

# A COMMUNITY SAMPLER

EIGHT IMMIGRANT AND  
REFUGEE COMMUNITIES WITH  
PUBLIC SCHOOL CHILDREN

DECEMBER 2000

Department of Systems Management  
for Human Services  
Fairfax County, Virginia

\$15.00



# A COMMUNITY SAMPLER

---

## SPONSORS

**Fairfax County Board of Supervisors**

**Katherine K. Hanley, Chairman**

**Gerald W. Hyland, Vice Chairman**  
Mt. Vernon District

**Sharon Bulova**  
Braddock District

**Michael R. Frey**  
Sully District

**Elaine McConnell**  
Springfield District

**Gerald E. Connolly**  
Providence District

**Penelope A. Gross**  
Mason District

**Stuart Mendelsohn**  
Dranesville District

**Catherine M. Hudgins**  
Hunter Mill District

**Dana Kauffman**  
Lee District

## SPONSOR REPRESENTATIVES

**Anthony H. Griffin, County Executive**  
County Fairfax

**Marguerite Kiely, Director**  
Department of Systems Management for Human Services

## RESEARCH TEAM

**Dr. Mark Glaser, Principal Investigator**  
**Lee Parker, Co-Investigator**  
**David Miller, Co-Investigator**  
**Jennifer Evans, Co-Investigator**  
Center for Urban Studies  
Hugo Wall School of Urban and Public Affairs  
Wichita State University

**Dr. Martha S. Lappin, Director of Data Collection**  
Alternative Health Care Research, Inc.



## ACKNOWLEDGEMENTS

### INTERVIEW TEAM

Mariam Abawi	Jung Eun (Jennifer) Lee
Dana Allen	Lupita Marcos-Rubio
Golzar Allen	Shahnaz Masumi
Ingrid Anderson	Ibrahim Mohamed
Jackie Bong-Wright	Tanya Munro
Angela Brown	Saida Musse
Claudia Campomanes	Hamid Naweed
Kristine Choe	Afshin Nili
Hyun Mo Chung	Shayan Pasha
Elizabeth Clarke	Nhat Pham
Abdirahman Dahir	Tram Anh Pham
Dakao Do	Naim-Ullah Qazi
James Do	Zahra Rastkheez
Azra Hasan	Laila Riaz
Fatah Hassan	Suzy Rourk
Zafar Iqbal	Lava Salih
Weris Jama	Zahra Sariri
Mijin Tammy Kim	Chiman Zebari



## PLANNING TEAM

Khuyen Baccam  
Newcomer Community Services Center

Seyoum Berhe  
Office of Newcomer Services

Victoria Buie-Owens  
Fairfax County Department of Family  
Services

Kim Oanh Cook  
Vietnamese Resettlement Association

Ruth Anne Dawson  
Lutheran Social Services

Dr. Dennis Hunt  
Center for Multicultural Human Services

Young Soo Kim  
Korean Community Service Center of  
Greater Washington, Inc.

Mat McCoy  
Northern Virginia Family Services

Cuong Nguyen  
Fairfax County Public Schools, Adult  
ESL

Dr. Thang Din Nguyen  
Boat People SOS

## TECHNICAL ASSISTANCE TEAM

Anne Cahill  
Fairfax County Department of Systems  
Management for Human Services

Carol Erhard  
Fairfax County Department of Systems  
Management for Human Services

Lourdes Gomez  
Fairfax County Department of Systems  
Management for Human Services  
Region II

Janet Hubbell  
Fairfax County Department of Systems  
Management for Human Services  
Region II

Kitty Sponseller  
Fairfax County Department of  
Administration for Human Services

Tom Kam  
Fairfax County Department of Systems  
Management for Human Services  
Region II

Martha McIntosh  
Fairfax County Department of Systems  
Management for Human Services  
Region II

Laura Robinson  
Fairfax County Public Schools

Patti Stevens  
Fairfax County Department of Systems  
Management for Human Services

Katherine L. Vestal  
Fairfax County Department of Systems  
Management for Human Services







## EXECUTIVE SUMMARY

This research is designed to improve the understanding of the immigrant-adjustment process in Fairfax County, Virginia for selected groups of immigrants. Specifically, this assessment focuses on immigrants with children in Fairfax County public schools from seven language groups, including Spanish, Urdu, Farsi, Vietnamese, Korean, Kurdish, Somali and from more than forty countries. A disproportionate stratified random sample, including over-sampling of selected language groups, was used to make sure that the numbers were sufficiently large in all language groups to facilitate analysis. Since the survey is based on a disproportionate stratified random sample and does not include a cross-section of all immigrants living in Fairfax County, the results should not be generalized to all immigrants. Accordingly, overall readings associated with each measure should be used for drawing comparisons within the sample and not generalizations outside the sample.

