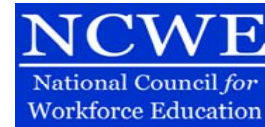





Partnership for America's Workforce: Tapping Latino Immigrant Workers



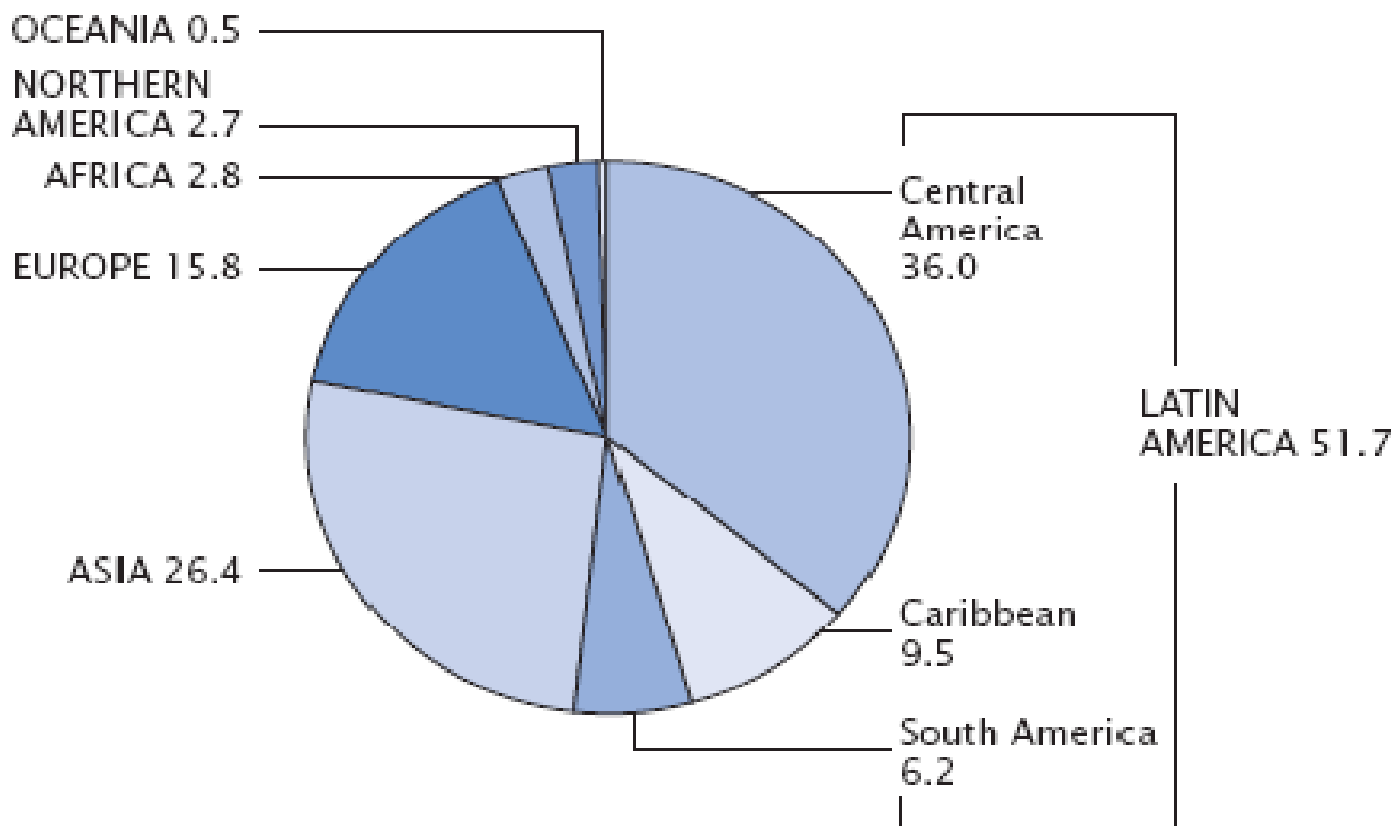


America's labor force is growing more slowly. Currently almost none of the growth comes from native-born workers.

	Growth 1980- 2000	Growth 2000- 2020
Natives, 25-54, All races	26.7	0.0
Natives, 55+, All races	2.7	13.3
Immigrants	9.3	6.0
TOTAL	38.7	19.4

Note: Numbers represent millions of adults.

