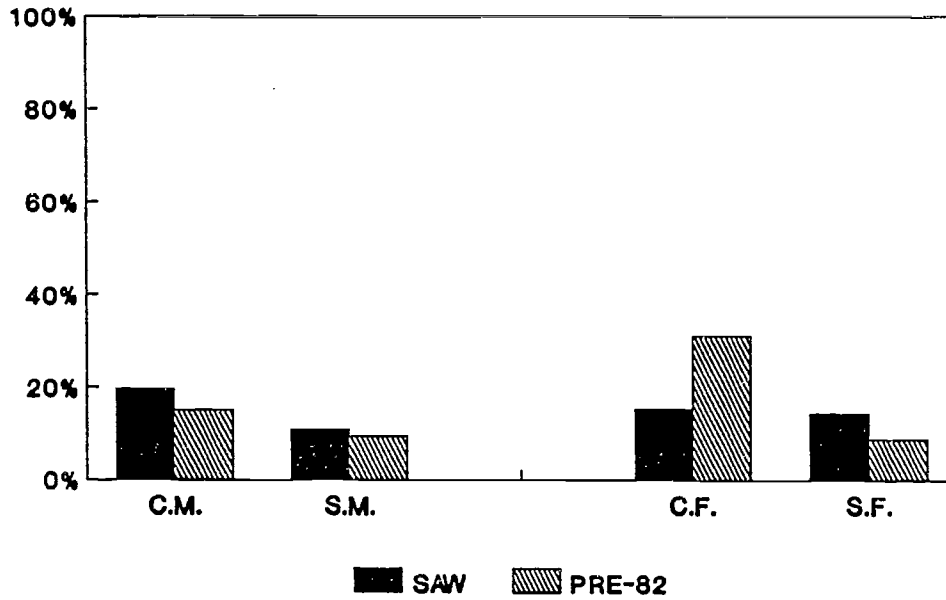


PERCENT WHO PLAN TO LOOK FOR WORK OUTSIDE OF FARMING

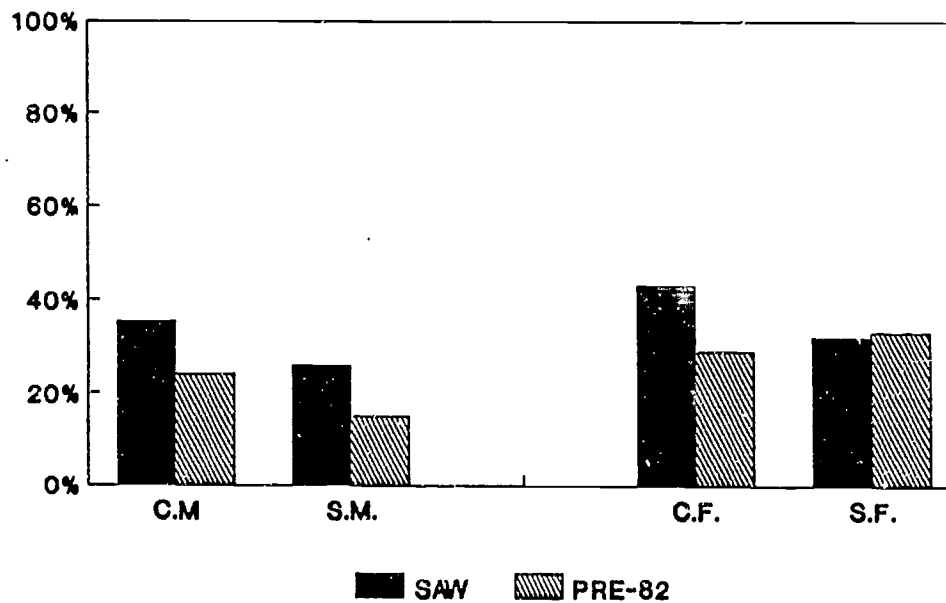


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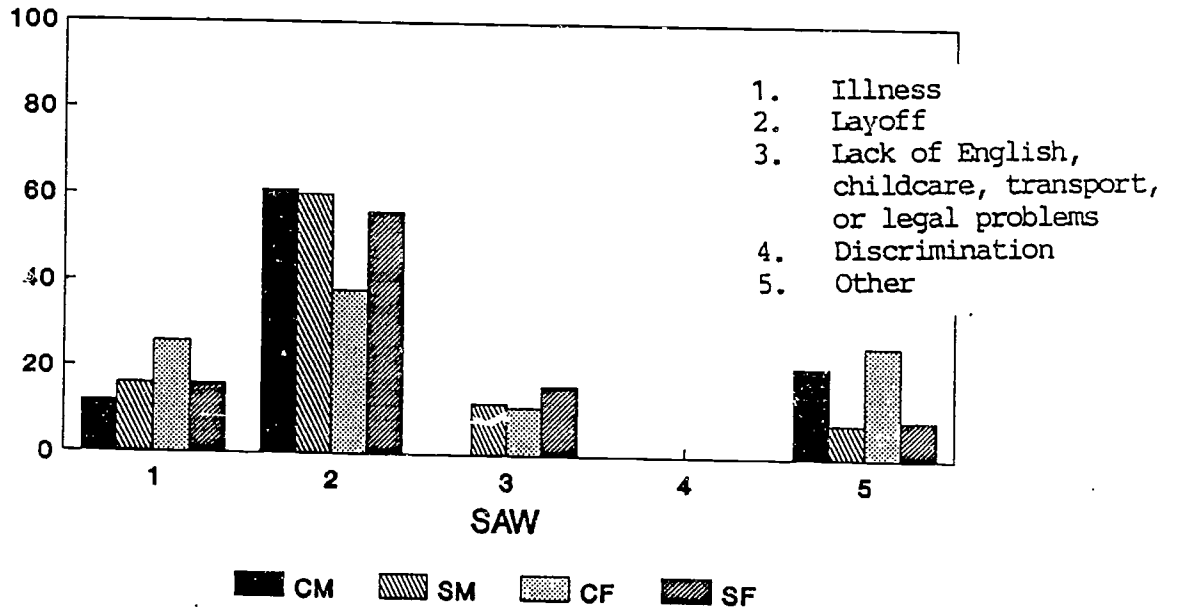
PERCENT WHO HAVE BEEN DENIED WORK IN THE U.S.



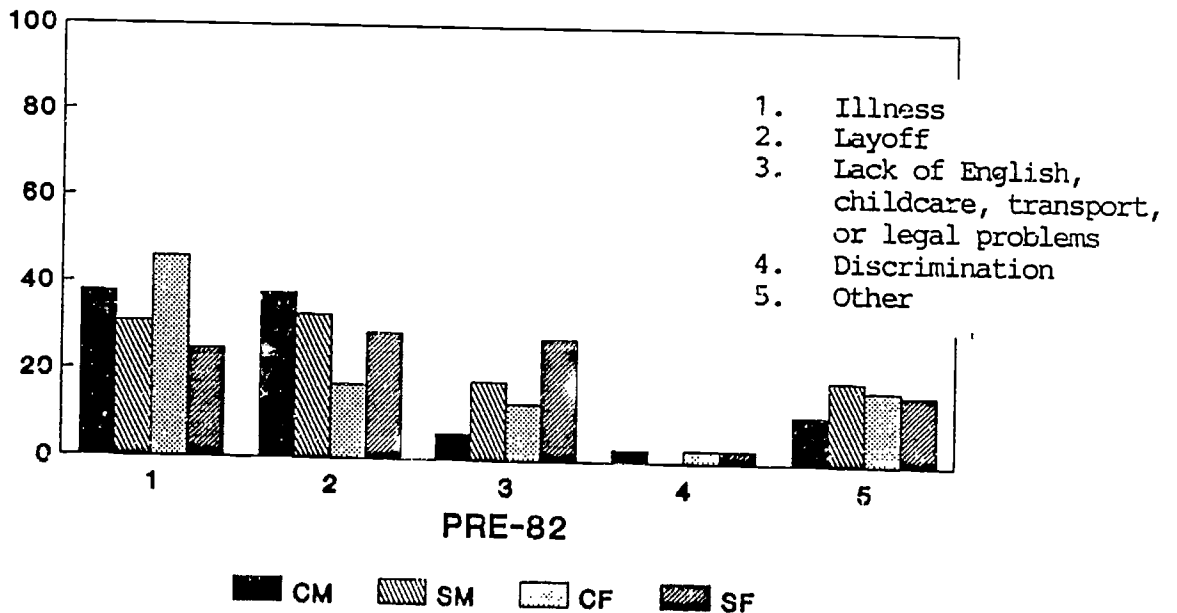
PERCENT WHO WERE WITHOUT WORK IN THE PAST 6 MONTHS



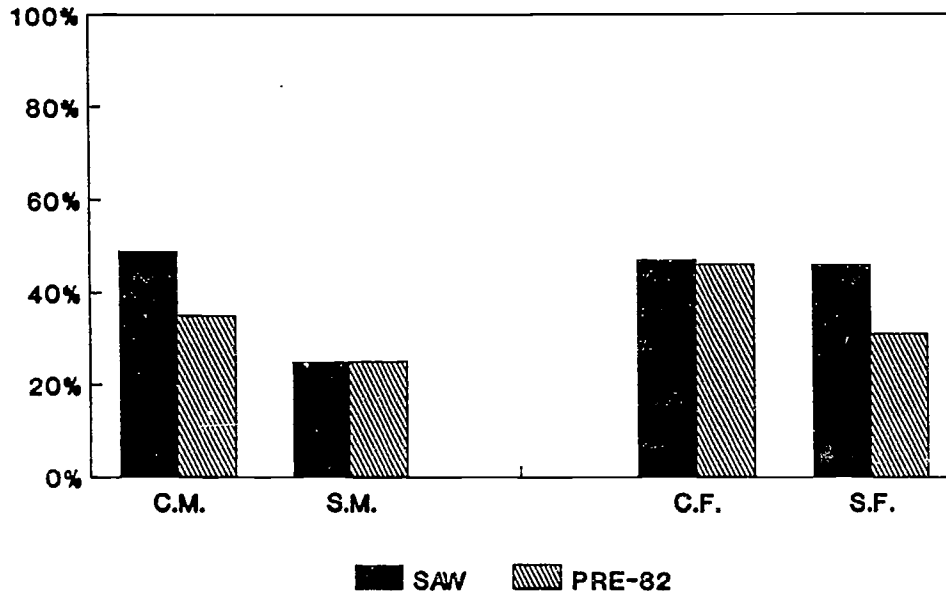
WHAT WAS THE REASON YOU DID NOT HAVE A JOB ?



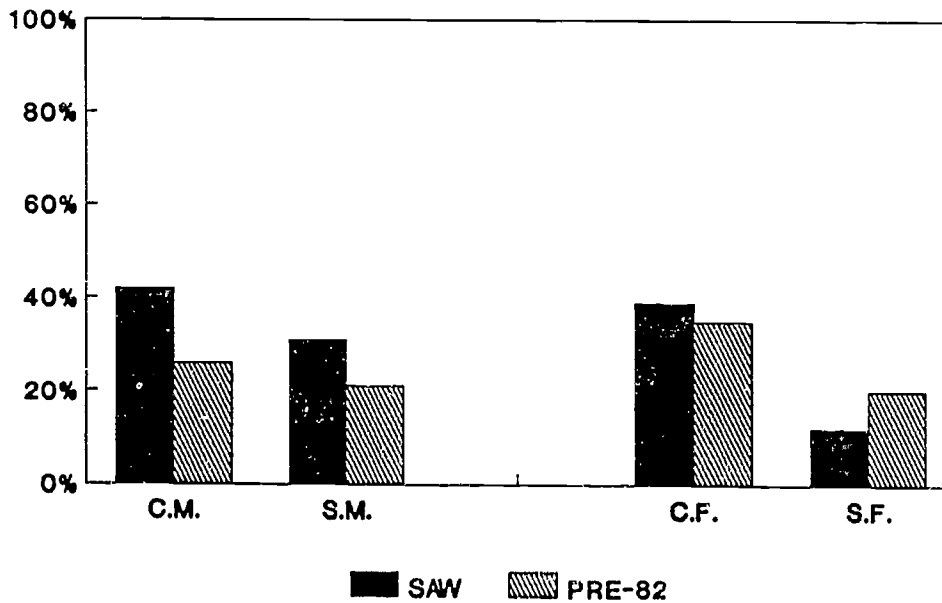
WHAT WAS THE REASON YOU DID NOT HAVE A JOB ?



