

Chapter 1 : Afterschool Matters | Immigrant Youth - National Institute on Out-of-School Time

Informing and improving public policy through independent, objective, nonpartisan research.

See other articles in PMC that cite the published article. Census, this research examines how estimates of school enrollment and school-work patterns among Mexican-origin adolescents are affected by including or excluding young immigrants who never enrolled in U. The analysis demonstrates that a non-trivial share of adolescents who were born in Mexico almost certainly never enrolled in U. Excluding these adolescents from analyses substantially reduces gaps in school enrollment between Mexicans and Whites and between native and foreign-born Mexicans. Excluding never-enrolled immigrant youth also changes the relationship between duration of U. Overall, inferences about the level of school enrollment and intra-ethnic differences in school enrollment by duration of residence depend on how those who are likely to have never enrolled in U. Inferences about interethnic differences also are affected, although they are somewhat less sensitive to this issue. Over the last several decades, the implications of recent trends in U. Immigration from Mexico is at center stage in these debates because of the large number of Mexican immigrants and the substantial share of undocumented migrants among them. Currently, there are 10–12 million foreign-born persons from Mexico living in the United States, more than half of whom are undocumented Bean ; Grieco ; Passel The influx of Mexican immigrants has played a substantial role in the rapid growth of the Mexican-origin population National Research Council In addition, the combination of high fertility and a youthful immigrant population has resulted in an age structure for the Mexican-origin population as a whole that is highly concentrated in the youngest age groups. In fact, 38 percent of Mexicans in the United States were under age 18 in , compared to 24 percent of non-Hispanic Whites Therian and Ramirez Because of this age structure, the long-term social and economic integration of Mexicans is tied to the fortunes of youth who are immigrants or the children of immigrants. A key determinant of the future prospects of this group is educational attainment, with high school completion generally considered to be the minimum level that must be attained to certify competence in basic skills that are necessary to function productively. Unfortunately, the share of Mexican youth who drop out of high school remains quite high. Given the importance of education for immigrant incorporation, the present research focuses on the complexities of understanding high school enrollment status or dropout in conjunction with employment among youth born in Mexico. The second objective is to examine the implications of these assumptions for inferences about the magnitude of differences in enrollment and employment by ethnicity Mexicans and Whites , nativity among Mexicans and length of U. As part of this analysis, we control for key covariates that can potentially account for observed associations. In addition to addressing these objectives and developing a set of research recommendations, we profile never-enrolled Mexico-born youth to gain insight into their situations and likely futures. By most accounts, educational attainment in completed years has increased and the likelihood of dropping out of high school has decreased. Department of Education From to , the average years of education increased from In , foreign-born Mexicans averaged 8. Further, Mexican immigrant adolescents and young adults are among the most likely of any group to be status dropouts. The conventional wisdom on high school completion has not gone unchallenged. The misleading picture provided by official sources such as the Current Population Survey can be attributed to numerous potential sources of bias, such as inclusion of those who earn GEDs among high school graduates, exclusion of the incarcerated or otherwise institutionalized population, and inclusion of immigrants who never enrolled in school in the United States. For our purposes, the implications of including or excluding immigrants who never attended U. Unfortunately, there is a lack of conceptual clarity in both empirical research and official reports about when such immigrants should be included and the implications of this decision for the interpretation of results. An unknown percentage of Mexican immigrant youth dropped out of the educational system in Mexico before they migrated. They were never enrolled in U. These youth are of interest when the aim is to describe or analyze the educational outcomes of the full population of Mexican adolescent immigrants. However, they are irrelevant to understanding the process of dropping out of U. This research is pursued in the service of larger concerns about whether immigrants and their descendents will