Immigrants from Latin America are largest portion of foreign born in US



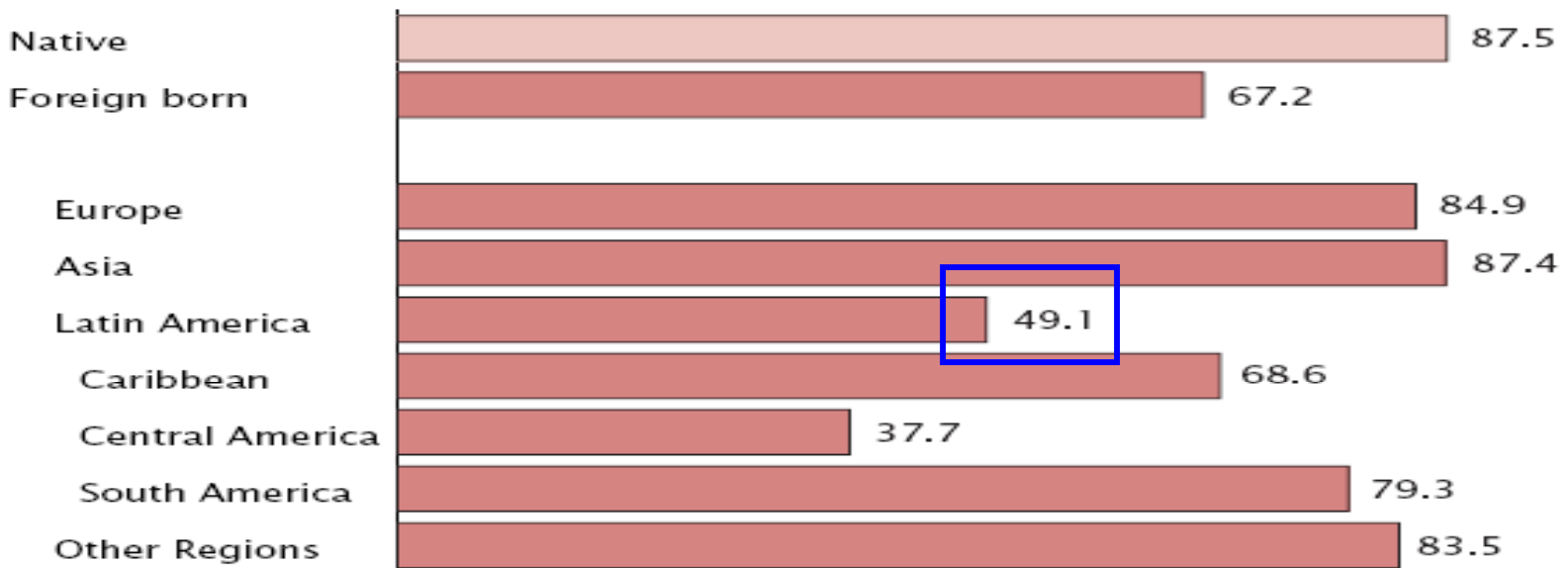
Note: Adds to 99.9 percent due to rounding.
Source: U.S. Census Bureau, Census 2000, Summary File 3.

Fewer than Half the Immigrants from Latin America have a High School Degree or more

Figure 8.

Population with High School Education or More by Nativity and by World Region of Birth: 2003