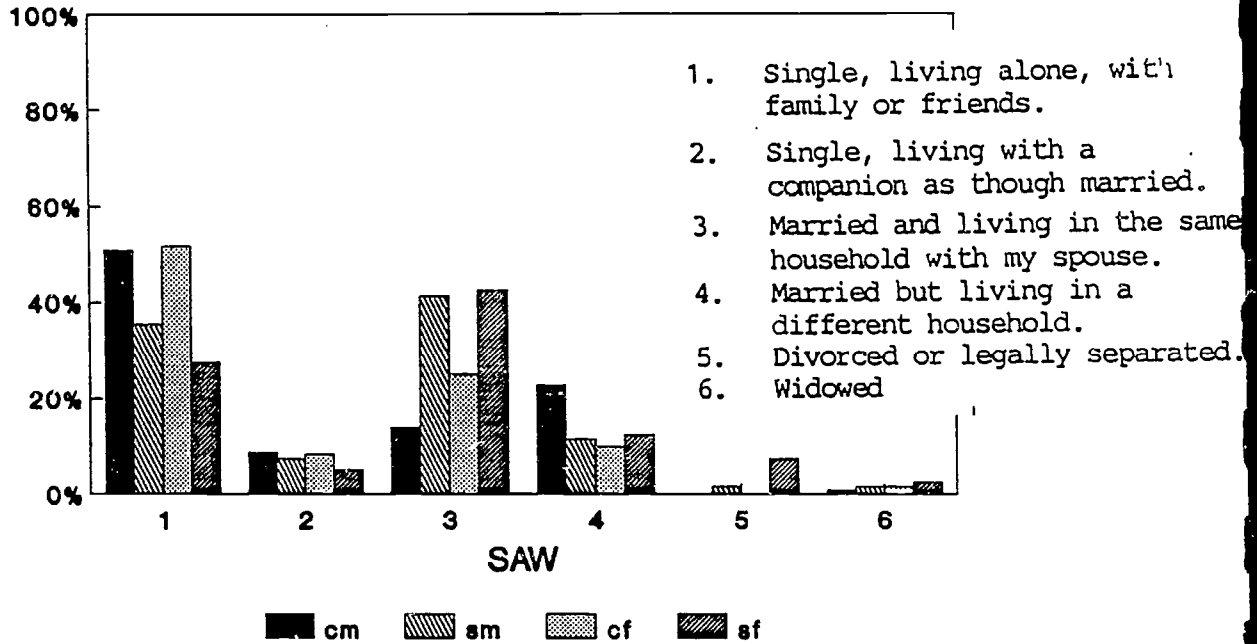
PERCENT WHO LOOKED FOR WORK IN THE LAST 6 MONTHS



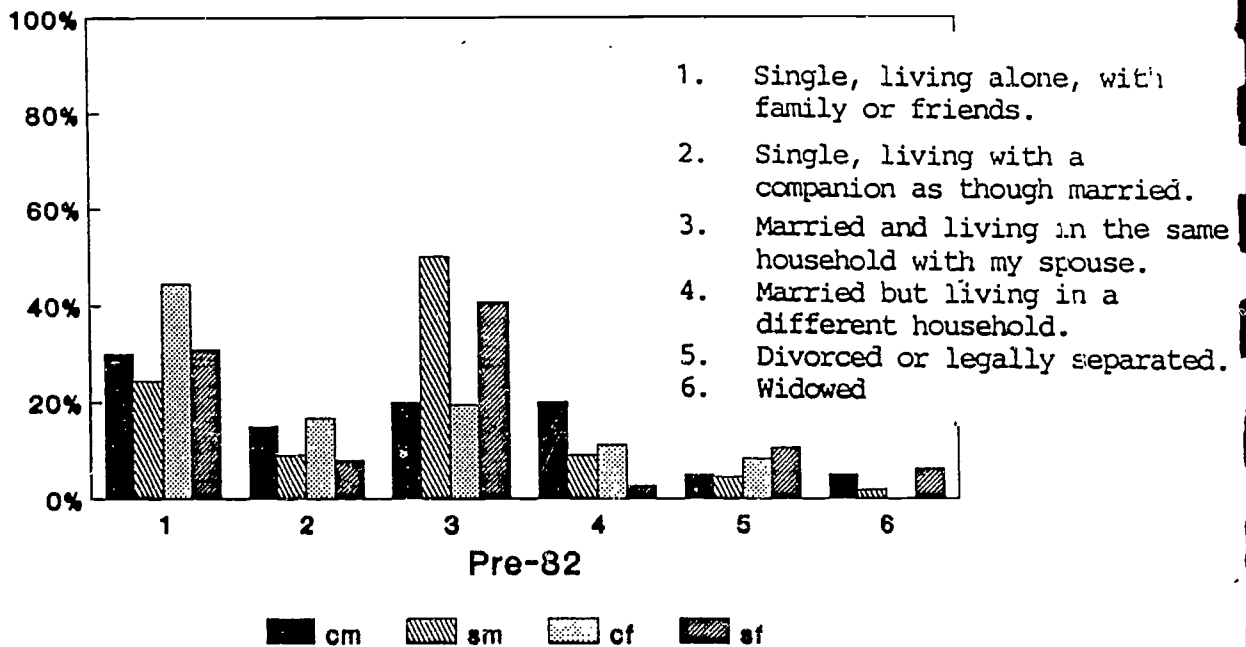
PERCENT WHO RECEIVED JOB PREPARATION SERVICES



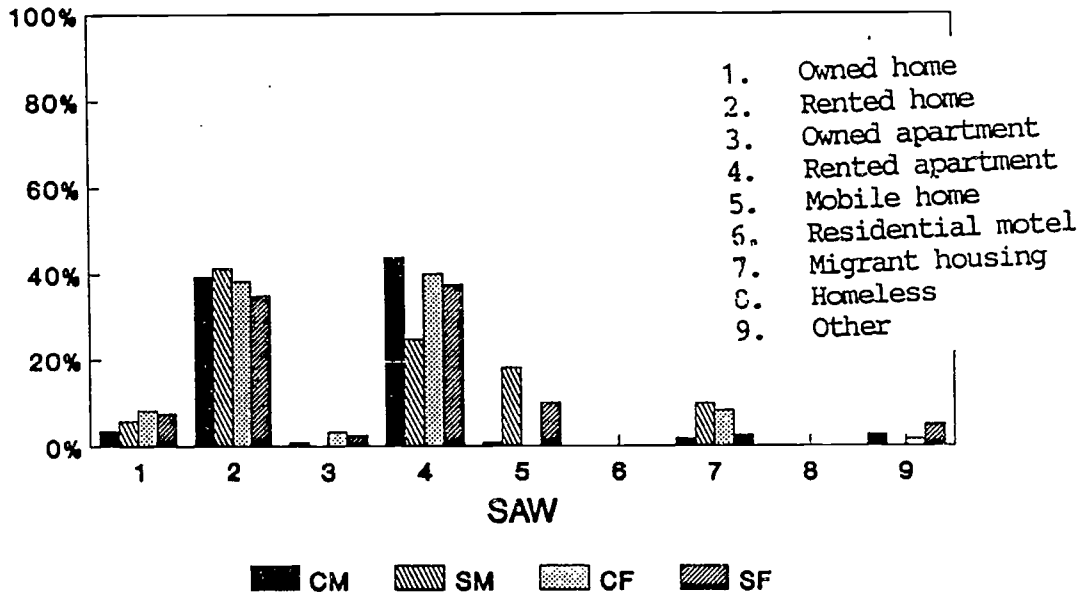
INDICATE YOUR MARITAL STATUS ?



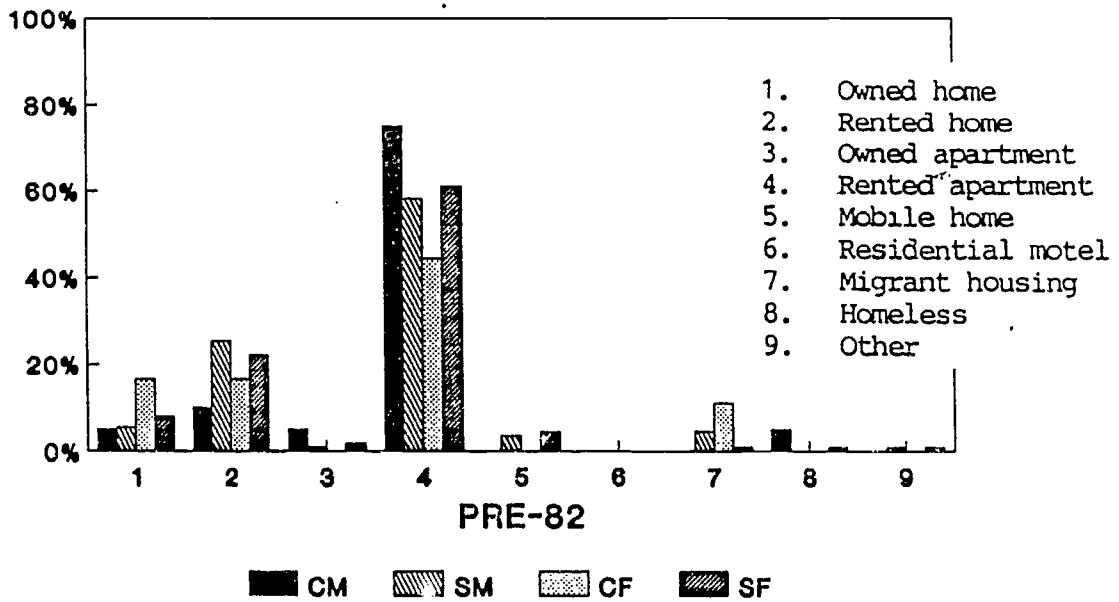
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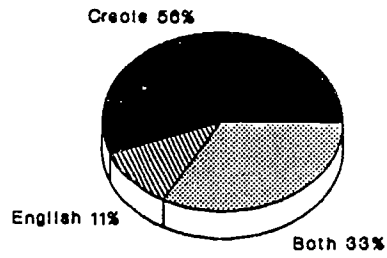
WHAT TYPE OF DWELLING DO YOU LIVE IN ?



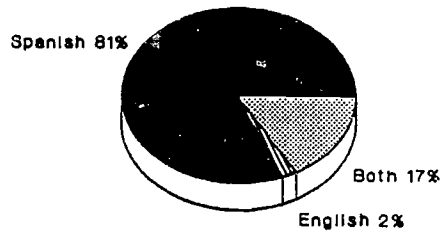
WHAT TYPE OF DWELLING DO YOU LIVE IN ?



