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ABSTRACT

The status of Southeast Asian refugee resettlement efforts in Long Beach, California is reported. The nearly 18,000 refugees who have settled in Long Beach since 1975 have generally become a part of the community despite initial apprehension on the part of community residents. The data were obtained through informal interviews of approximately 40 agencies, programs, and businesses in the Long Beach area. Unmet needs are identified and recommendations made in the areas of social impact on the community, housing discrimination, crime, health and emergency services, translation and communication problems, employment, job placement, welfare dependency, education, adult education, and English as second language (ESL) instruction. The demographics of refugee resettlement, the existence of private and volunteer services, and expansion of the role of Central Intake Units are described. Suggestions are made for gearing curricula toward refugee self-sufficiency, social and cultural competence. ESL instruction, acculturation skills, employment communication skills, and coping strategies. Teaching methods, needs assessment, curriculum development, and material development are also addressed. Additional data are appended. (RW)

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REFUGEE RESETTLEMENT IN LONG BEACH
Needs, Service Utilization Patterns, Demographics,
and Curriculum Recommendations

Prepared under a Federal Grant,
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Resettlement, Region IX.

FL013 604

Preface

This study represents over four months of informal interviews and data analysis. The descriptions, analysis, and recommendations are based upon the best available information to which our staff had access at the time of writing. The opinions expressed herein are solely those of the project and do not necessarily reflect the views of the agencies or individuals consulted.

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Immigrant and Refugee Planning Center of Orange County
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ESL Program
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Director of Student Development Programs, Student Services Programs
American Language Program Director
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Toyota Motor Manufacturing
Beach Cities Upholstery
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I. THE RESETTLEMENT PROGRAM AT THE LOCAL LEVEL

THE RESETTLEMENT PROGRAM AT THE LOCAL LEVEL

From a federal perspective it is easy to talk of a "Refugee Resettlement Program." However, from a local perspective it is difficult to identify and to dissect a coherent "program" for the nearly 18,000 Southeast Asian refugees in the Long Beach community. Federal monies arriving at a few local projects address only a fraction of the total adjustment needs of the refugee community. Many local service providers and volunteers receive no reimbursement for their efforts or contributions to refugee resettlement. Although much emphasis has been placed on high welfare dependency and or high unemployment, little emphasis or attention has been given to those refugees who have been successful. Moreover, little study has gone into analyzing not only what refugees "need," but also of what they "have" in terms of assets. And, although much emphasis has gone into job training and education of refugees, little assessment of their cultural strengths has been made in terms of determining what innovative contributions they may be capable of making to localities such as ours.

In some countries, Australia, for example, resettlement programs are centrally administered. The American model of resettlement tends to mirror our fragmented federal system. Just as the national effort sometimes appears fragmented, so too our resettlement picture likewise seems fragmented. There are for example, different types of providers, some who are clearly in the picture, others who are by the nature of their funding only partially so, and others who perhaps should be more responsive but are not. Whereas some providers are specifically funded to provide specific services such as English as a Second Language (ESL), employment services, or health services, other providers - indeed the majority - find themselves as de facto providers of refugee services. Such de facto groups receive funding to provide services to the entire community at large but have found themselves facing higher and higher percentages of refugee clients whose linguistic and cultural adjustment problems require special attention. The School for Adults, for example, receives no supplemental funding for refugee instruction, yet over 50% of its

of its 3,000 students are Southeast Asian. To cite another example, although the Long Beach Health Department does receive special funding for refugee screening and health accessing, targeted funding pays for only a fraction of departmental costs. For FFY 81-82, it was estimated that 20% of all patients seen were Southeast Asian. Other programs set up to aid the needy in the community at large such as the Women Infant and Children (WIC) program report that nearly 60% of their clients are Southeast Asians. A third class of service providers is made up of those whose services are sought or needed by refugees but whose programs have been unaware of their responsibilities to help provide easier access to their services.

It is against this background that we will attempt to describe the status quo in the refugee resettlement effort in Long Beach. The scope of this task runs beyond our resources and areas of expertise; whenever possible we have relied upon the best data available to us. Naturally, it is not possible to quantify all needs nor all services; consequently, much of our narrative relies on information which is at times anecdotal coming from the impressions of providers and individuals who are very close to the refugee population.

Although our report will outline a number of problem areas, it should be noted that in comparison to the disruption and friction which are usually associated with large scale migrations the resettlement effort in Long Beach has been relatively smooth. Resettlement has not been carried out without some of the resentment and apprehension from the community, however. The local community has generally lacked familiarity with Southeast Asians. Consequently, there was some initial resentment toward them; there was also some reluctance to hire refugees and rent to them, and there was fear of so-called "Asian diseases." But as the community has gained experience in dealing with refugees, there has been a greater tendency to accept them as neighbors and fellow residents. Much of this is a result of the positive impression that the refugees have made through their own efforts to work and to become self-sufficient. Part of the stigma which refugees have had to live down is caused by the term "refugee"

itself. The term aptly should designate one who is fleeing political or religious persecution, and who has been temporarily displaced and uprooted. As Southeast Asians resettle and set up permanent new homes, the term "refugee," should be applied to them less and less. As one Hmong leader stated: "As long as Americans see me as a refugee, my heart will remain in Laos." Gradually, Southeast Asians appear to be moving toward becoming self-sufficient through gaining employment and through establishing small businesses as part of the community. As they do this, they are beginning to establish themselves as an integral part of the community and are becoming less of a threat to it.

THE OBJECTIVES OF THIS STUDY

This study attempts to describe the impact of the nearly 18,000 Southeast Asian refugees who have migrated here since 1975 on the Long Beach community. This description is based upon compiled data provided by local service providers. It includes estimates based upon available data and upon sampling conducted specifically for this study. Much of our description comes from informal interviews involving nearly forty agencies, programs, and businesses in the Long Beach area. Next, the study also attempts to identify unmet needs, gaps in services, and untapped resources. Lastly, the study will suggest strategies and make recommendations for the overall resettlement effort in Long Beach so that the the unmet needs of the local Southeast Asian refugees can be better addressed. In particular, recommendations will be made in the Curriculum Section to suggest ways in which local English as a Second Language programs can be made more responsive to refugee needs.

II. DEMOGRAPHICS

DEMOGRAPHICS

Demographic information about the Southeast Asian refugee population residing in Long Beach is presented and discussed in this section of the report. The data were gathered from local educational institutions and agencies. By using the school enrollment figures, it was possible to develop population estimates which provide a quantitative analysis of the various ethnic groups residing in the city. The local economic situation is described in detail in the next section. Included in this section, is a neighborhood analysis of the ten neighborhoods with the highest concentration of Southeast Asian refugees. Other information related to the economic characteristics of the refugee population is also included in this section. The last two sections contain data collected from DPH/VOLAG Referrals and a local survey conducted at LBCC which provides accurate information about primary and secondary migration.

We are indebted to the following local educational institutions and agencies for their cooperation and assistance in gathering the demographic data for this report:

1. South East Asian Learners Project (SEAL)
Long Beach Unified School District
2. IRAP, Long Beach City College
3. ESL, Long Beach City College
4. American Language Program, CSULB
5. International Education Center, CSULB
6. Long Beach School for Adults
7. L.A. Regional Department of Social Services (DPSS)
8. Department of Finance, Population Research Unit
9. Local Economic Development Department Office
10. Long Beach Public Health Department, Laboratory Services
11. Department of Planning and Building, City of Long Beach

LONG BEACH REFUGEE DEMOGRAPHICS

One of the problems faced by city planners, health care providers, educators, and other public service agencies is planning for the future needs of their constituents. As service providers, it is important for these agencies to have accurate demographic information about the populations that they serve. Unfortunately, current census data do not accurately reflect the large number of Southeast Asians refugees who have recently resettled in our community. For example, although the census was taken in 1980, the majority of the Cambodian refugees (see Date of Entry Data for K-12) arrived after the census was taken and are not included in the census. In addition, an indeterminate number of refugees, who were here during the census, failed to register as aliens as a result of language proficiency problems, a fear of registering with governmental officials, and for other reasons.

Some statisticians have tried to estimate and account for this non-compliance by adding a factor of 14% to the baseline figure counted during the census. Obviously, this is a "best guess" estimate and there is no way to verify the accuracy of this estimation until the next official census is taken in 1990. Another problem with the census data is that it does not provide ethnic specific information concerning the Laotian, Cambodian, or Vietnamese-Chinese populations; rather these populations are lumped together in other categories. Since the census data are a static measurement of the population at some given time, they cannot account for large shifts in the population such as the number of Southeast Asian refugees who are considered secondary migrants, and who have moved to Long Beach from some other locale in order to be reunited with family members.

Our goal is to present a series of population estimates from different sources including our estimates derived from school data, estimates derived from the 1980 census data, estimates derived from a method used in Orange County, and estimates extrapolated from DPSS figures.

POPULATION ESTIMATES

We currently estimate the Southeast Asian refugee population residing in Long Beach to be much greater than previously thought. Specifically, our research indicates that the current Southeast Asian refugee population residing in Long Beach is, as follows:

ESTIMATED SOUTHEAST ASIAN REFUGEES CURRENTLY RESIDING IN LONG BEACH ACCORDING TO OUR FORMULA

Cambodian	8,756
Vietnamese	3,999
Vietnamese-Chinese	3,016
Laotian	429
Hmong	1,201
Mien	425
<hr/>	
Total	17,826

ESTIMATED SOUTHEAST ASIAN REFUGEES RESIDING IN LONG BEACH ACCORDING TO THE 1980 CENSUS DATA

Cambodian	985
Laotian	466
Vietnamese	2,182
<hr/>	
Total	3,633

ESTIMATED SOUTHEAST ASIAN REFUGEE
POPULATION CURRENTLY RESIDING IN LONG BEACH
ACCORDING TO AN EXTRAPOLATION FROM DPSS DATA

13,325* Southeast Asian Refugees

*Not possible to estimate ethnic sub groups

ESTIMATED SOUTHEAST ASIAN REFUGEE
POPULATION CURRENTLY RESIDING IN LONG BEACH
ACCORDING TO TWO FORMULAS USED IN ORANGE COUNTY

FORMULA 1 21,010 Southeast Asian Refugees

FORMULA 2 47,710 Southeast Asian Refugees

DISCUSSION OF POPULATION ESTIMATES

Our population estimate was derived from data collected from the South East Asian Learners (SEAL) Project. Specific demographic data were collected on over 4,700 students registered with the SEAL Project including name, address, date of entry, sex, ethnicity, language spoken at home, and secondary migration information. These counts were broken down for each major ethnic group. In addition, over 300 Southeast Asian Students were surveyed by Long Beach City College as to their ethnicity, household size, and as to the number of individuals including children (K-12) living with them. It was then possible to apply a formula representing the percentage of K-12 children in an average household. By using a formula (discussed at length in the Appendix), the population of each ethnic group was estimated yielding a combined Southeast Asian estimate of 17,826.

The Population Research Unit of the Department of Finance prepared a report on the Indochinese refugees in California cities and counties in 1980 (Report SR 81-1). The data for this report were compiled from the Immigration and Naturalization Services's Annual California Alien

Address Report. The data base was updated with reports from the Intergovernmental Committee for European Migration on the destination of new arrivals into California in 1980. In addition, the original data for the state were adjusted by the Office of Refugee Affairs to reflect the number of Indochinese refugees not filing an alien address report and by the Population Research unit for the number of net secondary migrants. To account for under-registration, the January 1980 Alien Address Report's figure to California was increased by 14%. To account for secondary migration, the Population Research Unit established a 4.1% net migration rate from California for 1979 and applied it to the 1980 total United States Indochinese refugee population. Please see the section entitled "Primary and Secondary Migration" for more current information.

There data are summarized below:

January 1980 registered aliens	85,954
Adjustment for under-registration	12,250
January through October	40,865
Adjustment for California net secondary migration, January through October 1980	13,830
Total	152,899

It was noted in this report that the data were preliminary and subject to revision. In addition, they estimated that approximately 4,000 refugees per month came directly to California from Indochina at the time of the report.

According to the report, there were 2,919 Cambodians, 1,394 Laotians, and 28,094 Vietnamese or a total of 32,407 Indochinese refugees residing in Los Angeles as of January 1980. The total number of Indochinese refugees residing in Los Angeles as reported for October, 1980, including the adjustment for secondary migration was 50,314. The October 1980 estimate did not contain ethnic specific information since data concerning nationality were not available. The January 1980 data were used to estimate the number of Indochinese

refugees residing in California cities. The data were adjusted for under registration. According to these estimates, there were 985 Cambodians, 466 Laotians, and 2,182 Vietnamese or a total of 3,633 Indochinese refugees residing in Long Beach as of January 1980. Please see appendix for a copy of this report.

It is interesting to note that the South East Asian Learners (SEAL) Project which serves the Long Beach Unified School District reported that there were 683 Southeast Asian refugee students enrolled in grades K-12 in June 1979. This figure jumped to over 1,649 refugee students by June 1980. Considering that the average family size is in excess of 5.4 individuals per family and that if each of these children lived with both of their parents (2 adults for each child), then the population estimate as reported by the Population Research Unit is extremely low.

The 1980 Census data for Southeast Asian refugees do not represent the actual numbers of refugees that were in Long Beach at that time and any extrapolations using that data base are not going to be any more accurate. One of the primary problems with this data base is that it does not accurately account for secondary migration. Even though a rate of 4.1% was calculated to account for secondary migration, it was determined by using data from the previous year. Specifically, the rate was determined as follows:

$$\frac{\text{ESTIMATED CALIFORNIA NET SECONDARY MIGRANTS 1979} \quad 9,051}{\text{Total U.S. SOUTHEAST ASIAN (MID POINT 1979)} \quad 223,121} = \frac{9,051}{223,121} = 4.1\%$$

Clearly, this "rate" for secondary migration is the mean or average rate for a year. However, we believe that this rate is not constant and may fluctuate over a short period of time as a result of economic conditions, employment opportunities, etc. Therefore, it may not be appropriate to use last year's rate to account for this year's shifts in population. By today's estimates for secondary migration, the 4.1% rate is extremely low. See section entitled "Primary and Secondary Migration."

The Census data and various extrapolations from these data are currently being used for a variety of official purposes. This is unfortunate because the data are at best severely underrepresentative of the Southeast Asian refugees populations currently residing in Long Beach. For example, the South East Asian Learners Project Date of Entry Data for the refugee K-12 students were plotted on a time line to identify when these students entered the country. This information is presented in a Table for elementary school students, a Table for junior high school students, and a Table for high school students. These tables clearly demonstrate a bi-modal distribution and indicate when the "second wave" of Southeast Asian refugees arrived. It is apparent that the majority of the Cambodians arrived after 1980 and therefore were not counted in the 1980 Census. Moreover, we believe that the Cambodians are the largest single ethnic groups among the Southeast Asian refugees residing in Long Beach.

A third estimate of the Southeast Asian refugee population in Long Beach can be derived by using data from the L.A. County Department of Public Social Services (DPSS). According to a DPSS spokesperson, there are over 10,257 Southeast Asian refugees residing in Region I who are receiving welfare assistance. Region I includes the cities of Harbor, Norwalk, Compton, Paramount, and Long Beach. The Southeast Asian refugees included in this number are receiving benefits under such welfare program as the Refugee Cash Assistance (RCA) Program, Aid to Families with Dependent Children (AFDC), Food Stamps, and MEDICAL (based upon information provided 1/83 assumed to apply to 10/82).

The spokesperson suggested that it would be possible to estimate the Southeast Asian refugee population in Region I by adjusting the 10,257 figure to include Southeast Asian refugees for whom benefits had "time-expired." He estimated that the welfare benefits had "time-expired" for about 30% of the Southeast Asian refugees. Therefore the adjusted population estimate for Region I is 13,334 ($10,257 + 30\% \times 10,257$). Some of these refugees do not reside in Long Beach, but reside in other cities in Region I. Therefore, in order to determine the number of Southeast Asian refugees receiving

Table of Elementary School - Date Entry Data
by Ethnic Group and year

Year	1974	1975	1976	1977	1978	1979	1980	1981	1982	Total
Cambodian	0	36	17	1	18	243	272	440	100	N= 1,127
Lao	0	5	33	11	34	135	194	42	15	N= 469
Vietnamese	0	133	1	15	43	97	145	98	53	N= 585
Vietnamese/Chinese	0	5	0	5	4	100	81	25	1	N= 221



Table of Junior High School - Date of Entry Data by Ethnic group and year

450-										
425-										
400-										
375-										
350-										
325-										
300-										
275-										
250-										
225-							223			
200-										
175-										
150-							138			
125-										
100-						108				
75-										
50-		29		0						
25-	2		6		5				61	
	1974	1975	1976	1977	1978	1979	1980	1981	1982	Cambodian N= 572
250-										
225-										
200-										
175-										
150-										
125-										
100-										
75-										
50-						44	57			
25-	0	4	14	2	13			11	2	Lao N= 147
	1974	1975	1976	1977	1978	1979	1980	1981	1982	
250-										
225-										
200-										
175-										
150-										
125-										
100-										
75-										
50-										
25-										
		76								
						66	86			
								62	30	
	1		1	10	24					Vietnamese N= 356
	1974	1975	1976	1977	1978	1979	1980	1981	1982	
250-										
225-										
200-										
175-										
150-										
125-										
100-										
75-										
50-										
25-	0		0							
		4		1	3					
						51	33			
								19	0	
										Vietnamese/ Chinese N= 111
	1974	1975	1976	1977	1978	1979	1980	1981	1982	

Table of High School Date of Entry Data
by Ethnic group and year

Year	1974	1975	1976	1977	1978	1979	1980	1981	1982	Total
Cambodian	0	22	7	1	7	90	143	176	51	N= 497
Lao	0	2	10	0	7	31	102	17	5	N= 174
Vietnamese	0	57	3	10	15	99	107	60	48	N=399
Vietnamese/ Chinese	0	7	1	1	14	62	66	11	2	N= 164

welfare benefits and residing in Long Beach, it was necessary to make a second adjustment of the total number. After reviewing all of the RCA cases by zip code order, it was determined that approximately 80% of the Southeast Asian refugees in Region I reside in Long Beach. The Long Beach office of DPSS was able to provide case history listings by AFDC and RCA benefit receivers with Region I. These listings were sampled for the month of December, 1982, and of 1,884 AFDC case histories sampled, 1,484 were Long Beach residents (living in zip code areas of 90802, 90803, 90805, 90806, 90808, 90813). The relationship is that 78.768% of Region I AFDC cases reside in Long Beach. Similarly, the RCA cases sampled were 173 and 137 of these or 79% resided in Long Beach.

Therefore, a better population estimate (adjusted for residency) is 10,667. However, this estimate does not take into account refugees who have never applied for nor received any welfare assistance. Since these figures are not available, we believe this estimate is low. For example, if 100 % of the refugees had received welfare assistance, then this estimate would be correct. Since this is not the case, and it is not possible to estimate the number who have not been tracked by the welfare system, we believe that this estimate is not accurate.

A fourth population estimate can be derived by applying a method used to estimate the refugee population in Orange County. According to a spokesperson with the Foreign Service Office, there were approximately 620,000 Southeast Asian refugees in the U.S. as of September, 1982. Approximately 40% of this population or 248,000 Southeast Asian refugees reside in California. Of these refugees, he believes that approximately 20% or 49,600 reside in Orange County. Currently, he estimates that there are over 71,000 Southeast Asian refugees living in Orange County. He determined that there are 10 Southeast Asians residing in Orange County for every refugee child identified in the federal school census. Since Long Beach is adjacent to Orange County, it may be possible to assume that the Orange County ratio of 10:1 is similar for Long Beach. According to a report that he used to determine the ratio, there were 2,201 Southeast Asian refugee students

in the Long Beach Unified School District at that time. Therefore, the population estimate for the number of Southeast Asian refugees in Long Beach could be determined by multiplying the school census figure (2,201) by a factor of 10. According to this procedure, the Long Beach refugee population is estimated to be 21,010. However, if current K-12 school enrollment data for Southeast Asian refugee children are used and the ratio is still accurate, then there are over 47,710 [4,771 (K-12) x 10] Southeast Asian refugees residing in Long Beach. Therefore, by using both formulas, it is possible to determine a range with the 21,010 figure at the low end and the 47,710 figure at the high end. Although the figure of 47,710 appears to be too high, it is conceivable that the 21,010 figure is a reasonable estimate.

IMPLICATIONS RELATED TO POPULATION ESTIMATES

Many refugee service providers who have worked in California's refugee programs for several years generally feel that many so-called "official" statistics are highly suspect. Of greater concern is the issue of whether or not impacted regions are given a "fair" share of available funding based upon these statistics. Our population estimates indicate that the city of Long Beach has more refugees than many states. Yet for FFY '83-84, local providers will receive only slightly over \$1,000,000 in federal assistance which is far less than states with refugee populations of comparable size.

A more comprehensive demographic study of secondary migration is needed in California cities like Long Beach to ensure that a fair share of targeted funding will reach the refugees who legitimately need assistance. More comprehensive analysis is also needed to ensure that the resettlement program pays for the total resettlement effort rather than expecting impacted communities to pay for the effort through limited local resources.

In addition, there is a need for so-called official statistics about refugee welfare dependency to be scrutinized more carefully by state

officials before they are quoted as gospel to the members of the press. If the state's estimates of the refugee population in California are correct, then welfare dependency is high and refugees are failing to achieve self-sufficiency; however, state and even county DPSS estimates are too low since they fail to account for secondary migrants and other refugees in the state who may have fallen through the cracks of ORS and DPSS tracking systems. As a result, a falsely negative picture of refugee welfare dependency is being presented. In such cases, official sources of information may be inadvertently helping to prejudice the general public against the refugees by creating a false picture of their welfare dependency. (This issue is discussed in the Employment and Welfare Section).

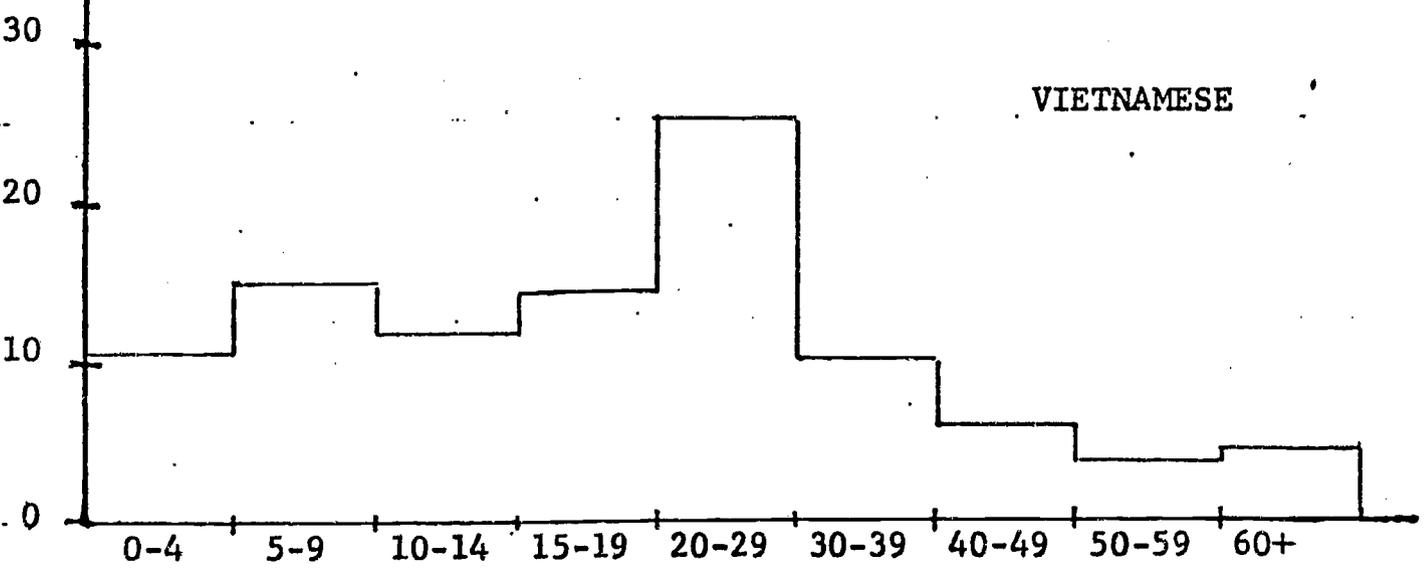
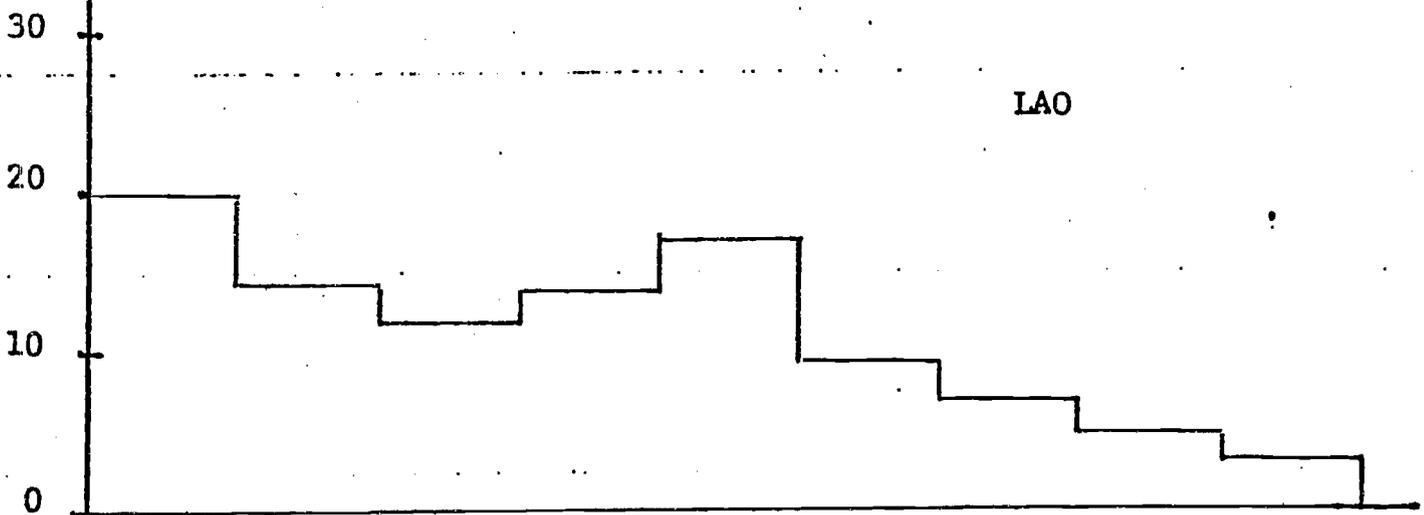
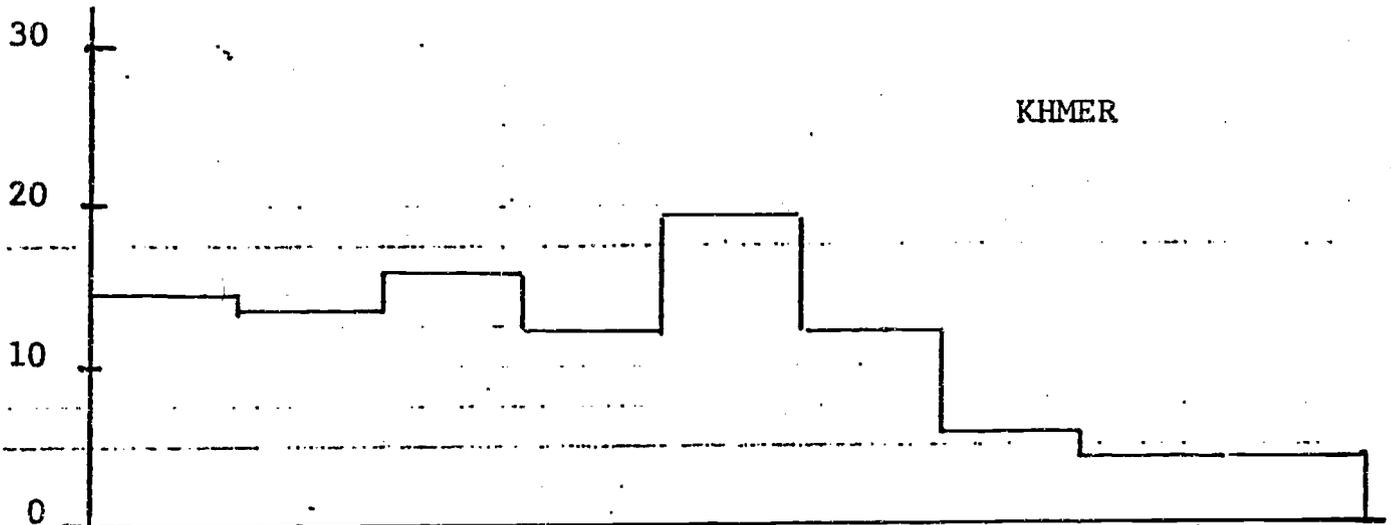
It should be noted that the Office of Refugee Services (ORS) is tracking only those refugees who are in the federally funded refugee programs. Consequently, it is not possible to equate ORS data with the whole refugee picture. ORS data tracks only the least successful and most dependent among the entire refugee community. To accurately view the success of the program, demographic studies should be conducted to track the successful members of the Southeast Asian communities who are no longer dependent on the federal program.