follow pathways of incorporation that lead toward or away from the middle-class mainstream of American society. Studies that purport to examine educational outcomes using an assimilation framework have relied on both samples drawn from the general population of youth Hirschman ; Landale, Oropesa and Llanes ; Warren and samples drawn from youth in schools Perreira, Harris and Lee , , Glick and White ; White and Glick For our purposes, the distinction between these two types of samples is crucial because the generalizations that can be made are limited by the link between the sample and the population of interest. In practice, however, the literature is often fuzzy in this regard. For example, school-based studies sometimes draw conclusions about the educational progress of immigrant youth in general without careful consideration of the limits of a school-based sample, and population-based studies sometimes draw conclusions about educational processes in the United States without recognizing that some immigrant youth were never enrolled in U. School Enrollment and Dropout: School-Based and Population-Based Studies Longitudinal studies using school-based samples have generated an inconsistent set of findings. Focusing on the effect of nativity or generation, some studies document elevated risks of dropout among immigrants Perreira, Harris and Lee ; White and Glick , while others de-emphasize nativity differences in the risk of school dropout before controls Driscoll Moreover, some studies suggest that the conclusion that immigrant youth are not especially likely to drop out is robust in multivariate models that control for language and various background factors Glick and White In other longitudinal school-based studies, multivariate analyses suggest that immigrant children have lower risks of dropout than their native-born co-ethnic counterparts. Findings that suggest that immigrant children are not the most likely to have negative educational outcomes have been interpreted as supporting perspectives that point to possible deleterious consequences of exposure to the United States i. It should be noted that Pereira et al. To a limited extent, studies using population-based surveys and censuses generate similar findings. Although he did not provide a comprehensive description of school enrollment among their native born co-ethnics, Hirschman examined the experience of 33 groups of foreign-born 15-17 year olds using the Census. His results suggest that non-enrollment is much higher among recent Mexican immigrants than earlier Mexican immigrants. This is consistent with other studies based on census data that show elevated risks of dropout and non-enrollment among youth who migrate to the United States at older ages Landale, Oropesa, and Llanes ; Warren Regardless of age at entry, however, foreign-born Mexican youth were at greater risk of non-enrollment than native-born youth in general Hirschman and native-born Mexicans Warren ; Schneider, Martinez and Owens Similar to prior studies, he found that status dropout rates of 15-17 year old immigrants from a variety of countries including Mexico are markedly higher among those arriving within eight years of the census than among those arriving earlier. Although this unpublished study is limited to descriptive analyses, it illuminates the need for greater attention to possible discontinuities in schooling prior to migration as well as age at migration and English proficiency. Overall, one finding appears to be consistent across general population studies: In bivariate analyses of Hispanics in general and Mexicans in particular, immigrant adolescents who are recent arrivals therefore arriving at older ages are more likely to be out of school than immigrant adolescents who arrived earlier in their lives. In assessments of the relative risks of dropout, arren and Landale et al. After controlling for family background and language, differences between native and foreign-born Mexicans are largely eliminated. These results diverge from those reported for some school-based samples reviewed earlier. One potential source of divergence is that all school-based samples omit, by design, youth who have never been enrolled in U. School Enrollment and Employment The potential existence of a large number of Mexican immigrant youth who never enrolled in U. This pressure stems from several factors. Second, both foreign- and native-born Mexicans earn considerably less than Whites, regardless of gender, due largely to differences in human capital. However, the rate of return to education is somewhat lower for foreign-born Mexicans than native-born Mexicans Duncan et al. Lastly, Mexican immigrant households have less than one-third the per capita income of households headed by Whites and are less likely to utilize public assistance Reimers These findings describe circumstances that provide an incentive for employment among Mexican youth in immigrant families. While they may contribute to departures from school for employment, a number of recent studies have found that school enrollment and employment can be compatible Staff and Mortimer ; Warren, LePore, and Mare Although enrollment and employment transitions