LANGUAGE SPOKEN AT HOME



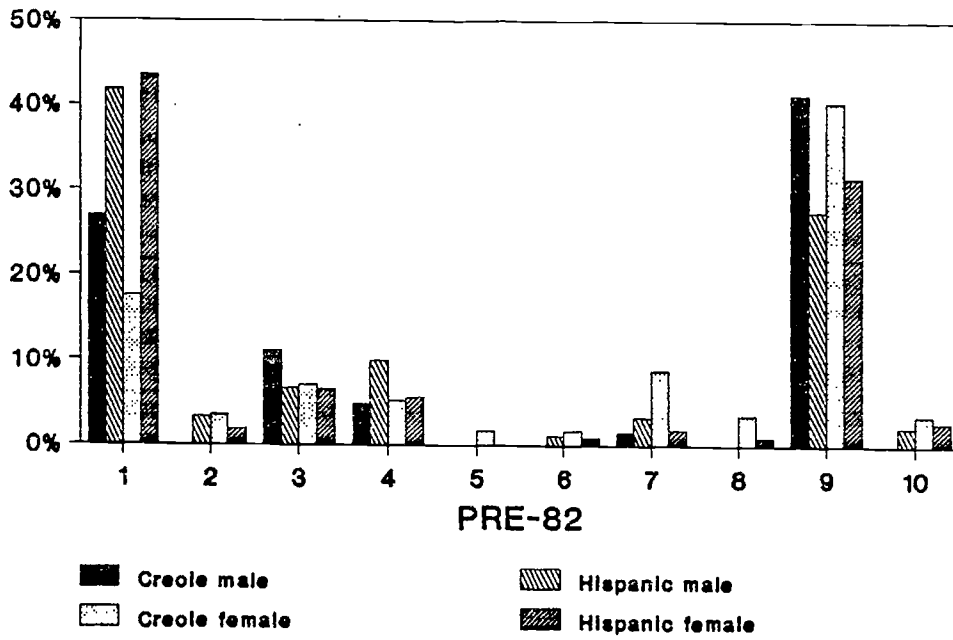
HAITIANS



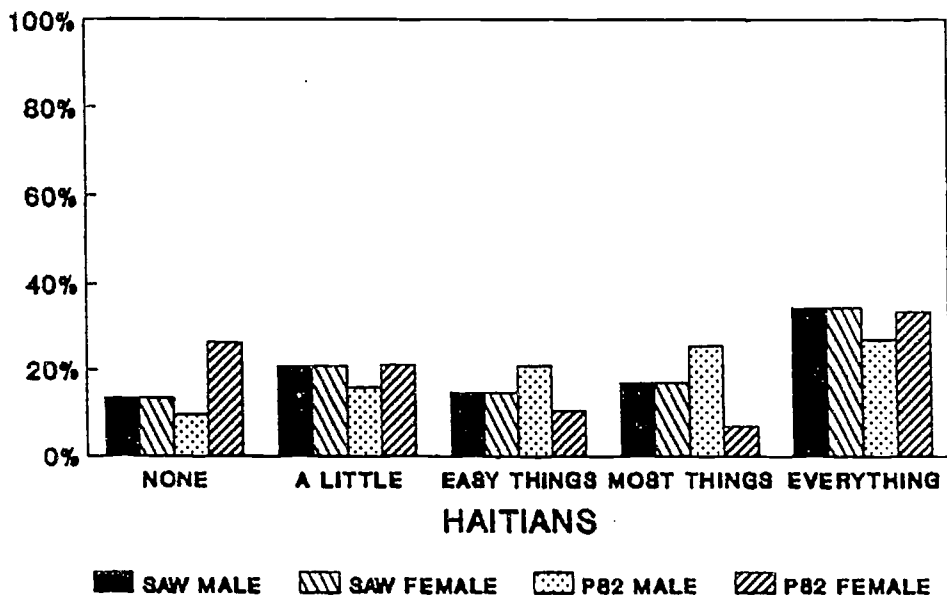
HISPANICS

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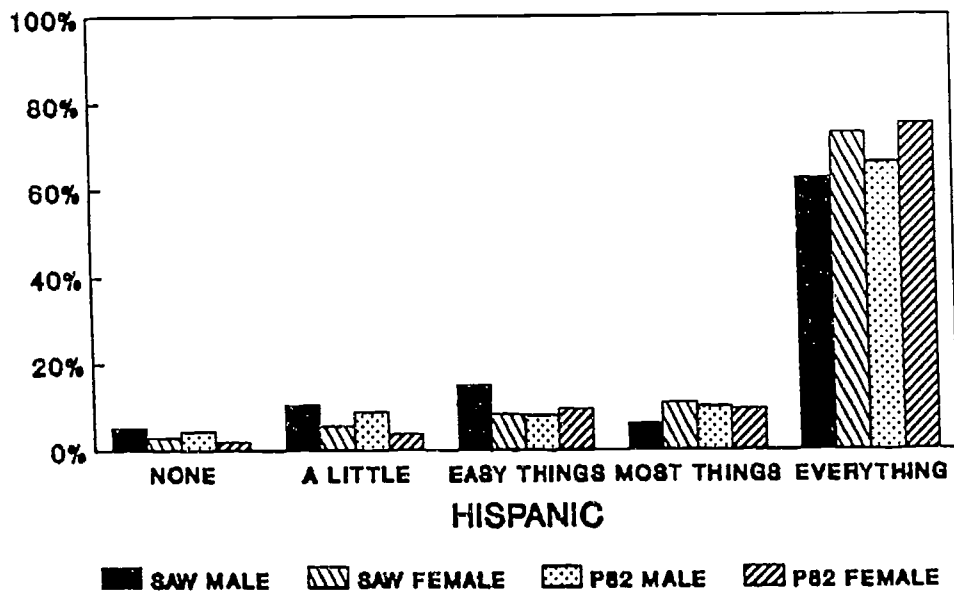
WHAT OTHER CLASSES HAVE YOU COMPLETE



THE ABILITY TO READ AND WRITE IN YOUR NATIVE LANGUAGE

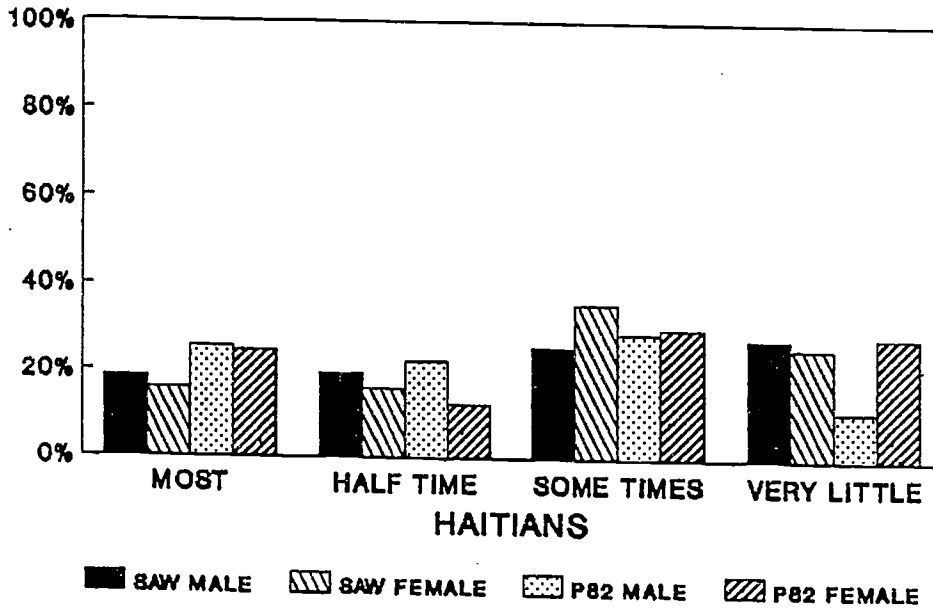


THE ABILITY TO READ AND WRITE IN YOUR NATIVE LANGUAGE

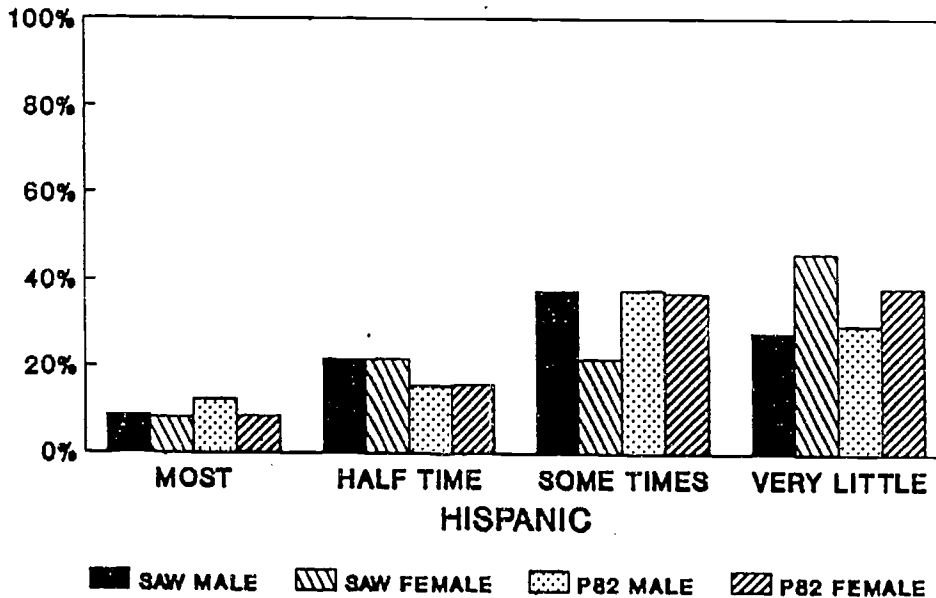


120

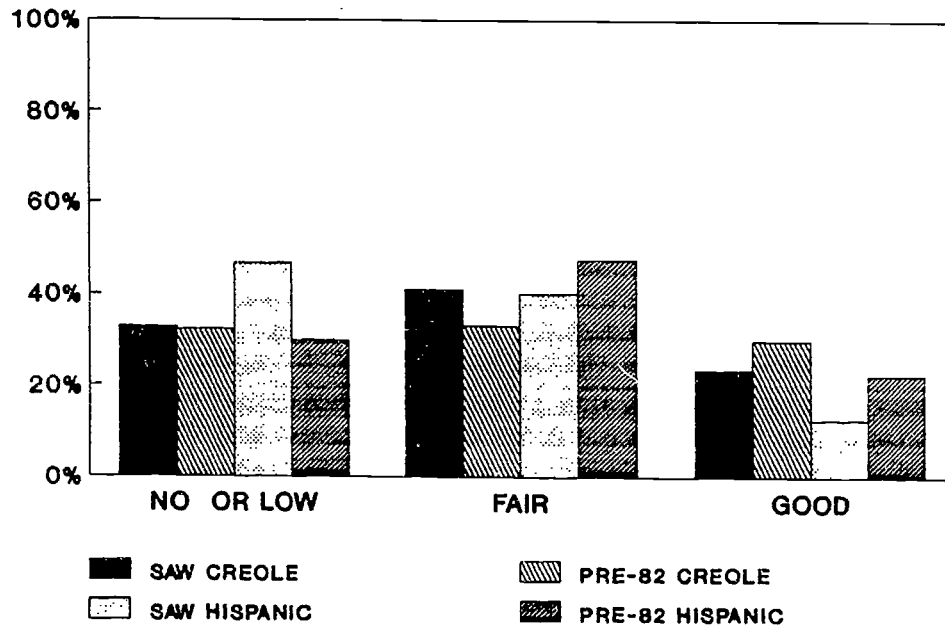
HOW OFTEN DO YOU SPEAK ENGLISH OUTSIDE THE HOME ?