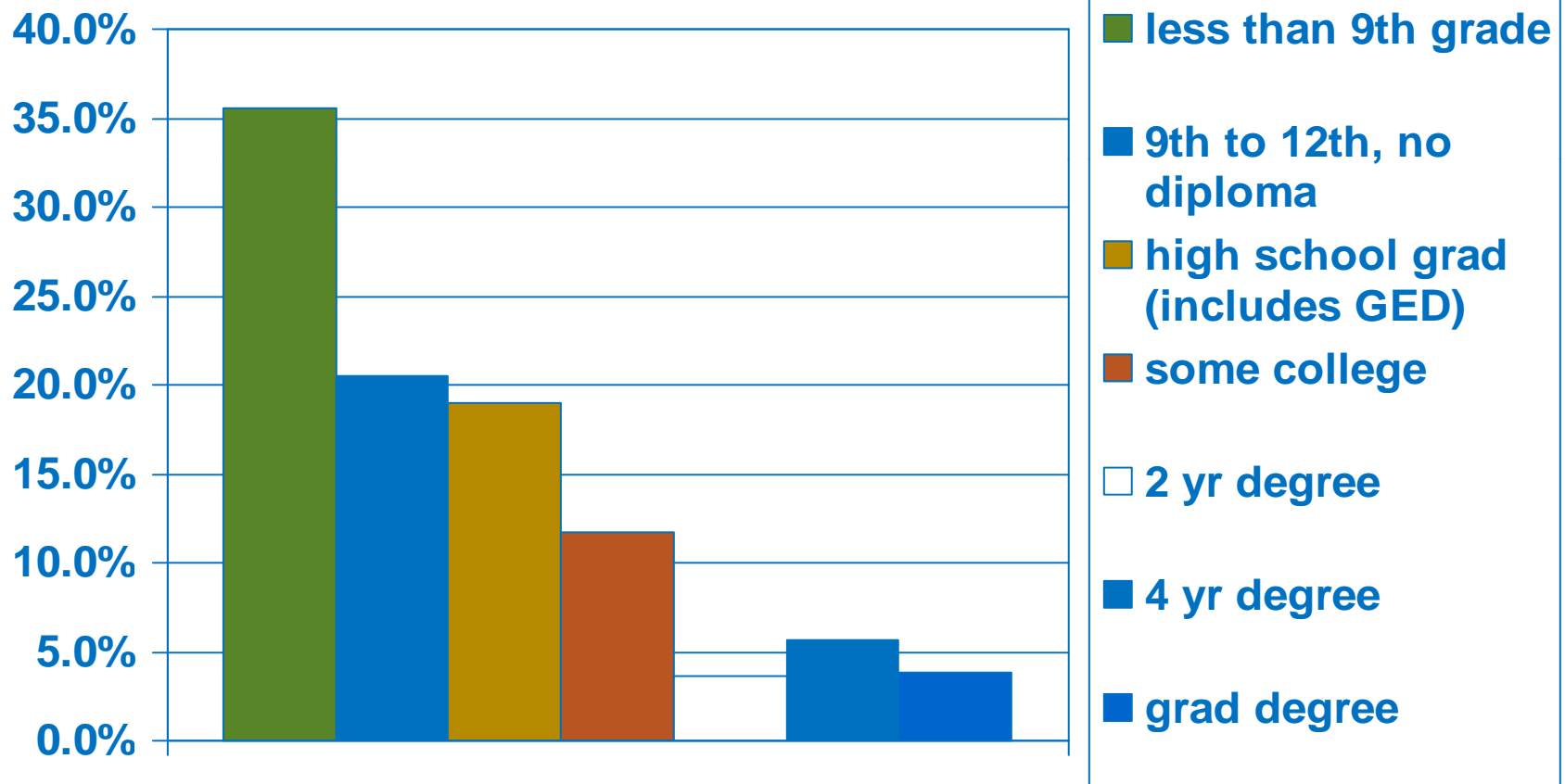
(In percent)¹



¹Each bar represents the percent of individuals aged 25 and over, who were born in the specified area, who have at least a high school education.