Lastly, we should caution that often quoted data may not necessarily be skewed in the direction of underrepresenting refugees. One figure often cited for the Orange County refugee population put county refugee estimates at around 71,000. When we attempted to apply these Orange County formulas to our Long Beach refugee population, we arrived at figures that were too high.

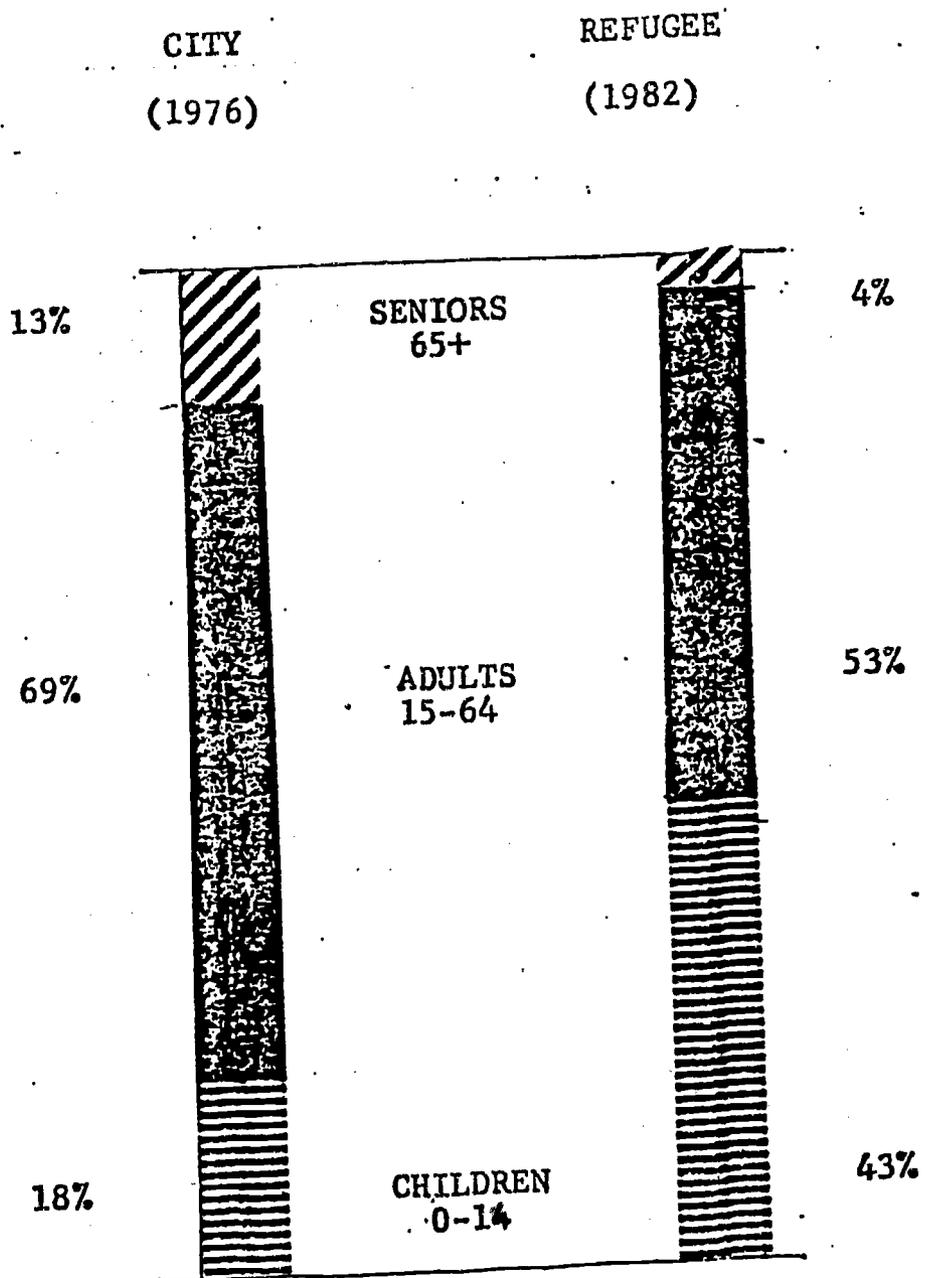
AGE OF THE REFUGEE POPULATION

In 1979, the United States Public Health Service and the Long Beach Public Health Department provided health care screening services for the Southeast Asian refugees who came into the city. At that time, many of the refugees that arrived came to the clinics as family units, e.g. both parents, children, grandparents, etc. Consequently, the

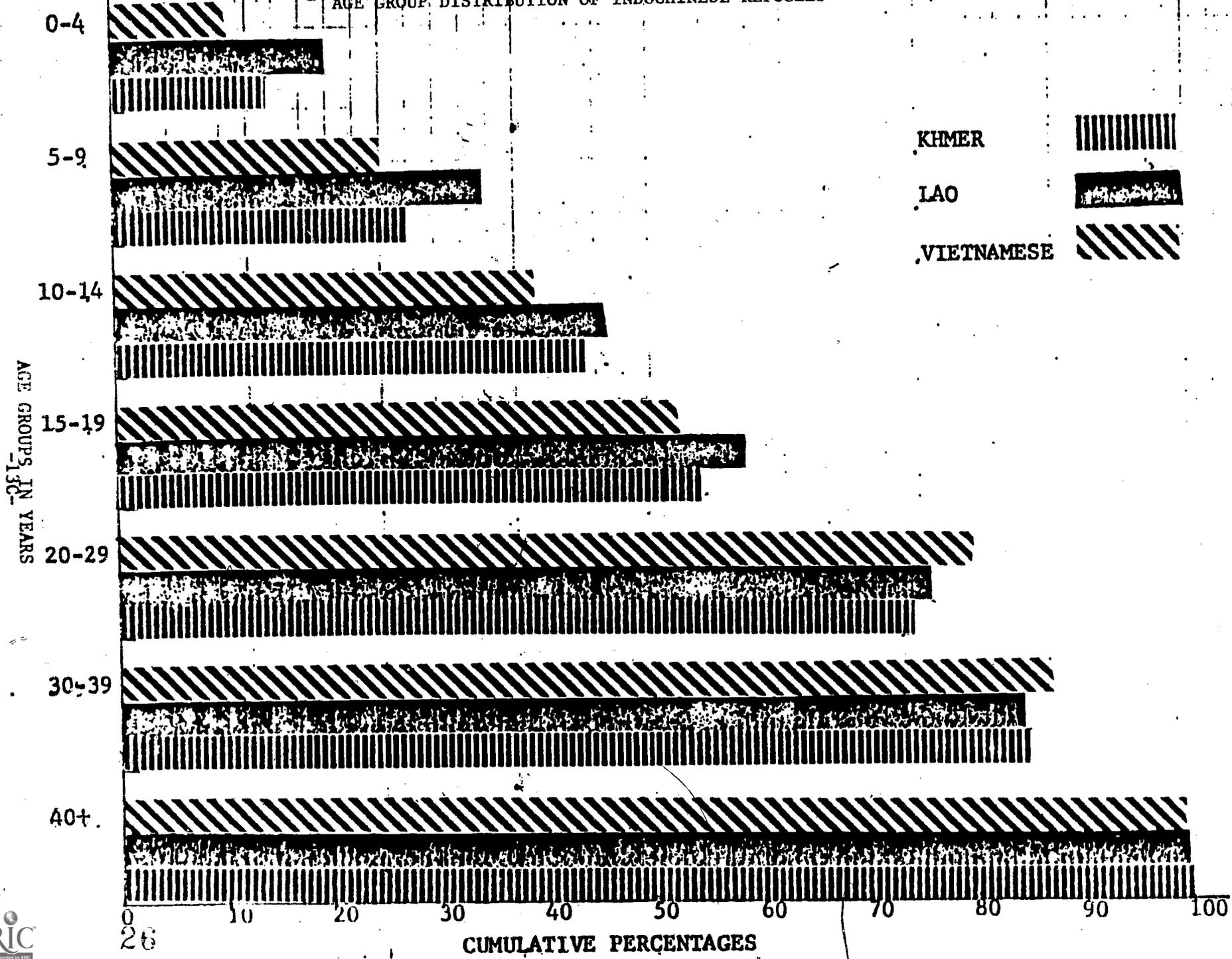
INDOCHINESE REFUGEES
AGE AND ETHNIC GROUP DISTRIBUTION



POPULATION COMPARISONS IN LONG BEACH



AGE GROUP DISTRIBUTION OF INDOCHINESE REFUGEES



Director of Laboratory Services began to maintain extensive demographic and health related statistical data on these individuals. As a result of her efforts, we have data concerning the age characteristics of the different ethnic groups. Approximately 52% of the Southeast Asian refugee population are less than twenty years of age; 75% are less than thirty years of age; and 83% are less than forty years of age. Please see the charts (pages 13a, b, and c) for more information. Clearly, the Southeast Asian refugee population is very young when compared to the Long Beach population in general.

DATA FROM LOCAL EDUCATIONAL INSTITUTIONS

Many refugees in Long Beach have children who are of school age and are currently attending the elementary, junior high, and high schools in the Long Beach Unified School District. The South East Asian Learners (SEAL) Project serves all students in the LBUSD for whom English is a Second language. One component related to the SEAL project is the enrollment clearinghouse called the Assignment Center. At this location, foreign born parents can meet with translators to sign their children up for school. Another component of the project develops bi-lingual educational materials in several languages. Since the SEAL project serves as an educational clearinghouse for Southeast Asian students, we were able to gather valuable demographic data for this report. Please see the Table on the following page for complete school enrollment data.

Another segment of the refugee population is enrolled in Vocational English as a Second Language (VESL), English as a Second Language, or college parallel courses at Long Beach City College. School officials estimate that approximately 4,800 Southeast Asian refugee students are currently attending classes at Long Beach City College.

In addition to those students attending LBUSD or LBCC, there are over 1,551 Southeast Asian refugees enrolled in the Long Beach Adult School programs. Still other students are attending California State University at Long Beach.

Table of School Enrollment Data

Institution	Cambodian	Vietnamese	Chinese Vietnamese	Lao	Hmong	Mien	Total
LBUSD K-6	1,125	604	226	120	262	75	2,412
LBUSD 7-9	573	363	117	32	96	28	1,209
LBUSD 10-12	507	348	172	32	62	27	1,148
LBCC/IRAP	173	59	*	9	*	*	375
LBCC/ESL	374	375**	*	12	58	17	836
LBCC	*	*	*	*	*	*	3,723
LB Adult	972	277	*	184****	118	*	1,551
CSULB	31	** 861**	*	12	*	*	904
Total:	3,755	2,887	515	401	596	147	12,158

* no data available
 ** may include Vietnamese/Chinese
 *** may include other Lao minorities
 **** an unknown number may reside in Orange County
 and commute to the university.

A number of Southeast Asian refugees are enrolled in private and non-profit ESL programs in Long Beach. Youth with a Mission has over 150 refugees enrolled in its ESL programs. Other smaller ESL programs include: the United Cambodian Community (16 students), Christ Lutheran Church (N/A), and Our Saviour Church (20 Mein and 10 Cambodian students).

REFUGEE RESIDENTIAL DISTRIBUTION PATTERNS AND NEIGHBORHOOD ANALYSIS

In 1982, the Long Beach Department of Planning and Building conducted a comprehensive data analysis to identify issues and problems that face many of the city's communities. As part of this study, the DPB divided the city into 53 neighborhoods which were defined by their social and/or geographic attributes. Neighborhoods may include more than one Census tract.

In order to determine where refugees are currently residing in Long Beach, the street addresses of 1,136 junior high school students were plotted within these 53 neighborhoods. Then, it was possible to count the number of residences in each neighborhood. Although it would have been possible to plot the street addresses of elementary students or high school students, we selected the junior high school population because of its sample size (N = 1,136) and because this population was more representative of the general refugee population based upon Date of Entry data and ethnic composition. The Table on the following page contains the number of student residing in each neighborhood. Since these students are living at home with their families, it can be assumed that this tabular data represents the refugee residential distribution patterns within the city.

According to our analysis, the majority of the Southeast Asian refugees reside in the following neighborhoods: 18, 15, 10, 8, 6, 19, 42, and 4. The comprehensive analysis from the Department of Planning and Building Report describing each of these neighborhoods in detail is presented on the following pages. Each neighborhood analysis

Junior High School Addresses Plotted Within Neighborhoods

Long Beach N'BHD #	Cambodian	Vietnamese	Chinese/Viet	Lao & Lao/Hmong	% of total sampled	Total
18	139	27	7	31	17.96	204
15	111	38	13	39	17.69	201
10	47	18	13	28	9.33	106
8	13	40	19	4	6.70	76
6	12	23	2	38	6.60	75
43	32	7	15	6	5.28	60
19	35	13	7	4	5.19	59
42	-0-	36	19	-0-	4.48	55
4	22	6	3	19	4.40	50
9	19	9	5	8	3.61	41
5	8	14	3	-0-	2.20	25
7	4	11	4	6	2.20	25
16	5	20	-0-	-0-	2.20	25
17	2	18	-0-	-0-	1.76	20
11	1	-0-	-0-	12	1.14	13
38	-0-	9	4	-0-	1.14	13
20	5	4	-0-	1	.88	10
44	1	8	-0-	-0-	.79	9
37	1	5	2	-0-	.70	8
29	-0-	7	-0-	-0-	.61	7
3	1	3	2	-0-	.53	6
13	1	-0-	5	-0-	.53	6
39	2	3	1	-0-	.53	6
31	-0-	4	1	-0-	.44	5
50	-0-	5	-0-	-0-	.44	5
12	1	-0-	-0-	3	.35	4
35	-0-	1	3	-0-	.35	4
48		4			.35	4
21	2	1			.26	3
40	2	1			.26	3
49		3			.26	3
30		2			.17	2
34		1			.09	1
36		1			.09	1
51		1			.09	1
	466	343	128	199	100.00	1,136

includes: a map of the city identifying the boundaries of the neighborhood; demographic data including population characteristics, housing characteristics, and other indicators gathered from the 1980 Census data; and, a narrative description of the neighborhood and conclusions which relate to future planning considerations.

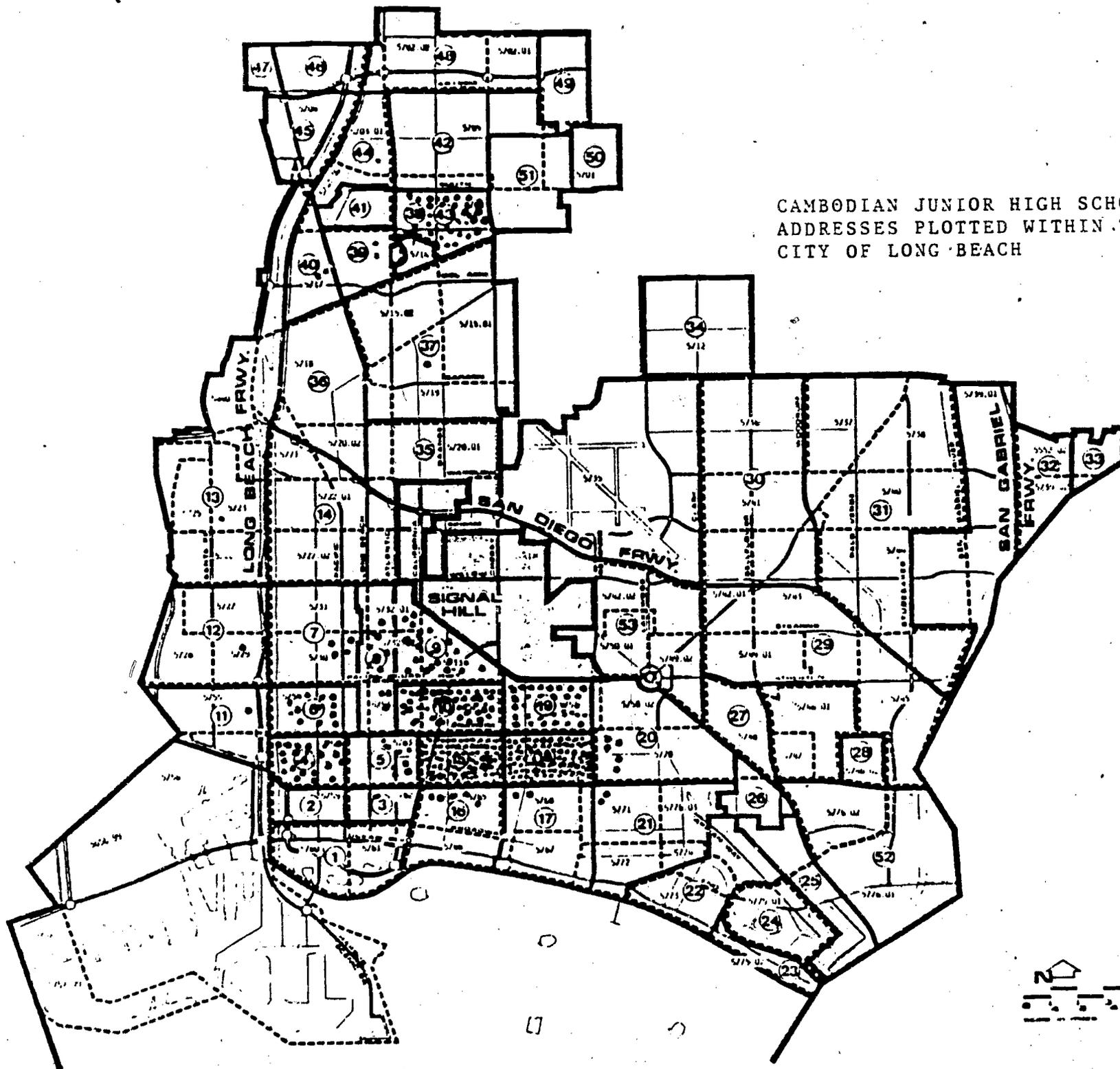
The residential distribution patterns for each of the four refugee populations are indicated on the color-coded maps. Each dot represents one junior high school child. The maps are color-coded for each ethnic population: Cambodian, Vietnamese, Vietnamese-Chinese, and Lao (including Lao minorities).

PRIMARY AND SECONDARY MIGRATION DATA

One of the most difficult demographic variables to account for when making population estimates is the number of individuals who migrate into a locale or who migrate out. Although many Southeast Asian refugees originally resided in other states (primary destination), many are now moving to other locales to be reunited with family members, to seek employment opportunities, and for other reasons such as climate, lack of friends, etc.

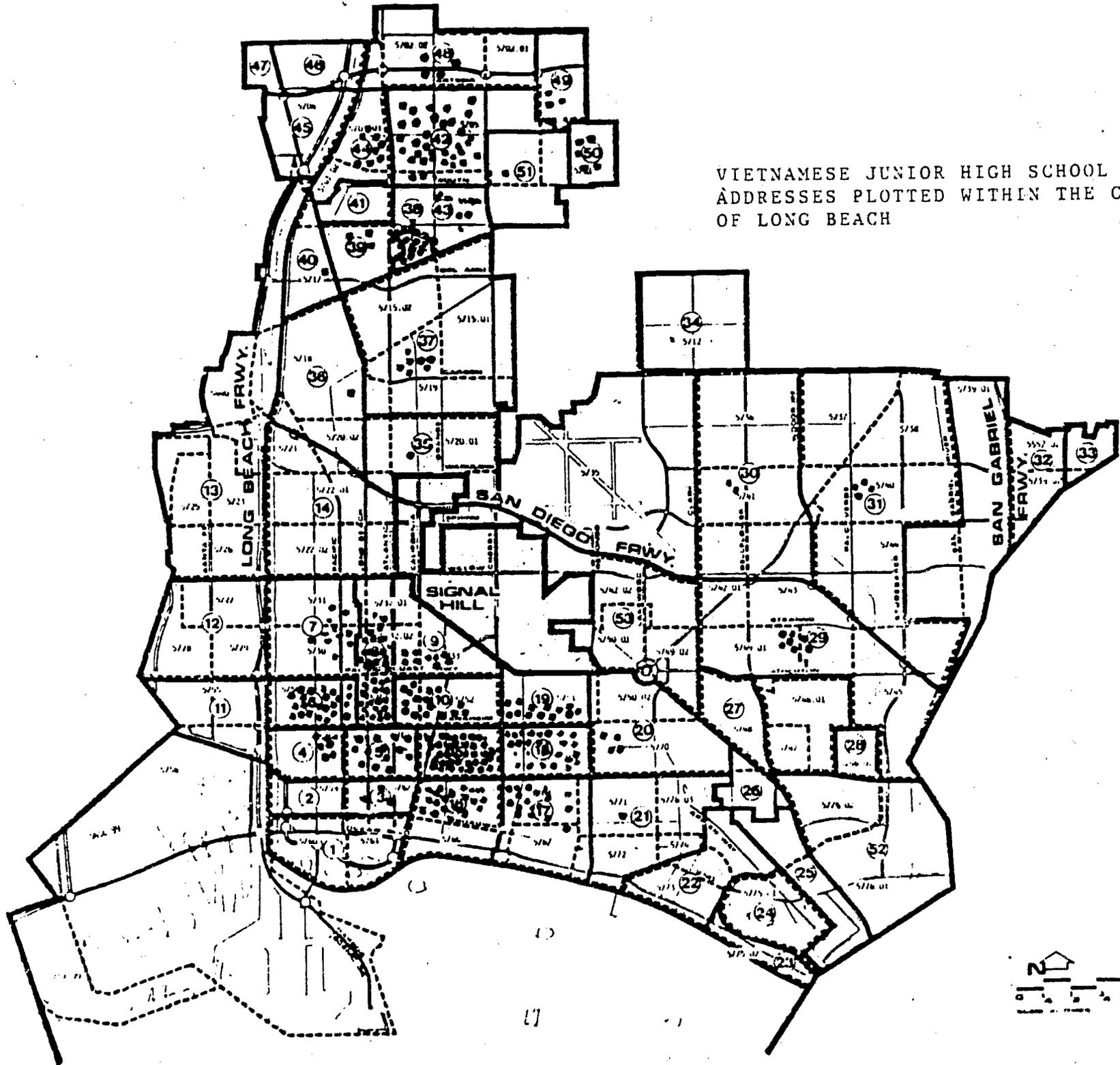
It is difficult to get accurate information about the number of secondary migrants because the rate of influx is constantly changing. However, it is apparent that many of the Southeast Asian refugees residing in Long Beach have lived in other cities or states before coming to Long Beach. For example, the Table on the following page contains information concerning the Southeast Asian refugee K-12 students who were identified as secondary migrants. A list of the states and the number of students who are secondary migrants from these states is presented in this table. Although these numbers do not appear to be significant, it must be realized that these numbers represent only children. In all probability, these children belong to large extended families who have moved to Long Beach. A recent sample of newly enrolled K-12 Southeast Asian refugee children indicates that many more of these are secondary migrants.

CAMBODIAN JUNIOR HIGH SCHOOL
ADDRESSES PLOTTED WITHIN THE
CITY OF LONG BEACH



-16A-

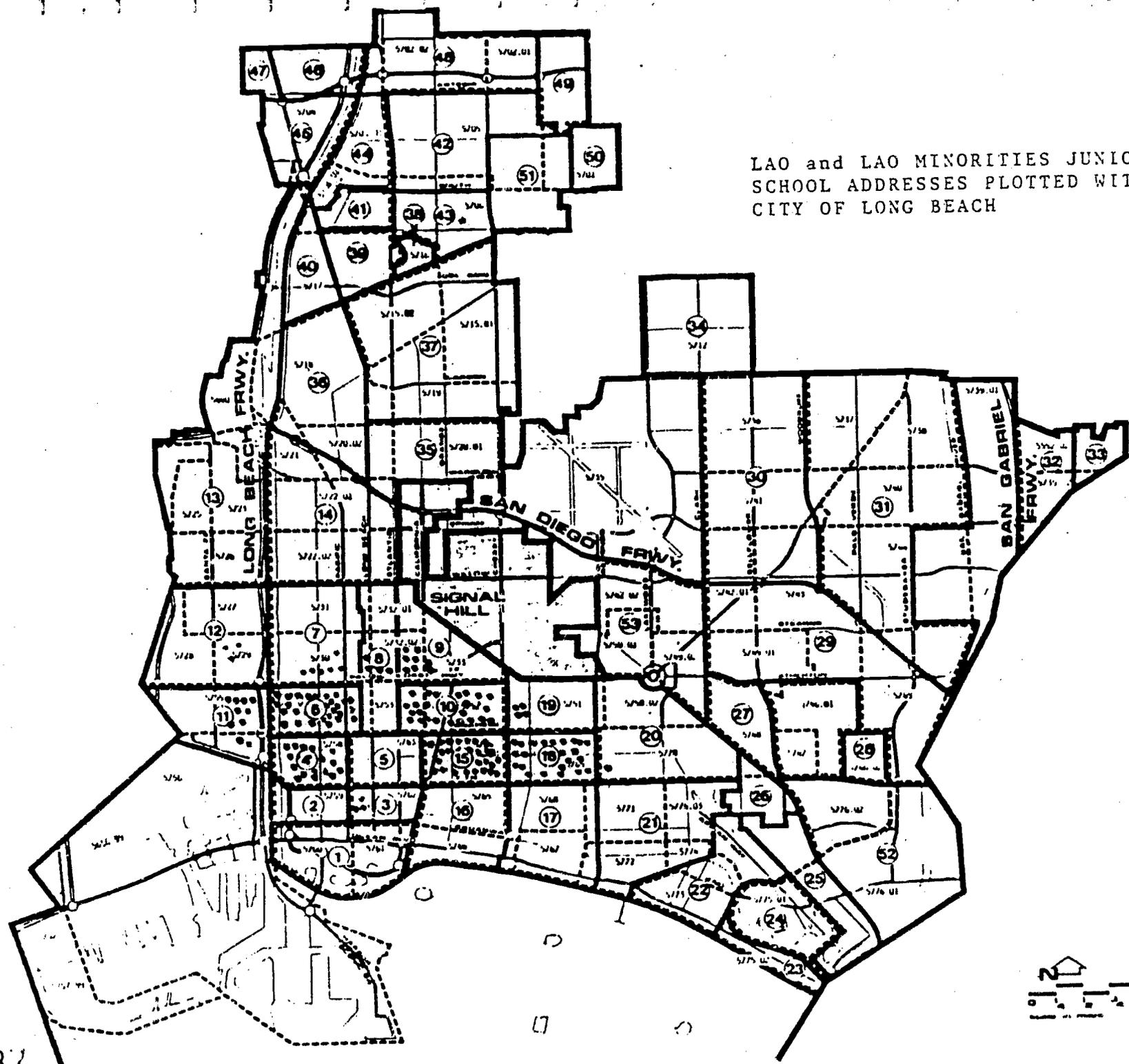
VIETNAMESE JUNIOR HIGH SCHOOL
ADDRESSES PLOTTED WITHIN THE CITY
OF LONG BEACH



-16B-



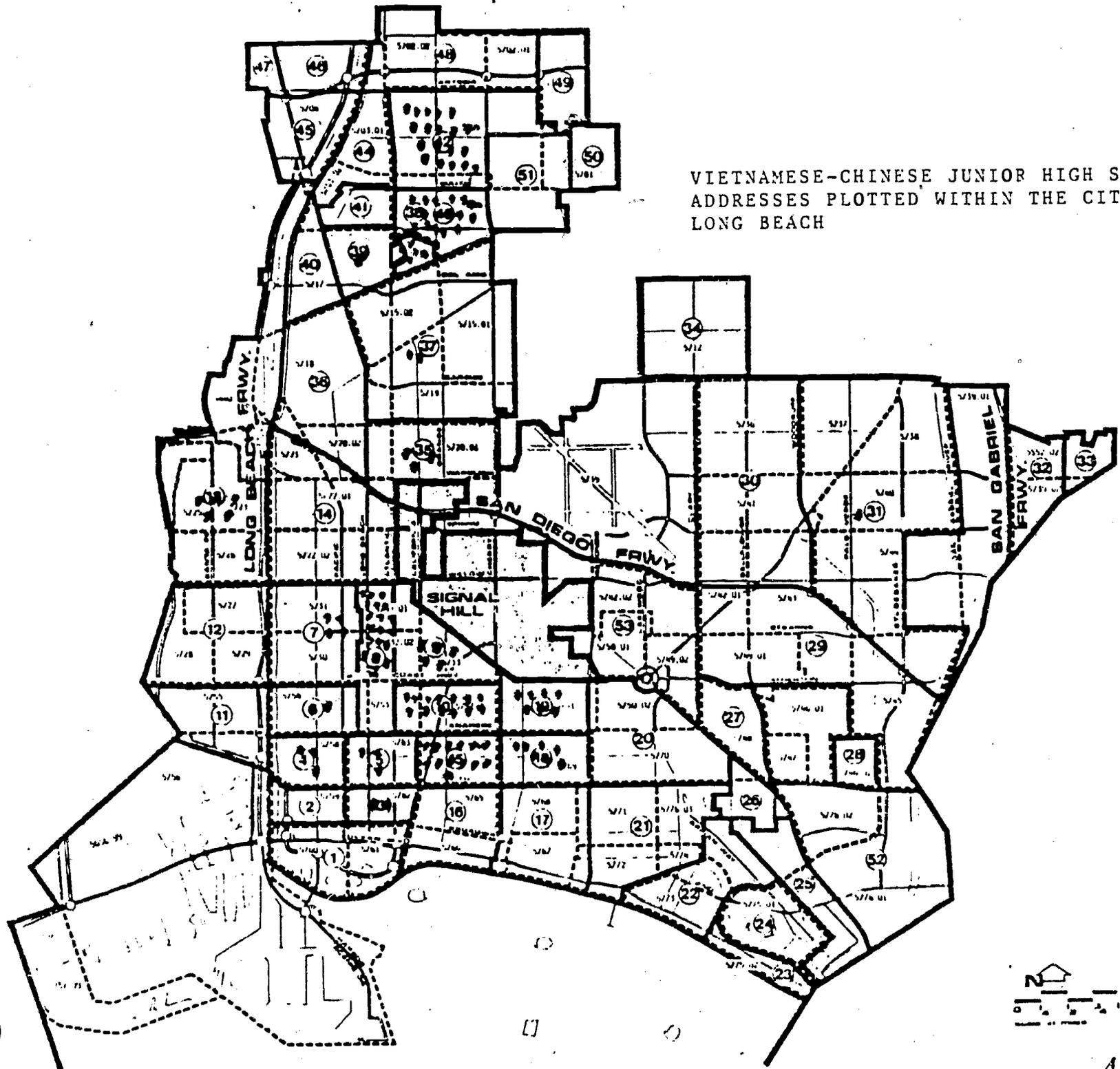
LAO and LAO MINORITIES JUNIOR HIGH SCHOOL ADDRESSES PLOTTED WITHIN THE CITY OF LONG BEACH



-16C-



VIETNAMESE-CHINESE JUNIOR HIGH SCHOOL
ADDRESSES PLOTTED WITHIN THE CITY OF
LONG BEACH



-160-

migrants. Although this increase may be attributed to improved reporting procedures, we believe that the numbers represent what is actually occurring.