### Section 1. Understanding the Foundation of the Research

- A Profile of Respondents by Language.

Language	Percent	Number
Spanish	27.7%	254
Urdu	16.7%	153
Farsi	15.1%	139
Vietnamese	14.5%	133
Korean	14.2%	130
Kurdish	08.7%	080
Somali	03.2%	029

- Respondents include more than 40 countries of origin.
- Mean number of years the respondent has lived in Fairfax County and the United States by language. (Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households throughout the report.)

Language/Country	Fairfax County Mean Years	United States Mean Years
Spanish	08.3	11.7
El Salvador	09.3	12.4
Urdu	08.1	10.8
Farsi	09.1	12.3
Vietnamese	10.5	12.4
Korean	09.0	11.7
Kurdish	04.2	05.0
Somali	03.1	04.4

- Mean age of respondents by language.

Language/Country	Mean Years of Age
Spanish	37.3
El Salvador	36.0
Urdu	39.9
Farsi	42.2
Vietnamese	43.5
Korean	41.9
Kurdish	42.4
Somali	41.7

- Percentage of households in which one or more parents/guardians are citizens of the United States.

Language/Country	Percent
Spanish	30.5%
El Salvador	25.8%
Urdu	59.0%
Farsi	62.1%
Vietnamese	67.8%
Korean	43.0%
Kurdish	27.6%
Somali	21.4%

- Nearly two-thirds of the respondents indicated that Fairfax County was their first place of residence in the United States.
- Percentage of households in which the best-educated parent/guardian does not have a high school degree.

Language/Country	Percent
Spanish	44.3%
El Salvador	63.2%
Urdu	04.9%
Farsi	06.1%
Vietnamese	34.6%
Korean	04.8%
Kurdish	32.5%
Somali	35.8%

- Percentage of households with incomes of \$40,000 and above.

Language/Country	Percent
Spanish	24.1%
El Salvador	17.3%
Urdu	35.7%
Farsi	40.4%
Vietnamese	43.8%
Korean	67.9%
Kurdish	15.2%
Somali	11.1%

## Section 2. Language Challenges

- Nearly a third (30.5%) of the households in this sample have one or more parent/guardian who entered the United States speaking English either well or very well.
- More than 37 percent (37.2%) of the households in the sample did not have a parent/guardian who could speak any English when entering the United States.

Language	Percent
Spanish	76.3%
El Salvador	83.2%
Urdu	02.0%
Farsi	12.7%
Vietnamese	45.4%
Korean	22.7%
Kurdish	40.4%
Somali	25.9%

- Nearly three-quarters (73.1%) of the households in the sample have at least one parent/guardian who currently speaks English well or very well.
- More than half of the (52.5%) households have at least one parent/guardian who speaks little (not well) or no English.
- Nearly 27 percent (26.6%) of the households in the sample report that their best English-speaking parent/guardian speaks little or no English.

Language	Percent
Spanish	44.7%
El Salvador	51.4%
Urdu	04.1%
Farsi	08.3%
Vietnamese	36.9%
Korean	24.4%
Kurdish	28.6%
Somali	40.7%

- More than 90 percent of the households with incomes of \$60,000 or more report that they have at least one parent/guardian who can speak English well or very well. In contrast, about 45 percent (44.8%) of the households with incomes of less than \$15,000 report that they have at least one parent/guardian who can speak English well or very well.
- Nearly 97 percent (96.6%) of households with a parent/guardian who has completed postgraduate education also have a parent/guardian who can speak English well or very well.
- Less than 10 percent (9.5%) of households whose best educated parent/guardian has no formal education report having at least one parent/guardian who can speak English well or very well.

- Nearly 41 percent (40.7%) of the responding households report that they have at least one parent/guardian who is a citizen and at least one parent/guardian who speaks English well or very well.
- Slightly more than 20 percent (20.3%) of the responding immigrants report that they do not have a parent/guardian who has attained citizenship and that their most proficient English-speaking parent/guardian has little (does not speak English well) or no ability to speak English.
- Nearly two-thirds (65.2%) of the respondents report that they, or at least one member of their household, want to take classes in English.