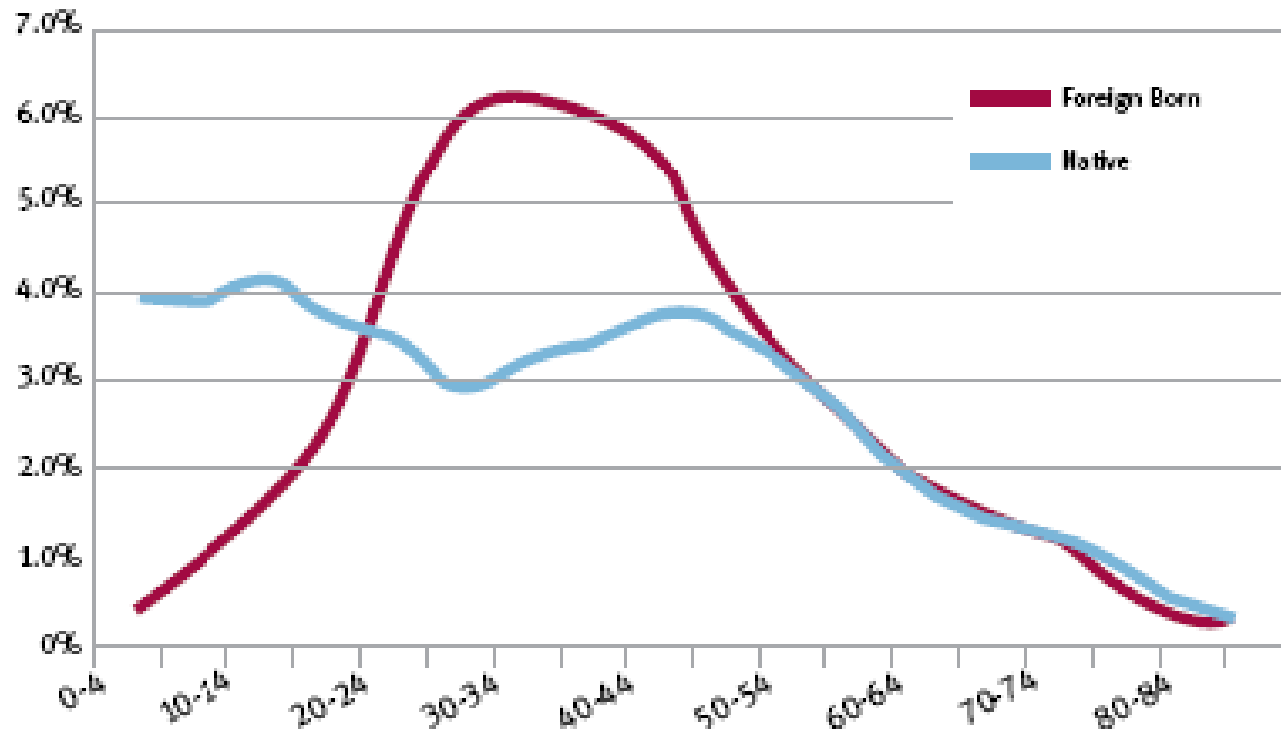
Source: U.S. Census Bureau, Current Population Survey, 2003 Annual Social and Economic Supplement.

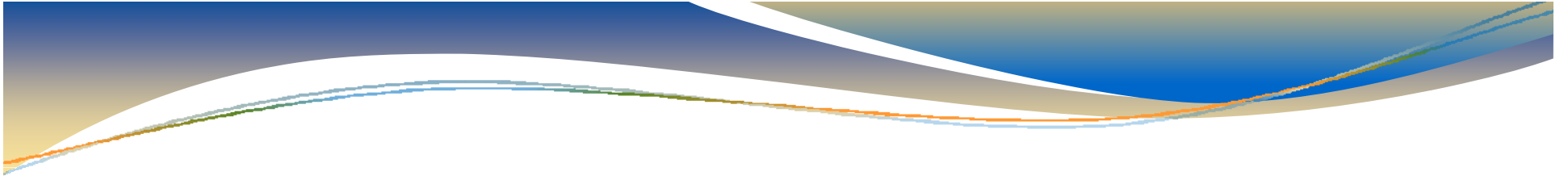
Educational Attainment of Immigrant Population from Latin America (aged 25 and above)



Immigrants will be working for many years...