Another indication of the number of secondary migrants relocating to Long Beach was identified from information provided by the Asian Pacific Family Outreach. This organization reported that 302 out of 732 refugee clients that the Church World Service settled in Long Beach from October '81 to December '82 were secondary migrants.

A third indication of the number of secondary migrants moving to Long Beach was provided by the IRAP/LBCC. For the month of October '82, 29 out of 94 new refugee students were from out of state. This means that 31% of those students were secondary migrants. The figures for November '82 are even higher (49 out of 111 or 41%). In addition, IRAP has maintained detailed statistics about secondary migrants. A total of 241 secondary migrants were identified from January '81 to September '82. Of these secondary migrants, 173 were Cambodian, 59 were Vietnamese, and 9 were Lao.

The following information is taken from the IRAP - Long Beach City College statistics on Indochinese secondary migrants:

CAMBODIAN: For the Cambodians 33% stayed at their original placement site less than 3 months, 62% under 6 months and 88% under one year. Cambodians gave "no relatives/friends" as one of their main reasons for leaving. Many also stated that weather influenced their decision to leave. Reunification with friends/relatives were mentioned by 72% of the respondents. 60% of the migrants came from 8 states of Texas, New York, Maryland, Arizona, Oregon, Illinois, Kentucky, and Michigan.

VIETNAMESE: 39% stayed less than 3 months at their original placement site, and 64% stayed less than one year. "No relatives/friends" was the reason given by 42% for leaving their original resettlement site. 85% said that reunification with friends and relatives was a major factor whereas 18% indicated that weather was a factor.

SECONDARY MIGRATION
SCHOOL

STATE/COUNTRY	ELEM	JR. HIGH	HIGH
Alabama	1		
Alaska	3		1
Arizona	10	4	2
Arkansas	2	1	
California	53	32	18
Colorado	3	1	1
Connecticut	4		3
Dist. Columbia	2		
Florida	1		1
Hawaii		4	1
Illinois	13	3	7
Indiana	2	1	1
Iowa	2	1	3
Kansas/Kentucky		3	2
Louisiana	1	1	2
Maine	3		
Maryland	11		
Massachusetts	6		3
Michigan	11	7	7
Minnesota	8	3	1
Missouri	2	4	
Montana	3	2	
Nebraska	1	1	
Nevada	4	3	
New Mexico	1		1
New York	7	1	6
North Carolina	2	1	1
Ohio	6	1	1
Oregon	6	6	8
Pennsylvania		2	1
South Carolina		1	1
South Dakota	2		3
Texas	15	15	5
Utah	1	1	4
Virginia	2	3	1
Washington	7	4	3
Wisconsin	4	3	2
Canada	3		
Hong Kong		1	
Japan	1		
Total:	203	110	90

LAO: All nine Lao had stayed longer than one year at the original placement site. Weather was their reason for leaving the original placement site as well as reunification were their main reasons for coming to Long Beach.

VOLAG REFERRAL is another source of primary and secondary migration information. A total of 805 Southeast Asian refugees were referred to the Long Beach Public Health Department from August '81 to December '81 (VOLAG referrals are made through Tuberculosis Control to local health departments). Of these refugees, 98 were Vietnamese, 51 were Vietnamese-Chinese, 615 were Cambodian, and 36 were Laotian. All of these refugees were primary migrants. During the same time period, 20 secondary migrants were referred. For 1982, 976 primary migrants were referred. Of these refugees, 199 were Vietnamese, 32 were Vietnamese-Chinese, 708 were Cambodian, and 37 were Laotian. During the same reporting period, a total of 316 secondary migrants were referred. Of these refugees, 89 were Vietnamese, 10 were Vietnamese-Chinese, 200 were Cambodian, and 17 were Laotian. Please see the Tables concerning Volag Referrals on the following pages.

VOLAG REFERRAL PRIMARY 1981 REPORT

	Vietnamese		Chinese/ Vietnamese		Cambodian		Laotian		Other	Total Arrived		Ratio
	Vo- lag	Con- tacted	Vo- lag	Con- tacted	Vo- lag	Con- tacted	Vo- lag	Con- tacted				
August 81	6	6	9	9	66	66			5	86	81	
Sept. 81	30	28	2	2	117	96	14	14		163	140	
Oct. 81	27	23	26	178	164	1	1			232	214	
Nov. 81	12	12	11	11	184	177	14	6		221	206	
Dec. 81	<u>23</u>	<u>23</u>	<u>3</u>	<u>3</u>	<u>70</u>	<u>59</u>	<u>7</u>	<u>7</u>		<u>103</u>	<u>92</u>	
	<u>98</u>	92	<u>51</u>	51	<u>615</u>	562	<u>36</u>	28	<u>5</u>	<u>805</u>	733	91.05%

SECONDARY 81 REPORT

August 81	2									2		
Sept. 81	3	2			4	4				7	6	
Oct. 81					5	5				5	5	
Nov. 81					6					6		
Dec. 81												
	<u>5</u>	2			<u>15</u>	9				<u>20</u>	11	55%

VOLAG REFERRAL PRIMARY FOR THE YEAR 1982

	Vietnamese		Chinese/ Vietnamese		Cambodian		Laotian		Total		Ratio
	Vo-lag	Con-tacted	Vo-lag	Con-tacted	Vo-lag	Con-tacted	Vo-lag	Con-tacted	Vo-lag	Con-tacted	
Jan. 82	15	13	5	5	130	121			150	139	
Feb. 82	31	21	1	1	143	115			175	137	
March 82	22	18			131	93	4	4	157	115	
<u>1st Quarter</u>	<u>68</u>		<u>6</u>		<u>404</u>		<u>4</u>		<u>482</u>		
April 82	6	6			34	29	6	6	46	41	
May 82	9	8			54	49	5	5	68	62	
June 82	69	59	17	15	113	109	3	3	202	186	
<u>2nd Quarter</u>	<u>84</u>		<u>17</u>		<u>201</u>		<u>14</u>		<u>316</u>		
July 82	5	5			13	10	7	7	25	22	
August 82			4	4	14	14			18	18	
Sept. 82	6	6			14	13			20	19	
<u>3rd Quarter</u>	<u>11</u>		<u>4</u>		<u>41</u>		<u>7</u>		<u>63</u>		
Oct. 82	19	13	2	2	23	19	8	8	52	42	
Nov. 82	4	4			7	7			11	11	
Dec. 82	13	11	3	3	32	27	4	4	52	45	
<u>4th Quarter</u>	<u>36</u>		<u>5</u>		<u>62</u>		<u>12</u>		<u>115</u>		
<u>Total 1982</u>	<u>199</u>	<u>164</u>	<u>32</u>	<u>30</u>	<u>708</u>	<u>606</u>	<u>37</u>	<u>37</u>	<u>976</u>	<u>837</u>	85.76%

VOLAG REFERRAL SECONDARY FOR THE YEAR 1982

	Vietnamese		Chinese/ Vietnamese		Cambodian		Laotian		Total		Ratio
	Vo-lag	Con-tacted	Vo-lag	Con-tacted	Vo-lag	Con-tacted	Vo-lag	Con-tacted	Vo-lag	Con-tacted	
Jan. 82					6	2	5	5	11	7	
Feb. 82	5	5			15	12			20	17	
March 82	3	2			46	24	3		52	26	
<u>1st Quarter</u>	<u>8</u>				<u>67</u>		<u>8</u>		<u>83</u>		
April 82	1	1			6	4			7	5	
May 82					20	15			20	15	
June 82	8	1			9	9			17	10	
<u>2nd Quarter</u>	<u>9</u>	<u>2</u>			<u>35</u>				<u>44</u>		
July 82					8	8			8	8	
August 82	8	8			16	11			24	19	
Sept. 82	1	1			17	10			18	10	
<u>3rd Quarter</u>	<u>9</u>				<u>41</u>				<u>50</u>		
Oct. 82	12		3		6	6			21	6	
Nov. 82	15				12	9			27	24	
Dec. 82	36	4	7		39	3	9		91	7	
<u>4th Quarter</u>	<u>63</u>		<u>10</u>		<u>57</u>		<u>9</u>		<u>139</u>		
<u>Total number Secondary 82</u>	<u>89</u>	<u>24</u>	<u>10</u>		<u>200</u>	<u>113</u>	<u>17</u>	<u>5</u>	<u>316</u>	<u>154</u>	48.73%

III. SOCIAL IMPACT ON THE COMMUNITY

SOCIAL IMPACT ON THE COMMUNITY

Whenever the ethnic composition of a community changes rapidly, friction and tension can be expected. To an extent, the Long Beach community has been spared some of the friction which has been noted in neighboring Orange County localities. Part of the smoothness of resettlement can be attributed to a "coolheaded" approach by local officials and can be attributed to a thus far responsible reporting profile taken by the local press. Despite the overall perceived smoothness by which resettlement has taken place, there have been some indications of tension and difficulties. As the Date of Entry data indicate (see table in appendix), the largest influx of Southeast Asian refugees occurred between 1979 and early 1982. School teachers indicate that there was some racial tension in the schools. Most of it appears to have been at the level of name calling; sometimes refugee children were targets of slurs by their American peers. They were called "Cambos" or "Boat People" by some of their classmates. Recent reports indicate that most of the name calling has subsided now that the children have had time to get used to one another.

One community youth programs representative expressed fear that in the future there will be a rise in Southeast Asian youth gangs. There has been some indication that in the Chinatown area of Los Angeles and in parts of Orange County that this may be of concern. Thus far, however, there is no indication that Southeast Asian gang activity is becoming a problem in Long Beach.

HOUSING

The greatest areas of perceived concern fall into the categories of competition for housing, high density living conditions, and crime. During the last year, the Environmental Health Division of the Health Department noted an increase in complaints regarding overcrowding. Areas of high complaint were cross-referenced with the neighborhood maps devised for this report. No correlation could be drawn between

the areas of high complaints and areas of high Southeast Asian concentration. Southeast Asians may indeed be living in more crowded conditions than the community at large since more established families appear to be serving as a temporary base for less fortunate relatives and friends. But as yet, official complaints from landlords and neighbors about overcrowding do not seem to be directed at Southeast Asians. A sample survey of household size revealed the following:

HOUSEHOLD SIZE

	Number of Individuals in a Household				N = Sample Size
	1-3	4-6	7-9	10-12	
I-Mien	15%	35%	40%	10%	N = 20
Hmong	20%	48%	31%	1%	N = 29
Cambodian	12%	53%	24%	11%	N = 183
Vietnamese	40%	38%	16%	6%	N = 50
Vietnamese/ Chinese	24%	43%	19%	14%	N = 21
<hr/>					
All Groups	18%	48%	24%	10%	N = 303

Although this breakdown does provide some indication of household size, it does not necessarily help us to understand how household size relates to "density" in so far as the size of the refugees' dwellings was not available. One point of concern was whether or not Southeast Asians were seeking subsidized housing which is available for low income groups. According to one official of the Housing Authority, some Southeast Asians are attempting to apply for subsidized housing. The agency, however, appears to be ill prepared to meet the special needs of refugees. No translators are on staff who speak any of the

Southeast Asian languages. The official did feel however that should the need exist that the agency probably could get translators on loan from other departments. The official also stated that although he did not know whether Southeast Asians were applying in greater numbers that his impression was that they were. This, however, was of little consequence since according to the official: "Even if they (refugees) were applying in greater numbers, it wouldn't make any difference since they'd be on a waiting list for two to three years anyway." The official was also uncertain as to which refugee groups were seeking to be put on the waiting lists. He stated that if given a little time, he probably could provide the information if he had assistance in identifying the ethnicity according to the applicant's names.

ENVIRONMENTAL HEALTH

In several cases involving complaints regarding sanitation problems caused by refugees, Environmental Health Sanitarians were called in, and with the assistance of translators, the problems were resolved. In several other cases involving sanitation problems allegedly caused by Southeast Asians, upon investigation, it was determined that the offenders had been Asian albeit not Southeast Asian.

DISCRIMINATION AND DISPLACEMENT

Of even greater concern in terms of possible community tension are charges that Southeast Asians are preferred by landlords over long standing minorities in the community such as Blacks and Hispanics. This issue was discussed with representatives of Community Services as well as with representatives of the Fair Housing Foundation. Representatives of both groups maintained that while they had no direct evidence of Southeast Asian refugees displacing Blacks, Hispanics and other minority groups, they did feel that there is a common perception especially among Blacks that housing displacement is occurring as a result of the recent influx of refugees.

When our own neighborhood refugee population projections are compared with City of Long Beach neighborhood data of 1980, it is apparent that in some neighborhoods substantial Southeast Asian impact has been felt.

NEIGHBORHOOD NUMBER (Appendix C)	ESTIMATED SOUTHEAST ASIAN POPULATION 1983	TOTAL NEIGHBORHOOD POPULATION 1980	TOTAL ASIAN POPULATION 1980 (ALL ASIANS)
18	3,200	7,231	425
15	3,153	9,457	530
10	1,658	7,555	363
8	1,194	8,649	744
6	1,177	5,619	539
43	941	6,704	449

Although adjusted total population figures for 1983 are not available, it is apparent that the rapid increase in population within these neighborhoods could not have occurred without some displacement and without an increase in overall neighborhood population density. It is quite possible that the rapid influx in these neighborhoods has lead to an increase in competition for scarce housing.

A different aspect of the housing problem involves the question of whether or not Southeast Asians themselves are victims of housing discrimination. To this question, the Fair Housing Foundation had no direct answer; however, a spokesperson indicated that Asians (including Southeast Asians) as a group are noticeably underrepresented in terms of filing complaints in both discrimination cases and in filing landlord/tenant grievances. In terms of

discrimination cases for the month of January '83, 33 cases were filed; 14 by Blacks, 17 by Anglos, 1 by a Hispanic, with 1 listed as "other." According to the spokesperson, 3 to 4 complaints by Asians should be expected based on their percentage of the population (12%). In terms of landlord/tenant disputes, the omission of Asians is also evident. For the month of January '83, 363 individual complaints were filed, 224 by Anglos, 77 by Blacks, 34 by Hispanics, with 8 listed as "other" According to the spokesperson, Asians (included in this category of "other") should have filed at least 40 complaints. His impression is that Asians either are not utilizing the system because they are unfamiliar with how it operates, or they are not utilizing it because culturally they choose not to complain to authorities. In our view, although both factors may be involved, it appears that many first generation Southeast Asians are not aware of how the system operates.

CRIME

Of even greater concern than the issue of housing is the problem of crimes against refugees: victimization of refugees in the community. According to a Long Beach Police Community Relations Spokesperson, refugees have not contributed significantly to the local crime problem. Currently, the police do not utilize translators although concern has been expressed through the Long Beach Interagency Refugee Forum that there may be a need for bilingual translation in order to insure that refugees have full access to the police particularly in emergency situations.

Although the police have not hired translators, they have shown sensitivity to the "new" population. Several cases involving packages of opium being sent to Hmong in Long Beach have been encountered by the police. According to a Community Relations Officer there was one arrest but the suspect was released following questioning and was not charged. In another case a Hmong family was questioned after it was learned that the family had received a package of opium. The package was confiscated but the family was not arrested. Police have

expressed concern about the potential for drug traffic but, other than in a few isolated cases, there appears to be no cause for alarm. According to the police spokesperson, the objective of the police in the Hmong cases is to cut off the opium supply at its sources while warning local Hmong that practices which may have been legal in Laos are illegal here. In dealing with these cases, the police have demonstrated noteworthy restraint and cross-cultural sensitivity.

The Community Relations Officers have also been active in working with the schools and resettlement agencies in order to attempt to explain to refugees what their rights and responsibilities are according to the law.

As a long term objective, the police have shown a desire to recruit Southeast Asian officers. Recently, they participated in a Job Awareness Fair hosted by the Long Beach City College Indochinese Refugee Assistance Program (IRAP).

The Community Relations Officers have also agreed to work with cross-cultural staff of the Long Beach Health Department and M.A.A. leaders in order to promote a greater awareness of how the law enforcement system operates. A future workshop is planned which will introduce the concept of neighborhood watches and will assist refugee leaders in establishing these programs.

VICTIMIZATION

Although the problem of "unreported crime" by its nature eludes any firm determination as to its scope, there is a consensus among M.A.A. leaders, providers, and translators that much of the crime which is committed against the refugee community goes unreported. Though most of the information regarding unreported crime is anecdotal, typical examples include accounts about muggings, food stamps being stolen, and burglaries. One type of crime against Hmong families is said to be following a pattern: according to accounts, one or two black men

or sometimes a man and a woman will forcibly enter a Hmong residence and search the premises for money or goods while the members of the Hmong family are at home! The Hmong, who are frequently unable to communicate in English, stand passively by while the robbery takes place. The crime usually goes unreported and may even be repeated against the same family.

The passivity in reporting crime is apparently only partly related to the problem of translation. An additional problem is a lack of understanding of the role of the police in our society. Although there is generally an understanding of what is legal and illegal, all too often there is a lack of understanding of what proportional weight is attached to a particular crime or infraction. In a recent role playing session with Southeast Asian paraprofessionals, who are more familiar with the American culture than most of the clients they have been hired to assist, the paraprofessionals were unclear over the differences between common misdemeanors and felonies. They had the opinion, for example, that a person driving without a license, if detected, could be jailed. They also had unrealistic expectations as to the authority of the police. Several assumed that a resident could expect the police to arrest anyone on a public street if the police felt that the stranger looked suspicious.

In several role playing situations, wherein an American played the role of a police officer and a Southeast Asian translator played the role of a refugee, the translator seemed confused and passive in simulated interaction between the "police" and the "refugee." In several other instances, the translators acted in ways which were interpreted by the Americans as signaling threats.

The role playing exercise pointed out the need for more extensive training programs for translators and paraprofessionals who are themselves not fully accustomed to services beyond their specific job. In addition, it also points to the need to include information regarding crime and law enforcement into ESL text materials. In that regard, there is a need for some teaching materials to be "customized"

so that information about the local community, its services, and perhaps its problems are included. Not all ESL teachers are residents of the districts in which they teach and may, therefore, lack the knowledge of where to direct their students for specific needs. Customizing a portion of district teaching materials and keeping these reasonably up to date would help to fill a gap in understanding how the system works. For a discussion as to how this might be accomplished, see the Curriculum Section.

HEALTH AND EMERGENCY SERVICES

The principal responsibility for preventive health screening of refugees coming into the city of Long Beach falls on the Department of Public Health. The department has played an active role in refugee health screening since 1979 when, with the assistance of the now defunct United States Public Health Services (USPHS) clinic, the department set up a refugee screening clinic. Given the increased numbers of refugee patients arriving in 1980, the department sought and received additional monies for health screening through the California Refugee Preventive Health Services Program administered by the Department of Health Services. The department also sought and was granted funding for Refugee Health Accessing through bilingual/cross-cultural assistance from the Office of Refugee Services of the Department of Social Services.

Refugee service utilization of the Health Department's programs reached a peak in FFY '81-82 when it was estimated that about 20% of all of the Health Department's clients were Southeast Asian refugees. During that period, translation assisted refugee patients' visits to the department totaled nearly 25,000. (For comprehensive data on all refugee related health activities of the department, see the Health Section in the Appendix.)

Recognizing that there was a need for a dialogue between the department's staff and other health service providers in the local community and throughout the state, the department coordinated two statewide conferences bringing together staffs from fourteen counties and representatives from the private sector. The strategy behind the conferences was to share information and expertise between funded refugee health care providers while transferring some of their insights to local private health care providers.

TRANSLATION SERVICES

Following this same desire to transfer expertise to the private sector, the department received a small award from the state's Special

Needs and Priorities Fund (SNAP)(Department of Health Services) for a Translator Training Project. The project is providing training free of charge to local refugee volunteers, aides, and M.A.A. members to enhance their ability to act in the role of health translators. The rationale behind the project was based upon the awareness that most bilingual translators have never had any formal training in their craft. Although the role of the translator is central in cross-cultural communication with patients, little attention has been given to improving the quality of the translator's performance. Neither have medical service providers had training in how to best use the skills of the translator in communicating with patients. Consequently, the Translator Training Project also provides a workshop series to local hospitals called: "How to Use Your Translators."

The Long Beach Department of Public Health is one of the few agencies in the community providing translation services for its clients. Throughout the community at large, translation for health and emergency services remain one of the most serious unmet needs of the community. Although several local hospitals do now employ a few part-time Southeast Asian translators, many other hospitals and clinics do not. Often friends, relatives, and small children are used as de facto translators. Using untrained non-professionals is far from ideal. Even if de facto translators have good bilingual skills, they may lack the proper technical vocabulary and may lack the ability to bring technical vocabulary down to a level where it can be understood by the clients.

In the case of emergency services, the problem of the lack of translation must rank as the number one unmet need within the community at large. Although representatives from Long Beach strongly advocated for the inclusion of emergency services as a fundable category under social adjustment; the countywide committee of the Los Angeles Refugee Forum voted down its inclusion. It is strongly recommended that some provision for emergency services translation be made. If refugees are to attain self-sufficiency, they must have full access to the services that are available to all residents; language should not be a barrier to essential services.

REFUGEE HEALTH ISSUES:

DEALING WITH THE PROBLEM OF MISPERCEPTIONS

Although a few refugees entered Long Beach between 1975 and 1978, it was not until 1978 that the community at large became aware that Long Beach was becoming a focal point of Southeast Asian resettlement. At that time, there was potential for widespread community concern over the health status of the Southeast Asian refugees entering the city. The Department of Public Health began to receive inquiries and complaints from concerned residents and co-workers of Southeast Asian refugees. These concerns were predictable given the historical stereotyping of Asians as being potential carriers of infectious diseases. Such fears and stereotypes surfaced in California late in the Nineteenth Century during the large influx of Chinese immigrants and again in the early Twentieth Century with the arrival of the Japanese immigrants. Consequently, it was to be expected that the large influx of Southeast Asians into the community would potentially cause these stereotypes to reappear.

In neighboring Orange County, a minor panic in the form of a TB scare occurred in Garden Grove when a local newspaper had inaccurately reported that a fireman had contracted Tuberculosis as a result of the refugee influx in Garden Grove. Typically, inaccurate reporting and the tendency of the uninformed to stereotype Asians as being disease carriers exacerbated the incident. In an attempt to avert this kind of incident, in Long Beach, the Health Officer decided that it would be in the best interest of the community if a low media profile related to refugee health data were taken by the department because interpretation of health data is problematical and subject to misinterpretation. In October of 1982, an article appeared in the Santa Ana Register entitled "Diseased Refugees Flood the Country." The article cited misunderstood data from the Center for Disease Control (CDC) and misquoted officials of the Orange County Department of Health and Human Services. To date, this type of problem, with its potential to panic the public, has been avoided in Long Beach.

V. PRIVATE VOLUNTEER RESOURCES

PRIVATE AND VOLUNTEER RESOURCES

The role of private and non-funded groups and individuals should not be overlooked in the resettlement effort. Many refugee families have subjected themselves to uncomfortable and crowded conditions so as to assist their relatives and friends by acting as sponsors. Although there has been a common misperception that the federal government has been provided special low interest loans to refugees as well as a misperception that most refugees are bringing concealed wealth in the form of gold, in reality, most of the successes of the refugee community have been based on the ability of the refugees to pool limited resources. It has not been uncommon for refugees to sacrifice greatly in order to try to buy property or small businesses.

In addition, refugee mutual assistance associations (M.A.A.s) have become sites whereby additional language classes have been offered or special classes such as driver's training have been offered. Within the Cambodian community, there are several major associations, one which is the Cambodian Association of America, which claims to represent over half of the Cambodian families in the Long Beach area. Another important association representing the Cambodians is United Cambodian Community, which during the past year opened a local office in Long Beach.

Representing the Hmong and Mien of Long Beach is the Hmong Association of Long Beach. The Hmong Association has an advisory board which is composed of ten Hmong and nine Mien and maintains close contact with the Lao minorities in the local area.

Within Long Beach, however, there are no mutual assistance associations representing either the Vietnamese (despite their estimated population of 4,000), or the Vietnamese-Chinese (despite their estimated population of around 3,000). Despite the conspicuous absence of Vietnamese/Vietnamese-Chinese associations, Vietnamese Student associations have been established at California State University, Long Beach and at Long Beach City College.

Individuals from these associations have often worked as unpaid resource personnel to their communities and to local hospitals. They have often provided essential translation services on an unpaid and informal basis; they have helped to fill the gap of social adjustment to their people by acting as informal counselors. They have maintained offices through volunteer efforts and through their own limited resources.

Should impacted cities funds become available to the Long Beach community, it is recommended that every effort be made to involve all of the local M.A.A.s in helping to identify skills among their own members. Moreover, since not all refugees are represented by the local associations, it is recommended that non-M.A.A. refugee community leaders be included as well.

In addition to refugee self-help efforts, other private and volunteer groups have played an important role in the local resettlement effort. Asian Pacific Family Outreach has played a major role in the local resettlement effort over the years, and despite severe budget cuts in FFY 81-82, the agency managed to resettle some 732 refugees over the past fifteen months.

Not to be overlooked is the role of Youth with a Mission which is a Christian humanitarian organization which followed Cambodians back from Cambodia to Long Beach in order to assist in the resettlement effort. Youth with a Mission provides a small ESL program for refugee about 150 refugees (mostly women) who would otherwise not receive instruction. During FFY 81-82, members of the group worked on a volunteer basis with the staff of the Long Beach Department of Public Health in order to develop health related ESL materials specifically aimed at Cambodian patients.

In addition, California State University, Long Beach ESL teacher interns have provided free instruction to local refugees on waiting lists (90 hours per semester) since early 1981. This has been accomplished through the combined efforts of CSULB, Long Beach City

College IRAP, and Catholic Charities.

It should also be noted that St. Mary's Hospital of Long Beach has hired a Cambodian-Chinese nurse and a part time translator who speaks Cambodian and Vietnamese. During the past year, the hospital has become increasingly utilized by refugees, particularly by Cambodians.

Despite the combined efforts and goodwill of these groups, there is a need for funded assistance particularly in the areas of social adjustment and in emergency services translation for the community at large.

EXPANSION OF THE ROLE OF
THE CENTRAL INTAKE UNITS (CIUs)

Several years ago there was a great deal of talk placed upon the notion of "one stop centers." The idea seemed logical at the time. Basically, it called for setting up one mega-provider who could provide all or nearly all refugee services. To some extent, it was based on the older settlement house concept. Generally, it has been acknowledged that few providers have the knowledge, expertise, or capacity to address all of the self-sufficiency needs of the refugees. However, even if it is generally agreed that one provider cannot provide all services to all refugees, there still is a need for a beginning point through which intake can be channeled and following overall needs assessment, referral can be made. In theory, during the past few years this role has fallen to the Central Intake Unit (CIU). In theory, each area of major refugee concentration should have a CIU which then refers and directs all incoming refugees to the relevant service provider. In practice, however, the capability of the CIUs to perform adequately this task is directly tied to the number of funded services allowed by the Budget Control Language of the State Legislature and to the amount of funding given to providers in the CIUs designated service area. When an impacted locality such as Long Beach lacks adequate funding as was the case in FFY 81-82 the main function of the CIU becomes merely to record massive waiting lists and to refer refugees to nowhere.