may intersect in complex ways that vary by ethnicity and nativity, previous studies of adolescents concentrate more on ethnic differences than nativity differences within ethnic groups. In contrast to what might be expected from economic pressures alone, one study using the National Longitudinal Survey of Youth NLSY suggests that Hispanic adolescents aged 14–15 are less likely than White adolescents to work Rothstein In addition to demonstrating their lower likelihood of making normal progress and graduating from high school, bivariate analyses from another set of studies based on the NLSY suggest that Hispanic males and females either differ little from whites Bacolod and Hotz or are slightly less likely than whites to work during high school Ahituv and Tienda ; Tienda and Ahituv ;. Their analyses also suggest that even though some labor force attachment may be associated with positive educational outcomes for all racial and ethnic groups, extensive work hours impinge on educational outcomes. This negative link appears to be strongest for Hispanic females Ahituv and Tienda and Hispanic males with disadvantaged backgrounds Tienda and Ahituv Still other studies suggest that Hispanics are not more likely than Whites to drop out of school for employment Stearns and Glennie As alluded to above, insights from this literature are limited by the relative absence of attention to nativity or generational differences among Mexicans. In one of the few studies to focus on generational differences in school-employment patterns among Mexican adolescents, Landale et al. Their findings show substantial differences in the likelihood of being out of school and working versus in school by generation and age of migration among Mexicans. These teen migrants are also more likely than others to be idle, in large part due to their much greater likelihood of not being enrolled in school. It is noteworthy that this study did not attempt to separate immigrants who had enrolled in U. Taken as a whole, the empirical literature provides important background for understanding school enrollment and school-work linkages among Mexican youth. Yet, it is difficult to integrate findings because of inadequate attention to the implications of sample selection criteria for findings. School-based samples exclude youth who have never been enrolled in U. Census-based studies potentially include all youth, but decisions about analytic samples may inadvertently omit some students who have never been enrolled in U. For example, studies restricted to children of the household head Warren or children who can be matched to their parents Landale et al. Such decisions are potentially crucial for studies in which the theoretical framework is anchored in the experience of the total population of immigrants as opposed to the population of immigrants in schools. Census data are advantageous because they include large numbers of adolescents in specific ethnic and nativity groups. In addition, the census provides the opportunity to address an issue that has been recognized in prior studies e. As we have emphasized, an unknown percentage of foreign-born Mexican youth are not enrolled in school because they migrated here after they had dropped out of school in Mexico. Many migrated to the United States as part of the transition to post-schooling adulthood. Because the importance of this topic is to some extent contingent upon group size, we first describe a method for indirectly identifying the never-enrolled segment of the immigrant population and show the implications of excluding them for estimates of school enrollment and employment among foreign-born Mexicans. We then investigate the implications of including or excluding never-enrolled youth for assessing the magnitude of interethnic and intra-ethnic differences in outcomes. This is followed by recommendations on how this group should be dealt with in future investigations. Specifically, theories of assimilation share an interest in documenting and explaining ethno-generational patterns of youth disengagement from schooling and the labor force Portes and Rumbaut , ; see also Alba and Nee Concerns about downward trajectories that are set in motion by school dropout and unemployment are prominent in the assimilation literature. The results presented below demonstrate that researchers must be explicit about the population of interest. Researchers who are concerned with the educational transitions of the Mexican-origin population in the U. Those who are interested in the prospects of the Mexican-origin population as a whole should recognize and include this group to minimize coverage bias and improve statistical inferences. These rudimentary guidelines have not been adhered to in the past in census-based research for a variety of reasons, including the absence of an algorithm to identify the never enrolled. The analysis is limited to adolescents who are ages 16–17 and are identified as Mexican or non-Hispanic White. The age cutoffs were guided by both substantive and practical considerations. Sixteen was chosen as the lower age because most states have compulsory school attendance until the age of In

In addition, information on employment activities is only available in the census for those who are age 16 and older.

Chapter 2 : About Us - CIYJA - California Immigrant Youth Justice Alliance

According to the study, Out-of-School Immigrant Youth, California has more than one-quarter million (,) immigrants between the ages of 13 and 22 who have either dropped out of U.S. schools or have never attended them. These so-called out-of-school immigrant youth are disadvantaged by low education levels, low rates of health insurance.