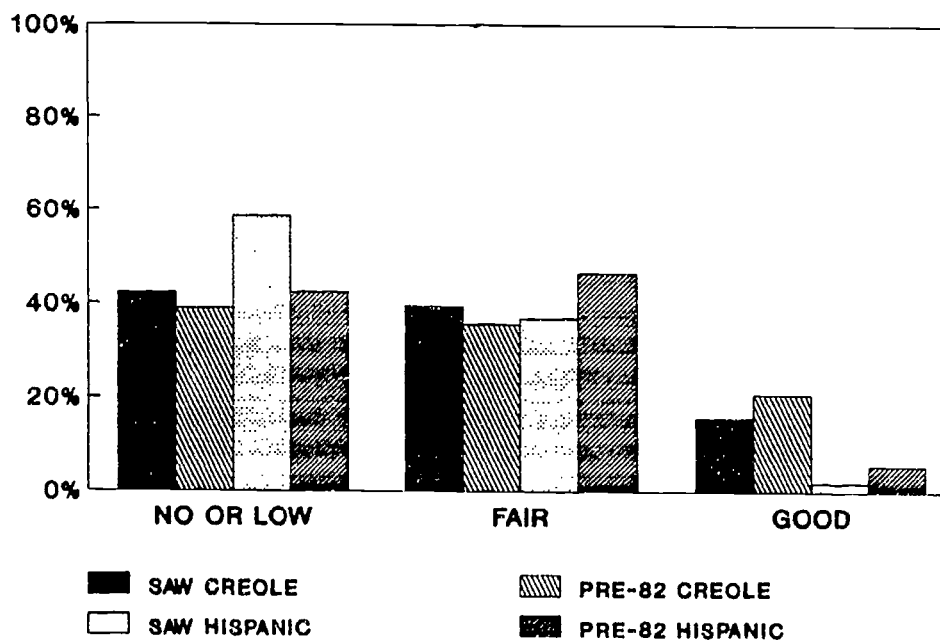
HOW OFTEN DO YOU SPEAK ENGLISH OUTSIDE THE HOME ?



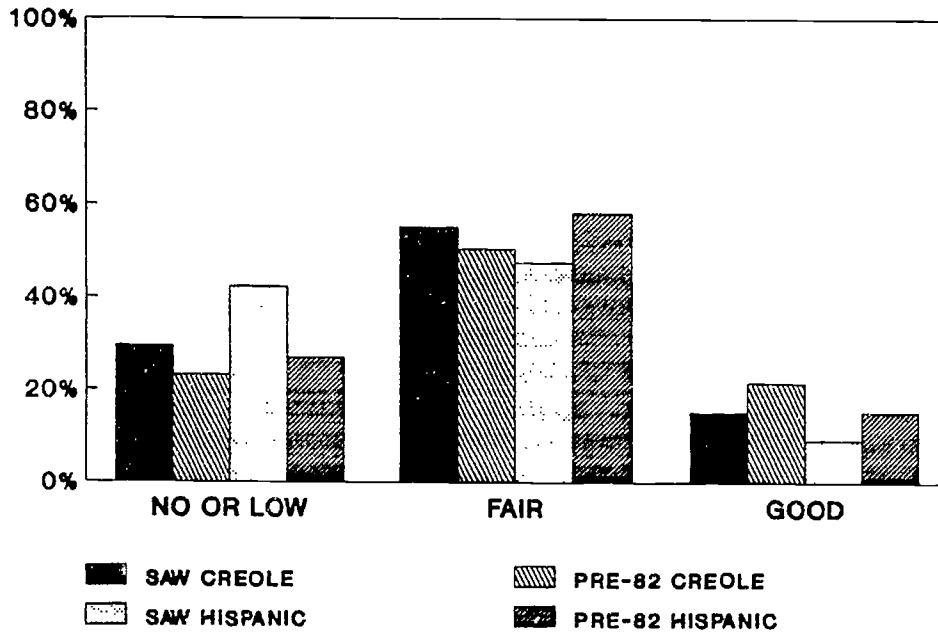
ABILITY TO READ ENGLISH



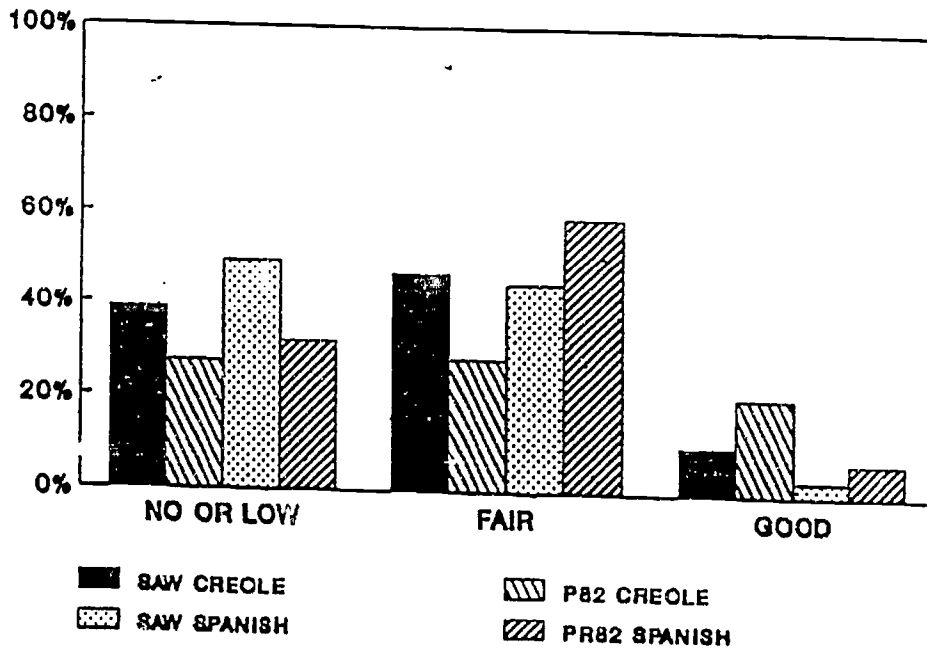
THE ABILITY TO WRITE ENGLISH



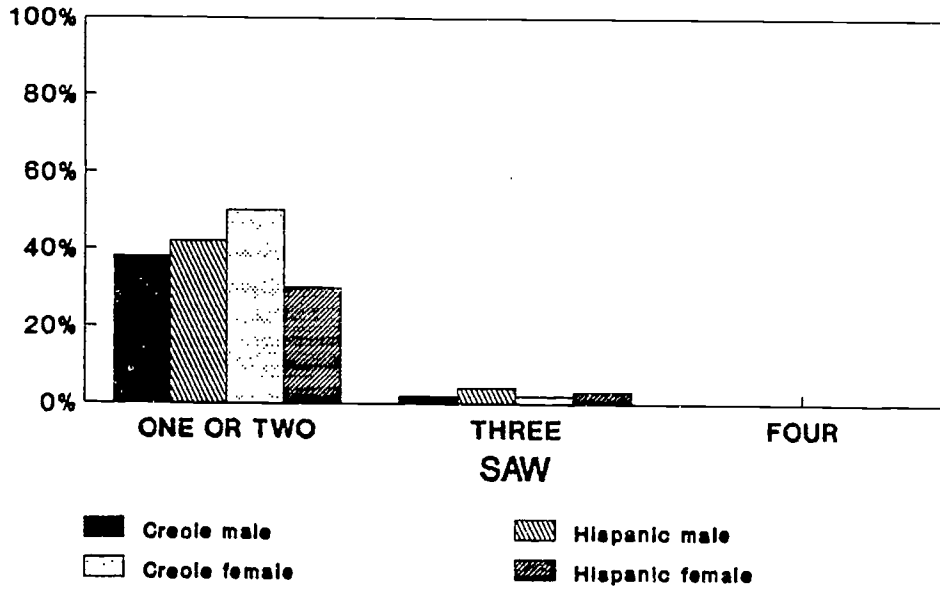
THE ABILITY TO UNDERSTAND ENGLISH



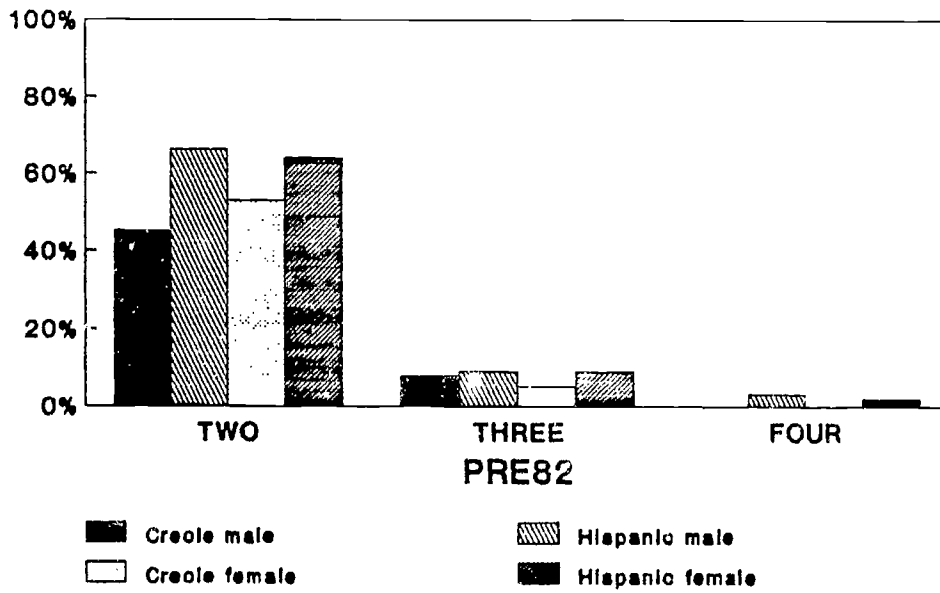
THE ABILITY TO SPEAK ENGLISH



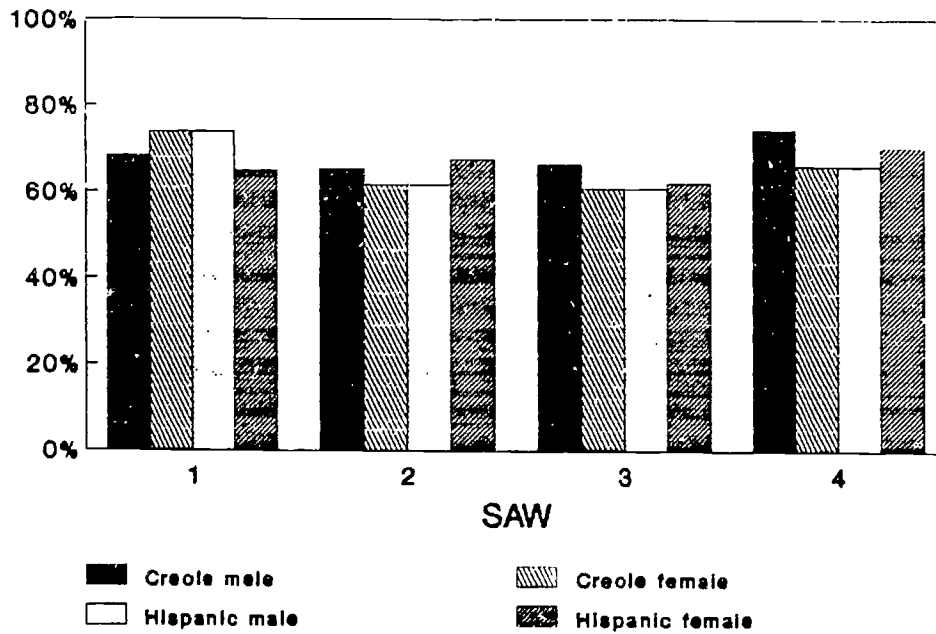
THE NUMBER OF COURSES THAT HAVE BEEN TAKEN