In FFY 81-82, when the State altered the budget control language and disallowed funds for social adjustment and mental health services, (among others) only two service providers remained on the local scene. Referral mechanisms and the ability to track secondary migrants had been shattered. Since the beginning of FFY 81 the role of linking the community together has fallen upon the energy of a handful of individuals to try and maintain linkages and coordinate services between several funded categories of service and the many other needed services which are not funded. The result has been impressive given the lack of funding but it has also been far from ideal. When various

refugee leaders were consulted for this study, it was apparent that all too often they had only a vague idea of the services available to them. Even though all interested parties are invited to the local forum, direct refugee participation has been minimal. These difficulties are not caused by any failure of the current CIU, however. Rather, they are the result of narrow guidelines and inadequate funding. In view of these difficulties the following recommendations are made.

To maximize the ability of the community to respond with all of its resources, the CIUs should be funded for and charged with the responsibility of compiling and maintaining a directory of all funded services and all non-refugee funded services available in the service area. The CIUs should also be funded for and given the responsibility to promote and maintain linkages to the local community. This could be carried out by mandated quarterly community needs assessment reports and by charging the CIUs with the responsibility of convening monthly forum-type meetings. We should note that the local CIU has provided the latter function without funding and without prodding. A full-time funded community liaison should be employed by the CIUs to work with both the funded and the non-funded providers. The CIUs should work with the non-refugee community leaders to promote harmonious community relations and to help mediate on behalf of the refugees when tension and conflict appear. The CIUs should report any serious problem to the funding source and request technical assistance on behalf of the community if the need arises.

Again, it should be noted that informally, many providers and CIUs have acted in these roles, but they have done so solely based upon the individual energies and personalities of their personnel. Given the need for these activities, these roles should be formalized in the program and funded.

In terms of intake, the CIU tasks of intake, referral, and tracking should be increased. Referral should include not only referral to funded projects but to any identified resource in the community.

It is unfortunate that in recent meetings outlining the role of the CIUs for FFY 83-84 much of the responsibility placed upon the CIUs involves tracking of refugees and referral to county welfare offices for the purpose of sanctioning refugees. One employment services contractor from Los Angeles County recently remarked of feeling more like the "Gestapo" than a service provider. Most CIUs are agreed that "employment" needs heavy emphasis, but many service providers are becoming concerned that emphasis on employment to the exclusion of other needs is ill-advised. As will be discussed in the Employment and Welfare section, refugee welfare dependency appears to be exaggerated. Most refugees appear to want to work; most appear to believe that if they are allowed enough time to become functional in English, they will be better able to support themselves and their families. (See the Employment and Welfare section.)

EMPLOYMENT AND WELFARE

WELFARE DEPENDENCY: "HOW GREAT IS THE PROBLEM?"

Employment and welfare dependency among refugees are two of the greatest areas of concern since they are the primary indicators of the degree to which refugees are achieving self-sufficiency; they are the means by which the success of the resettlement program is measured. Many varying statistics have appeared in the press and have been used by various governmental agencies which indicate that welfare dependency and unemployment among refugees are at near crisis proportions. Some estimates have ranged as high as 90% to 95%. Usually such estimates are based on measurements of more recent arrivals; consequently, they are heavily skewed. When these figures are released by the press, they help to stereotype Asian refugees as being unduly welfare dependent. It is easy to see how this skewing and overly negative view takes place. In the spring of 1981, a six week survey of refugee patients was conducted by the Refugee Assistance Project at the Long Beach Department of Public Health to determine the rate of employment among refugee clients. The survey indicated that 95% of the refugee clients were on aid. However, about 95% of those same clients were recent arrivals and were not yet "time-expired." If a sample such as this is projected upon the community at large, it gives a false view of welfare dependency because it is not a representative sample of the community at large but is only representative of the most impoverished segment of the community.

Without accurately knowing the size of the refugee population, it is meaningless to discuss the percentage of refugees on welfare. In order to try and get a better estimate of welfare dependency, we attempted to get data from the Department of Public Social Services (DPSS) related to all Southeast Asian refugees on aid. According to data provided (2/83) for DPSS Region I, 9596 refugees (= persons not cases) received aid (all categories of aid other than General Relief(GR)). The figure 9596 refers to all refugees under the 36 month limit but not to "time expired" refugees (those over the 36

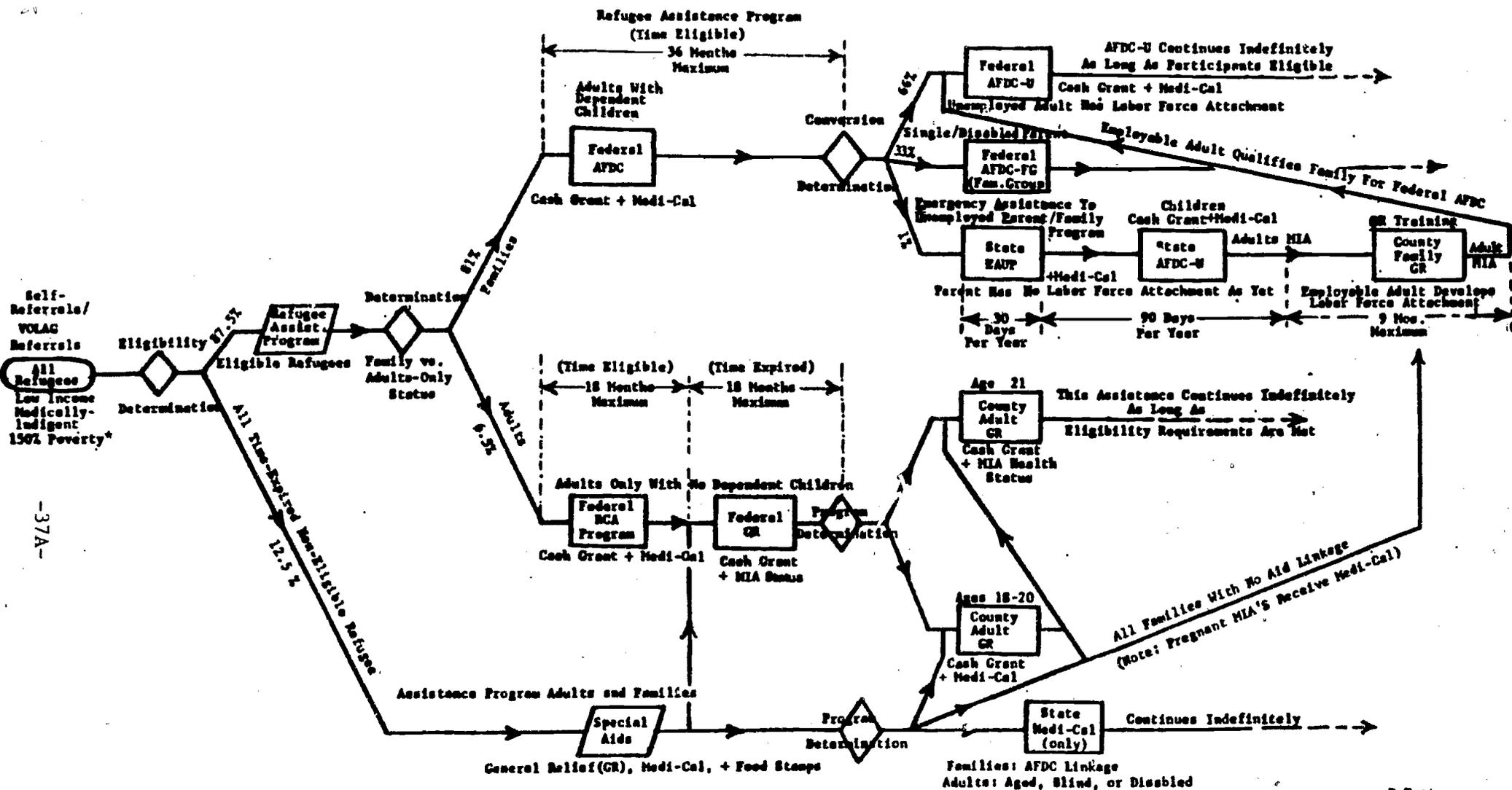
month limit). According to DPSS, county-wide an additional 33% of all Southeast Asians on aid are "time expired." Assuming that this ratio roughly remains constant for Region I, the total region figure would be 12,763 (9596 + 3167 (or 33%)). Our own estimates based upon a sample from the Long Beach DPSS branch indicated that an additional 200 S.E.A. refugees are on GR in the region. In other words, some 12,963 individuals receive aid in the region. Next we sampled Region I data to determine what percentage of the region's case load resides in Long Beach. (This was determined by pulling out all Long Beach Zip Codes.) The Results indicate the following:

*ESTIMATES ONLY	TOTAL FOR DPSS REGION I	LONG BEACH ONLY	% of REGION I IN LONG BEACH
TOTAL CASES			
RCA+AFDC+GR+FOOD STAMPS+MEDICAL	12,963	10,370	80%
RCA (Adult)	638	478	75%
AFDC + RCA FAMILY	7,434	6,170	83%

Next, if the Long Beach Southeast Asian refugee aid cases are compared to the refugee population estimate, the picture of welfare dependency is as follows:

TYPE OF AID	NUMBER OF REFUGEES (ESTIMATE)	% of REFUGEE POPULATION IN LONG BEACH
AFDC+RCA+GR+FOOD STAMPS+MEDICAL	10,370	58%
RCA (Adult)	478	3%
AFDC + RCA FAMILY	6,170	35%

FORMAT OF COUNTY, STATE, AND FEDERAL PUBLIC ASSISTANCE TO LOW-INCOME/MEDICALLY INDIGENT INDOCHINESE REFUGEES



* All Enrollees Meeting DPSS Requirements Qualify For USDA Food Stamps and WIC Supplemental Assistance

D.Fest
LMD
1/83



These figures indicate that welfare dependency and supplemental assistance through Food Stamps and MEDICAL are high, but since they are based upon a ratio which includes all of the Southeast Asian population, the figures show that the situation is not as bleak as had been previously thought. Given a longer term view, 1975 to present, it appears that well over half of the Southeast Asian population is moving toward self-sufficiency. This fact does not counter the need for further assistance to the more recent arrivals, but it does reveal some cause for optimism that large scale refugee resettlement does not have to lead to levels of 90% or higher rates of unemployment among the refugee community.

It should be noted that the issue of determining the scope of the problem of welfare is based upon having reasonably accurate population projections. This issue is discussed at greater length in the Demographics Section.

STATE EMPLOYMENT PROVIDERS

The Economic Development Department (EDD) operates a local office in Long Beach which recorded the highest number of Southeast Asian refugee clients of any office in the state. Statistics were based upon an annual EDD Bilingual Survey conducted in March of 1982. For the survey, the Long Beach Office # 155 reported 1,316 Southeast Asian applicants, 775 of whom were Vietnamese (third highest in the state), 444 of whom were Cambodian (highest in the state), and 97 Lao (fourth highest in the state). (See comparison chart on the next page.) EDD has planned to make some bilingual translation available in the future on a part-time basis.

Another state funded program with a Long Beach office is the Rehabilitation Program. During the fall of 1982, the program identified Long Beach as a target area in need of translation services and in need of bilingual rehabilitation counselors. Through referrals from the Long Beach Interagency Refugee Forum, qualified applicants were sent to the Rehabilitation Program for interviews.

Table of the Ten EDD Offices most utilized by SEA Refugees
 According to the AB 1258 Compliance - EDD 1982
 Bilingual Survey

E D D Office	TTL Public Contacts	TTL SEA Contact,	Ratio:SEA Public	V	C	L
Long Beach #155	29,484	1,316	.045	775	444	97
Sacto #059	19,284	1,235	.064	1,090	8	137
Garden Grove #107	19,049	1,232	.064	1,180	25	27
Oakland JS #507	17,154	776	.045	541	119	116
Avalon #168	15,432	736	.048	728	7	1
San Jose #508	8,323	724	.087	677	21	26
Van Nuys #011	32,075	594	.019	578	4	12
San Diego #049	13,823	527	.038	309	121	97
Richmond #035	14,108	495	.035	283	-1	211
Santa Ana #042	20,069	445	.022	427	13	5

Unfortunately, the Rehabilitation Program has been unable to hire Southeast Asian bilingual staff because the state as yet has not developed a bilingual test for Cambodian and because the Governor has placed a freeze on hiring.

ENTRY LEVEL EMPLOYMENT VERSUS MORE EDUCATION AND TRAINING

In discussions with service providers and refugee community leaders, it was often pointed out that there are several main reasons as to why unemployment remains as high as it does. For refugees who have large families to support it may seem more reasonable to stay on assistance than to take a cut in benefits (including MEDICAL benefits) rather than take a low paying job. For the refugee who is trying to provide for a large family, it may seem more responsible to accept welfare, than to work at a low paying job in an economy wherein most marginal jobs seem risky. Many refugees seem to feel that to truly become self-sufficient, they must learn more English and acquire better skills through training.

On the surface, many refugees seem reluctant to accept entry level work (jobs in the \$3.50 to \$6.00 per hour range). On closer inspection, it appears that refugees are reluctant to take "deadend" entry level jobs; that is, as long as the job is actually tied to a promotion ladder, most refugees would not be reluctant to take it. However, in today's economy, the security of any job seems so much in question that many refugees fear that taking a marginal position means losing educational opportunities and, thereby, the chance for long term self-sufficiency. This perception may not be totally unfounded. When our staff followed up on several companies in which refugees had been previously placed, we found that in several cases, refugees had already been laid off or were about to be laid off. In one case the refugees were about to be laid off because the firm had been unsuccessful in securing new contracts. In our volatile and vulnerable economy, refugees like most Americans, are attempting to hedge their bets and think twice before taking a plunge that if unsuccessful will

make life more difficult than it already is. This line of reasoning is not meant to argue that refugees should not attempt to take entry level work; it is meant, however, to point out that contrary to common stereotypes, most refugees want to work, but given a choice between more education and training and \$3.50 per hour, they will opt for the former.

Education is costly and will not solve the problem of high refugee unemployment by itself. However, if educational programs are more carefully designed, they will be more effective than they are now in making adults job ready. However, pushing refugees into the work force too fast may appear to solve the problem of high welfare costs on the one hand, while creating a greater problem for the long term. In a number of the companies consulted, another type of problem seems to be emerging related to promotion and affirmative action. Whereas companies consulted said that they had had good success with refugees as motivated workers, they often complained that their overall knowledge of English as well as their overall ability to communicate were not good enough to allow for promotions. Several companies with large numbers of non-native speakers indicated that they had concerns over meeting affirmative action quotas for supervisory positions and other higher level positions. Consequently, to push refugees and other non-native speakers too fast into marginal positions may have the tendency to ghettoize them into the lowest levels of the labor force and to keep them there for the long term. It would seem that in order to be truly successful, a percentage of each segment of the various Southeast Asian groups must be able to acquire more advanced skills and education so that they may help to pull some of their less fortunate peers along. In this regard, the enrollment figures of Cambodians and Lao from CSULB are particularly discouraging and point to a need to place some emphasis on more advanced training and education for at least some of the Cambodian and minority Lao refugee population. For the majority, however, modification of the existing educational curriculum may prove to be the only cost effective means whereby refugees can receive the maximum in terms of functional or related skills in the shortest possible time. As will be discussed in

The Curriculum Section, job related education must be designed to do more than teach people how to fill out applications and forms. Most companies consulted expressed concern that prospective employees must also have the ability to communicate on the job. As one vocational education instructor stated: "The refugees have also got to learn to get down and pick _____ with the chickens." (See the Curriculum Section for a more detailed discussion of these issues)

APPROACHES TO JOB PLACEMENT

The typical approach to job placement involves utilizing a job developer and, in some cases, an assessment counselor to assist refugees in following job leads and in outlining the best path to employability. One service provider has characterized this approach as the "retail" approach wherein a developer attempts to sell individuals to a prospective employer. An alternative approach has been characterized as a "wholesale" approach, or "from-the-top-down" approach wherein large corporations and businesses are approached at an upper management level by agents representing refugees. This approach attempts to make upper level management aware of the plight of Southeast Asians while at the same time stressing their positive work related characteristics, e.g. Southeast Asians are hardworking and loyal employees.

The "retail" approach tends to run into difficulties since most of the time placements are made only one or two at a time per company. Moreover, it has been observed that projects utilizing this approach do not seem to be doing long term follow up on clients. Program data showing successful job placements generally do not indicate whether or not the individual placed was successful in remaining on the job or (if placed several times by the same program) whether the individual was mentioned several times in the same performance data thereby making it appear that a program's job placement effort had been more successful than it actually was.

The "from-the-top-down" or "wholesale" model appears stronger in that its agents, if successful in accessing the corporate leadership, may be able to secure whole "blocks" of jobs. The model is, however, not without its potential drawbacks since there is the risk of exacerbating the potential conflict between refugees and members of other ethnic groups who are also suffering from high unemployment. One approach which attempts to minimize this pitfall has been utilized by the ORR funded Corporate Leadership Accessing Project which was granted to the International Institute (I.I.) of Los Angeles. The I.I. has attempted to get commitments to hire refugees from new businesses moving into the Long Beach area such as the new Hyatt Hotel. They have also attempted to get commitments from companies that are attempting to recruit more Asians to fulfill affirmative action quotas.

Another approach which has been used locally is the "Job Fair" which is essentially a public relations event wherein companies make a presentation about the types of employment opportunities that exist. From a public relations standpoint, these job fairs make the company appear responsive to the needs of the community. Even when they are not hiring, they do help to inform refugees of the scope and variety of employment opportunities which may be available to them. The only problem with the job fair approach is that although it does help to inform refugees and employers alike, it does not necessarily lead to many jobs since it is not necessarily a job recruitment fair. Local programs, however, feel that the job fairs have a real value since they increase the refugee's awareness of job opportunities while at the same time making employers aware of a potential work force.

Vocational training coupled with Vocational ESL support classes is another common approach used to prepare refugees for the job market. The training approach is based upon the assumption that specialized training will lead to better refugee employability. The concept is sound if there is a shortage of skilled workers and if the economy is sound. The big question of course is "training in what?" For training to successfully lead to employment, a market analysis must first be conducted. It is of no use to turn

out dozens or hundreds of refugee welders or machinists if the market cannot absorb them. One common criticism against refugees alleges that the proof that refugees do not want to work can be seen by the fact that refugees attempt to jump from one training program to another.

Based upon this perception, service providers often argue for sanctions against "double dippers" who, after starting one training program, attempt to jump to another rather than finish the first and look for a job. This stereotype is accurate insofar as it notes that refugees are attempting to switch from one training program to another. However, the reason may not be just because they do not wish to work. More often, refugees who have begun one training program may realize after having started the program that they were ill-advised to have enrolled in it. In today's economy, many of the common training fields are paralyzed by high unemployment among even experienced workers. One vocational education instructor noted regarding his field that among local union members, over 2,000 skilled workers were unemployed out of a total of 5,000. Against this background, a novice refugee worker, no matter how well trained, will find it nearly impossible to find work. In order for vocational training to be effective, a market analysis should be done. Such an analysis should probably be required as a part of a provider's proposal for funding.

One approach to job placement and to refugee self-sufficiency which appears to have been overlooked as one of the indicators of successful resettlement is in the area of small family owned businesses. Family businesses often draw on the collective resources of an entire family. Usually, they do not require a high level of technical skill as much as good business sense and an understanding of tax and license requirements. As yet, no local refugee programs have been set up to assist the small would-be entrepreneur, nor has any attempt been made to identify successful refugee businessmen in the community. And, although there has been a misperception that refugees are receiving special targeted small business loans, no special program has been specifically targeted through refugee monies.

VIII. EDUCATION

EDUCATION

Among refugees, there is a consensus that language and job related skills training are the keys to long term success in this country. The percentage of local refugees currently enrolled in education is nothing short of remarkable. It is estimated that some 12,000 refugee students are enrolled in all local programs. Even allowing for duplication within this count, probably 55% to 65% of the local refugee population is currently attending some form of schooling through either the public or private sector. Of those enrolled in Adult Education programs such as Long Beach City College (IRAP and regular ESL), the Long Beach School for Adults, California State University at Long Beach, and in voluntary programs, an estimated 7,500 to 8,000 are currently studying some form of Adult ESL or related curriculum.

Despite the major efforts by local providers and volunteers to provide education, local resources have thus far proven inadequate to fully meet the demand for educational opportunities by refugees. For example, between the two programs at Long Beach City College there are over 3,000 Southeast Asian refugees on waiting lists. Moreover, CSULB estimates that its American Language Program primary ESL program services only forty percent of those diagnosed as being in need of ESL instruction.

PRESCHOOLS

Several opportunities are provided for preschool activity in the Long Beach area. At Long Beach City College one small program provides instruction for preschool children and for a limited number of their mothers. The Long Beach office of the Head Start Program reports an increase in Southeast Asian enrollment. At present the local project has no bilingual aides or interpreters, but a spokesperson indicated that funds have been approved to hire bilingual staff and that recruitment will begin shortly.

K-12 EDUCATION

As of December 1982, the K-12 Southeast Asian enrollments for the Long Beach Unified School District total 4,769. Of these, 2,205 were Cambodian (including Cambodian-Lao and Cambodian-Chinese), 1,315 were Vietnamese, 515 were Vietnamese Chinese, 184 are Lao, 420 are Hmong, and 130 are Mien. From all indicators, the district has made a major effort to address the cultural and linguistic needs of refugee children. Since 1981, the district has operated an assessment and assignment center for all non-native speakers of English. The center assesses the linguistic and academic abilities of newly arriving children, and in cooperation with the Long Beach Department of Public Health, the center also assesses the health status of the non-native children.

In addition to assessment, the district employs a team of cross-cultural consultants to provide a smooth transition for refugee children. This project, the Southeast Asian Learners (SEAL) project, also assists by providing translation of professional materials and by providing cross-cultural workshops and counseling services.

The Long Beach community in general exhibits a relatively high degree of racial integration which is reflected in local school enrollments. Still, to help balance enrollment areas, the district has instituted a "magnet school" approach whereby special programs are offered to attract students from beyond the local neighborhood. Consequently, ESL instruction is spread broadly across the district. Apparently, due to the uneven distribution of ESL students, the structure of the ESL program is not uniform throughout the district. In some schools, core subjects such as science and English are taught by regular teachers with some provision for small group attention provided through learning centers. In other schools with higher non-native speaker enrollments, core courses are sometimes taught by ESL instructors. Both approaches have strengths, but both are also far from ideal. Regular instructors are often frustrated by the linguistic gap between native born students and their Southeast Asian

classmates. As a result, the less proficient Southeast Asian students are sometimes placed in lower academic level classes. Difficulty in this approach arises because in these classes there are often behavior problems as well as lack of motivation among the American students. The Southeast Asian students generally have neither the behavior problems nor the motivational problems of the lower academic level American students.

The overriding issue is whether linguistic and cultural adjustment difficulties are viewed as "developmental" or as "remedial." Native Americans are usually relegated to a lower academic track when they have remedial difficulties, i.e., when they have failed to master skills to which they have previously been exposed. Linguistic and cultural adjustment difficulties of the Southeast Asians are, on the otherhand, developmental, i.e., the refugees have not previously had the opportunity to master these required linguistic skills. Despite these deficiencies, the Southeast Asian students are highly motivated to learn English. Consequently, rather than placing these students on a remedial track, it may be more appropriate to place them one level above their mastery level rather than to relegate them to the lowest academic track.

In terms of using learning centers as back up for regular core classes, there is a limit to what can be accomplished. One difficulty is that required texts in, for example, the sciences, are often on too high a reading scale. Also, there is an implicit level of assumed knowledge to which more rural students have not had access. Moreover, translation as in a bilingual approach does not appear to be the answer since straight translation presumes a correspondence between concepts being compared. Students coming from less technologically developed areas usually lack technical vocabulary in their own language. Also, increasingly Southeast Asian students coming up from lower grades lack functional literacy in their native language thereby necessitating literacy training in both English and the native language. Consequently, even if bilingual materials were made available in learn centers, they may not be of help to all of the students.

On the other hand, the approach of using ESL teachers as core teachers also has drawbacks in so far as ESL teachers may not have extensive expertise outside of their subject area. In addition, by putting all of the non-native speakers in classes together, there is a tendency for these students to become ghettoized and to reduce their opportunities for normal social interaction between themselves and native Americans. Since language and culture are often transmitted by informal peer relationships as well as by formal classroom instruction, any compartmentalization of Southeast Asians into exclusive programs would restrict their overall opportunities for interaction, acculturation, and language acquisition.

Although there appears to be no ideal solution to these difficulties, ESL instructors consulted generally felt that the overall ESL effort could be improved if resources were consolidated; they suggested reducing the number of schools providing ESL while enhancing those remaining. The teachers also expressed a need for more curriculum development (especially in the sciences). Simply translating materials does not appear to be enough since many of the students lack sufficient literacy and academic background in their native language. One approach which has proven effective involves "scaling down" course materials in terms of reading level. The process, to be successful, demands close cooperation between the core subjects teachers and the ESL curriculum designers.

Most teachers consulted felt that for them to be more effective, that a smaller class size ratio would be necessary. However, smaller class size ratios are unlikely to be implemented given the mandated class size for all classes. Most felt that a student to teacher ration of 1:20 would be optimal for ESL classes. Typical ratios in junior high school ESL classes are currently about 1:27. Successful second language teaching requires an "interactive" environment which is only possible with smaller class sizes. The use of aides can help to enhance interaction without additional teachers having to be hired. Although the district does utilize aides, they are only available in a fraction of the classes.

It is doubtful that class sizes will be reduced since regular English classes typically have ratios of 1:36 and other non-ESL classes may go as high as 1:45. ESL teachers already experience some informal resentment from non-ESL teachers because of the lower student teacher ratios in ESL classes. Consequently, further reductions in ESL class size is not likely. (See curriculum section for suggestions).

ADULT EDUCATION PROGRAMS

Refugee adult education in Long Beach is being provided through a wide variety of programs. The principal providers are Long Beach City College with an estimated 4,800 Southeast Asians enrolled in all programs and the Long Beach School for Adults with an estimated 1,551 Southeast Asian students. (See Demographics Section for school enrollment figures). In addition, volunteer programs are also being conducted on a smaller scale through Youth with a Mission and through the certificate program for ESL teacher certification at California State University at Long Beach. Several local churches are also providing instruction on a limited basis.

Despite the scope and variety of programs offered, City College reports a waiting list of 2,000 for the IRAP program and 800 for the regular ESL program. The School for Adults reports that the Southeast Asian demand for classes is great but was unable to supply numbers regarding waiting lists.

The School for Adults is an Adult Basic Education (ABE) program which sees its principal mission as providing an opportunity for adults to complete requirements for high school diplomas. The program has no direct funding for refugee students. The magnitude of refugee influx and non-native speaker migration into the programs service are illustrated by the following:

LONG BEACH SCHOOL FOR ADULTS

YEAR	NUMBER OF ESL SECTIONS OFFERED
1972	2
1976	4
1977	8
1982	35

The program offers 3 sections for preliterates and has three levels for all students above the preliterate group. Emphasis in the adult program is targeted on adult basic competencies related to topics such as food, health, money and banking, post office, clothing, housing, communities, and personal identification, etc. Testing is geared to state mandated competencies related to these topics.

According to district policy, only approved books may be used which must be used for at least three years. Students may not buy their own books (because of state policy) even if they desire to purchase them. Some teachers do not use a textbook. Apart from related adult competencies, there does not appear to be any heavy emphasis upon employment related ESL instruction as no target funding exists for this purpose.

One problem area appears to be related to class size. Officials were uncertain as to exact class sizes. They felt that student teacher ratios of between 1:25 to 1:30 were typical. However, the program offers 35 sections for over 3,000 ESL students. Although individual class sizes may differ, our math indicates that the student to teacher ratio is perhaps closer to 1:86. According to the information provided, the district employs a total of 28 teachers and 28 aides; assuming one teacher and one aide per section (35 sections), the ratio of students to either a teacher or an aide would appear to be about 1:43. Given the need for maximum student/teacher interaction, both the student to teacher ratio or aide ratio appears to be high.

There also appears to be a need for counselors to be utilized by the program if resources can be found to provide them. Officials report that an encouraging trend has been noted in that a small number of Southeast Asian students are now enrolling in the high school diploma classes.

At Long Beach City College, the special linguistic needs of the Southeast Asian students are addressed through the regular ESL program and through the Indochinese Refugee Assistance Project (IRAP). The regular ESL program offers 55 sections. Since 1975 the program has steadily grown. Afternoon classes have been added to better accommodate scheduling; 6 sections have been added on other campuses (apart from the main ESL center); 10 preliterate classes have been added this year. Despite the size and scope of the program, some 800 students are still on waiting lists for the regular program. The total ESL program has about 1,300 students of which 836 are Southeast Asians (64% of the total). Of these, 375 are Vietnamese (including Vietnamese-Chinese); 374 are Cambodian, 12 are Lao, 58 are Hmong, and 17 are Mien. Previously, emphasis was placed on lower level classes. Recently, however, there has been an increase in demand for advanced sections. The average class size is about thirty. Cross-cultural career counseling is being developed. The IRAP program functions as the Central Intake Unit (CIU) for the Long Beach refugee community. The program offers a wide range of ESL and employment services including vocational training and Vocational ESL (VESL) support classes for non-refugee funded programs such as welding and upholstery. The program also utilizes bilingual/cross-cultural counselors and job developers for employment placement. In its role as CIU for the Long Beach area, the program has functioned admirably but has been frustrated by a heavy demand for services resulting in long waiting lists. For a description of the overall client flow, please see the following page.