Resources Introduction The United States is facing an unprecedented challenge in serving immigrant youth. With immigration levels sustained at well over one million arrivals per year, immigrant students are entering public schools in record numbers. This has tremendous implications for program development, curricula, and funding. Immigrants and language minority students i. The Urban Institute finds that the share of children enrolled in kindergarten through 12th grade that is composed of children of immigrants including both foreign-born children and U. The number of students lacking English proficiency has also increased dramatically. Enrollment in was 4. As of , approximately 5 million LEP students were enrolled in grades pre-K through 12, nearly double the 2. Most children of immigrants fare well, but immigrant teens can face unique challenges related to language proficiency, cultural and social adaptation and poverty. Newly arriving immigrant teenagers have a very limited time to learn English, study the required material for high stakes tests, and catch up to their native English speaking peers before graduation. Consequently, dropout rates are significantly higher for immigrants and for LEP youth. On the other hand, immigrant youth who have mastered English often experience family role-reversal, when they are called on as translators or interpreters for family interactions with the outside world. Finally, one in four poor children lives in an immigrant family. Their parents often work multiple jobs or shift work to support their families, which drains the time available to supervise their children or assist with their homework or school activities. This paper outlines the demographics of LEP and immigrant youth and some of the challenges facing them and institutions that serve them, including new requirements in the No Child Left Behind Act for assessments, staffing and parental involvement. The report also identifies some creative programmatic responses to serve LEP and immigrant children and their parents through newcomer schools, parent outreach and training, and after school programs. The number of children of immigrants in the United States tripled from 6 to 20 percent between and . Three-fourths of these children are U. Forty percent of foreign-born immigrant children and 20 percent of U. Ninety percent of LEP students are children of immigrants, and the remaining 10 percent are the children of natives. English proficiency varies by country of origin, with Mexican and other Hispanic children twice as likely to be LEP as Asians and other non-Hispanic groups. Hispanics comprise 56 percent of immigrant children, but 75 percent of LEP. Asians comprise 22 percent of the immigrant population, but only 13 percent of the LEP population. Immigrant children attend schools that are not just racially and ethnically segregated but also linguistically isolated. In many parts of the United States, persistent neighborhood-level racial and ethnic segregation is reflected in segregated schools, since school attendance is largely neighborhood-based. As a result, the linguistic segregation of LEP students closely resembles the residential and school segregation of Latinos. On the other hand, African American and non-Hispanic white children are unlikely to go to schools with large numbers of LEP students, because racial and ethnic segregation separates them from Latinos.

Dropout Rates Most immigrant youth seem to fare as well as their peers in U. However, they are more likely to be behind grade and not to graduate. Immigrant teens in some ethnic groups suffer a dropout rate much higher than the national average. This measure includes all dropouts regardless of when they last attended school and individuals who may never have attended school in the United States. The high dropout rate among Hispanics is due in part to the high dropout rates of Hispanic immigrants. More than one-half of Hispanic immigrants have never enrolled in a U. The aggregate dropout rate is a poor indicator of U. Of , Hispanic high school dropouts, , were likely never enrolled in U. Counting only Hispanic teens that have been enrolled in U. He states that it is critical to distinguish between recent immigrants and those who have been educated in U. For example, most dropouts that have never been in U. Dropout rates for Hispanic immigrant youth also differ by country of origin, and rates are distorted by including U. For example, about 40 percent of to year olds who emigrated from Mexico are dropouts. For Mexican immigrants educated in U. For Central American