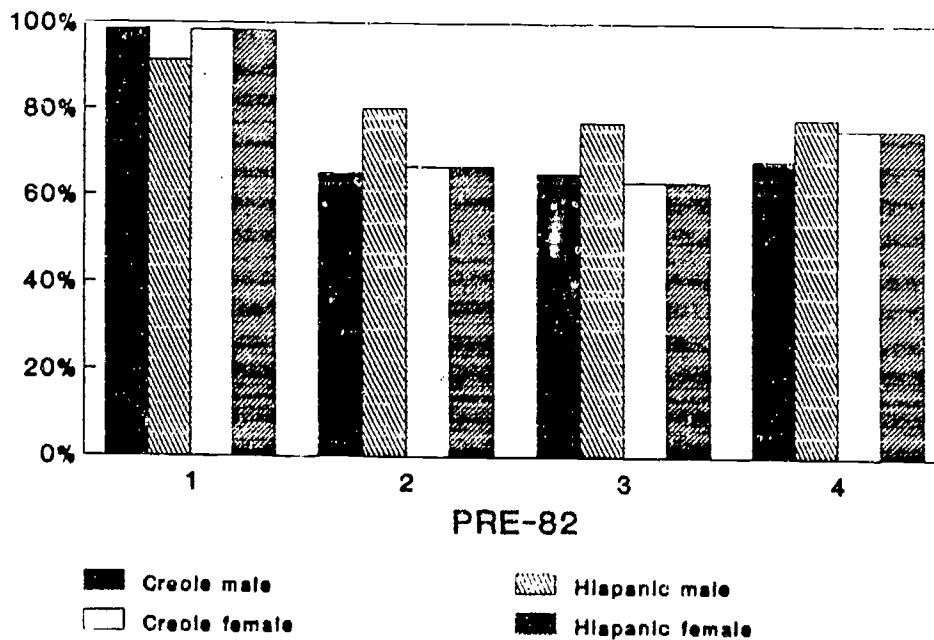
THE NUMBER OF COURSES THAT HAVE BEEN TAKEN



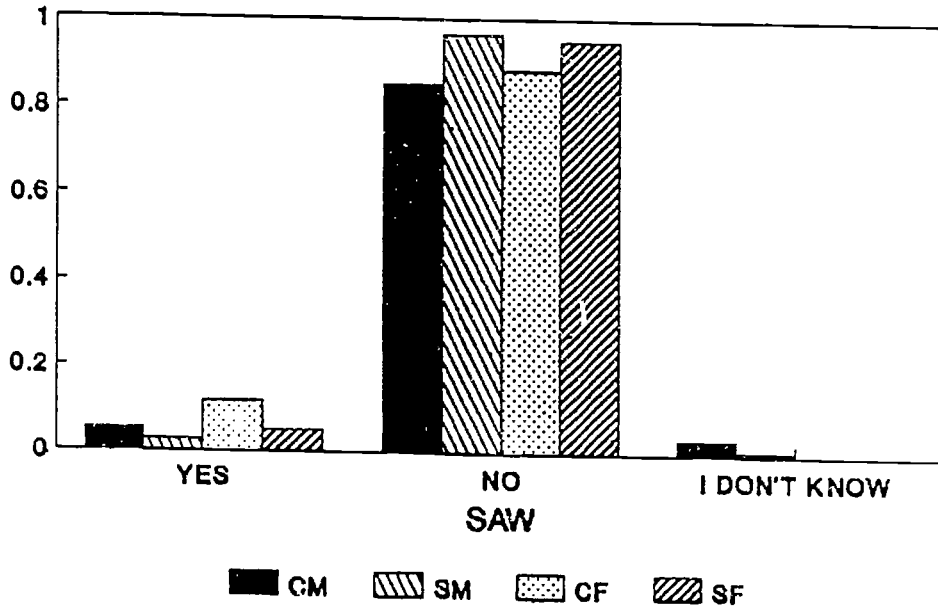
THE REASONS FOR TAKING CLASSES



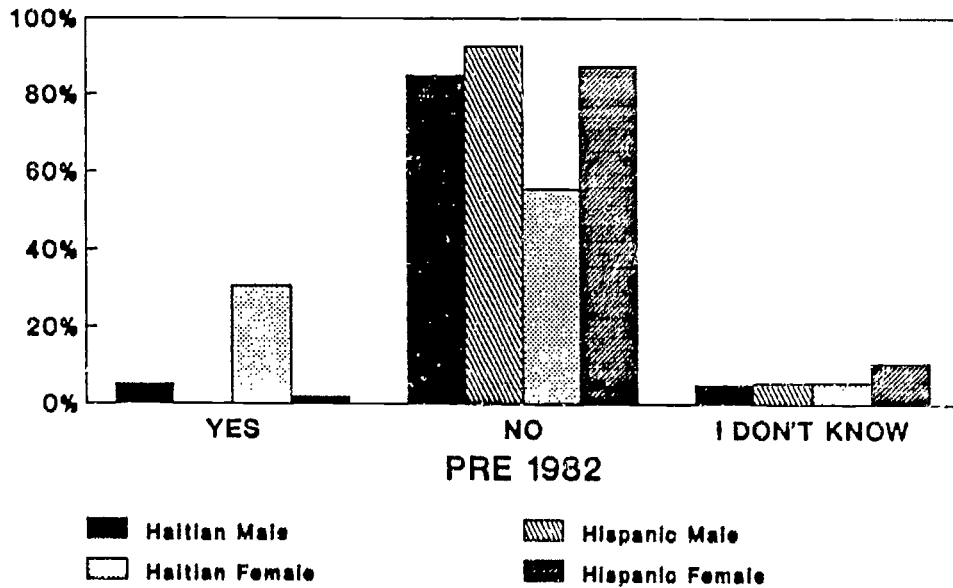
THE REASONS FOR TAKING CLASSES



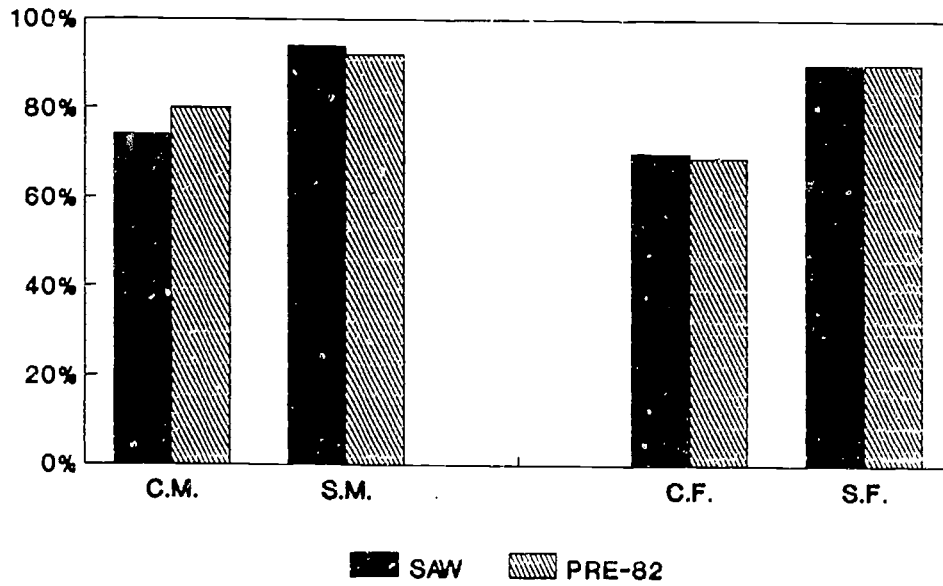
DO YOU OR ANY MEMBER OF YOUR FAMILY RECEIVE HOUSING ASSISTANCE ?



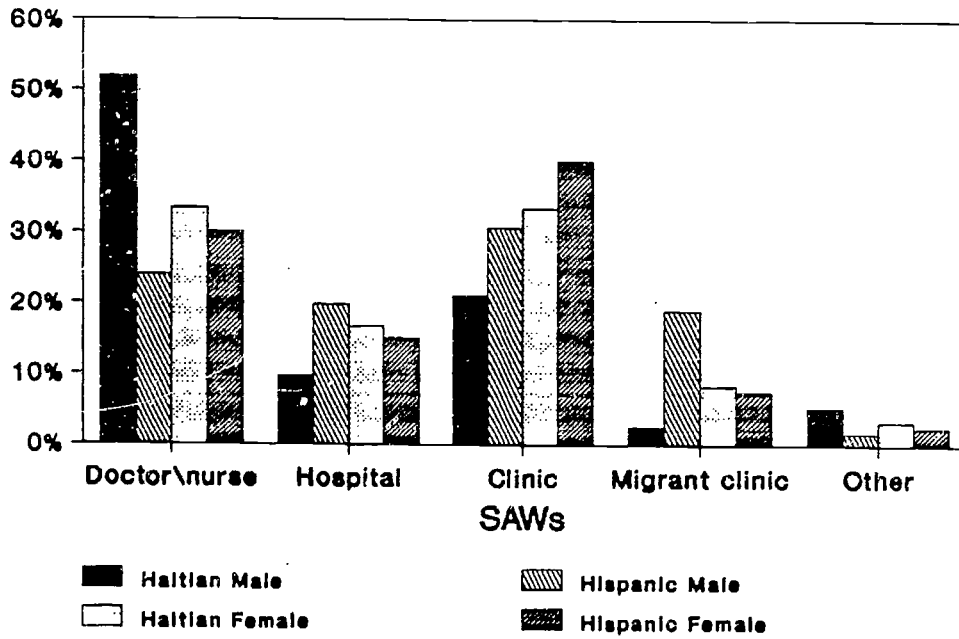
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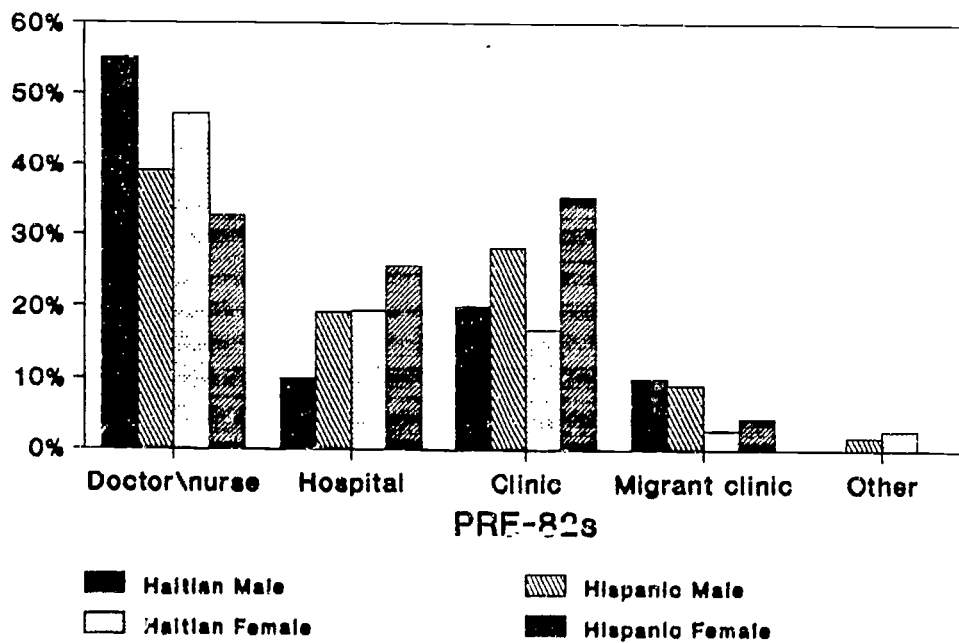
HOW IS YOUR HEALTH ? GOOD TO EXCELLENT