The IRAP program places heavy emphasis on employment readiness. Through a "World of Work Orientation," it attempts to inculcate enrollees into accepting the concept of the "job/career ladder." This

is done to foster a willingness among refugees to take lower paying jobs than they want under the assumption that after gaining experience, higher paying work may become available. (For a more detailed discussion of problems related to entry level employment, see the Employment and Welfare Section.)

Instruction has been designed to meet several needs. Vocational ESL support classes (VESL) are taught in conjunction with Vocational Skills classes such as welding and upholstery, for example. Student to teacher ratios range from 1:18 up to about 1:26. Although a ratio of 1:15 was considered ideal. Key job related terminology is taught as well as key cognitive skills needed to perform the job (such as measurement, etc., in needle trades). Though the instructional time does not allow for all needed skills to be fully covered some teachers indicated that they attempted, when possible, to teach much needed job related social interaction skills. Most VESL teachers work closely with the Vocational Education teachers (in some cases even attending their lectures) in order to develop curriculum for their classes.

According to the VESL description of the IRAP Project Summary Statement, (April, 1982):

In English for Specific Purposes, the curriculum entails the learning of the specific terminology of a given trade area. Job-specific ESL will be offered in the following areas:

- | | |
|------------------------------|---------------------|
| -General Shop | -Educational Aides |
| -Machine Shop | -Upholstery |
| -Welding | -Blue Print Reading |
| -Health-related technologies | -Electronics |
| -Needle Trades | -Nurses Aides |

IRAP ESL is taught in a six level program including special sections for preliterates. The curriculum includes using job related skills books. The student to teacher ratios are generally around 1:25. Previously, most classes had aides available, but in recent months funding limitations have led to fewer aides being utilized. Aides are

used in a reading lab and math skills lab which run 3 to 5 days per week for one hour each day.

In addition to ESL and employment related instruction, the IRAP program also employs cross-cultural counselors and job developers. Counselors attempt to assess the needs of the students as well as to advise them as to the most expedient path to employment and self-sufficiency. The use of counselors familiar with the cultural background and acculturation difficulties of the students is an outstanding feature of the IRAP program.

Job developers work as liaison between clients and prospective local employers. As stated above, job placement is a major goal and emphasis of the IRAP program. The job placement goal of the program for FFY '81-82 was 200. The employment project came close to that goal by placing 189 students. The program has apparently had the most success in placing clients at Van de Kamps Bakery (outside of Long Beach in Santa Fe Springs), at Jack-In-The-Box, at convalescent homes, at restaurants such as the Plush Horse, at the Naval Shipyards, and at upholstery firms. Follow-up indicated that some placements were doing very well at Van De Kamps in fast food processing, for example. At other sites, such as Beach Cities Upholstery, refugees had been laid off after working only a few months since they had been hired on a short term contract which had run out. The obstacles to job placement appear to be twofold. First, the overall economic situation in Long Beach, as in the state, is relatively bleak. There are few large industries and those which do exist such as McDonnell Douglas generally need more technically trained workers. Although the Naval shipyard employs welders, it requires all of its employees to be U.S. citizens which is another obstacle for most of the Southeast Asian refugees because they have not been in the country long enough to apply for citizenship. Another obstacle to employment may be the refugees' attitude toward long term employment opportunities. One job developer consulted felt that some refugees did not understand or share the notion of "job ladder" whereby one takes an entry level position and gradually moves up the ladder. Many students report having a fear

that their "English" is not good enough and opt for more education before taking the plunge into employment. Contrary to this view, however, several individuals or staff disputed this perspective calling it stereotypical rather than an accurate picture of the choices perceived by most of the refugees themselves. This issue is addressed in greater length in the "Employment" section.

The IRAP Program at Long Beach City College is generally considered to be one to the best programs of its kind. The program addresses a variety of linguistic and employment related needs of its Southeast Asian students. Despite the program's strengths a number of the instructors consulted felt that, given the magnitude of the difficulties of their heavily Khmer, Hmong, and Mien program, increased funding could allow the program to address the needs of their students more adequately. Several teachers expressed concern over the heavy emphasis on jobs. Although they were in basic agreement with the need to indoctrinate the students toward the work ethic, they expressed concern that many of their students needed more hours of in-class instruction, especially in terms of developmental instruction in math and reading, and more pre-shop classes. As one instructor put it "not everyone can be a custodian."

Other concerns by teachers included frustration over continual funding uncertainty. The project was funded at only six month intervals during the past 18 months with budget modifications every six months. It was felt that given the vicissitudes of funding, the program was never allowed an opportunity to mature. Others expressed concern that there is a need for more aides. In addition, it was felt that since vocational ESL support classes must develop curriculum, more time and funding should be channeled into curriculum development. The issue of curriculum development is discussed in greater length in the Curriculum Section.

UNIVERSITY EDUCATION

California State University at Long Beach has experienced a steady

increase in the number of refugee and permanent resident Southeast Asian students. Fall enrollment figures indicate that 904 Southeast Asians are enrolled: 861 are Vietnamese (including Vietnamese-Chinese), while only 31 are Cambodian (out of an estimated 12,000 in the CSULB service area), and only 12 of the students are Lao. The vast majority of the Southeast Asian students major in Engineering, Electrical Engineering, Computer Science, and Business. Only about 2% are enrolled in the Humanities.

Generally, Southeast Asian students have chosen to avoid majors where a high degree of linguistic competency is required and have opted for more technical fields. As the enrollment figures indicate, there is an obvious underrepresentation of Khmer and Laotian students.

The principal responsibility of improving the linguistic capability of the Southeast Asians and other non-native permanent resident students falls on the American Language Program which is a sub-division of the English Department. The main emphasis of the program is on writing skills development. The program is divided into four levels of proficiency. The secondary emphasis of the program is on oral skills development; there are two classes related to improving pronunciation and one course in public speaking and oral interaction skills. The American Language Program receives no supplemental or special funding to address the needs of the influx in Southeast Asian students. The program has chronically been understaffed and underfunded. Two years ago, the entire curriculum of the program was revised on a "volunteer" basis by the faculty. The program employs only one full-time faculty member, the director; the remainder of the faculty is hired on a part-time basis by semester contracts. No faculty member is on tenure track.

A recent survey by the director for a university committee indicated that the program could adequately provide space for only 40% of the students in need of its services even though they had been duly admitted by the university. Throughout the academic year rumors circulated that the program might be cut by the university by the

fall 1983 term or at some point in the near future. Officials consulted were unable to confirm or deny these reports. Amidst these concerns, staff morale has been low but has apparently not had any adverse effect upon instruction.

In addition, many students have been placed on waiting lists unable to find space within their required ESL classes. Some have even been forced to postpone graduation. A number of students have expressed resentment over the fact that the state mandates an exit writing proficiency exam while the university fails to offer enough sections of developmental ESL courses to allow all the students required to take the classes the opportunity to do so.

Unlike the remedial English courses offered in Black Studies, Mexican-American Studies, and by the English Department writing skills, the American Language Program is primarily an ESL "developmental" program. Whereas the state funds remedial programs, it has no provision for funding developmental ESL programs. When Southeast Asians students are pushed into remedial classes which are designed for native speakers such as the remedial writing skills classes of the English Department, the instructors complain because they lack the necessary training, and class format is not appropriate to adequately address the linguistic needs of their students.

As long as the State University System continues to admit non-native speakers, then it and the State of California have a responsibility to adequately fund developmental ESL programs. Several administrators have suggested sending the problem back to the community colleges, but this recommendation has been made in apparent ignorance of the long waiting lists and lack of space facing the local community college programs.

There appears to be a greater need for the university to assess the needs of its Southeast Asian students especially since Long Beach and Orange County are among the most heavily impacted communities in the country. In this regard, it is encouraging that a campus task force has been brought together to address some of these concerns.

CURRICULUM

GEARING CURRICULUM TOWARD REFUGEE SELF-SUFFICIENCY

In educating refugees, the greatest challenge is to design curriculum so that it meets both the needs of refugees and the goals of the resettlement effort. Since the explicit goal of resettlement is "self-sufficiency," the explicit goal of curriculum design should be self-sufficiency. To meet this goal, ESL curricula must identify communicative skills and strategies that will enable refugees to access essential services and to gain meaningful employment. One major obstacle facing curriculum designers is that they are designing materials which will be used in an artificial learning environment, the classroom. Although students may be taught target competencies in the classroom, all too often they are merely taught about the system; rarely is instruction linked directly to the performance required to deal with the system.

This problem has been anticipated by some program designers. In Australia, for example, the "On Arrival Program" incorporates functional tasks which migrant students must perform in order to demonstrate functional mastery of various societal competencies (Ingram, 1981a). A lesson on "Transportation," for example, includes language structures and appropriate grammar forms which are typically used in real life social interaction between bus drivers and patrons. However, the curriculum also targets additional communicative functions that a patron may need, such as strategies for asking for information and seeking clarification. Moreover, notions related to transportation such as time and distance are included. The ultimate test of the student's mastery is, however, determined by the student's having to successfully reach a predetermined destination by actually taking the bus. The significance of the Australian approach is based upon the fact that it teaches the student not only about the society but also about how to function in the society; in essence, it aims at teaching self-sufficiency.

By way of contrast, competency based curriculum in this country all too often is tied too closely to the use of idealized dialogs wherein a textbook presents patterned passages and canned dialogs which in theory represent real life situations but in practice often fall short of teaching communicative strategies. For students who have memorized a pattern passage or textbook dialog, it is often a rude awakening when they find that real life bus drivers often fail to respond according to textbook scripts. Consequently, one goal of curriculum design should be to provide strategies whereby refugees can learn to interact socially.

THE NEED FOR SOCIAL COMPETENCE

For the reasons discussed above, language competence must be seen as being directly tied to social competence. Most curricula identify targeted rules of grammar; however, they often fail to identify rules of appropriate social behavior. Grammar itself must be seen not as an end-in-itself of instruction, rather it must be seen a component of communication. Curricula, therefore, need to focus on rules of language use as well as rules of language form. Social registers must be identified in various contexts of social relationships such as teacher to student, customer to proprietor, employee to supervisor, employee to employee. As one commentator has noted: "Communicative competence involves knowing not only the language code, but also what to say to whom and how to say it appropriately in any given situation" (Saville-Troike, 1982).

THE NEED FOR CULTURAL COMPETENCE

In addition, curriculum design must also incorporate cultural knowledge. To function as a full member of a community, one must share the knowledge and assumptions of one's peers; one must understand the cultural orientations which are the basis of routine behaviors. This does necessarily mean that one has to reject or give up one's former culture; it merely means that one must develop the ability to communicate across cultures. Consequently, the goal of

curriculum design should be to allow refugees the ability to become "bi-cultural in the sense that they acquire the ability to act appropriately in the context of American cultural settings. They need to learn how to interact appropriately in their local communities and at their places of employment. Consequently, a curriculum designed for self-sufficiency must also encompass the concept of "cultural competence."

LANGUAGE FOR USE OUTSIDE THE CLASSROOM

A recent British work has noted that for ESL to address itself effectively to employment, that "the main aim [of instruction] must be for the students to use new language effectively outside the classroom...yet, this aim of teaching English language for everyday use is seldom examined or taken to its logical conclusion by [curriculum designers and writers]" (Jupp and Hodin, 1978). Unfortunately, this has not been accomplished. In addition, there has been a failure to establish standards for federally funded programs to ensure that curricula is adequately designed to promote functional communication skills.

TYPES OF ESL

It should be noted that the term ESL by itself does not specify a content other than the language itself. As we survey the current compartmentalization of ESL, we find that the field is generally divided to met specific types of language needs. In terms of types of ESL that would relate to most refugees in our locality, we would divide the field as follows: English for General Purposes (EGP), English for Functional Literacy (EFL), English for Academic Purposes (EAP), English for General Employment Related Communication (EGERC), Vocational (more accurately, vocationally specific) English as a Second Language (VESL), and Professional English as a Second Language (PESL). Although this list could be further broken down, we believe that it encompasses most of the self-sufficiency language needs of refugees. These terms are not necessarily exclusive of one another but are intended to target a primary focus; for reasons which will be

explained, we feel that all types of programs should include some degree of EGP. The issue of categorization as will be seen one of relative weight and emphasis.

NEEDS ASSESSMENT FOR ENGLISH FOR GENERAL PURPOSES (EGP)

In the development of a real world curriculum for the various areas of ESL above, curriculum development must precede from needs assessment. Crandall (1979) has presented a series of questions that may be appropriate for designing a needs assessment for ESL curriculum. Below we have presented a modified version of Crandall's list as it would relate to a needs assessment for an EGP model:

- What are the linguistic/cultural backgrounds of the learners?
- What are the goals of the learners?
- What must learners be expected to do with English in order to successfully communicate in those environments where they will commonly find themselves?
- What level of proficiency will they need? For example, what minimal level of vocabulary or grammar will they need?
- What cultural preconceptions of education do they have and will they need to have addressed?
- What situations will the learner most often find himself in?
- What teaching strategies should be considered?
- What functions will be needed by the learner?
- What notions will the learner need?
- What social interaction must the learner face?
- What strategies might the learner utilize to maximize communication even when he has only a limited mastery of the language?

As we can see, the construction of a curriculum model for EGP includes assessing both behaviorally based components as well as more traditional grammar based components.

THE NEED FOR A FUNCTIONAL CURRICULUM MODEL FOR EMPLOYMENT AND SOCIAL ADJUSTMENT

The following recommendations are based on information gathered in several months of interviews with employers, job counselors, Mutual Assistance Agencies, social service representatives, teachers, students, and individual refugees. Based on these discussions, an attempt was made to identify the most urgent employment, social adjustment, and communication problems that Southeast Asian refugees face and prepare curriculum recommendations that would address these needs.

The philosophical and theoretical framework that underlies these suggestions is based on recent psycholinguistic and sociolinguistic research, particularly on the work done by the Council of Europe in England. Many of the practical recommendations discussed have been implemented in language models established for immigrants and refugees in Canada, Australia, England, and West Germany.

RECOMMENDATIONS

In a city the size of Long Beach with a population of nearly 18,000 refugees (50 to 60% of whom are currently enrolled in educational programs), a curriculum designed to meet the special needs of refugees needs to be part of an overall resettlement plan so that it can adequately serve its function of preparing students for self-sufficiency. The following recommendations are designed to facilitate that function. The recommendations put forth may be used either as a basis for developing a new refugee specific curriculum or for strengthening existing curricula to make them more responsive to refugee needs.

SUGGESTED CURRICULUM COMPONENTS

A comprehensive curriculum that would contain all major communication skills leading to self-sufficiency in the areas of employment, social adjustment, and academics would need to include the following components:

I. DEVELOPMENT OF A COMPREHENSIVE NEEDS ASSESSMENT

In order to play a successful part in the overall resettlement effort, educational programs, whether they are specifically designed for refugees, or whether they merely provide defacto services, need to have access to a comprehensive curriculum. Such a curriculum should use as its basis an assessment of the needs of the individual students, and also of the needs of the entire refugee community and of the subgroups within that community. In addition, a comprehensive needs assessment should include the needs of the community at large, including the needs of the majority culture as well as those of long established minorities.

An identification and assessment of refugee needs along with an identification of community concerns can help to reduce the potential for conflict between minority groups. A curriculum which is responsive to problems such as competition for limited resources in terms of jobs or social services can help to reduce community tension. Moreover, strategies for dealing with common stereotypes such as the view of refugees as potential carriers of contagious diseases can be incorporated into the curriculum. The ability to adequately perform a comprehensive needs assessment usually runs beyond the ability of individual teachers; consequently, much greater emphasis is needed in terms of providing technical assistance to teachers.

II. DEVELOPMENT OF CONTENT MATERIALS FOR DEALING WITH REFUGEE PROBLEMS

In recent years, a great deal of justified criticism has been aimed at the lack of appropriate content in most ESL texts. Many books provide readings about exotic people in far away places or about heroes in American history. Since many refugees have only a limited cultural and historical perspective, these texts confuse more than they explain. Readings designed for lower levels, on the other hand, often offer exercises and texts that are totally devoid of any meaningful content; these present what Widdowson calls "ESL literature" (example: "This is Mr. Jones and that is his wife. These are their children and those are their pets. This is their cat, and that is their dog, etc.").

In contrast, a curriculum aimed at helping students function in society needs to contain materials that deal with problems that are of primary concern to the refugee population. These materials could include units on employment practices, consumer protection, crime prevention, health care , immigration patterns, and social/political history of other minority groups. These materials could serve a dual function: They would give the students the information they need to understand and to deal with American culture while at the same time, providing the ESL teacher with concrete information about refugee related social issues. Since these materials should contain authentic information they should be collected from authentic sources such as places of employment, police departments, medical clinics, and community centers. These materials can be adapted by ESL specialists for use in the classroom. Once adapted, classroom materials could serve as a starting point for class discussions of specific problems that students may have faced in these areas ,giving the instructors an opportunity to lead the students towards a possible solution to some of these problems. It needs to be noted that all of these topics should be presented from a cross-cultural perspective that would allow students to discuss their own perception of these issues and to voice some of their specific concerns. (For example, many refugees are convinced that the police will not come to their aid because they are afraid to enter the neighborhood.) (See next section for details.) A cross-cultural approach would in turn allow the instructors to evaluate some of the presuppositions and misperceptions that their students may have and give them the opportunity to help their students understand their individual concerns as part of a larger social context.

Cross-cultural materials of this type could be scaled up or scaled down in language complexity to meet the needs of individual programs and/or specific class levels. At the lower levels, content may be presented as part of a story that uses controlled vocabulary and simple sentence structures relying largely on the use of photographs and graphics to convey the message. At the higher levels, vocabulary and language structures may become more sophisticated and

concepts progressively more abstract. Concepts discussed in these texts could also serve as a starting point for the teaching of survival skills and mandated competencies as both of these have the purpose of helping students deal with everyday problems. In addition, cross-cultural materials can be used as a basis for role-play situations designed to teach functional communication skills and social interaction skills (what do you say to the kids who are throwing stones at your window and what do you tell the police if anything). Functional writing lessons could also be quite easily developed from these materials. For example, students may be asked to write a note to a neighbor explaining that they will be gone for a day and asking them to keep an eye on the house; students could write a list naming certain items missing from their house, or they could be asked to provide a description of a missing person.

III. DEVELOPMENT OF MATERIALS FOR TEACHING ACCULTURATION SKILLS

As mentioned above, in order to prepare refugees for employment and greater participation in the society at large, it is not enough that programs provide knowledge about the culture. In addition to imparting factual information, programs need to help refugees develop strategies for dealing with a culture that is foreign to them.

These strategies need to be based on the refugee's understanding of his own role in the society and on his awareness of the role of others, including the role of members of other minority groups. Refugees need to become consciously aware of their own perceptions of others as well as of the perception that others have of them. In order to feel accepted and to become accepted, they need to realize to what degree their expectations of Americans are realistic and to what degree these expectations need to be modified.

When analyzing interactions that refugees have had with the police, doctors, nurses, teachers, and other service providers, it becomes

clear that refugees quite often have a different perception as to what they can realistically expect. For example, many refugees expect to be given shots and pills any time they visit a doctor. (There exists of course, a corollary to this view in the unrealistic expectations that many Americans have of refugees.) These expectations and faulty perceptions need to be discovered and analyzed if refugees are to become acculturated and subsequently employable.

The following examples provided by refugee students and paraprofessionals in discussions on police-community relations may serve to illustrate this point :

EXAMPLES:

- a) Refugees perceive the police as particular non-responsive to Southeast Asians. ("When we call the police, they never help us.")
- b) Many refugees expect immediate action from the police, and get upset when such action is not forthcoming. ("The man who hit my car was driving without insurance, but the policeman refused to arrest him.")
- c) Many refugees don't understand why the police will not act on information that they are given. ("I saw my stolen stereo at a swap-meet, but when I told the policeman, he refused to confiscate it.")

As a result of these perceptions, and unmet expectations, many refugees have decided that there is no point in reporting crimes. There is a danger then that disenchanted refugees may decide to take the law into their own hands. (More than one person mentioned that if the police refused to put a man suspected of raping one of their women behind bars, the men in the family would feel obligated to find the rapist and kill him.)

To address these issues effectively, educational programs will need access to content materials that will provide teachers with the background information necessary to explain these issues to the students. Yet, merely lecturing on the role of the police in American society will not be enough; lectures merely rely on the recognition value of what is supposed to be and thus may not lead to a change in behavior. If refugees are to understand their own role in the culture, they will need to discover for themselves how their own perceptions are different from those of the American culture at large. To that effect, refugees and teachers must put themselves into realistic situations that mirror specific real-life problems. This could be accomplished in the following ways:

Students may, for example, be asked to list ten situations in which they would call the police. They might then explain what they would expect the police to do in each case. This will give the instructor an idea about the crime problems in the neighborhoods and the expectations that the students have of the police. Based on the information received, the instructor can set up role-playing situations in which the students take turns playing the role of the victim, the police officer and possibly the suspects. (Playing the role of the suspect might show students how to react when falsely accused of a crime.)

These situations can then serve as a springboard for discussions that would help the students understand the role of the police in American society. If refugees are to change their perception of the police as hostile to Southeast Asians, they will first need to understand that the laws that may keep police from arresting suspected criminals were created to protect the innocent, refugees included. When refugees are given a chance to compare police actions in their own country with police behavior in the United States, they may be more likely to understand why we have laws protecting the individual from unlawful search and seizure, etc.

Similar lesson plans can be developed for other areas such as health, tenant-landlord relationships or legal contracts. By allowing refugees to discover their own perceptions and by helping them understand the realities of the American system we can help them acquire the acculturation skills they will need .

IV. MATERIALS FOR TEACHING COMMUNICATION SKILLS NEEDED FOR EMPLOYMENT

The most crucial factor that keeps refugees from being able to compete for jobs is their inability to "speak English." But since the ability to communicate in English may range from the ability to write a treatise on nuclear physics to being able to explain a problem in pidgin (eg., "car no go"), the type of English acceptable to employers needs to be more clearly defined.

To be considered for employment by the companies interviewed, the job applicant has to demonstrate his proficiency in everyday spoken English before he is considered for the job and given an opportunity to demonstrate his technical knowledge or his job skills. The communication skills cited as necessary to clear the interview hurdle were seen as the following:

- a) the ability to communicate on an everyday level about a variety of subjects such as family, work history, plans for the future.
- b) the ability to give the appropriate response to a question. Simply saying yes or no and refusing to elaborate on a question may be seen as an inability to communicate.
- c) the ability to answer questions spontaneously; answers that seemed memorized counted against the applicant as they were seen as an attempt to "fake" proficiency.

- d) the ability to show flexibility in responding to questions; the applicant should be able to ask for clarification if has not understood a question, rather than guessing at the correct answer; if the interviewer does not understand an answer given by the applicant, the applicant should be able to rephrase the question instead of repeating the same words in the same tone.

These findings clearly point to the need for teaching English for General Purposes (EGP) as well as English for General Employment Related Communication and VESL. The employers pointed out that Southeast Asian job applicants seemed to have no problems filling out application forms. It was clear that workers had been well trained in memorizing forms and giving standard answers to expected questions, yet many of them lacked the ability to answer even the simplest inquiries about information not contained in the forms. This was felt to be a serious discrepancy in the applicants English proficiency and therefore was seen as reflecting negatively on the applicant's ability to handle communication in English. Employers further pointed out that no writing skills other than filling out initial forms were required of unskilled, semiskilled or skilled laborers below the management level.

Communication skills requirements on the job follow a similar pattern. As research conducted in industrial settings in Canada, Australia, and Europe has shown, industrial workers need to be able to communicate with their fellow-workers about job related tasks and social matters and to a lesser degree with supervisors and members of management. In their book Industrial English, T.C. Jupp and Susan Hodlin (1978) classify language used in most industrial work settings in the following ways:

Work Language

- 1a. Language Associated with Immediate Job Situations. For example: basic instructions; warnings for safety; simple messages;

asking for help; apologizing for mistakes; justifying actions; identifying faults; written records.

1b. Language Required for Work Flexibility, for Unusual Situations, and for Increased Responsibility.

For example: following unfamiliar instructions; understanding verbally the whole process; explaining an accident; using the telephone; written notes.

Social Language

2a. Language for Simple Social Contact.

For example: greetings; names and forms of address; talking about family and interests; gossiping about factory.

2b. Language for the Individual Employee to Communicate His Rights and Problems.

For example: explaining an absence; discussing a major personal problem with a shop steward, supervisor, or personnel manager; querying wages; completing forms.

Workers may be able to get by on the job with only work related language, but as our interviews with employers have shown, applicants will need to demonstrate proficiency in social language before they will even be considered for the job. As Jupp and Hodlin have pointed out "the need for competence in communication #1b and #2b may be felt more strongly by the individual foreigner, while the employer may consider #1a sufficient." This awareness that greater communication skills are required for increased job responsibility and subsequent promotions may be shared by many refugees who are perceived as being unwilling to go to work because they feel their English is not "good enough."

Programs that see all or part of their responsibility as that of preparing refugees for employment will thus need access to a curriculum that teaches the communication skills inherent in the considerations outlined above. Such curriculum materials would need to do the following:

- a) teach the major language functions needed for targeted job level to include both work language and social language.
- b) teach the appropriate social interaction skills needed for communication on the job (talking to supervisors vs. co-workers, talking on line versus talking on break.)
- c) outline teaching strategies that promote flexibility and spontaneity in communication.
- d) provide examples of typical and atypical interactions that students may encounter on the job.

These materials would need to teach language as it is used in a social context (as opposed to teaching book knowledge or academic English). Their focus should be on oral communication skills taught in an interactional environment. Since students often need to discover for themselves that some features of personal interactions are predictable while others are not, the classroom needs to offer maximum opportunity for interaction. Only through extensive practice of the kind of language that is required in the real world outside of the classroom will refugees be able to acquire the communication skills that industry sees as prerequisites to employment.

Programs geared towards preparing refugees for employment should thus include materials that promote general communicative competence in addition to job specific language proficiency:

GENERAL COMMUNICATION SKILLS NEEDED FOR EMPLOYMENT

1. Becoming aware that all communication is used for a purpose; the ability to modify one's language according to purpose, i.e. choosing the appropriate language form to match the language function:

EXAMPLES:

"Could you shut the door, please." (a request)

"Shut the door, please!" (may be perceived as a command)

"I'm not sure, you're right." (expressing disagreement)

"You're wrong as usual." (perceived as criticism)

"How long will you be able to stay?" (request for information)

"How much longer are you going to keep this up?" (NOT a request for information; usually a reproach)

2. Becoming aware that tone or level of voice can signal attitude to a much greater degree than the words themselves; the ability to control one's tone to give the desired impression:

EXAMPLES:

"Would you mind not smoking while I eat?" (polite request)

"WOULD YOU MIND NOT SMOKING?" (perceived accusation)

"If I were you, I wouldn't do that." (advice)

"IF I WERE YOU, I WOULDN'T DO THAT!" (veiled threat)

3. Becoming aware that language forms change depending on the participants involved; the ability to modify one's language to fit the social level of the speaker (register use).

"Oh, be quiet!" may be an appropriate retort to a coworkers teasing remark, but it would be considered inappropriate in response to a criticism from a superior.

4. Becoming aware that language forms need to change depending on the mode of communication used; the ability to adjust one's language to the mode.

"The machine conked out on me." may be acceptable when talking about an incident, but it would be unacceptable in a written report.

5. Becoming aware that a particular setting influences communication styles; the ability to change the language used to conform to the setting:

"You are five minutes late!" may be an appropriate reproach in a factory setting, but the same comment would be considered rude in a dinner setting.

Similarly, a leadman may be justified in "ordering" a fellow worker to perform a work related task, but he would have no such authority in a social setting.

6. Becoming aware that communication involves certain "cultural obligations"; the ability to use language to fulfill some of those obligations. Some of these obligations are as follows:

a) Turning down an important invitation requires an explanation and possibly an apology.

The more important the occasion, the more sincere the regret needs to be.

- b) Reports of personal misfortunes or accidents require expressions of sympathy; a simple "I'm sorry to hear that" is often not enough; concern is often expressed through questions ("How did it happen? What are you going to do now?")
- c) Reports of good fortune require more or less enthusiastic responses; Saying merely " Oh, that's nice." to someone's reporting that they have just bought a brand new car is considered culturally inappropriate.
- d) Criticizing someone or disagreeing with someone needs to be done tactfully; Americans are also concerned about saving face.

V. MATERIALS FOR TEACHING COPING STRATEGIES

There is no doubt that refugees need to acquire survival skills. Presently many of these skills are taught in the form of basic competencies that provide knowledge in such areas as personal identification, shopping, employment, banking, etc. But to the extent that the methods used often rely on the memorization of information, the lessons may have to be supplemented with techniques which foster critical thinking abilities.

Textbook dialogs tend to present idealized situations in which all people are friendly and helpful, and each interaction evolves smoothly. Although these texts are helpful in teaching idiomatic expressions, they do not represent reality as most refugees find it. That reality often involves problems that textbook writers seem to know nothing about: Sometimes the cashier gives the wrong amount of change; sometimes landlords do not respond to requests for needed repairs; newly purchased items don't work and need to be returned; a worker must face an unjust accusation by his boss.

METHODS FOR TEACHING COPING SKILLS

If a program is to promote true functional competency, it needs to have access to materials that teach students strategies for dealing with situations that don't go according to script. These materials should include the following:

- a) role-playing situations that present variations on a problem: in one instance, the interaction goes smoothly, in another, it does not.