Workforce Age Profile
Source: Bureau of Labor Statistics

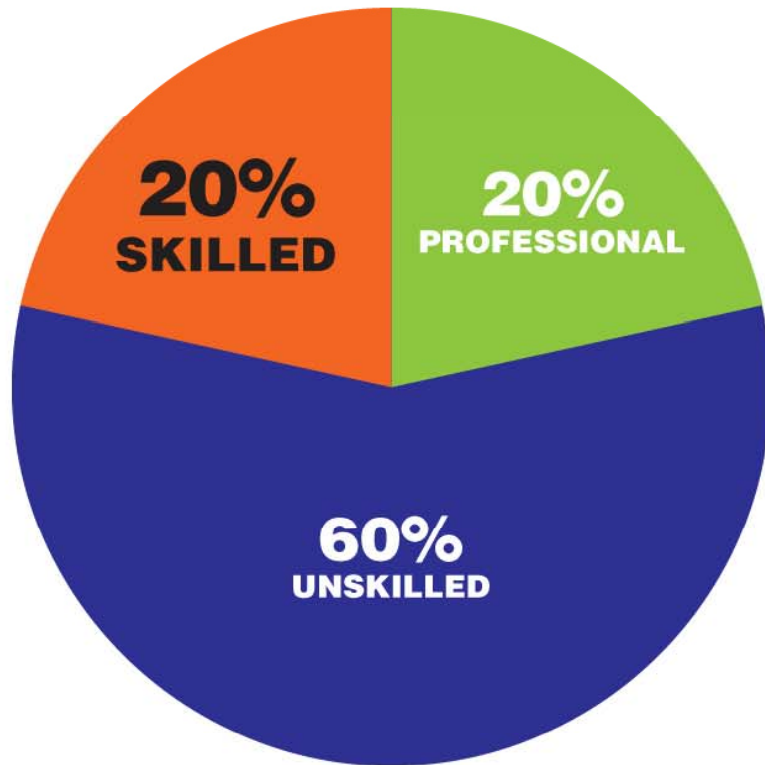




The Demand Side.....

Our Workforce Has Changed

1960



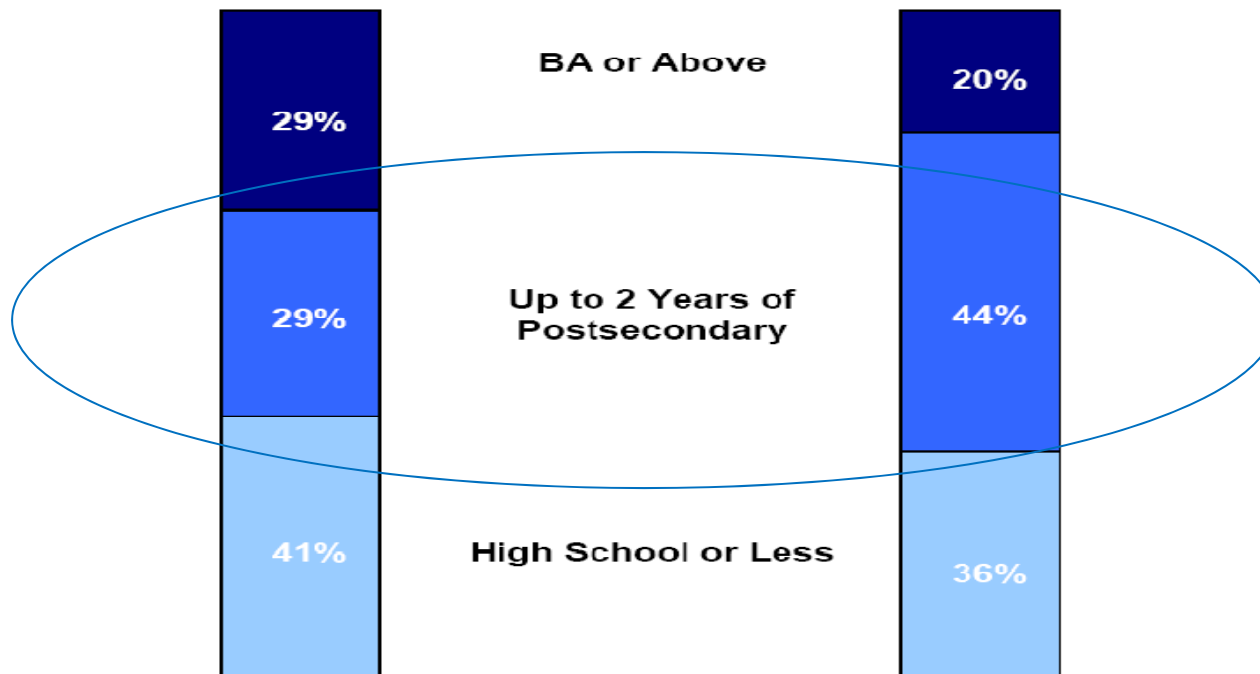
2000



The Forgotten Middle

Labor Supply

Labor Demand



Source: Census 2004 (Supply); Bureau of Labor Statistics 2004 (Demand)



Our Study

Partnerships that make a difference...