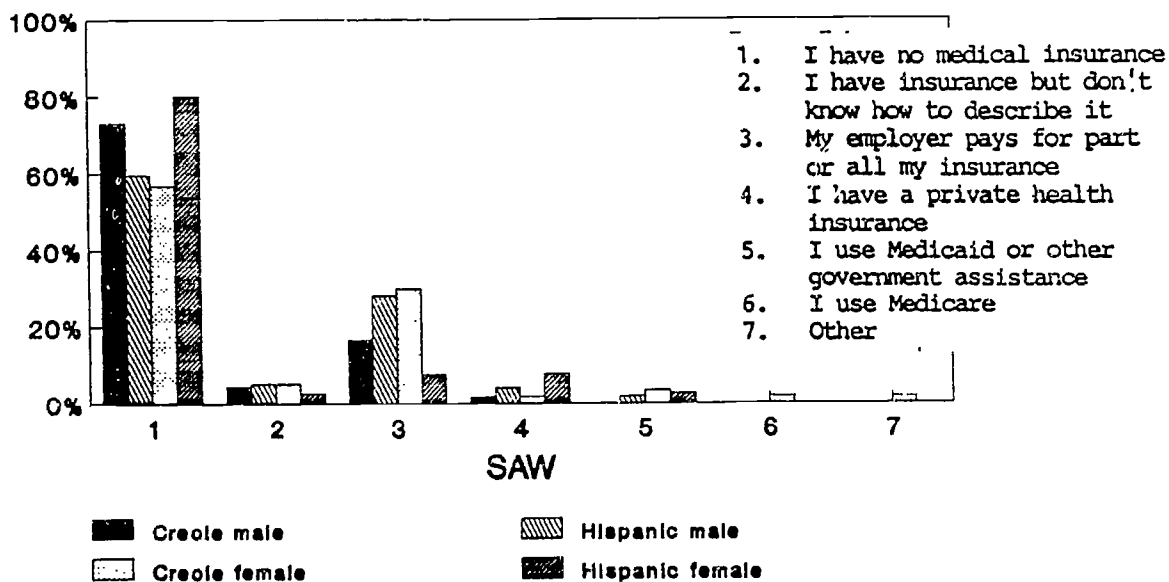
WHEN YOU ARE SICK WHERE DO YOU GO?



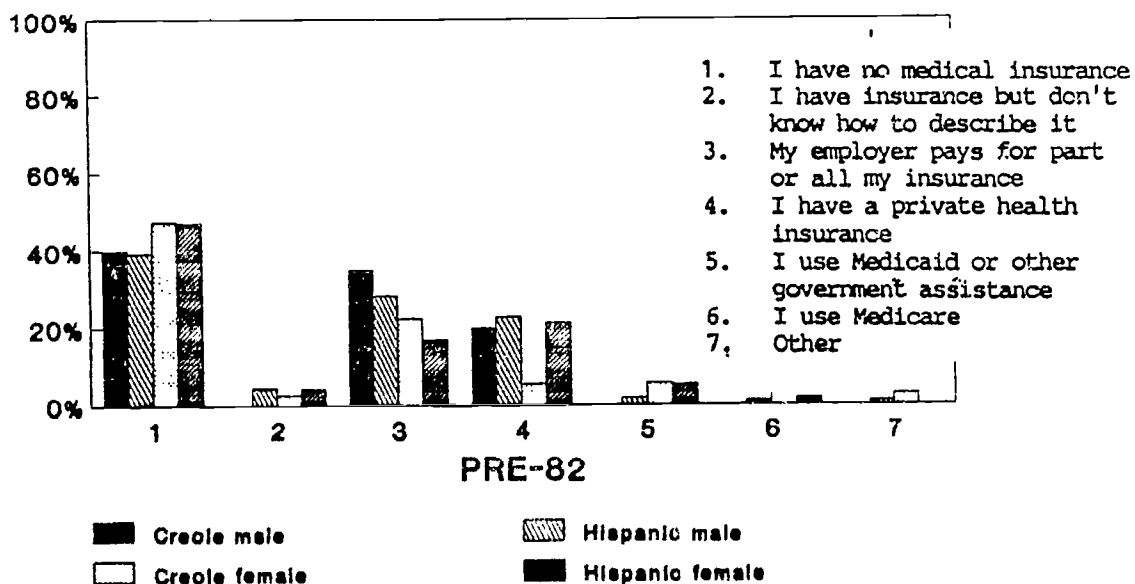
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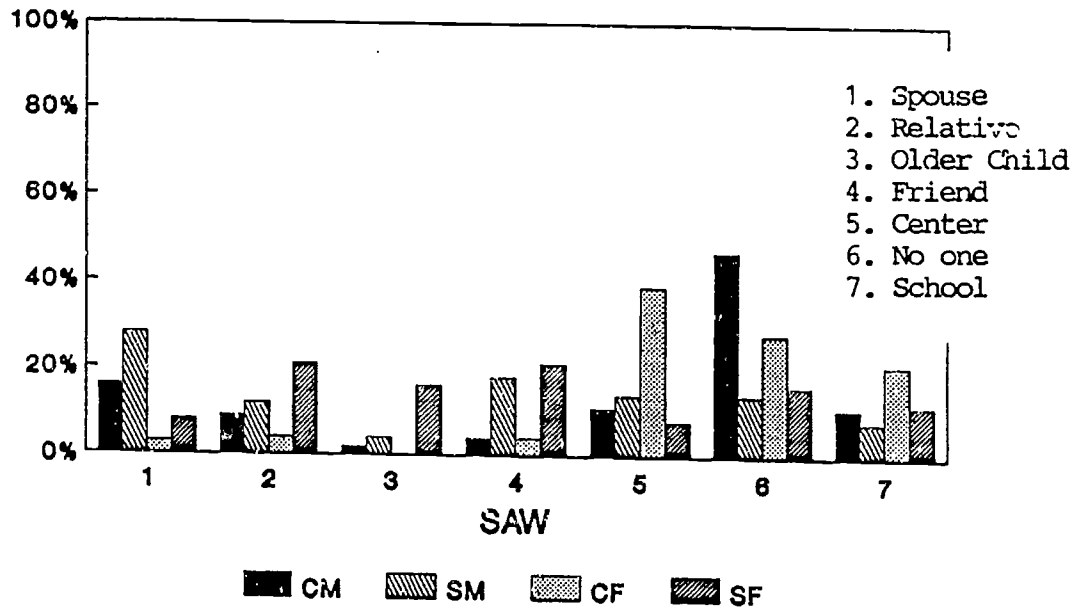
WHAT KIND OF HEALTH INSURANCE DO YOU HAVE ?



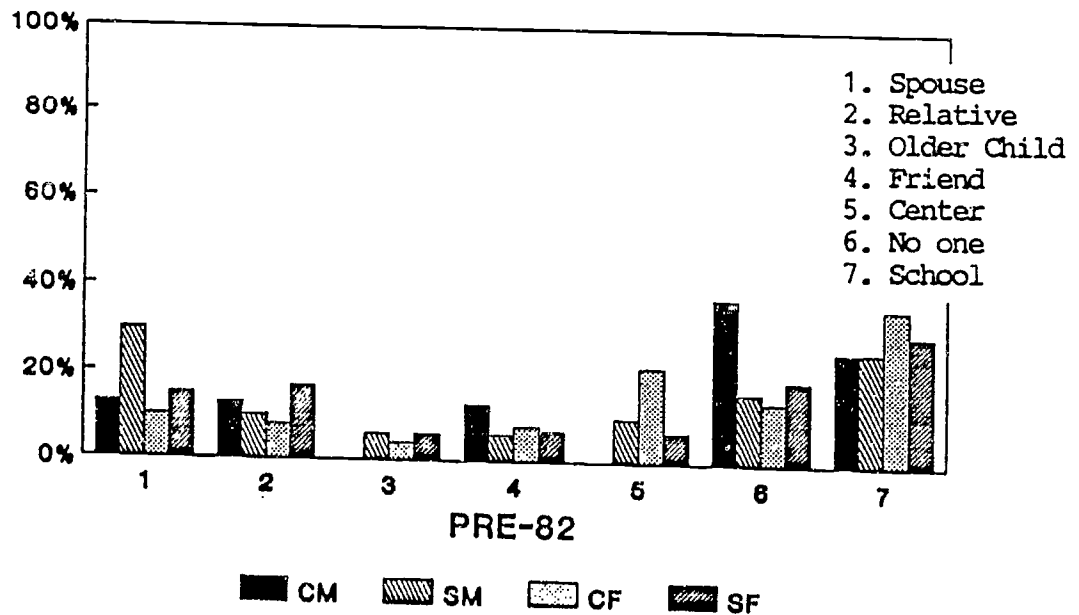
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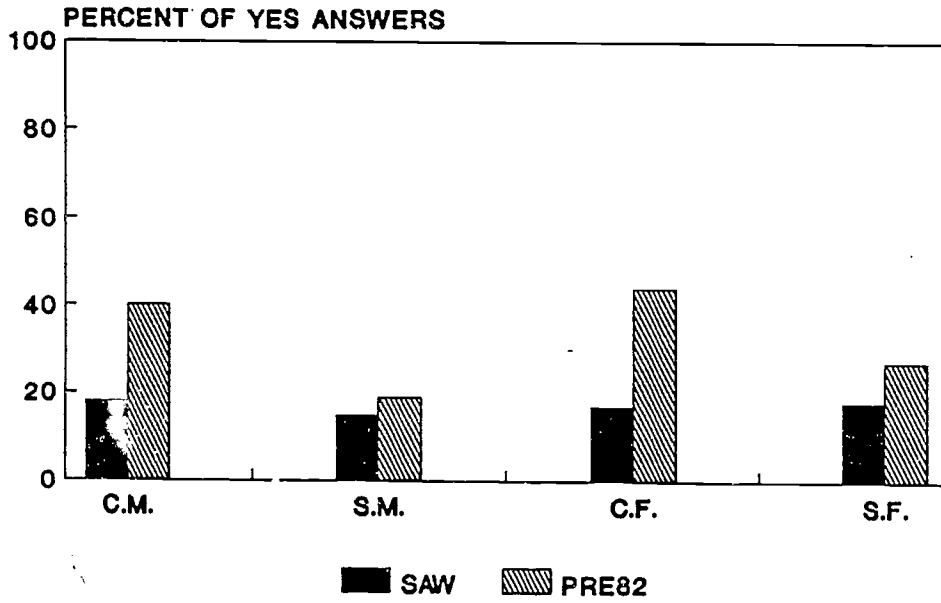
WHEN YOU ARE AT WORK WHO TAKES CARE OF THE CHILDREN ?