immigrant youth overall, the dropout rate is 25 percent, compared to 7 percent for U. For South American immigrant youth, the rate is only 13 percent, and 12 percent for U. LEP children are twice as likely as their English-speaking counterparts to drop out of school. About 23 percent of LEP children age were not enrolled in school and did not have a high school diploma or equivalent, compared to 13 percent of those who speak English. LEP students who stay in school have similar attendance and grades to their English speaking peers, but as a whole score lower on standardized tests and are less likely to finish high school. Immigrant Parents and the Family Dynamic One of the reasons their children have difficulty in school is that immigrant parents often lack English proficiency themselves and have less education than U. For example, four out of five LEP children who are foreign-born live in families where the parents are also considered limited-English proficient. For foreign-born children who are not LEP, about half live in families where the parents are limited-English proficient. Immigrant families often experience family role-reversal: According to the journal *The Future of Children*, immigrant families have many strengths. For example, immigrant families are healthy, and they are more likely to have two parents in the home with at least one working parent, an extended family, and a cohesive community of immigrants from the same country of origin. However, children in these families also often have parents who have not graduated from high school, are not proficient in English, and work in low wage jobs with fewer benefits. Recommendations to strengthen immigrant families include parent support groups and family literacy programs so parents will be able to help with homework, encourage their children to be involved in after-school activities, get involved in the PTA, understand how to apply for health insurance, and help fill out college applications. Federal Funds States have some assistance from the federal government in educating immigrant and LEP students. The main sources of federal education funding have been the bilingual education and the emergency immigrant education programs. Funds were distributed through competitive grants to school districts. The Emergency Immigrant Education Program EIEP was created in to assist local education agencies receiving a large number of new immigrant students. The formula grants to states were based on the LEP student population and on recent immigrant students. As under the EIEP, formula grants to states are based on the LEP population 80 percent and the number of recent immigrant students in the state 20 percent. See box for definitions of LEP and immigrant students. States must distribute 95 percent of Title III funds to school districts, and may reserve five percent for state activities such as professional development to meet certification and licensing standards for training LEP students. States must use up to 15 percent of the 95 percent funds for districts with significant increases in immigrant students. This funding may be used for activities such as family literacy and parent outreach; personnel; tutorials, mentoring and counseling; materials, software and technologies; instructional services and other educational services needed by LEP and immigrant students; English language instruction; professional development for teachers and staff; and administrative costs. Immigrant students are defined as individuals aged three to 21 who were not born in the United States and who have attended U. Title I provides funds to raise student achievement through school wide programs or targeted services for low-achieving students. Title I is very flexible and funds a great variety of applications. Activities include reading and math instruction, extended day, extended year and summer programs. Most of the students served are in grades 1 through 6 65 percent , with another 12 percent in preschool and kindergarten programs. Thus, only 23 percent of students served are in grades The program provides tutorial services and academic enrichment activities designed to help students meet local and state academic standards. Other programs include youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling and character education. However, it is difficult to assess whether this program is reaching immigrant and LEP students. A national evaluation of the program identified only two sites with sufficient Hispanic students to be included in the analysis; no other refugee or immigrant subgroups were identified. Finally, there is a small program to assist refugee children. ORR identified approximately , school age refugee children ages in FY The program funds activities for refugee children age 5 to 18 to support their effective integration and education. No Child Left Behind The No Child Left Behind Act of added new requirements for schools in math and reading assessments, annual improvement in student performance on assessments, highly-qualified teachers and paraprofessionals, and parental involvement, posing additional challenges for schools with large

numbers of immigrants and limited English proficient students. Standardized testing in reading, math and science is at the core of NCLB. Schools must demonstrate progress each year so that all children and subgroups of racial and ethnic groups, economically disadvantaged, disabled and LEP are proficient in math and reading, as measured on standardized tests, by Schools must test limited English proficient students and report their scores separately. After three years, LEP students must be tested in English for reading and language arts. Schools may test students for reading and language arts in their native languages for their first three years, and there is no limit on the number of years LEP children may be tested in their native language for math and science. Schools may use alternative tests in English and allow accommodations such as dictionaries or extra time. However, even with native language tests or accommodations, schools with large numbers of LEP students may still find it difficult to demonstrate the adequate yearly progress required by the law, since advanced proficiency in a second language typically takes five to seven years. Thus, the most proficient students exit each year, and new LEP students enter each year. Historically, when LEP students have improved their language skills, they have been removed from the LEP category and are no longer tracked, making it impossible to demonstrate progress, says Deborah Short of the Center for Applied Linguistics. Many districts now, however, have begun to monitor students who have exited from ESL or bilingual programs for one or two years, and districts can now count the test scores of these students in the LEP subgroup. Even with this flexibility, the LEP subgroup is still a fluid group of students, which by definition includes groups of students who will have more difficulty passing standardized English tests. In contrast, the other subgroups mandated by the law – racial and ethnic groups, low-income students, and the disabled – are either permanent or far more stable than the LEP group. The LEP classification may vary among states, since they are permitted by NCLB to define LEP narrowly – students receiving direct, daily LEP services – or broadly – students receiving direct services and students being monitored for their English proficiency. The share of students passing tests in reading, math and science must increase over time, until percent proficiency is reached in Schools that do not meet targets for performance on these tests for any subgroup of significant size including LEPs are subject to an escalating series of interventions. More intensive interventions, such as restructuring or possibly closing down and reopening as a charter school, are required after further failure to meet AYP. NCLB includes tough new teacher qualification requirements. Taken in combination with the chronic shortage of teachers, particularly in hard-to-serve schools in urban areas and schools with a high percentage of LEP students, this requirement may exacerbate the challenges that schools face in their ability to attract and retain certified bilingual teachers. The degree of support that teachers and districts receive for example, from universities and teaching colleges will be important to their success in meeting these new qualification requirements. NCLB also has very strong parental involvement requirements. Parents must be notified about school progress, language of instruction and goals, requiring new forms of outreach through translated materials and interpreters or bilingual teachers and administrators.