- Employers are investing
- Community colleges are partnering
- Latino immigrants are benefiting
 - gaining skills*
 - connecting with educational pathways*



Six Innovative Partnerships

- **Miami, FL** Miami Dade College and Florida Power and Light
- **Chicago, IL** Instituto del Progreso Latino, Humboldt Park Vocational Education Center of Wilbur Wright College, and Manufacturing Works
- **Seattle, WA** Shoreline Community College and Puget Sound Automobile Dealers Association
- **San Antonio, TX** Central Texas Technology Center (CTTC), the workforce development training campus of Alamo Community Center, Sequin Adult Education Cooperative; Work Source Career Centers; and local industry
- **Los Angeles, CA** Cerritos Community College, One-Stop Workforce Center, and local employers
- **Fort Morgan, CO** Morgan Community College and Cargill Meat Solutions



Employer Investments

- Over 100 Billion in Training and Education
- 4 Billion in basic skills
- Manufacturing:
 - 14.5% of manufacturers offer English as a Second Language programs, and
 - 15.8% offer workers training in basic math.



General Findings...

5 Core Themes of Practice

- A clear pathway to employment or job advancement
- Employer investments
- Community college innovation
- Community partnerships
- Clear commitment
 - ✓ Sustainability
 - ✓ CBO Support



Principles to Shape Policy

- Get the facts.
- Identify work as an asset—not a barrier—to learning.
- Come together around the vision of economic development and opportunity.
- Take action and share what works.
-



Implications for Policy Makers

- Understand the demographic trends of your district and state for the next 10 to 30 years.
- Learn more about worker and employer challenges.
- Assess the implications for economic and workforce development strategies and investments.
- Address federal and state policy related barriers for workers to engage in both work and learning.
- Consider public policy solutions that promote and leverage private sector investments.



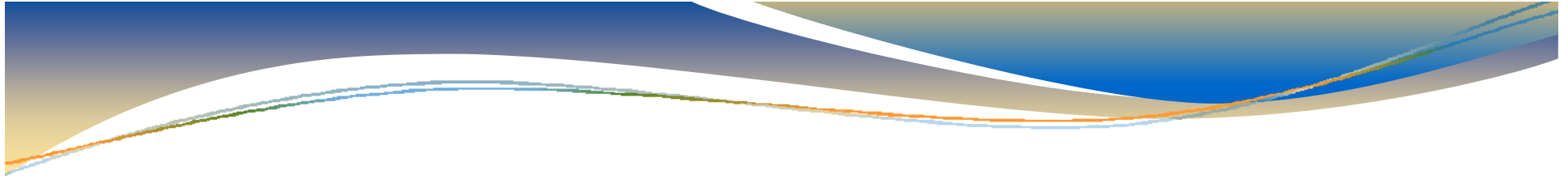
Implications for College Leaders

- Understand the role immigrant labor plays in the state and community
- Consider creating more opportunities for immigrant workers to gain the skills they need for good jobs and career advancement
- Examine and strengthen current strategies for partnering with employers and community organizations
- Adopt innovative and promising practices that have demonstrated impact on improving performance



Examples of Promising Practices

- College Response to Immigrant Populations- Systemic and Sustainable
- Instructional Programs and Delivery System Aligned to Immigrant Population Needs and Personal Goals
- Language Appropriate Student Support and Case Management Systems (Holistic)



Examples of Promising Practices

- Employer Role in Design of Immigrant Workforce Education
- Quality Learning Environments
- Partnerships & Networking
- Sustainable Funding Streams



Implications for Employers

- Help workers overcome barriers to education and advancement in the workforce
- Invest in community college program and community-based organization capacity
- Share with policy makers and advocates the investments needed in both workers and businesses to support economic and workforce development



Phase II Work

- Gain a deeper understanding of Phase I models to inform and advance policy
- Identify and disseminate more promising practice models in different sectors of the economy
- Further define policy recommendations for short- and long-term impact and outcomes
- Help advance scalable and replicable models within and across states



Phase II Work

- Convene a National Advisory Group to help frame and advance a national policy dialogue
- Begin to develop a national network of policy makers, education and training providers, employers, and Hispanic immigrant workforce advocates
- Demonstrate the important economic and social impact and outcomes of investing differently in the Hispanic Immigrant workforce