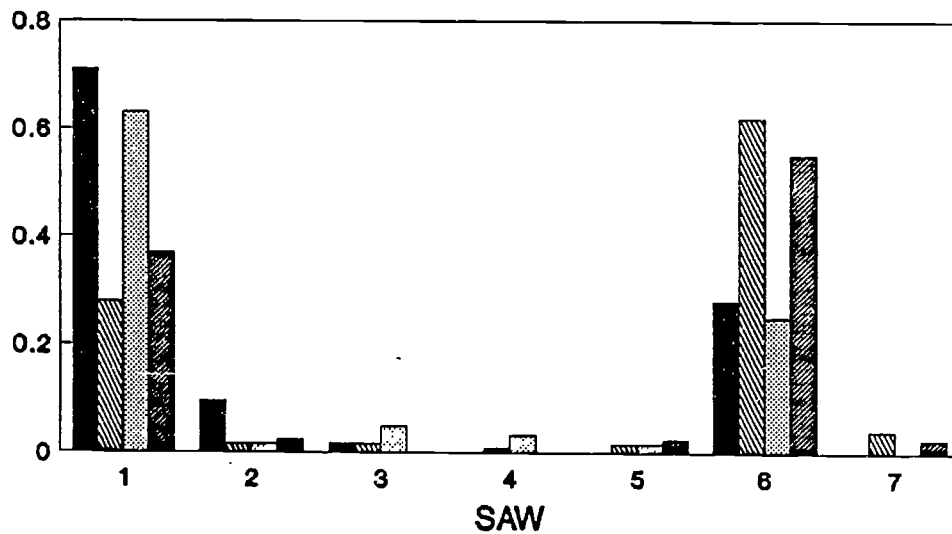
WHEN YOU ARE AT WORK WHO TAKES CARE OF THE CHILDREN ?



HAVE YOU OR ANY HOUSEHOLD MEMBER REQUIRED OVERNIGHT HOSPITALIZATION ?



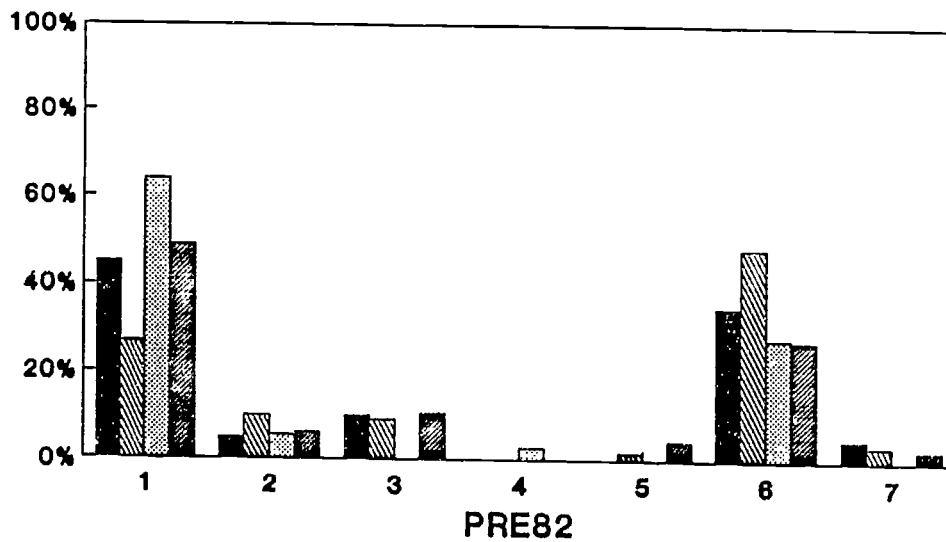
IF YOU WERE EVER SICK AND DID NOT SEEK HELP WHAT WAS THE MAIN REASON ?



CM
 SM
 CF
 SF

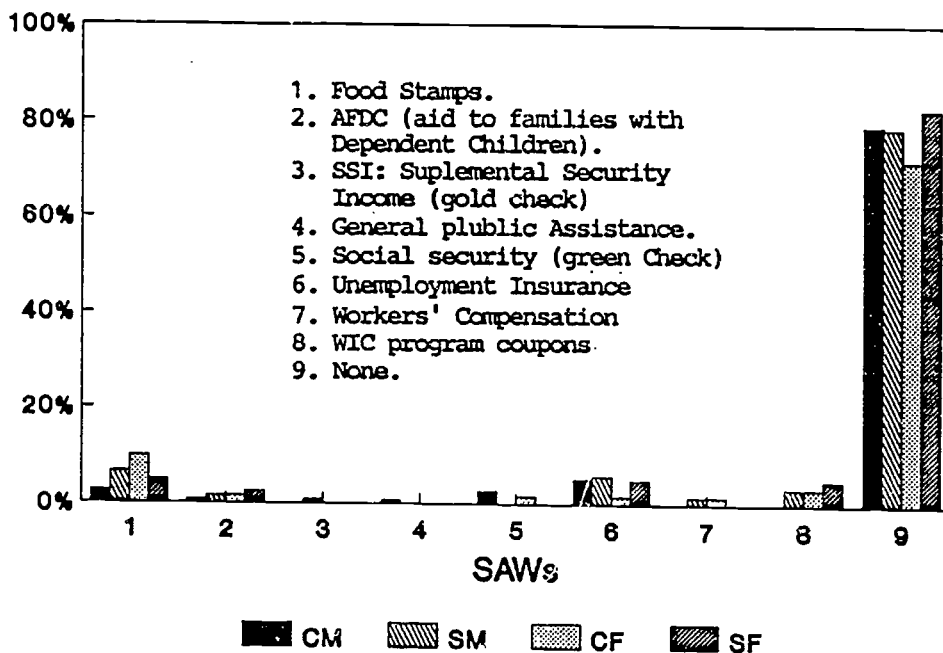
1. I didn't have any money
2. I didn't have insurance.
3. I thought whoever attended me might not speak my language
4. I was afraid I would be reported to the INS.
5. I was never sick
6. Other
7. No response

IF YOU WERE EVER SICK AND DID NOT SEEK HELP WHAT WAS THE MAIN REASON ?

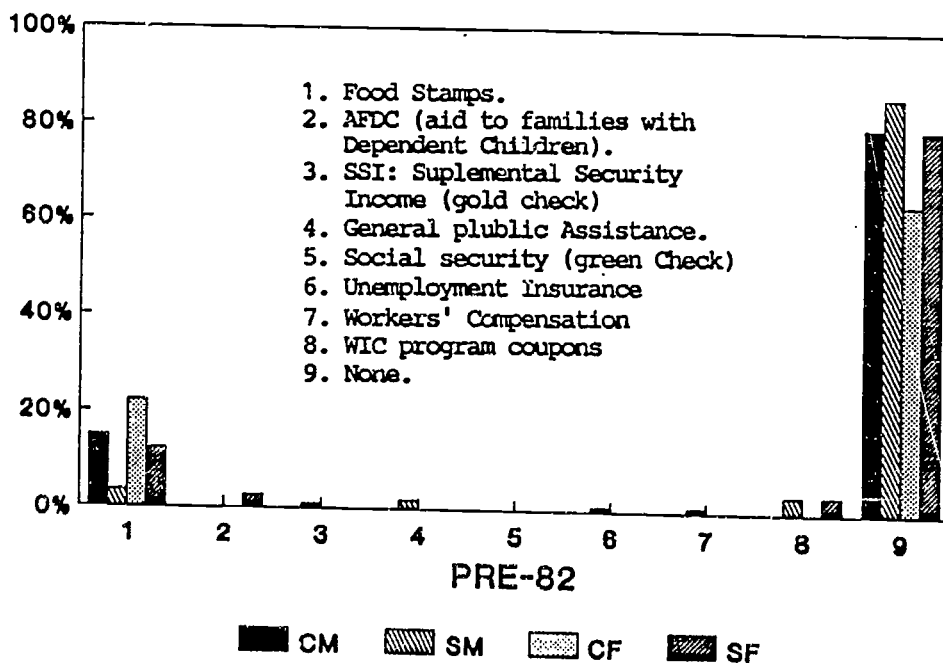


CM
 SM
 CF
 SF

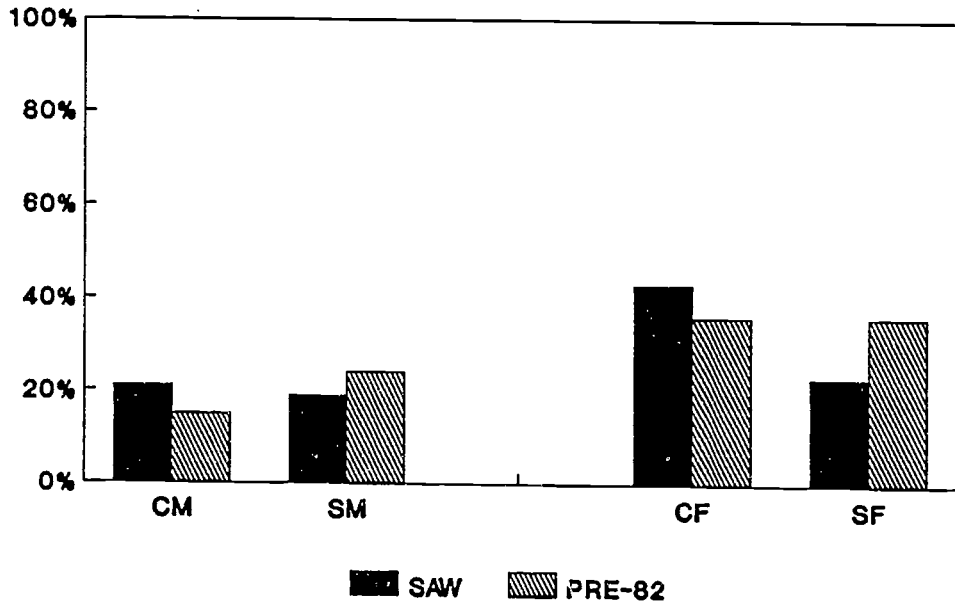
WHAT ASSISTANCE HAVE YOU RECEIVED ?



WHAT ASSISTANCE HAVE YOU RECEIVED?

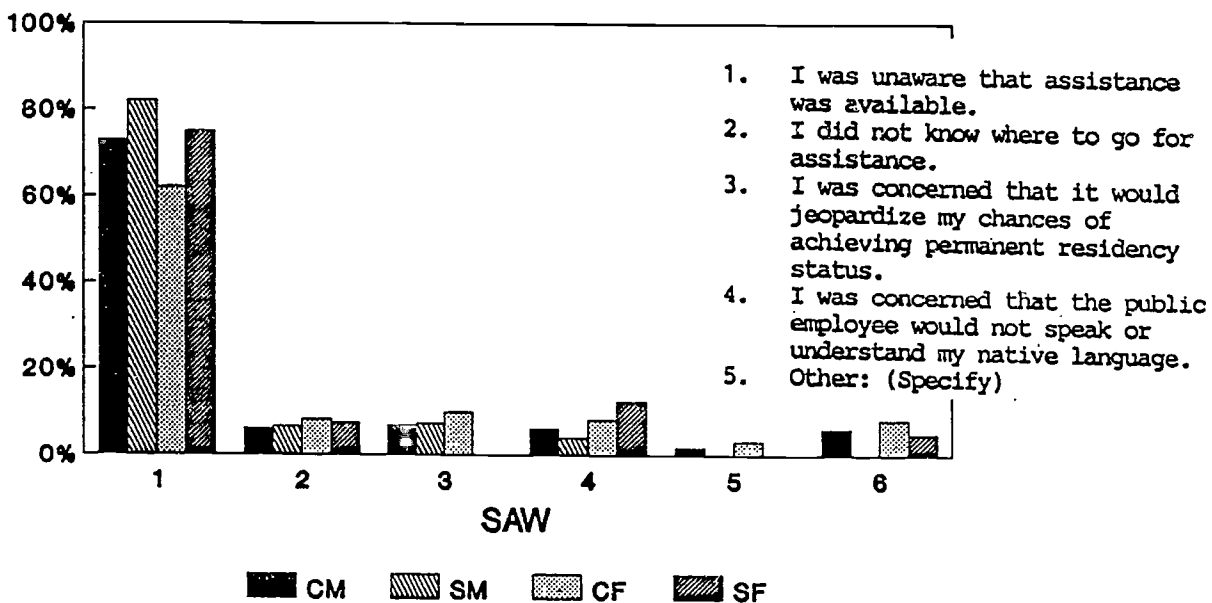


DID YOU EVER NEED PUBLIC ASSISTANCE BUT NOT DID NOT SEEK IT OUT ?