EXAMPLES:

The grocery checker punches in the wrong price; your toilet overflows in the middle of the night; the doctor won't give you the medicine you want; you come home and find that your home has been burglarized; a co-worker accuses you of having taken his tools.

- b) practice in the classroom that would allow students to experiment with various responses.

EXAMPLES:

Students may take turns playing the "American" and the "refugee;" students are given a choice as to how they want to respond to a problem, e.g., granting/denying a request, accepting or turning down an offer of help.

- c) explanations as to why the system works the way it does,

EXAMPLES:

Consumer protection laws; written and unwritten contracts; going to a higher authority to complain; protecting oneself against fraud. (See also section on content materials.)

- d) behavioral strategies which may help refugees get better results.

EXAMPLES:

Being assertive vs. being too shy or too aggressive; stating the crucial point of an argument in one sentence; being factual vs. being accusatory.

- e) non-verbal behavior as an aid in communication.

EXAMPLES:

Smiling to look non-threatening, NOT smiling to show that the situation is serious, refusing to leave until satisfaction is forthcoming, acting out the situation or drawing pictures when language skills are inadequate.

Classroom materials that allow students to experiment in responding to unusual situations will help build confidence and will enable students to develop strategies for handling these situations. If refugee students are to become truly self-sufficient, they will need to develop techniques for solving unfamiliar problems along with familiar ones. To help students achieve that goal, programs serving refugees will need to make the acquisition of coping strategies an explicit part of their curriculum.

VI. DEVELOPMENT OF MATERIALS FOR TEACHING FUNCTIONAL WRITING SKILLS

In most educational programs, refugees do a great deal of writing; they copy sentences from the blackboard, they write down spelling words, they fill in the blanks in the exercises or change statements into questions. While this type of writing may help students remember spelling and grammar rules, it is far removed from the kind of writing

that refugees may have to do in the real world. Thus, if programs expect to prepare students for the functional writing tasks that are required outside of the classroom, they will need to provide assignments similar to the writing tasks students may face at home.

EXAMPLES:

- a) writing a note to the manager asking her to let the repairman into the house.
- b) writing a note to a child's teacher asking that the child be excused from physical education.
- c) writing a message to a neighbor explaining that the postman left a package at your house.
- d) writing a note thanking someone for a present or a favor.
- f) writing a letter to a social service agency asking for information, or explaining a problem.

While it is true that workers can survive at their jobs without ever having to write much more than their name, address or social security number, it is also true that workers with only minimal literacy skills have fewer chances for advancement. Programs serving refugees thus need to provide opportunities for developing written communication skills along with interactional skills.

It needs to be noted that student preparing for academic studies or professional careers will need a substantial amount of writing practice before they can develop the writing skills necessary for academic success. For these students, course materials that incorporate a communicative grammar approach may need to be developed.

THE NEED FOR A CURRICULUM RESOURCE GUIDE
AND STAFF DEVELOPMENT

Since most educational programs are understaffed and underfunded, they do not have the resources or capabilities to design special materials for their refugee students. To maximize the effectiveness of instruction, a comprehensive refugee specific curriculum could be developed as a resource guide for all programs. Such a curriculum would be based on an assessment of the needs of the refugees and the concerns of the community. It would further include a detailed description of the types of language used in various jobs, and a determination of the communication skills needed for successful employment (including job advancement). Based on the findings in the assessment, a curriculum for all levels of proficiency could be outlined and standards for refugee materials could be developed. Such standards could demand that lessons focus on communicative interactions, problem solving, and other communication skills needed for self-sufficiency.

Materials following these standards could then be developed for various levels, and suggestions could be made as to how to adapt these lessons for specific target populations. Lastly, in-service training could be offered for teachers wanting to use these materials. We believe that a comprehensive functional curriculum model of that type would help streamline educational services and accelerate language acquisition.

As we stated in the overview to this study, it is difficult to identify a coherent program for refugees at the local level. This is especially true in education. Establishing goals on a community-wide basis, doing a needs assessment, designing curriculum based upon the needs assessment, and providing technical assistance to all major local programs, could provide a major step toward pulling together the resettlement effort as it relates to education.

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APPENDIX A. SOUTHEAST ASIAN REFUGEE PROJECT DATA SOURCE
AND FORMULA DEVELOPMENT FOR TOTAL ESTIMATED
POPULATION BY ETHNIC GROUPS

DATA BASES AND FORMULA DEVELOPMENT TO ESTIMATE THE SOUTHEAST ASIAN REFUGEE POPULATION IN LONG BEACH

For this study, three data bases were used to estimate the Southeast Asian refugee population residing in Long Beach: 1) school based data (LBUSD K-12), 2) survey data IRAP-LBCC, and 3) health records data DHS/USPHS.

1) The school based data were collected from the Southeast Asian Learners Project (SEAL) of the Long Beach Unified School District (LBUSD). Demographic information such as family name, date of entry, address, secondary migration data, date of birth, sex, and ethnicity was collected on over 4,700 Southeast Asian refugee students in the school district.

2) Additional demographic information including data related to family size and family structure was collected from a recent survey conducted at IRAP-LBCC.

3) The third data base was established from extensive DHS/USPHS records (USPHS 10/79-9/81, DHS 01/81-6/82) maintained by the Director of Laboratory Services of the Long Beach Health Department. From this data base, it was possible to quantify the different types of family units (1 parent families, 2 parent families, adults only, etc.) and the number of individuals in each family unit (children less than 4 years of age, children K-12, other adults, etc.) for each ethnic group.

In order to estimate the total Southeast Asian refugee population residing in Long Beach, it was necessary to estimate the population of each of the ethnic groups. These population estimates were then added together to yield a total estimation of the Southeast Asian refugee population.

Total population estimate = Total*(Cambodian) + Total*(Vietnamese)
+ Total*(Vietnamese/Chinese) + Total*(Lao)
+ Total*(Hmong) + Total*(Mien)

*these totals are estimates.

A total of 303 Southeast Asian refugees completed the IRAP-LBCC survey. From the analysis of the survey, it was possible to determine the ethnicity of the respondent, the total number of individuals that lived with the respondent, and the ages of these individuals. Consequently, it was possible to calculate a total for each sampled ethnic group and a total for children K-12 within each ethnic group. Therefore, a ratio of children K-12 to the rest of the sampled population could be calculated. It was assumed that this ratio would be similar to the ratio for the population at large. That is, if 25% of the sampled Cambodian population were children K-12, then this percentage would be similar to the Cambodian population at large. Since actual totals for children K-12 for each ethnic group were available from the LBUSD data, it would be possible to estimate the total population for each ethnic group by using the following formula:

$$\frac{\text{Total children K-12 (IRAP-LBCC) in X ethnic group}}{\text{Total People (IRAP-LBCC) in X ethnic group}} = \frac{\text{Total children K-12 (LBUSD) in X ethnic group}}{\text{Total Population estimate (X) for X ethnic group}}$$

The following analysis presents the projected population estimates for each ethnic group.

Cambodian Population Estimate.

Units	People	2 Parents	0-4 years	K-12	1. Parent	0-4 years	K-12	OA	AO
183	1100	218	132	203	33	24	74	185	231

Total K-12 sampled: 277 out of 1100 people or 25.1818% of population.
Actual K-12 total LBUSD: 2,205

Then, total estimated Cambodian population = 2,205 divided by .251818
= 8,756.

Vietnamese Population Estimate

Units	People	2 Parents	0-4 years	K-12	1 Parent	0-4 years	K-12	OA	AO
50	222	40	7	43	15	2	30	43	42

Total K-12 sampled: 73 out of 222 people or 32.8828%

Actual K-12 LBUSD: 1,315

Then, total Vietnamese Population estimate = 1,315 divided by .328828
 = 3,999

Vietnamese/Chinese Population Estimate

Units	People	2 Parents	0-4 years	K-12	1 Parent	0-4 years	K-12	OA	AO
20	123	28	7	21	0	0	0	43	24

Total K-12 sampled: 21 out of 123 or 17.07317%

Actual K-12 LBUSD: 515

Then, total Vietnamese/Chinese Population estimate = 515 divided by
 .17073 = 3,016.

Lao Population Estimate

Units	People	2 Parents	0-4 years	K-12	1 Parent	0-4 years	K-12	OA	AO
1	7	0	0	3	1	0	0	3	0

Total K-12 sampled: 3 out of 7 or 42.857%

Actual K-12 LBUSD: 184

Then, total Lao Population estimate = 184 divided by .42857 = 429

Lao/Hmong Population Estimate

Units	People	2 Parents	0-4 years	K-12	1 Parent	0-4 years	K-12	OA	AO
29	163	50	40	49	4	1	8	1	0

Total K-12 sampled: 57 out of 163 or 34.9693%

Actual K-12 LBUSD: 420

Then, total Lao/Hmong Population estimate = 420 divided by .34969 =
 1,201.

Lao/Mien Population Estimate

Units People 2 Parents 0-4 years K-12 1 Parent 0-4 years K-12 OA AO
 20 131 36 19 40 1 2 0 28 5
 Total K-12 sampled: 40 of 131 people or 30.534%
 Actual K-12 LBUSD: 130

Then, Lao/Mien Population estimate = 130 divided by .30534 = 425

The total Southeast Asian refugee population can then be estimated by adding the population estimates for each ethnic group.

Cambodian	8,756
Vietnamese	3,999
Vietnamese/Chinese	3,016
Lao	429
Lao/Hmong	1,201
Lao/Mien	425

Total estimated
 Southeast Asian
 refugee population = 17,826

Similar calculations were made using the data from DHS/USPHS health records and the LBUSD K-12 data. The population estimates for each ethnic group and total population estimate using these two data bases are as follows:

Cambodian	5,775
Vietnamese	3,080
Vietnamese/Chinese	1,412
Lao	415
Lao/Hmong	1,026
Lao/Mien	439

Total Population = 12,147

Although both of these population estimates are viable, we believe that the population estimate based upon the LBCC-IRAP and LBUSD data bases is more accurate than the other population estimates because these data are more recent than the DHS/USPHS data. In addition, the LBCC-IRAP data reflect a greater number of "families" made up of adults only. We believe that these "families" may include a number of individuals who are secondary migrants.

Limitations

There may have been some technical problems with our data selection and analysis which may have limited the accuracy of our population estimates. One of the problems is related to statistical inference. In order to infer that a portion of the population is representative of the larger population, certain statistical procedures such as... random sampling should be followed. Random sampling is defined as a method of drawing a portion (sample) of a population or universe so that all possible samples of fixed size n have the same probability of being selected (Kerlinger, 1964). Random sampling reduces the chance that an unintentional bias may exist in the sampled data. If individuals from our data bases had been randomly selected and assigned to groups, then we could have used more advanced statistical analysis to refine our population estimates. However, this was not done because in some cases the sampled data (frequency counts) were too small to establish an equivalent (or usable) sample size from which to make comparisons.

Some of the "noise or error in our data can be demonstrated by the following example. We assumed that the LBCC-IRAP data base was similar to the LBUSD data base meaning that the ethnic composition of one of the data bases is proportional to the other. That is, we assumed:

[% of x ethnic group LBUSD = % of x ethnic group IRAP]

[% of y ethnic group LBUSD = % of y ethnic group IRAP]

and so on for each of the ethnic groups. However, upon closer examination, it was discovered that these percentages are not exactly equivalent. Consider the following calculations and percentages:

IRAP	LBUSD
% Cambodian = $\frac{277}{471} \times 100 = 58\%$	% Cambodian = $\frac{2,205}{4,700} \times 100 = 46.9\%$
% Vietnamese = $\frac{73}{471} \times 100 = 15.5\%$	% Vietnamese = $\frac{1,315}{4,700} \times 100 = 27.9\%$
% Vietnamese/ Chinese = $\frac{21}{471} \times 100 = 4\%$	% Vietnamese/ Chinese = $\frac{.515}{4,700} \times 100 = 10.9\%$
% Lao = $\frac{21}{471} \times 100 = .6\%$	% Lao = $\frac{184}{4,700} \times 100 = 3.9\%$
% Hmong = $\frac{57}{471} \times 100 = 12\%$	% Hmong = $\frac{420}{4,700} \times 100 = 8.9\%$
% Mien = $\frac{40}{471} \times 100 = 8.4\%$	% Mien = $\frac{130}{4,700} \times 100 = 2.7\%$

This apparent discrepancy in our data bases is due in part to an apparent quantitative difference in the ethnic composition of each data base i.e., there is a higher percentage of K-12 Cambodian children identified in the IRAP sample than in the LBUSD sample. Another contributing factor is the relatively unequal sample size (IRAP total = 471 ; LBUSD total = 4,700).

Although these problems may have impacted our population estimate, it is not possible to determine the magnitude nor the direction of the effect. This will not be known until a more comprehensive study is undertaken or until the 1990 census. Given our limited resources and problems related to identifying usable data, our final population estimates are accurate within these limitations.

APPENDIX B.

INDOCHINESE REFUGEES IN CALIFORNIA CITIES AND
COUNTIES, 1980. REPORT SR 81-1, JANUARY 1981.

INDOCHINESE REFUGEES IN CALIFORNIA CITIES AND COUNTIES, 1980

Report SR 81-1

Department of Finance
Population Research Unit
1025 P Street
Sacramento, California

January 1981

The data presented in these tables are compiled from the Immigration and Naturalization Service's Annual California Alien Address Report for January 1980 as the benchmark. This benchmark has been updated with reports from the Intergovernmental Committee for European Migration (ICEM) on the destinations of new arrivals into California during 1980.

The original data for the State have been adjusted by the Office of Refugee Affairs to reflect the number of Indochinese refugees not filing an alien address report and by the Population Research Unit for the number of net secondary migrants*.

Underregistration: The January 1980 Alien Address Report for California was increased approximately 14 percent for underregistration, the same proportion as estimated for the total United States Indochinese alien underregistration by the United States Office of Refugee Affairs.

Secondary migration: Net secondary migration for 1980 was estimated by developing the net migration rate for California for 1979 of 4.1 percent and applying it to the 1980 total United States Indochinese refugee population. The secondary migrants were distributed to the cities and counties according to the known distribution of refugees as of October 1980.

Summary: To summarize the data and adjustments for the October 1980 total State estimate

January 1980 registered aliens	85,954
Adjustment for underregistration	12,250
Indochinese coming directly to California, January through October	40,865
Adjustment for California net secondary migration, January through October 1980	<u>13,830</u>
Total	152,899

These data are preliminary and subject to revision. Periodic updates are planned. At present approximately 4,000 refugees per month come directly to California from Indochina.

*Secondary migrants are those who have come directly from Indochina to one of the states, then moved to a different state. California would have in and out secondary migrants, the exact number of each not known.

TABLE 1
INDOCHINESE REFUGEES IN CALIFORNIA

COUNTY	JANUARY 1980 ^{a/}				OCTOBER 1980 ^{b/,c/}
	CAMBODIAN	LAOTIAN	VIETNAMESE	TOTAL	TOTAL
Alameda	323	249	2,865	3,437	5,825
Alpine	--	--	--	--	--
Amador	1	--	6	7	8
Butte	9	--	89	98	130
Calaveras	--	1	3	4	8
Colusa	--	--	2	2	2
Contra Costa	23	74	823	920	1,325
Del Norte	--	--	6	6	7
El Dorado	2	10	7	19	21
Fresno	54	29	531	614	1,124
Glenn	18	22	6	46	150
Humboldt	19	23	49	91	109
Imperial	--	--	17	17	19
Inyo	--	--	3	3	3
Kern	10	8	297	315	475
Kings	--	1	31	32	40
Lake	1	1	2	4	4
Lassen	1	--	7	8	19
Los Angeles	2,919	1,394	28,094	32,407	50,314
Madera	3	--	10	13	29
Marin	--	42	321	363	539
Mariposa	--	--	1	1	1
Mendocino	--	--	5	5	12
Merced	2	--	81	83	163
Modoc	--	--	6	6	7
Mono	--	--	--	--	--
Monterey	14	8	699	721	1,060
Napa	--	--	21	21	44
Nevada	--	--	9	9	10
Orange	665	2,562	17,622	20,854	29,300
Placer	1	5	53	59	100
Plumas	--	--	--	--	20
Riverside	7	74	738	819	1,052
Sacramento	21	91	2,413	2,525	4,508
San Benito	--	--	1	1	1
San Bernardino	27	16	1,025	1,068	1,711
San Diego	785	2,354	6,983	10,122	16,068
San Francisco	301	411	6,687	7,489	14,559
San Joaquin	96	747	763	1,606	2,857
San Luis Obispo	0	11	49	60	60
San Mateo	13	9	649	671	855
Santa Barbara	40	337	394	771	994
Santa Clara	155	216	10,323	10,694	15,677
Santa Cruz	40	8	61	109	152
Shasta	--	--	17	17	33
Sierra	--	--	--	--	--
Siskiyou	1	1	6	8	44
Solano	7	9	273	289	371
Sonoma	--	--	200	200	837
Stanislaus	47	81	387	515	882
Sutter	--	--	3	3	3
Tehama	2	--	14	16	23
Trinity	--	--	--	--	--
Tulare	14	10	121	145	191
Tuolumne	--	5	37	42	57
Ventura	78	--	702	780	957
Yolo	9	1	58	68	106
Yuba	--	2	19	21	23
The State	5,798	8,817	83,589	98,204	152,899

TABLE 2

INDOCHINESE REFUGEES IN CALIFORNIA CITIES, JANUARY 1980^{a/}

CITY	COUNTY	CAMBODIAN	LAOTIAN	VIETNAMESE	TOTAL
Anaheim	Orange	51	175	1,592	1,818
Alhambra	Los Angeles	43	21	1,054	1,118
Bakersfield	Kern	1	--	147	148
El Monte	Los Angeles	10	6	613	629
Fremont	Alameda	1	--	186	187
Fresno	Fresno	31	27	455	513
Fullerton	Orange	11	139	680	830
Garden Grove	Orange	103	135	2,272	2,510
Glendale	Los Angeles	10	2	816	828
Huntington Beach	Orange	47	225	1,615	1,887
La Puente	Los Angeles	49	14	380	443
Long Beach	Los Angeles	985	466	2,182	3,633
Los Angeles	Los Angeles	1,116	368	10,919	12,403
Modesto	Stanislaus	47	67	354	468
Oakland	Alameda	251	189	1,304	1,744
Pasadena	Los Angeles	23	2	461	486
Pomona	Los Angeles	1	33	912	946
Riverside	Riverside	6	8	548	552
Sacramento	Sacramento	7	70	1,857	1,934
Salinas	Monterey	13	--	88	101
San Bernardino	San Bernardino	10	--	178	188
San Diego	San Diego	680	2,164	5,494	8,338
San Jose	Santa Clara	122	187	7,088	7,397
Santa Ana	Orange	264	1,313	4,986	6,563
Santa Barbara	Santa Barbara	6	9	110	125
Santa Rosa	Sonoma	--	--	114	114
Stockton	San Joaquin	92	730	673	1,495
Sunnyvale	Santa Clara	--	3	966	969
Torrance	Los Angeles	--	50	445	455
Westminster	Orange	7	197	1,702	1,906

^{a/}Adjusted for under-registration.

California net secondary migration for 1980 and 1981 is estimated by establishing the California net secondary migration rate during 1979 and applying that rate to 1980 and 1981 data. Secondary migrants are those who move from the state of initial settlement to another state. To depict Californian secondary migration ideally both secondary migrants into California and secondary migrants out of California would be reported; these data are not available. However net secondary migration, the difference between in-migrants and out-migrants, can be estimated.

The estimated number of net Californian migrants during 1979 is calculated in the following way: The number of primary migrants to California during 1979 is added to the total number of registered Southeast Asian refugees ^{1/} as of January 1, 1979. This total is the expected number of registered Southeast Asian refugees as of January 1, 1980, excluding secondary migrants during 1979. The expected number for January 1, 1980 is subtracted from the actual number registering on January 1, 1980; the difference is the estimated net secondary migrants, to illustrate:

Aliens registered as of January 1979	56,486
Primary migrants during 1979	36,677
Expected January 1980	<u>93,163</u>
Aliens registered as of January 1980	102,214
Expected January 1980	<u>- 93,163</u>
Estimated California net secondary migrants during 1979	9,051

The total United States Southeast Asian Refugee population is the source of California's net secondary migration and is the denominator in the calculation of California's rate. The numerator is the number of California net secondary migrants during a specific period of time. The rate for the year 1979 is calculated as follows:

Total U.S. Southeast Asians 7-1-79 ^{2/} (mid point in time for 1979)	223,121
Estimated California net secondary migrants 1979	9,051
1979 Rate	$\frac{9,051}{223,121} = 4.1\%$

^{1/}Source: Annual INS Alien Registration Report corrected for under-registration 1979 and 1980

^{2/}Source: Office of Refugee Resettlement. Department of Health & Human Services

This annual rate is then applied to the total United States population during 1980 and 1981 to estimate California net migration during these years. When data from the January 1981 Registered Alien Report become available a rate for 1980 will be calculated and used for future estimates. Since it is not known how many of those registering as of January 1, 1979 were secondary migrants an estimate of the total number of California net secondary migrants has not been calculated. However, using the previously described method an estimate has been made since January 1979 and can be compared to primary migration during the same time period.

Estimated Southeast Asian Migrants, California January 1979
Through March 1981

	Number	Percent
Primary	98,199 ^{1/}	76
Net Secondary	30,580	24
	<u>128,779</u>	100

^{2/} It should be noted that although 98,199 primary migrants came to California during the above time period not all of them remained, some became secondary migrants to other states. These Californian out-migrants were accounted for in the net secondary figure of 30,580.

July 1981

REPORT TO
THE CONGRESS

JANUARY 31, 1981

Refugee Resettlement Program



U.S. DEPARTMENT OF
HEALTH AND HUMAN SERVICES

Office of Refugee Resettlement

TABLE 9

Southeast Asian Refugees, by Age and Sex:
January 1976 and January 1980

Age Group	Population as of January 1976 ^a			Population as of January 1980 ^a		
	Male	Female	Total	Male	Female	Total
0-5	14.2%	14.8%	14.5%	5.6%	6.0%	5.8%
6-11	14.6	14.7	14.7	15.8	16.8	16.2
12-17	13.5	13.3	13.4	15.5	14.6	15.0
18-24	19.6	16.9	18.3	18.8	16.5	17.8
25-34	18.3	18.2	18.2	22.2	21.8	22.0
35-44	9.5	9.1	9.3	10.8	10.9	10.9
45-62	7.0	7.4	7.2	8.2	8.5	8.4
63+	3.2	5.6	4.4	3.1	4.9	3.9
TOTAL ...	100.0% ^b	100.0%	100.0%	100.0%	100.0%	100.0%
Number	57,919	56,221	114,140	126,131	107,890	234,021

Percent Distribution by Sex

Male	Female	Total	Male	Female	Total
50.7	49.3	100.0%	53.9	46.1	100.0%

^a Data from INS alien registrations, not adjusted for underregistration or for missing data. This accounts for differences from totals on other tables.

^b Figures do not add to total due to rounding.

TABLE 10

Southeast Asian Alien Registration, by Nationality and State:
January 1980^a

State	Cambodia	Laos	Vietnam	Total
Alabama	54	305	968	1,327
Alaska	5	25	236	266
Arizona	105	208	1,359	1,672
Arkansas	6	223	1,317	1,546
California	5,084	7,715	73,139	85,938
Colorado	385	1,451	2,915	4,751
Connecticut	229	722	1,366	2,317
Delaware	3	25	138	166
District of Columbia	47	76	384	507
Florida	251	285	4,979	5,515
Georgia	115	345	1,542	2,002
Hawaii	15	973	2,649	3,637
Idaho	1	178	250	429
Illinois	591	2,811	5,497	8,899
Indiana	128	409	1,698	2,235
Iowa	208	1,880	2,093	4,181
Kansas	129	753	2,549	3,431
Kentucky	26	293	758	1,077

JUNE 1981

OFFICE OF REFUGEE RESETTLEMENT
DEPARTMENT OF HEALTH AND HUMAN SERVICES

AGE-SEX REPORT
SOUTHEAST ASIAN REFUGEES

ENTRIES DURING MARCH 1981					ENTRIES SINCE JANUARY 1981 *				
AGE	MALES	FEMALES	UNKNOWN	TOTAL	AGE	MALES	FEMALES	UNKNOWN	TOTAL
1-4	583	582	1	1,166	1-4	1,822	1,741	1	3,564
5-9	599	550	2	1,151	5-9	1,986	1,707	3	3,696
10-14	714	457	3	1,174	10-14	2,144	1,485	5	3,634
15-19	871	526	1	1,398	15-19	2,820	1,724	2	4,616
20-24	1,004	610	3	1,617	20-24	2,932	1,789	3	4,724
25-29	708	408	3	1,199	25-29	1,987	1,491	7	3,485
30-34	366	294	1	661	30-34	1,149	904	1	2,054
35-39	259	169	0	428	35-39	789	581	1	1,371
40-44	176	115	0	291	40-44	529	421	1	951
45-49	121	103	0	224	45-49	355	316	1	672
50-54	104	97	3	204	50-54	297	254	3	554
55-59	61	58	0	119	55-59	182	197	0	379
60-64	41	58	0	99	60-64	145	168	0	313
65+	58	96	3	157	65+	160	272	3	435
UNKNOWN	0	0	26	26	UNKNOWN	0	0	26	26
TOTAL	5,665	4,203	46	9,914	TOTAL	17,367	13,050	57	30,474

* United States entries January through
March 1981

Indochinese Refugees, by Age and Sex:

January 31, 1976, and New Arrivals August 1977—January 1979^a

Age Group	Population as of January 31, 1976			New Arrivals August 1977—January 1979		
	Male	Female	Total	Male	Female	Total
0-5	14.2%	14.8%	14.5%	12.3%	15.3%	13.6%
6-11	14.6	14.7	14.7	14.6	17.2	15.7
12-17	13.5	13.3	13.4	16.4	13.6	15.2
18-24	19.6	16.9	18.3	22.5	17.9	20.6
25-34	18.3	18.2	18.2	18.7	18.8	18.8
35-44	9.5	9.1	9.3	8.6	8.0	8.3
45-62	7.0	7.4	7.2	5.8	6.8	6.2
63+	3.2	5.6	4.4	1.2	2.4	1.7
Total	100.0% ^b	100.0%	100.0%	100.0% ^b	100.0%	100.0% ^b
Number	57,919	56,221	114,140	19,215	14,145	33,360
	Percent Distribution by Sex					
	Male	Female	Total	Male	Female	Total
	50.7	49.3	100.0%	57.6	42.4	100.0%

^a 1976 data from INS alien registrations; data for new arrivals based on refugee records provided by Department of State.

^b Figures do not add to total due to rounding.

SOUTHEAST ASIAN REFUGEE ENTRIES INTO UNITED STATES, OCTOBER 1979 THROUGH MARCH 1981* BY AGE AND SEX

AGE	MALES	FEMALES	UNKNOWN	TOTAL	
				NUMBER	PERCENT
0-4	11,461	10,738	21	22,220	11.3
5-14	27,150	22,542	36	49,728	25.2
15-24	34,045	22,319	31	56,395	28.6
25-44	28,417	23,143	34	51,594	26.2
45-64	6,897	6,959	7	13,863	7.0
65	1,314	2,032	4	3,350	1.7
Un- known	1	0	27	28	0.0
Total	109,285	87,733	160	197,178	100.0
	55.4	44.5	0.1	100.0	

* Age and sex data for November and December 1980 not available.

Department of Finance
Population Research Unit
June 1981

Department of Finance
Population Research Unit
1025 P Street
Sacramento, California

(916) 322-4651

The data presented in these tables are compiled from the Immigration and Naturalization Service's Annual California Alien Address Report for January 1980 as the benchmark. This benchmark has been updated with reports from the Office of Refugee Resettlement, Department of Health and Human Services.

The original data for the State have been adjusted by the Office of Refugee Resettlement to reflect the number of Southeast Asian refugees not filing an alien address report and by the Population Research Unit for the number of net California secondary migrants*.

Underregistration: The January 1980 Alien Address Report for California was increased approximately 14 percent for underregistration. This is the same proportion as estimated for the total United States Southeast Asian alien underregistration by the United States Office of Refugee Resettlement.

Secondary migration: Net secondary migration for 1980 and 1981 was estimated by developing the net migration rate for California for 1979 of 4.1 percent and applying it to the total United States Southeast Asian refugee population. The secondary migrants were distributed to the counties according to the distribution of refugees as of October 1980, and March 1981.

Summary: To summarize the data and adjustments for the March 1981 total State estimate of Southeast Asian Refugees

January 1980 registered aliens	85,954
Adjustment for underregistration	12,250
Primary migrants to California, January 1980 through March 1981	58,428
Adjustment for California net secondary migration, January 1980 through March 1981	<u>21,529</u>
Total	178,161

These data are preliminary and subject to revision. At present approximately 3,500 refugees per month come directly to California from Southeast Asia and secondary migration is estimated to be approximately 1,400 per month.

Limitations of the data: No estimation is made of intercounty migration within California. No adjustment is made to remove those refugees who have become citizens since January 1980. Because the January 1981 Immigration and Naturalization Service's Alien Address Report is not yet available, the January 1980 Address Report has to continue as the benchmark. Also the secondary migration rate for California cannot be revised until new data are available from the 1981 Alien Address Report.