Chapter 3 : A Look at Immigrant Youth: Prospects and Promising Practices

Public Policy Institute of California Research Brief# Public Policy Institute of California This research brief summarizes a report by Laura E. Hill and Joseph M. Hayes, "Out-of-School Immigrant Youth" (, pp.) [ED].

But he has learned that to release their real power, they need to vote. The organization he founded, Power California, has been responsible in large part for the record number of, and year-olds who have pre-registered to vote in the past two years. Power California, a civic engagement coalition of 25 organizations that mobilizes young voters of color, has pre-registered nearly a quarter of that total — 50, — including 25, in Los Angeles. Two-thirds of those high-school-age youth will be able to vote this November. County, where Latinos make up 49 percent of the population. If the Latino turnout in the midterm elections is disappointing, lack of direct contact could be a reason. The New York Times reported this week that 55 percent of Latinos nationwide say they have not yet been contacted by a political campaign this year, whether by email, by mail, by phone, or in person. Despite being the largest ethnic group in California and making up nearly half the population of Los Angeles, Latinos have not yet proven to be the political force their numbers would suggest. He was the first in his family to go to college, and also the first voter. He said that most young people who have registered for the upcoming election are first-generation voters. Nearly 60 percent of all youth under 25 years old in California have at least one immigrant parent in their household, he said, which is why immigration ranked as their top concern in a survey Power California commissioned over the summer. For many children of immigrants, these midterm elections will be the first time to vote. Join the hundreds of thousands of young ppl ReadyToVote on Nov. But it was during his own run for office in that he learned how important it is to reach young voters. In fact, he co-founded Power California, along with Aparna Shah, in to put into practice the insights he gained when he narrowly lost to Bennett Kayser for the District 5 seat on the L. He learned that when young voters are engaged, historically low voter turnout can dramatically spike. Historically, turnout in East L. Their top issues were immigration, housing, the environment, and education. The California voter registration deadline is here! Register yourself and your friends to vote at <https://www.powercalifornia.org>: Power California supported an L. Unified school board resolution, unanimously approved in August, that committed the district to promote civic engagement among its high school students. The resolution declared Sept. The, and year-olds who have pre-registered to vote in the past two years could very well bring home a bigger impact than in the last midterm election, in, when only, voters 18 to 24 turned out.

Chapter 4 : Help for California's Pregnant and Parenting Youth

Describes the population of out-of-school immigrant youth in California and the subset of this group served by California's Migrant Education Program. Suggests ways to target services, improve future data collection, and enhance program organization.

Chapter 5 : Out-of-School Immigrant Youth | ColorÃ-n Colorado

This report considers the approximately, out-of-school immigrant youths (OSYs) in the state of California. This demographic is defined as individuals between the ages of 13 and 22 not currently enrolled in a school and without a high school diploma or GED. OSYs face many hardships, including.

Chapter 6 : Home - CIYJA - California Immigrant Youth Justice Alliance

CIYJA is a statewide immigrant youth-led alliance that focuses on placing immigrant youth in advocacy and policy delegations in order to ensure pro-immigrant policies go beyond legalization, and shed light on how the criminalization of immigrants varies based on identity.

Chapter 7 : Restorative Justice: Healing California's Youth | California Courts Newsroom

A year-old in San Jose thinks she has to drop out of school because she is pregnant. A year-old parent in Chico believes her child's father should pay child support, but isn't sure how or where to begin the legal process.