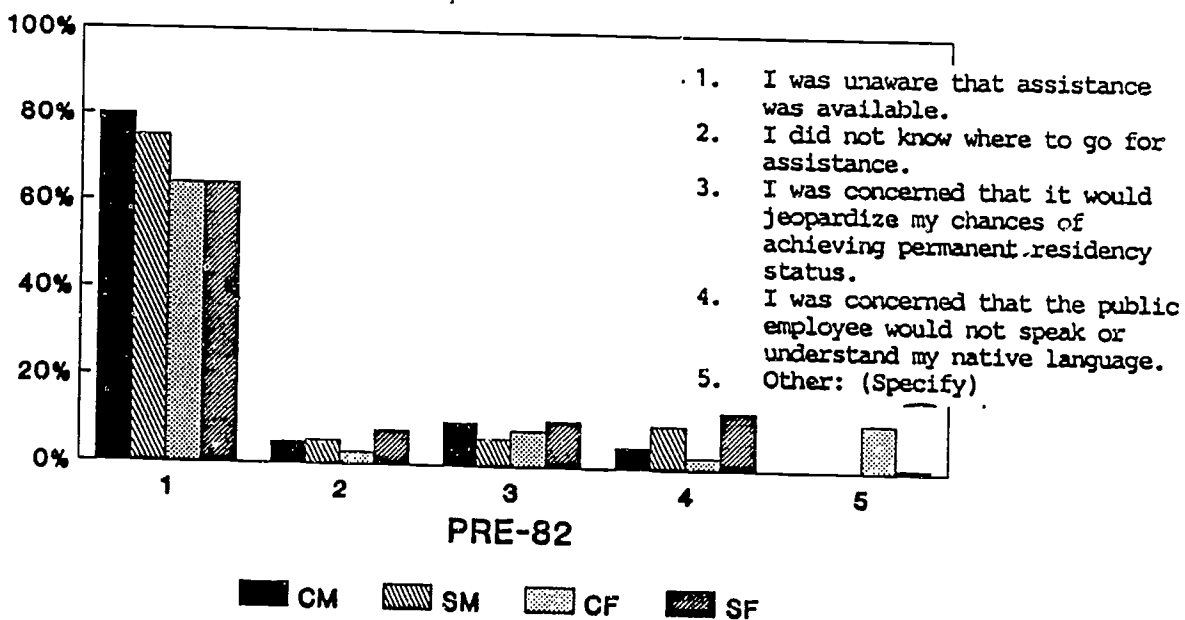


10.

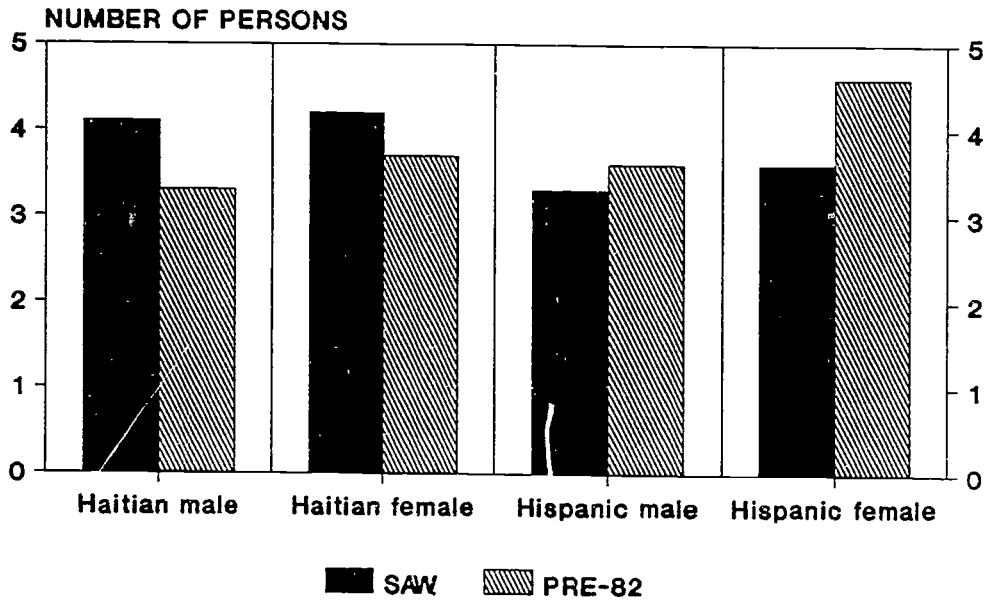
IF YOU ANSWERED YES, WHAT WAS THE MAIN REASON FOR NOT SEEKING HELP ?



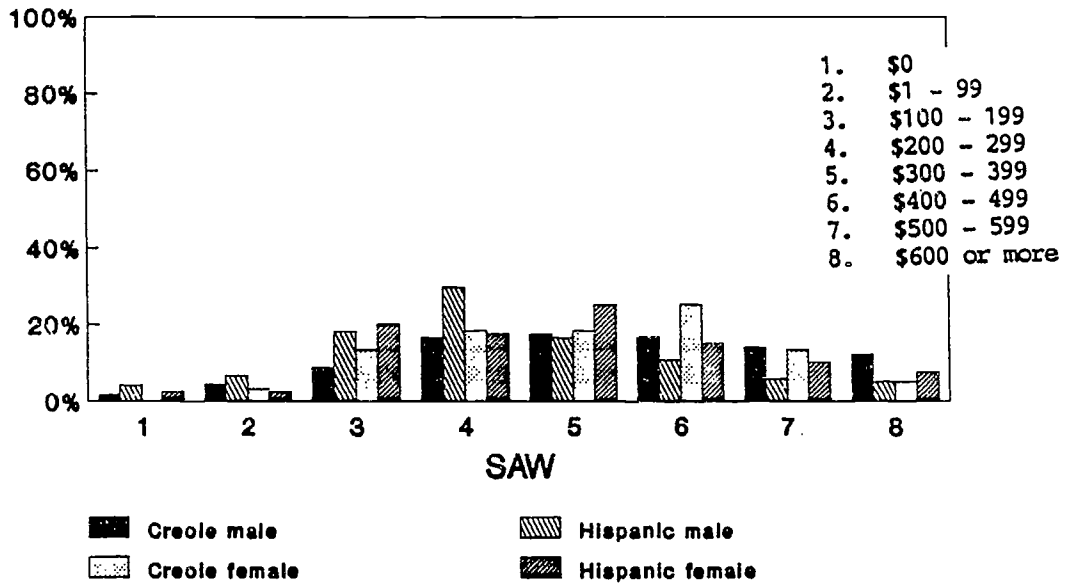
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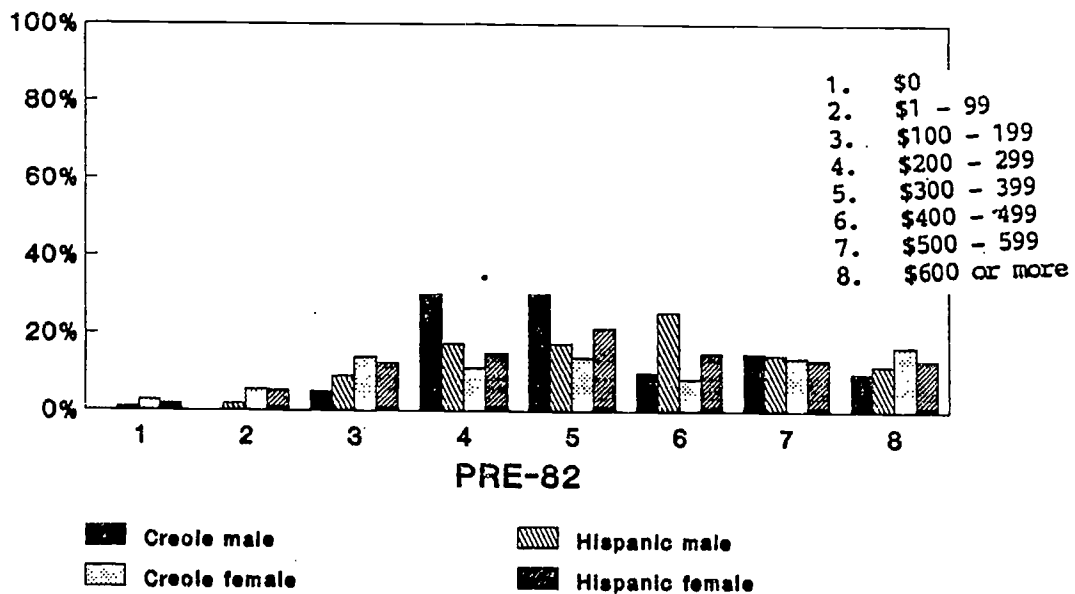
NUMBER OF PEOPLE LIVING IN HOUSEHOLD



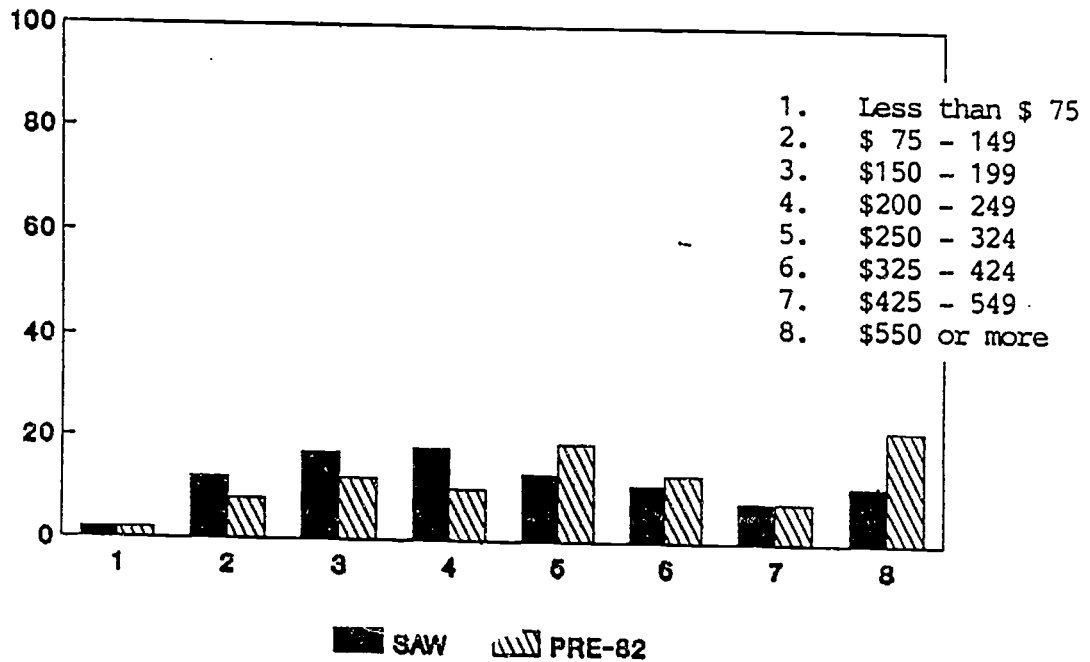
HOW MUCH DO YOU PAY IN RENT EACH MONTH ?



HOW MUCH DO YOU PAY FOR RENT EACH MONTH ?



WHAT IS YOUR WEEKLY TAKE-HOME PAY ?



WEEKLY TAKE-HOME PAY ACCORDING TO ETHNIC GROUP

