

Center <sub>for au</sub>	JANUARY 2012	
Urban Future	<b>BAD ENGLISH</b>	
Number of immigrants 4.2 million in NVS, 2009	Island are experiencing an inf	d Syracuse to Queens and Staten loss of investgrants, many of whom the number of state-funded ESOL
Number of odults in 1,7 million NYS who speak English less than very well	closses has declined in recent yo	IOTS
Olonge in inmigranti +181,000 in NTS, 2005-2009	immigration to New York over the p	erorat, building on a consistent tide of new ast quarter-century While just under half en 2005, and 2009 settled in New York Cry.
Change in % of Hew +0 % Yorkers who speak English Hes shon very well, 2005-2009		chewhere in the state—with Albany Eric. unities all experiencing double digit game ing this period.
Change in state funded +17 % (SO), excellment, 2005-2009	new arrivals have repletisished lost pop entropreneurial spark and served as	reaght significant benefits to the stars. The relation in many communities, provided an a proving part of the labor force. But while
Change in NPC adults +3 % lacking English proficience, 2005-2009	thrue new New York is not leveraging the	increasingly critical in the state's economic ir full potential
Diange in state-funded 46% ISOL excellment in NYC	fully integrate into the workforce, by to encoll in state-funded English it classes. Between 2005 and 2005, the	a lack the English profiliency needed to a only a fraction of them have been able or Speakers of Other Languages (ESGL) number of adults in New York State who
Counties with Large Gains in Immigration, 2005-2009	funded English instruction dropped b	rew by 6 percent, but enrollment in state- 9 17 percent. Appallingly, as of 2005, there able for only one in every 25 adults lacking
Albany 53 % Dutyhees 37% Ere 22 % Rockland 21 % Rockland 15 % Brons 7 %	recout years. But the impact of those Toriors who could benefit from Engli	IL programs have grown more effective in gains is blazmed by the fact that most New de-language instruction rewsinply smahle English instruction capacity would almost converg

Report - January 2012

# **Bad English**

Communities from Albany and Syracuse to Queens and Staten Island are experiencing an influx of immigrants, many of whom lack English proficiency—but the number of statefunded ESOL classes has declined in recent years.

by Tom Hilliard

### This is an excerpt. Click here to read the full report (PDF).

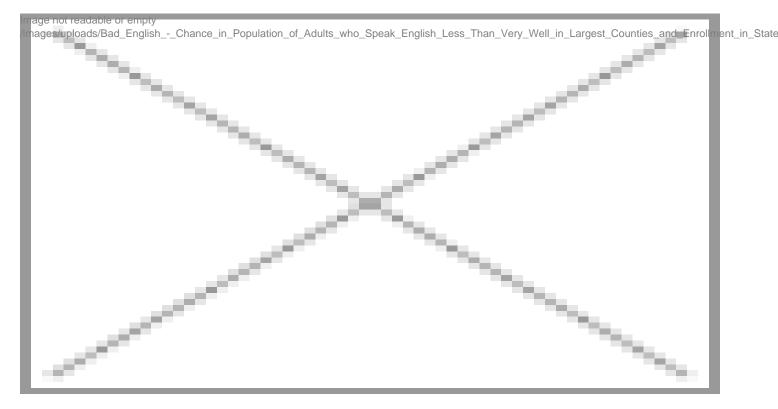
Between 2005 and 2009, the number of foreign-born residents in New York State grew by nearly 5 percent, building on a consistent tide of new immigration to New York over the past quarter-century. While just under half of the 181,000 new immigrants between 2005 and 2009 settled in New York City, many of the largest spikes occurred elsewhere in the state—with Albany, Erie, Onondaga, Dutchess and Rockland counties all experiencing double-digit gains in their foreign-born populations during this period.

This latest wave of immigration has brought significant benefits to the state. The new arrivals have replenished lost population in many communities, provided an entrepreneurial spark and served as a growing part of the labor force. But while these new New Yorkers are becoming increasingly critical to the state's economic future, New York is not leveraging their full potential.

A large number of these individuals lack the English proficiency needed to fully integrate into the workforce, but only a fraction of them have been able to enroll in state-funded English for Speakers of Other Languages (ESOL) classes. Between 2005 and 2009, the number of adults in New York State who speak English "less than very well" grew by 6 percent, but enrollment in state-funded English instruction dropped by 17 percent. Appallingly, as of 2009, there were state funded ESOL classes available for only one in every 25 adults lacking English proficiency.

The good news is that the state's ESOL programs have grown more effective in recent years. But the impact of those gainsis blunted by the fact that most New Yorkers who could benefit from English-language instruction are simply unable to access

#### ESOL programs. Increasing English instruction capacity would almost certainly yield benefits for the state economy.



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