*Secondary migrants are those who have come directly from Southeast Asia to one of states, then moved to a different state. California would have in and out secondary migrants, the exact number of each not known.

ESTIMATED SOUTHEAST ASIAN REFUGEES IN CALIFORNIA COUNTIES

	Total as of January 1980a/	Primary Migrants January 1980 Through March 1981b/	Net Secondary Migrants January 1980 Through March 1981	Total as of March 31, 1981
Alameda	3,437	2,603	824	6,864
Alpine	0	0	0	0
Asador	7	0	1	8
Butte	53	50	38	136
Calaveras	4	3	1	8
Colusa	2	0	0	2
Contra Costa	920	397	185	1,502
Del Norte	6	0	1	7
El Dorado	19	7	3	29
Fresno	614	529	158	1,301
Glenn	46	50	21	157
Humboldt	91	21	16	128
Imperial	17	2	3	22
Inyo	3	0	0	3
Kern	315	127	65	507
Kings	32	7	6	45
Lake	4	0	0	4
Lassen	8	9	3	20
Los Angeles	32,407	18,923	7,075	58,405
Madera	13	13	4	30
Marin	363	197	77	637
Mariposa	1	0	0	1
Mendocino	5	132	7	144
Merced	83	83	23	189
Modoc	6	0	1	7
Mono	0	0	0	0
Monterey	721	470	154	1,345
Napa	21	19	6	46
Nevada	9	0	1	10
Orange	20,854	8,232	4,079	33,165
Placer	59	61	15	135
Plumas	0	23	3	26
Riverside	819	217	146	1,182
Sacramento	2,525	2,842	669	6,036
San Benito	1	0	0	1
San Bernardino	1,068	722	243	2,033
San Diego	10,122	6,203	2,256	18,581
San Francisco	7,489	7,577	2,057	17,123
San Joaquin	1,606	1,583	414	3,603
San Luis Obispo	60	16	11	87
San Mateo	671	158	118	947
Santa Barbara	771	137	135	1,043
Santa Clara	10,694	5,375	2,208	18,277
Santa Cruz	109	39	21	169
Shasta	17	18	5	40
Sierra	0	0	0	0
Siskiyou	8	32	6	46
Solano	289	84	52	425
Sonoma	200	761	123	1,084
Stanislaus	515	398	125	1,038
Sutter	3	0	0	3
Tehama	16	8	3	27
Trinity	0	0	0	0
Tulare	145	44	25	214
Tuolumne	42	10	8	60
Ventura	780	168	134	1,082
Yolo	68	56	16	140
Yuba	21	12	4	37
Total	98,204	58,428	21,529	178,161

a/Source: Alien Address Report for January 1980 adjusted for underregistration.
 b/Source: Office of Refugee Resettlement, Department of Health and Human Services.

APPENDIX C. NEIGHBORHOOD ANALYSIS PROGRAM, DEPARTMENT OF
BUILDING AND PLANNING, CITY OF LONG BEACH,
OCTOBER 1982.

NEIGHBORHOOD ANALYSIS PROGRAM

PREPARED FOR THE 1983 COMMUNITY DEVELOPMENT STRATEGY

October, 1982

DEPARTMENT OF PLANNING AND BUILDING

LONG BEACH, CALIFORNIA

INTRODUCTION

The Neighborhood Analysis Program is a working document prepared as a research tool for the Community Planning Program and as a background document for the 1983 Community Development Strategy. The primary objective of this comprehensive data analysis is to identify issues and problems that face many of the City's communities. Through the reliable identification of the source of these problems, it is possible to define planning objectives and forecast trends that will shape the future of these diverse areas. The compilation and comparative analysis of the 1970 and 1980 Census data brings these neighborhood problems sharply into focus, makes it possible to forecast major trends, formulate strategies and alternative strategies, and analyze their feasibility.

Synergistically, understanding the needs of our communities will not only benefit the City as a larger entity, but will help create opportunities within Long Beach that will be advantageous to the region.

The Neighborhoods

To facilitate the data analysis and overall planning objective, the City was divided into 53 neighborhoods or "study areas". The boundaries of the study areas were defined by the Department of Planning and Building, Community Planning Division. Many of the neighborhoods delineated were defined in the recently completed City-wide Rezoning Program.

The majority of the neighborhoods were defined by their social or geographic attributes. Examples of neighborhoods that are geographically defined would be the Peninsula and Naples Island. Defining a neighborhood by its social characteristics is more difficult, often subjective, but nevertheless is necessary if the City is going to be divided into manageable parts. Examples of these neighborhoods would be ones that are predominately homogeneous in nature or characterized by a consistent quality in housing. Some study areas are entirely multi-family residential, others are entirely single family residential. Other neighborhoods, like some westside communities, are defined by industrial land uses.

A Word About the Data.

Population characteristics and housing characteristics are the two main segments of the social and physical composition of the communities. The subcomponents of the two characteristics were carefully chosen because each one of them, by itself, collectively, or from the perspective of change, points to key elements in any society while defining the needs of that special community.

Understanding the age characteristics, for example, determines the needs for such facilities as day care centers, senior citizens care facilities like health, food and convenient local shopping, or expanded educational opportunities in the case of a community with a growing number of children.

The number of males or females, households and household size is a clue to the rate at which families are growing. The household size helps determine their needs as to the size and types of housing that is provided them in that particular community. This also relates to the rate of overcrowding that is a major problem in many study areas.

Change in median rents and home values are used to monitor the level of affluency in the neighborhoods and, by augmenting these data with DPSS and overcrowding, inferences can be made that relates to the ability of the current residents to pay these values.

Data Not Provided

In the interest of time, the data forms in the draft of the Neighborhood Analysis Program are not thoroughly complete. The "change" category is only finished on a few of the pages but is referenced on many of the accompanying texts. The crime data were deleted because of its sensitivity and problems in converting crime data, which are collected by reporting districts, to the neighborhood level.

Later this year the City will be receiving data on the economic and employment characteristics compiled during the 1980 Census. Those data will be incorporated into the final draft of this report as soon as it is aggregated to the neighborhood level and analyzed.

Neighborhood 18 - 1970/1980

This neighborhood has not experienced any unusually large fluctuations in any segments of its physical or social structures (except overcrowding). Population and housing have both grown proportionately. The male/female ratio has changed favoring the female, but still remains a small percentage higher in the male category. The increase in the female ratio probably resulted in the influx of Hispanics and Blacks as family units moved into the neighborhood.

The household size has remained static but the rate of overcrowding has doubled. In 1970 there were 137 overcrowded units compared to 286 reported in the 1980 census. It is now two percentage points above the City average.

There has also been a slight growth in the renter-occupied units. It appears that the increase of overcrowding has been in these renter occupied units. The rents in this neighborhood have not increased as much as in neighborhoods 16 and 17, but still remains higher.

The number of people receiving welfare is only a little above the average. This indicates at least some financial stability. The people that are moving into this study area, mainly blacks, are moving here to upgrade their living status (In the absence of 1970 welfare statistics it is hard to say but appears to be the situation). Further, because of the great in-migration (or natural increase) of Hispanics in the core of the central area (neighborhoods 8, 9, and 10) the competition for housing is forcing the Blacks out. Also, the rate of increase in the incidence of overcrowding and in numbers (per 1000) receiving welfare funds is much higher in the core area where the Black population has experienced only minor growth, and even declined in one neighborhood there.

Conclusions

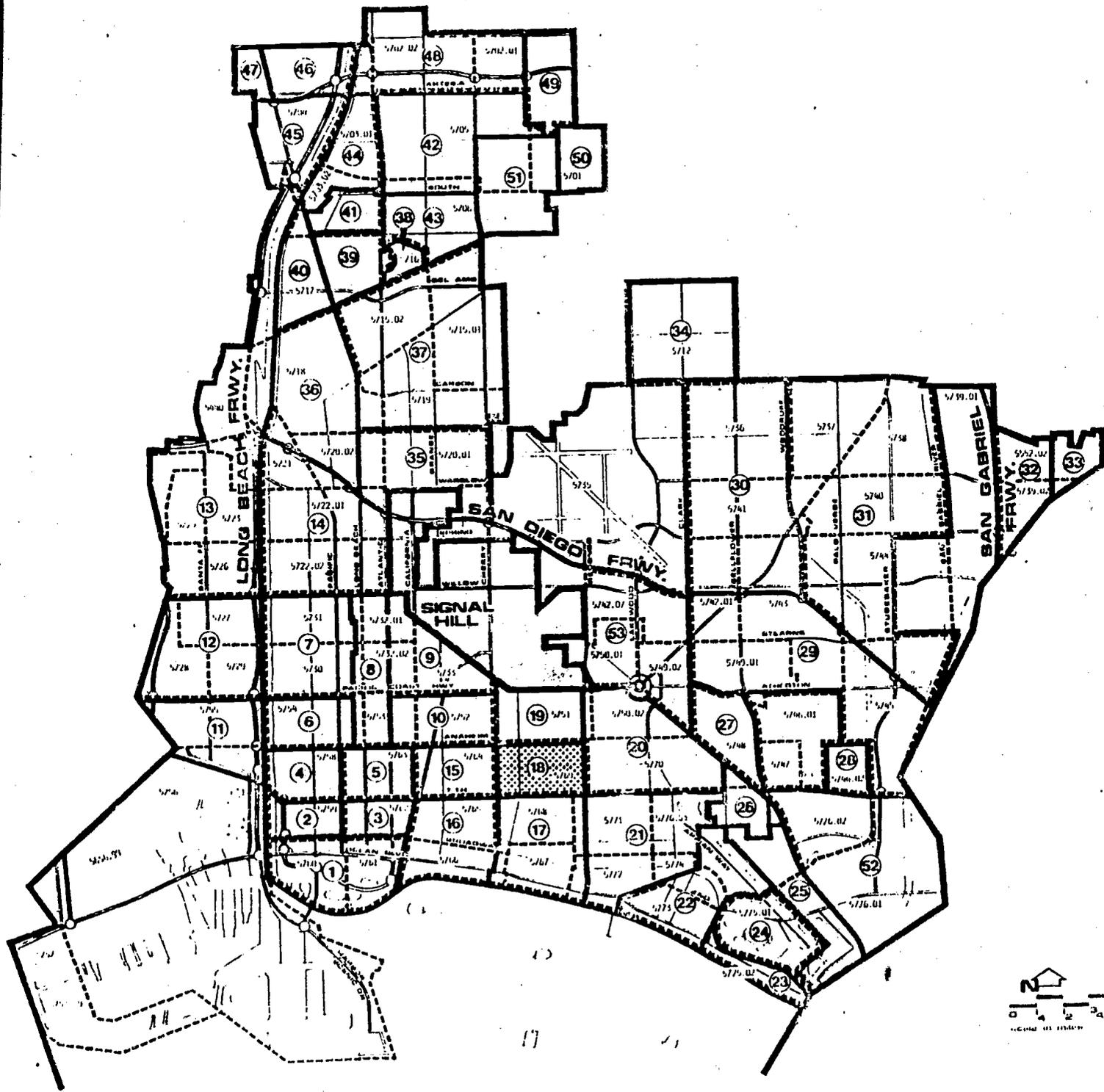
The stability of this neighborhood may be in jeopardy. Rents and housing values have not kept pace with the rest of the City. Overcrowding has surpassed the City mean by a small margin. The number of people receiving welfare is above normal. And the housing stock is increasingly being renter rather than owner-occupied. In light of these changes, the programs that should be considered for this area are those that will maintain the physical structure of the area. Proper street tree maintenance, road upkeep, and street cleanliness will provide an environment that will encourage pride and foster reinvestment into the renter (as well as owner) occupied buildings.

Neighborhood watch programs may make the incumbent residents feel more at ease as the racial composition of their neighbors change.

Senior citizen programs are also important in this area. In 1970 their number exceeded the city average.

Day-care centers are not so important. The 0-5 group is decreasing and the neighborhood is becoming populated with more females.

Lot clean-up and graffiti eradication teams should be dispatched where appropriate.



NEIGHBORHOOD ANALYSIS PROGRAM
 DEPARTMENT OF PLANNING AND BUILDING
 LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 18
 CENSUS TRACT EQUIVALENTS 5769

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	6,904	---	7,321	---	+ 1.1X
TOTAL MALES	46.1%	48.7%	48.9%	49.0%	+ 2.8X
TOTAL FEMALES	53.9%	51.3%	51.1%	51.0%	- 2.8X
AGE GROUP 0-19 (as a % of total population)	22 %	28%	24 %	26%	+ 1.1X
AGE GROUP 0-4 (as a % of 0-19 age group)	32 %	29%	27 %	27%	- 1.2X
AGE GROUP 65 plus (as a % of total pop.)	17 %	14%	12 %	14%	- 1.4X
NUMBER OF HOUSEHOLDS	3,415	---	3,585	---	- - -
MEDIAN HOUSEHOLD SIZE	2.02	2.35	2.04	2.38	- - -
HISPANICS (as a % of total population)	11.0%	7.3%	12.2%	14.0%	+ 1.1X
BLACKS (as a % of total population)	0.3%	5.3%	7.8%	11.1%	+26.0X
ASIANS (as a % of total population)	1.7%	1.9%	5.8%	5.7%	+ 3.4X

HOUSING CHARACTERISTICS

TOTAL UNITS	3,620	---	3,819	---	+ 1.1X
TOTAL OCCUPIED UNITS	3,415	---	3,585	---	- - -
VACANT UNITS	205	---	233	---	+ 1.1X
OWNER-OCCUPIED UNITS (as a % of occ. units)	20 %	44%	18 %	43%	- 1.1X
RENTER-OCCUPIED UNITS (as a % of occ. units)	80 %	56%	82 %	57%	- - -
MEDIAN RENT	\$ 89	\$101	\$ 216	\$232	+ 2.4X
MEDIAN HOME VALUE	\$ 18,700	\$23,000	\$ 69,800	\$82,100	+ 3.7X
OVERCROWDED UNITS (as a % of occ. units)	4 %	4%	8 %	6%	+ 2.0X

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)			174	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 15 - 1970/1980

Growth has impacted this neighborhood which has increased 30% in population since 1970. More males, more children, fewer elderly, and almost no increase in households indicate a large influx of family units. Family size also increased by 30%. Most of these increases are probably attributable to the appreciable enlargement of the Hispanic, Black and Asian communities. A three-fold increase in overcrowded units has occurred, so that the rate now is four times the city-wide average.

Participation in welfare programs is nearly 2½ times the average for the City.

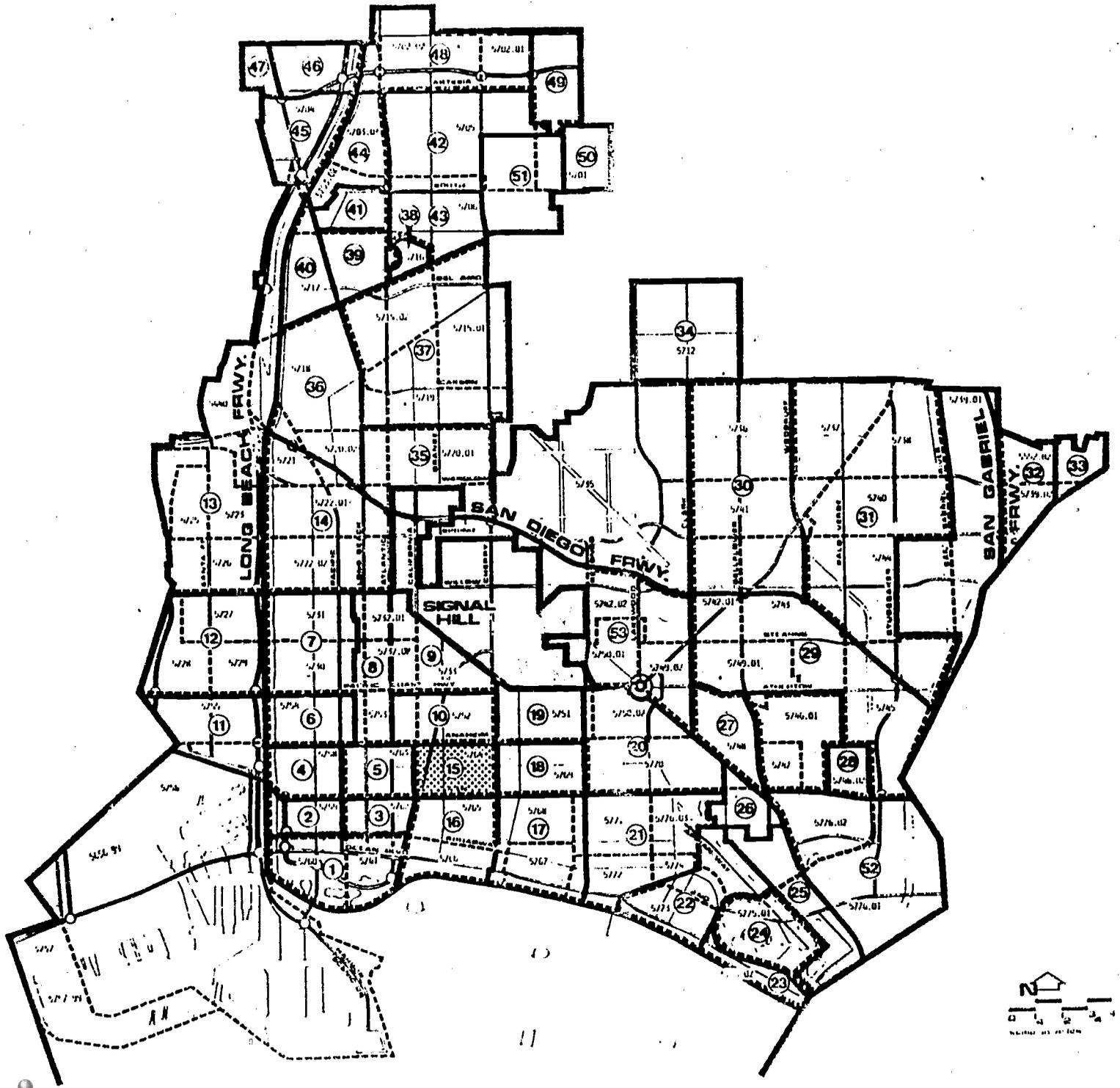
Conclusions

This neighborhood has apparently become a "landing place" for large immigrant families who have little or no income. Many have had to occupy units which are too small for their needs but which have rents near the city median. These factors have forced many to seek help in some form of welfare. The enormous increase in school age children is having considerable impact on the school system, particularly since many children probably do not speak English.

City sponsored programs which could directly or indirectly increase rents could be counterproductive here, forcing many more people to seek income supplementation.

The only answers to the severe overcrowding problem is more units or fewer people. New construction is probably not economically feasible. The large population of children would indicate that there will continue to be more people here than can comfortably be housed.

Day care programs which would relieve wives to enter the job market appear to be most important. Employees with opportunities in unskilled or semi-skilled service sectors should be encouraged to hold job fairs in this neighborhood.



NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 15

CENSUS TRACT EQUIVALENTS 5764

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	7435	---	9457	---	+ 1.3X
TOTAL MALES	47.8%	48.7%	51%	49.0%	+ 3.2%
TOTAL FEMALES	52.2%	51.3%	49%	51.0%	- 3.2%
AGE GROUP 0-19 (as a % of total population)	28 %	28%	40%	26%	+ 1.4X
AGE GROUP 0-4 (as a % of 0-19 age group)	41 %	29%	33%	27%	- 1.2X
AGE GROUP 65 plus (as a % of total pop.)	14 %	14%	7%	14%	- 2.0X
NUMBER OF HOUSEHOLDS	3153	---	3183	---	---
MEDIAN HOUSEHOLD SIZE	2.36	2.35	2.97	2.38	+ 1.3X
HISPANICS (as a % of total population)	16%	7.3%	35.5%	14.0%	+ 2.2X
BLACKS (as a % of total population)	15.2%	5.3%	21.1%	11.1%	+ 1.4X
ASIANS (as a % of total population)	2.3%	1.9%	5.6%	5.7%	+ 2.4C

HOUSING CHARACTERISTICS

TOTAL UNITS	3378	---	3466	---	----
TOTAL OCCUPIED UNITS	3153	---	3183	---	----
VACANT UNITS	225	---	281	---	+ 1.1X
OWNER-OCCUPIED UNITS (as a % of occ. units)	17%	44%	17%	43%	----
RENTER-OCCUPIED UNITS (as a % of occ. units)	83%	56%	83%	57%	----
MEDIAN RENT	\$ 86	\$101	\$ 204	\$232	+ 2.4X
MEDIAN HOME VALUE	\$15800	\$23,000	\$53,500	\$82,100	+ 3.4X
OVERCROWDED UNITS (as a % of occ. units)	9%	4%	25%	6%	+ 2.8X

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)			339	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 10 - 1970/1980

This neighborhood has had a decrease in both population and housing units. The Poly High Redevelopment Project near Atlantic Avenue and Pacific Coast Highway probably contributed to this decrease. A 21% decrease in housing units and only a 5% decrease in population has resulted in large median household size and a considerable (25.9%) amount of overcrowding. The removal of some existing housing stock during the redevelopment phase did not cause residents to leave the neighborhood. Because it was not possible for all of them to find suitable housing, in terms of rent and size, many doubled up with friends or relatives in the immediate vicinity.

Another reason for the severe overcrowding may be the current influx of Hispanic families competing with the Blacks for the same housing. The Hispanics have increased to 28% of the total population while the Blacks have decreased somewhat. The Hispanic families, who may have been more economically mobile, may have moved into the redevelopment housing. Also, the neighborhood is currently 44% 0-19 year olds. This is much higher than the City average of 26%. Many of these children could have been born in the last decade and the economy has not provided an opportunity for many of these families to move into large units elsewhere. Many of the people simply cannot afford to upgrade their housing situation. 3,300 people are receiving welfare. This is three times the City average which indicates low level of education and high rate of unemployment among families with dependent children.

This area has always been a haven for renters, with 80.8% of the total occupied housing units being used as income property for absentee landlords in 1970. This figure has declined somewhat but is still much higher than the average for this city. Rents have increased slightly more than the average. This may be a produce of the newer housing projects and probably accounts for the high rate of welfare recipients.

Home values have almost kept pace but the purchase price, more than likely, buys a smaller unit than is desirable.

Conclusions

The Poly High Redevelopment Project, and infill housing program south of the Redevelopment project, is providing shelter but is beyond the means of the residents. It

appears that these new homes are being occupied by large Hispanic and Asian families that are more affluent than those displaced during the redevelopment process. The infill housing program is at least providing larger single and two family homes for a population that has large families. The smaller unit, higher density project north of the school may not be the type of housing needed in this area in the future. The current median rent in the area is not far below the City median and apparently cannot be met by the renters without income assistance.

Like Neighborhood 9, it seems appropriate to suggest large scale job training and educational programs. With such a large percentage of young people, these programs may be beneficial to the future well being of this neighborhood and the City.

Weed abatement and lot clean-up programs should be vigorously continued. These programs may foster more pride in the neighborhood, encouraging home ownership and increased investment by lending institutions.

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	7,944	---	7,555	---	
TOTAL MALES	48.5%	48.7%	48.6%	49.0%	
TOTAL FEMALES	51.5%	51.3%	51.4%	51.0%	
AGE GROUP 0-19 (as a % of total population)	37.3%	28%	43.9%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	33.2%	29%	32.2%	27%	
AGE GROUP 65 plus (as a % of total pop.)	9.6%	14%	6.9%	14%	
NUMBER OF HOUSEHOLDS	3108	---	2,481	---	
MEDIAN HOUSEHOLD SIZE	2.6	2.35	3.0	2.38	
HISPANICS (as a % of total population)	9.4%	7.3%	28.1%	14.0%	
BLACKS (as a % of total population)	52.9%	5.3%	46.3%	11.1%	
ASIANS (as a % of total population)	1.5%	1.9%	4.8%	5.7%	

HOUSING CHARACTERISTICS

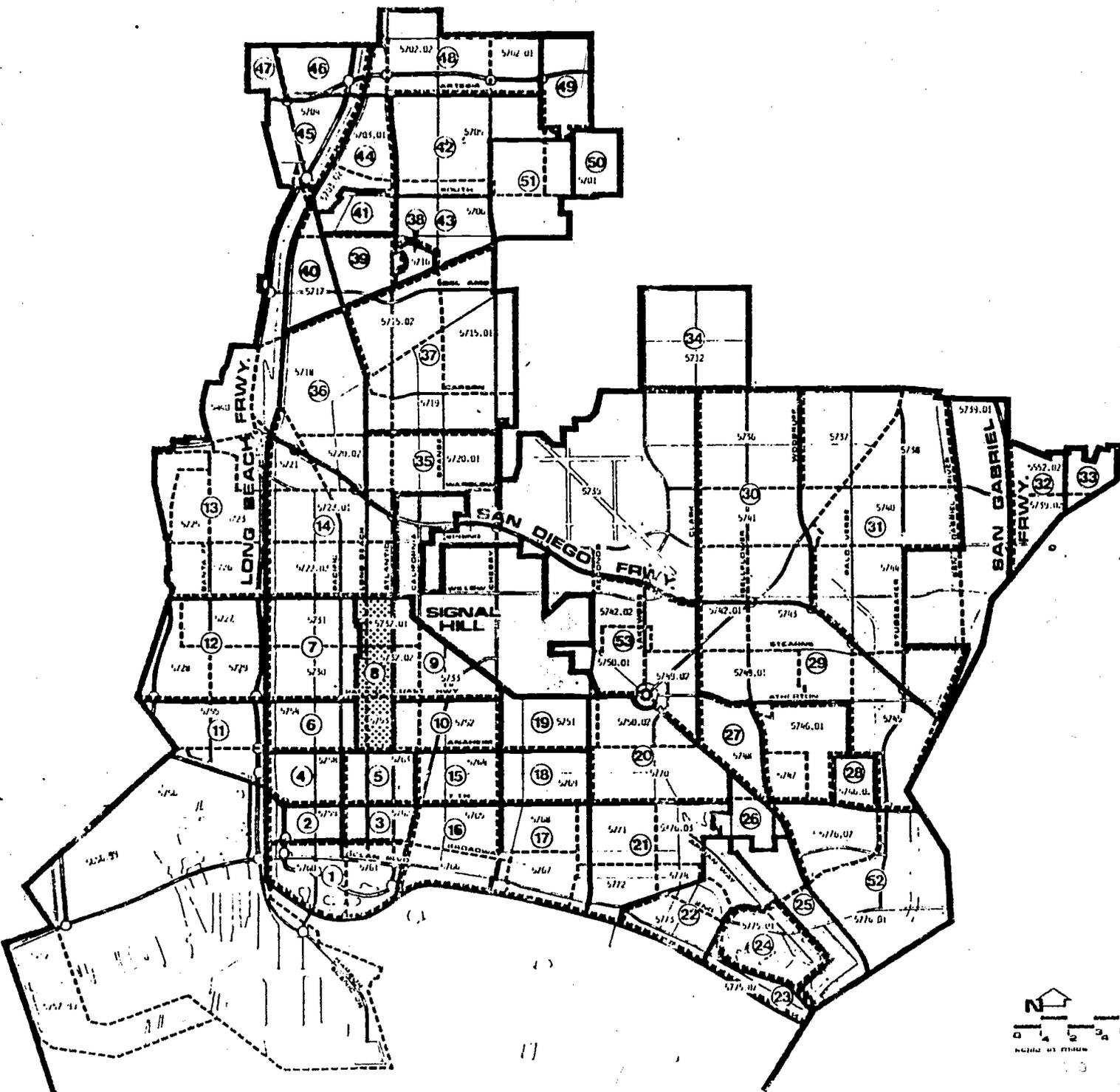
TOTAL UNITS	3,497	---	2,765	---	
TOTAL OCCUPIED UNITS	3,108	---	2,481	---	
VACANT UNITS	389	---	284	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	19.2%	44%	20.7%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	80.8%	56%	79.3%	57%	
MEDIAN RENT	\$80	\$101	\$186	\$232	
MEDIAN HOME VALUE	\$14,968	\$23,000	\$50,958	\$82,100	
OVERCROWDED UNITS (as a % of occ. units)	13.1%	4%	25.9%	6%	

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)				140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

targeted to the residents of this and nearby neighborhoods in the Central Area.

Housing construction should not be encouraged through rezoning or density incentives. New construction will increase rents and/or housing costs and further increase the welfare dependence of the families. Programs like property maintenance, street improvements, and general clean-up would give the area a face-lift and should increase pride in the neighborhood.



NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 8

CENSUS TRACT EQUIVALENTS (P) 5730,
(P) 5731, (P) 5732.01, (P) 5732.02, (P) 5753,
(P) 5754

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	6,424	---	8,649	---	
TOTAL MALES	47.0%	48.7%	49.0%	49.0%	
TOTAL FEMALES	53.0%	51.3%	51.0%	51.0%	
AGE GROUP 0-19 (as a % of total population)	30.2%	28%	38.7%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	34.3%	29%	31.8%	27%	
AGE GROUP 65 plus (as a % of total pop.)	13.6%	14%	6.7%	14%	
NUMBER OF HOUSEHOLDS	2,865	---	3,180	---	
MEDIAN HOUSEHOLD SIZE	2.2	2.35	2.7	2.38	
HISPANICS (as a % of total population)	8.2%	7.3%	25.6%	14.0%	
BLACKS (as a % of total population)	32.7%	5.3%	35.0%	11.1%	
ASIANS (as a % of total population)	2.3%	1.9%	8.6%	5.7%	

HOUSING CHARACTERISTICS

TOTAL UNITS	3,143	---	3,472	---	
TOTAL OCCUPIED UNITS	2,865	---	3,180	---	
VACANT UNITS	278	---	292	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	20.3%	44%	20.2%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	79.7%	56%	79.8%	57%	
MEDIAN RENT	\$87	\$101	\$199	\$232	
MEDIAN HOME VALUE	\$17,393	\$23,000	\$55,895	\$82,100	
OVERCROWDED UNITS (as a % of occ. units)	7.3%	4%	17.3%	6%	

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)				140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 6 - 1970/1980

This neighborhood has experienced a 34% growth rate in population, a decrease in the number of family units, and a rather large increase in the median household size. The decrease in family units may have resulted from the 6% decrease in the total number of dwelling units. This decrease, along with the very large influx of Hispanics and Blacks, which traditionally have large families, account for the increase in household size and correspondingly, the high rate of overcrowding. In 1970, overcrowding was only 2% above the City mean. It is currently five times the City mean.

In addition, there has been a significant decrease in the elderly population. The high rate of absentee landlords is taking its toll in this neighborhood. The number of renter-occupied units has increased and there has also been a corresponding increase in the vacancy rate.

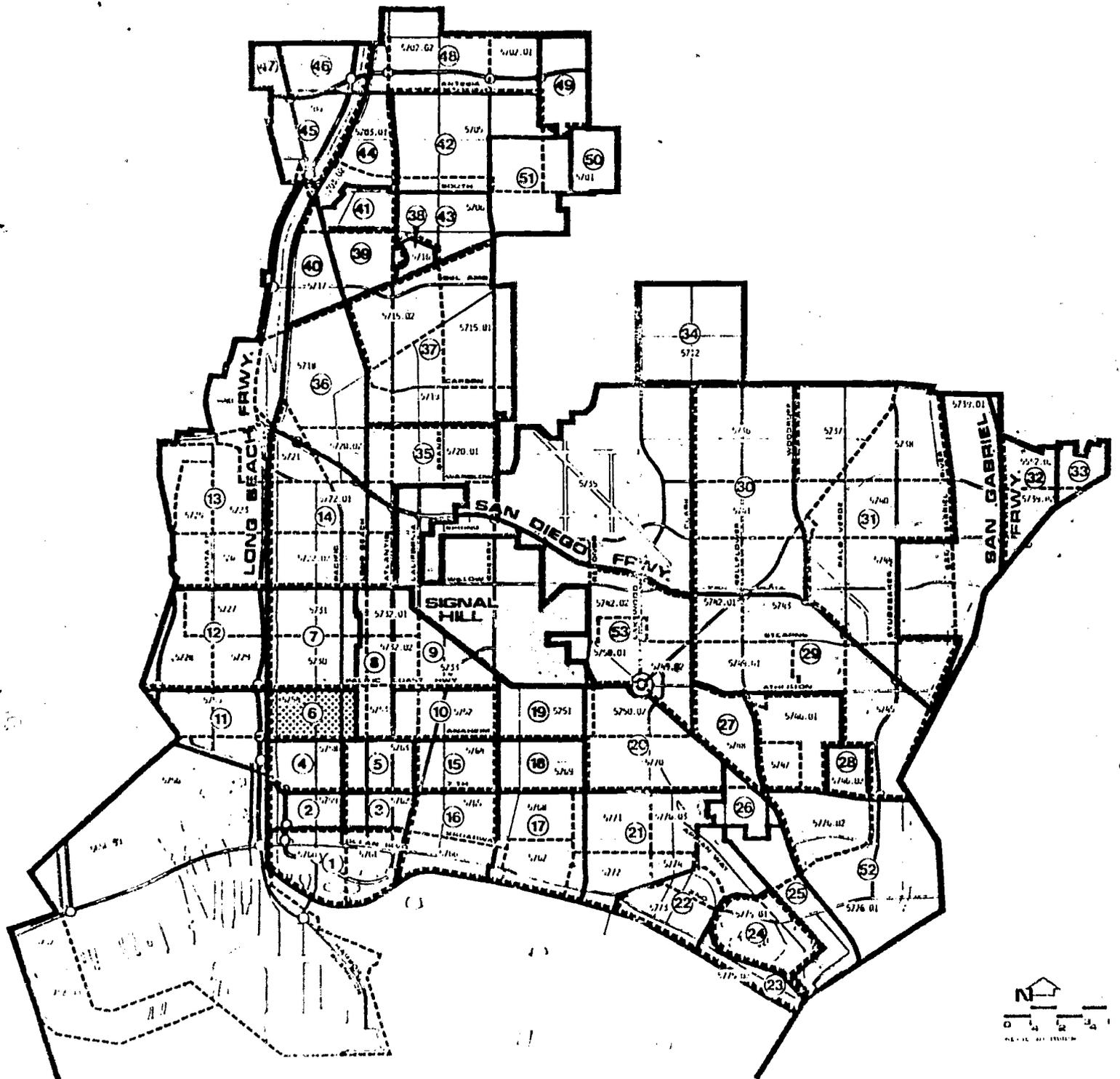
The rents have kept pace with the city-wide median but the home values have not, which suggests that landlords are taking advantage of high demand situation and gouging rents. Home owners are disinvesting and moving out of the area. The number of people receiving welfare is over twice the City average. These characteristics are indicative of a neighborhood that has entered a serious stage of decline.

The number of children in this area is higher than the City average and has increased since 1970. Almost one out of two people are under 19 years of age. This would indicate an influx of young Hispanic and Black families, as mentioned earlier.

Conclusions

Any programs which would encourage development or recycling of the housing stock may cause some serious problems for this neighborhood. New development/recycling would result in smaller units where there is already an overcrowding problem, a further increase in rents, and may further tax the school system by allowing more families to move into this part of town.

The City may consider stabilizing the neighborhood by offering a variety of ethnic awareness/pride programs that would appeal to the majority of the residents. Also, a clean-up or beautification program may increase home ownership and encourage condo conversion (if the economy and price of money favor such).



NEIGHBORHOOD ANALYSIS PROGRAM
 DEPARTMENT OF PLANNING AND BUILDING
 NEIGHBORHOOD PLANNING DIVISION

NEIGHBORHOOD NO. 6
 CENSUS TRACT EQUIVALENTS (P) 5754

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	4,207	---	5,619	---	
TOTAL MALES	48.1%	48.7%	51.6%	49.0%	
TOTAL FEMALES	51.9%	51.3%	48.4%	51.0%	
AGE GROUP 0-19 (as a % of total population)	22.4%	28%	42.3%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	45.1%	29%	39.6%	27%	
AGE GROUP 65 plus (as a % of total pop.)	12.8%	14%	3.8%	14%	
NUMBER OF HOUSEHOLDS	1,980	---	1,853	---	
MEAN HOUSEHOLD SIZE	2.1	2.35	3.0	2.38	
HISPANICS (as a % of total population)	12.8%	7.3%	45.5%	14.0%	
BLACKS (as a % of total population)	2.8%	5.3%	23.4%	11.1%	
ASIANS (as a % of total population)	3.6%	1.9%	9.6%	5.7%	

HOUSING CHARACTERISTICS

TOTAL UNITS	2,111	---	1,992	---	
TOTAL OCCUPIED UNITS	1,980	---	1,853	---	
VACANT UNITS	131	---	139	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	9.4%	44%	5.6%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	90.6%	56%	94.4%	57%	
MEDIAN RENT	\$92	\$101	\$198	\$232	
MEDIAN HOME VALUE	\$18,000	\$23,000	\$55,300	\$82,100	
OVERCROWDED UNITS (as a % of occ. units)	6.1%	4%	33.3%	6%	

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)				140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 43 - 1970/1980

The decrease in vacancy rates, which expresses a demand for affordable housing, has allowed an increase in the total number of households while the population has decreased. The median household size has remained basically the same, but the rate of overcrowding has increased slightly. It may be that families are having to occupy (rent or own) smaller housing units in an effort to maintain their economic status. These statistics are commendable because this neighborhood is not above the City average in comparative welfare statistics.

The housing values, like many other North Long Beach neighborhoods, are well below the City median (1970 and 1980), yet they have increased by the same margin (+249%) since 1970. The owner/renter mix compares to the City characteristic, but the vacancy rate is over two percentage points below the average. Of the vacant units, the majority are vacant rental units.

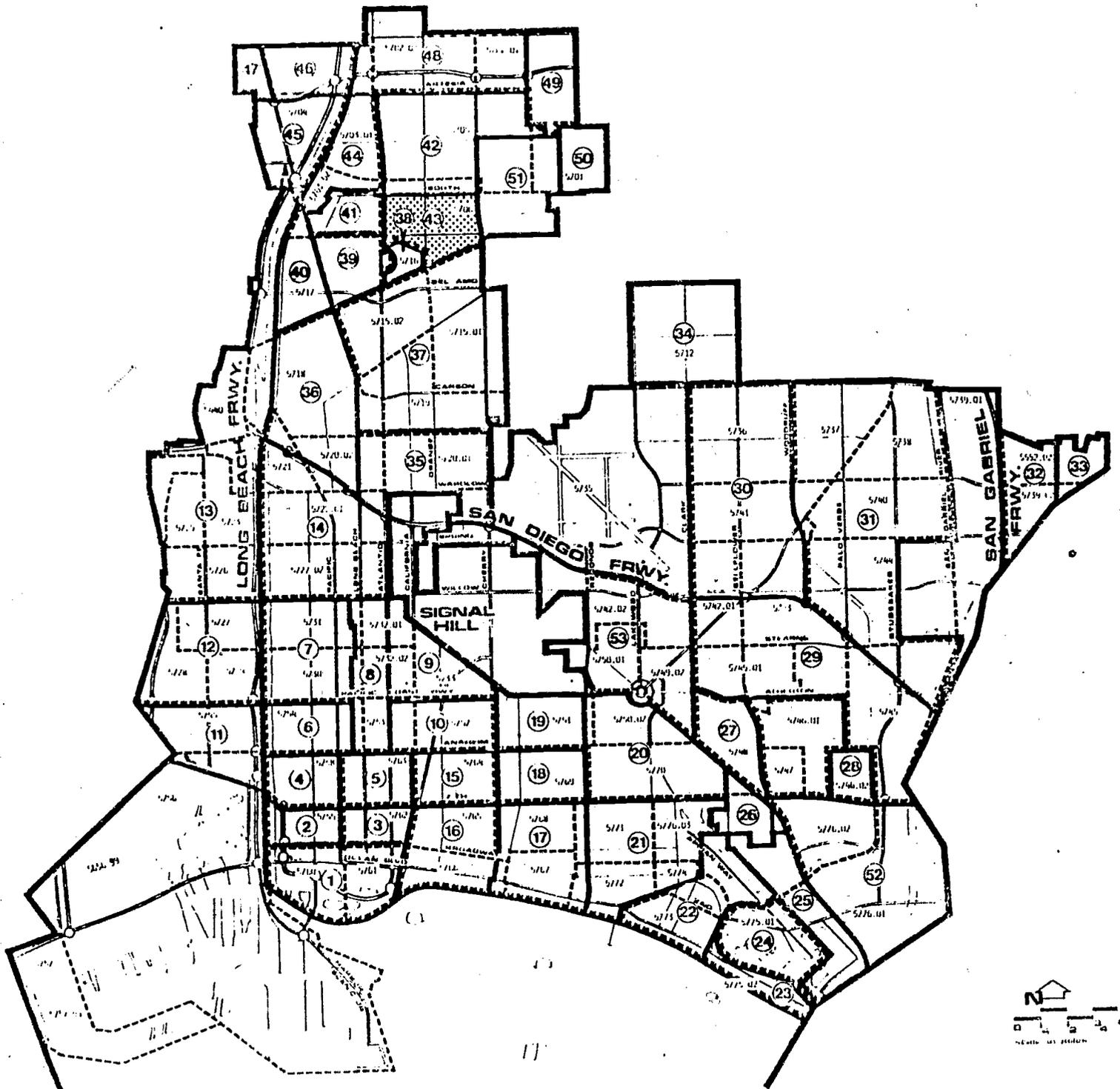
The large number of young children, and the balanced male/female ratio, indicates many new families. It is very possible that this neighborhood contains a lot of young couples who are moving into the home ownership market and starting a family. The total 1980 median age is 27.6. This is rather young for a couple to start a family (in this day and age), but because of the large number of 0-19 year olds, this age statistic is skewed downward. An undistorted or true median age of the adult population is probably between 30-33. This would coincide with the emergence of the "baby-boom" generation in their early childbearing years.

The ethnic composition has changed. The Hispanic population has grown from 8% to 14% and the Blacks now comprise 5% of the total population.

Conclusions

Land use decisions that will provide relief from the tight rental market, without disturbing the quality and price of the owner-occupied housing, may be beneficial to this neighborhood. Over use of the rental stock will accelerate its deterioration. A landlord needs time to properly clean and care for the unit before it is rented again. Thus, a line of prospective rentals may act as a disincentive in the renters maintenance of the structure. This area may be prime for a program to construct affordable rental housing, on key sites. Also, this could increase the rate of owner-occupancy among the existing units by providing the necessary rental stock. This may drain some of the economic incentive from renting a single family structure.

A logical off-shoot of a program that would lead the way to the construction of affordable housing would be to provide low interest loans to people who want to buy one of the existing single family home? This could be a tandem program allowing bonus densities to developers in conjunction with the sale of these homes to qualified buyers. The developers could get one (or 1.5 or 2) extra units for each home sale they finance or help finance with the City, etc. This would be a deviation from the current density incentive programs which provides "physical" amenities rather than "social" amenities to the immediate area.



POPULATION CHARACTERISTICS

	1970		1980		CHANGE
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	
TOTAL POPULATION	6,770	---	6,704	---	
TOTAL MALES	47.8%	48.7%	48.5%	49.0%	
TOTAL FEMALES	52.2%	51.3%	51.5%	51.0%	
AGE GROUP 0-19 (as a % of total population)	29.8%	28%	30.9%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	35.3%	29%	30.2%	27%	
AGE GROUP 65 plus (as a % of total pop.)	11.3%	14%	11.0%	14%	
NUMBER OF HOUSEHOLDS	2,636	---	2,648	---	
MEDIAN HOUSEHOLD SIZE	2.6	2.35	2.5	2.38	
HISPANICS (as a % of total population)	8.1%	7.3%	13.7%	14.0%	
BLACKS (as a % of total population)	0.2%	5.3%	6.8%	11.1%	
ASIANS (as a % of total population)	1.0%	1.9%	6.7%	5.7%	

HOUSING CHARACTERISTICS

TOTAL UNITS	2,726	---	2,720	---	
TOTAL OCCUPIED UNITS	2,636	---	2,648	---	
VACANT UNITS	90	---	72	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	46.6%	44%	44.2%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	53.4%	56%	55.8%	57%	
MEDIAN RENT	\$127	\$101	\$246	\$232	
MEDIAN HOME VALUE	\$18,800	\$23,000	\$65,700	\$82,100	
OVERCROWDED UNITS (as a % of occ. units)	5.6%	4%	7.7%	6%	

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)			140	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 19 - 1970/1980

This neighborhood has experienced moderate growth in population, the number of females, pre-school children, households, minorities, and in housing units. The 3% growth in housing units was exceeded by an 11% growth in total population. The result was a large increase in the rate of overcrowding.

The largest increases in the minority population has been among the Blacks. The Asian population is at the City average.

This high percentage of pre-school and school children in the predominately renter-occupied neighborhood may account for the exceptionally high number of welfare recipients.

The rents paid in this study area are at the City average and are out of reach for the residents.

The dollar value of the owner-occupied units is 40% below the City average. In 1970 it was 42% below.

The number of households have increased by 1.2% and the median household size is currently a small percentage above average. Considering the extreme rate of overcrowding, it is apparent that many of the rental units are in the 1 and 2 bedroom type of apartments.

The vacancy rate has increase by 3% in the past 10 years. This may point to a decrease in housing quality resulting from the absentee landlords and/or speculation. Or, because of the economy, the increase in the vacancy rate could be unsold, or unrented units in a new housing project. Further study could reveal the answer.

Conclusions

The inability for many of the renter residents to meet their current rents makes it unadvisable for the City to encourage new construction in this study area. New developments, without a concurrent relaxation of interest rates, will probably remain vacant and decrease affordable housing through demolition of the existing housing stock.

It may be more beneficial to the City to encourage property maintenance (during code enforcement) and consequent reinvestment in the rental properties.

The large number of school children signals the need for day-care centers. This would free both parents for participation in the work force if a sufficient number of jobs were available and they had the skills that were necessary.

Job training and educational awareness programs should be implemented here.

NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 19

CENSUS TRACT EQUIVALENTS (P) 5751

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	6,601	---	7,331	---	
TOTAL MALES	49.8%	48.7%	50.8%	49.0%	
TOTAL FEMALES	50.2%	51.3%	49.1%	51.0%	
AGE GROUP 0-19 (as a % of total population)	26.8%	28%	32.5%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	35.8%	29%	34.2%	27%	
AGE GROUP 65 plus (as a % of total pop.)	10.5%	14%	7.6%	14%	
NUMBER OF HOUSEHOLDS	2,976	---	3,012	---	
MEDIAN HOUSEHOLD SIZE	2.2	2.35	2.4	2.38	
HISPANICS (as a % of total population)	11.7%	7.3%	25.4%	14.0%	
BLACKS (as a % of total population)	.4%	5.3%	11.4%	11.1%	
ASIANS (as a % of total population)	1.8%	1.9%	6.0%	.5.7%	

HOUSING CHARACTERISTICS

TOTAL UNITS	3,145	---	3,266	---	
TOTAL OCCUPIED UNITS	2,976	---	3,012	---	
VACANT UNITS	169	---	254	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	19.0%	44%	16.7%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	81.0%	56%	83.3%	57%	
MEDIAN RENT	\$ 102	\$101	\$ 230	\$232	
MEDIAN HOME VALUE	\$ 16,200	\$23,000	\$58,600	\$82,100	
OVERCROWDED UNITS (as a % of occ. units)	6.1%	4%	15.3%	6%	

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)			243	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 42 - 1970/1980

Similar to neighborhood #41, the housing values have been way below the median market value for Long Beach. The standard of urban living that prevails in this area, given these values and types of housing, cannot be confidently gleaned from the available data. The data that is currently available does not indicate the type of housing, i.e. size, lot area, number of parking spaces, etc. It is known that these housing values persist throughout the entire North Long Beach area.

The total number of people, male and female, children and elderly, has only slightly changed since 1970. The household size has remained the same. The total number of households has increased by 34 and there has been an additional 11 housing units constructed. The vacancy rate has remained static at 3% which would indicate a tight housing market (rent or own).

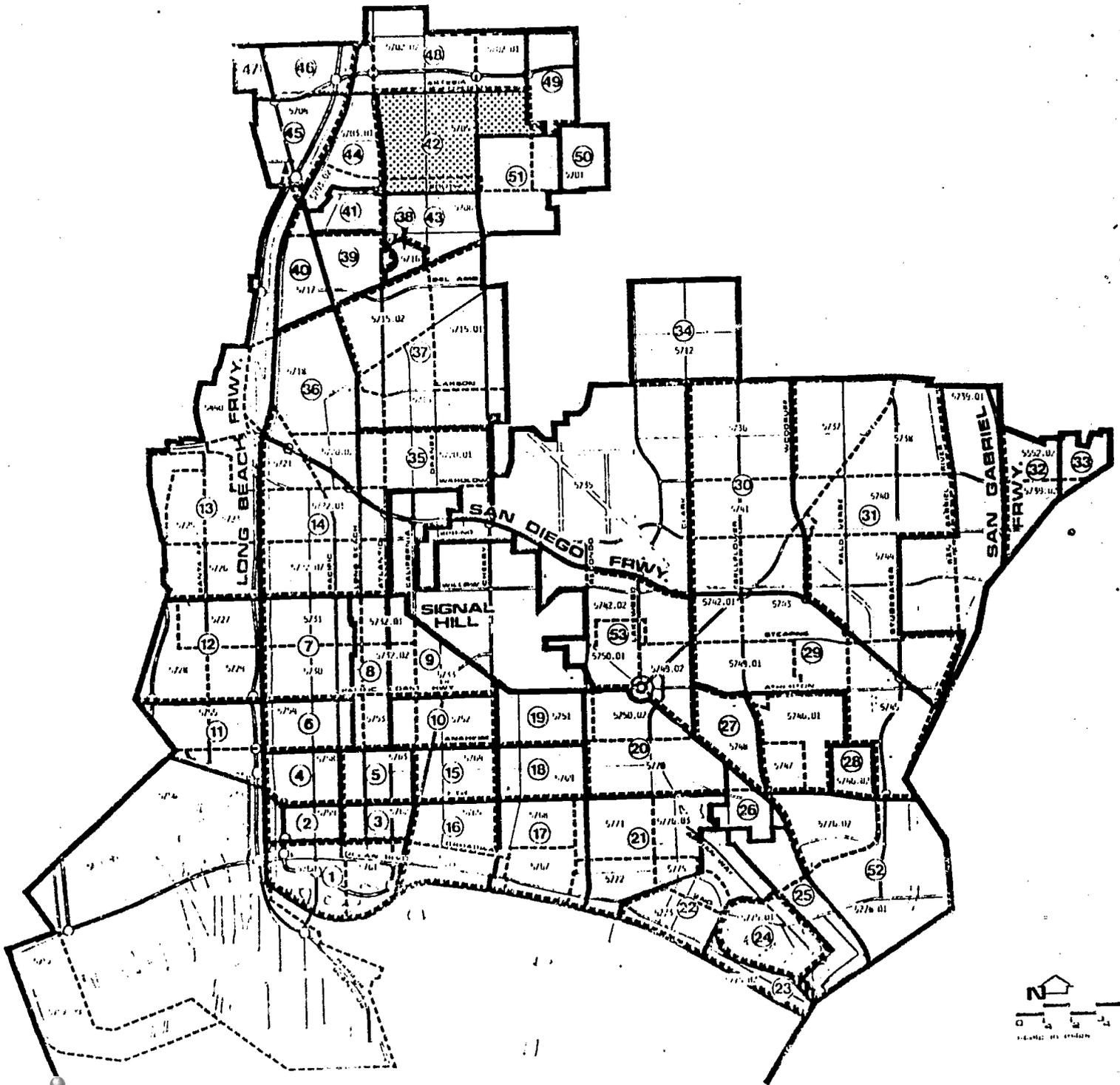
The owner/renter ratio has stabilized at 60/40. Again, the number of individuals and families receiving welfare is rather low.

There has been some replacement of the Anglo population with minorities. The Hispanic group has shown the greatest increase, followed by Blacks and Asians. However, this neighborhood still remains predominantly Anglo.

Conclusions

The main thrust of the City programs here should be aimed at increasing the number of owner-occupied units. This could be done by cleaning up the environment through the paint rebate, street improvement, and rehabilitation loan programs which should, idealistically, stimulate further private investment or by providing low interest loans to qualify first time buyers. The application of one or more of these programs might produce the desired results.

Land use decisions that would culminate in the recycling of the existing housing stock might work against the grain.



NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 42

CENSUS TRACT EQUIVALENTS (P) 5705

(P) 5706

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	10,592	---	10,535	---	
TOTAL MALES	47.7%	48.7%	48.1%	49.0%	
TOTAL FEMALES	52.3%	51.3%	51.9%	51.0%	
AGE GROUP 0-19 (as a % of total population)	27.7%	28%	27.6%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	29.2%	29%	30.6%	27%	
AGE GROUP 65 plus (as a % of total pop.)	13.2%	14%	14.0%	14%	
NUMBER OF HOUSEHOLDS	4,263	---	4,297	---	
MEDIAN HOUSEHOLD SIZE	2.5	2.35	2.5	2.38	
HISPANICS (as a % of total population)	4.3%	7.3%	12.3%	14.0%	
BLACKS (as a % of total population)	0.1%	5.3%	4.0%	11.1%	
ASIANS (as a % of total population)	0.8%	1.9%	4.0%	5.7%	

HOUSING CHARACTERISTICS

TOTAL UNITS	4,407	---	4,418	---	
TOTAL OCCUPIED UNITS	4,263	---	4,297	---	
VACANT UNITS	144	---	121	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	61.1%	44%	60.2%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	38.9%	56%	39.8%	57%	
MEDIAN RENT	\$118	\$101	\$212	\$232	
MEDIAN HOME VALUE	\$18,887	\$23,000	\$65,346	\$82,100	
OVERCROWDED UNITS (as a % of occ. units)	3.7%	4%	5.0%	6%	

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)			127	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 4 - 1970/1980

This neighborhood has been impacted by sizable increases in nearly all components of population. These increases appear to be attributed to the influx of ethnic minorities, particularly Hispanics. The balancing of males/females and the increase in children (both in real numbers and in percentages) indicates that large, whole-family units were the biggest component of the increase in population.

The large increases in households and household size result from the 40% increase in population.

Even though a large number of units have been added, overcrowding has increased dramatically (one in five units is overcrowded). The probable causes of this condition are that new construction emphasized small units, and many older homes were subdivided into small apartments or into individual rental rooms.

Owner occupancy has declined alarmingly. This is further indication of the aforementioned conversion of older homes to rooms/apartments.

Median rents and home values have kept pace with city-wide rates, but are both higher than in some other downtown neighborhoods which may be attributed to the supply and demand factor.

The welfare participation rate is nearly double the city-wide average, indicating that many families are stretched beyond their means, with higher rents being a contributing factor.

Conclusions

The addition of new units by the means described above has not alleviated the problems of rents and overcrowding. Competition for existing units is high, apparently because the neighborhood seems to be one of the initial "landing areas" for immigrant families. Rents are thus higher relative to other nearby areas. Any programs aimed at gently redistributing some families to areas where equivalent rents prevail could lead to an easing of overcrowding and even rents. Cultural factors (such as the desire to remain among "friendly faces") may frustrate any such effort however.

New construction in the area should be of the family variety, and should probably be directed toward

replacement of subdivided single family homes and older apartment houses. It may be too late, here, to make a success of reinvestment programs, except in isolated historic buildings.

Lack of family income sufficient for basic needs is an obvious problem in this neighborhood. Concentrated job placement programs - bringing job opportunities to the neighborhood - could produce positive results.

Such an effort would probably have to be coupled with some kind of child care programs to free mothers for employment. Since 17% of the population are seniors, it may be possible to utilize that resource for child care.

1970		1980		CHANGE
NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	

POPULATION CHARACTERISTICS

TOTAL POPULATION	5342	---	7578	---	+ 1.4X
TOTAL MALES	45.8%	48.7%	49.5%	49.0%	+ 3.7%
TOTAL FEMALES	54.2%	51.3%	50.5%	51.0%	- 3.7%
AGE GROUP 0-19 (as a % of total population)	22 %	28%	37 %	26%	+ 1.7X
AGE GROUP 0-4 (as a % of 0-19 age group)	37 %	29%	37 %	27%	---
AGE GROUP 65 plus (as a % of total pop.)	25 %	14%	17 %	14%	- 1.5X
NUMBER OF HOUSEHOLDS	2905	---	3330	---	+ 1.1X
MEDIAN HOUSEHOLD SIZE	1.84	2.35	2.28	2.38	+ 1.2X
HISPANICS (as a % of total population)	7.8%	7.3%	38.3%	14.0%	+ 4.9X
BLAOKS (as a % of total population)	0.5%	5.3%	8.5%	11.1%	+17.0X
ASIANS (as a % of total population)	2.5%	1.9%	5.9%	5.7%	+ 2.4X

HOUSING CHARACTERISTICS

TOTAL UNITS	3188	---	3602	---	+ 1.1X
TOTAL OCCUPIED UNITS	2905	---	3330	---	+ 1.1X
VACANT UNITS	283	---	268	---	- 1.1X
OWNER-OCCUPIED UNITS (as a % of occ. units)	17%	44%	12%	43%	- 1.4X
RENTER-OCCUPIED UNITS (as a % of occ. units)	83%	56%	88%	57%	---
MEDIAN RENT	\$ 80	\$101	\$ 173	\$232	+ 2.2X
MEDIAN HOME VALUE	\$18,500	\$23,000	\$58,400	\$82,100	+ 3.2X
OVERCROWDED UNITS (as a % of occ. units)	6%	4%	20%	6%	3.3X

OTHER CHARACTERISTICS

WELFARE RECIPIENTS (per 1000 population)			271	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

APPENDIX D. HEALTH DATA

Office of Refugee Services

Annual Report

For

Refugee Health Accessing

FFY 1981 - 1982

Long Beach Department

of Public Health

HEALTH RELATED

REFUGEE ASSISTANCE PROJECT

Long Beach Department of Public Health

Month of FFY'81 - 82

Actual No. of
Services Provided Yearly
Contract Goal

a. Information/Referral	13,575	3,000
b. Health Assessment Translation Assistance	Refugee Clinic Comprehensive	3,929
	All other Clinics	6,560
c. Counseling	7,065	2,400
d. Case Finding	5,288	2,400
e. Appointments Scheduled	5,143	3,000
f. Health Related Access Translation/Client Interactions	24,798	12,000
g. Health Education	115 classes	2,400
	6,768	
h. Follow Up	5,900	