Language	Percent
Spanish	84.1%
El Salvador	88.7%
Urdu	40.5%
Farsi	53.4%
Vietnamese	39.8%
Korean	82.2%
Kurdish	75.9%
Somali	93.1%

- Less than 24 percent (23.9%) of the households with incomes of \$85,000 and above report that they have a family member who wants to take English classes. Approximately 90 percent (89.8%) of households with incomes less than \$15,000 report that they have a family member who wants to take English classes.
- More than 78 percent of the households in which the best educated parent/guardian does not hold a high school degree report that at least one household member wants to take English classes.
- Nearly 75 percent (74.7%) of the households in which the respondent is 30 years of age or younger report that they, or at least one family member, want to take English classes.
- Nearly 40 percent (39.9%) of the respondents who have lived in the United States more than 15 years report that they or at least one family member would like to take English classes.
- Approximately 78 percent (78.2%) of the households in the sample who report that both parents/guardians are not citizens also indicate that they, or at least one member of their household, want English classes. About 80 percent (80.3%) of the single-parent/guardian households in which the parent/guardian is not a citizen report that they, or at least one member of their family, would like to take English classes.
- Approximately 41 percent (41.4%) of respondents report that their children often translate English for other members of the household.
- Two-thirds (67.2%) of the households with incomes less than \$15,000 report that their children are often needed to translate English for household members.
- Older households are more likely to be dependent on children to translate English.

- About 20 percent (20.4%) of the responding households report that poor English skills hurt their children’s performance in school.

Language	Percent
Spanish	16.3%
El Salvador	20.6%
Urdu	17.7%
Farsi	29.0%
Vietnamese	09.8%
Korean	31.5%
Kurdish	16.5%
Somali	42.9%

- Nearly a third (32.3%) of the households with incomes less than \$15,000 report concerns that poor English skills are hurting their children’s performance.
- Households with poorly educated parents/guardians are also more likely to report that their children’s performance in school is hurt by their lack of English skills.

### Section 3. Employment

- Approximately 93 percent of all the responding households indicated that they have at least one parent/guardian who is employed.

Language	Percent
Spanish	97.4%
El Salvador	97.0%
Urdu	95.3%
Farsi	93.3%
Vietnamese	94.3%
Korean	91.3%
Kurdish	84.0%
Somali	66.7%

- Approximately 24 percent (24.3%) of the responding immigrant households have at least one parent/guardian who is unemployed and looking for work.
- Nearly 54 percent (53.7%) of the responding households report that two parents/guardians are employed.

Language	Percent
Spanish	61.5%
El Salvador	64.6%
Urdu	34.4%
Farsi	57.5%
Vietnamese	66.7%
Korean	60.3%
Kurdish	44.0%
Somali	08.3%

- Nearly 37 percent (36.9%) of all households in which the responding parent/guardian is 30 years of age or younger report that at least one household member is unemployed and looking for work. In contrast, approximately 20 percent (20.2%) of the households in which the respondent is more than 50 years of age report that at least one parent/guardian is unemployed and looking for work.
- More than 40 percent (40.5%) of the households in which the respondent has lived in the United States 3 years or less report that at least one parent/guardian is unemployed and looking for work.
- About 35 percent (35.3%) of the most recent immigrants (3 years or less in the United States) report two parents/guardians working.
- Less than 10 percent (9.9%) of the households in which the respondent has lived in the United States more than 15 years report that at least one parent/guardian is unemployed and looking for work.
- More than two-thirds (68.1%) of the immigrants who have lived in the United States more than 15 years report two parents/guardians working.
- Employment prospects improve after the ninth year in the United States for households included in the sample.
- Approximately 63 percent (62.7%) of the households in the sample have at least one parent/guardian who is employed in a job that provides opportunity for advancement.

Language	Percent
Spanish	60.0%
El Salvador	52.5%
Urdu	65.4%
Farsi	78.9%
Vietnamese	66.1%
Korean	57.0%
Kurdish	55.9%
Somali	17.9%

- A quarter (25.4%) of the respondents report that their household includes two working parents/guardians and that both have opportunity for advancement in their jobs.
- Nearly 89 percent (88.7%) of the households with incomes of \$85,000 and above report that at least one parent/guardian has employment-advancement opportunity.
- Less than 24 percent (23.2%) of the lowest-income households (less than \$15,000) report that at least one parent/guardian has advancement opportunity.
- Less than 26 percent (25.2%) of the households who report that their best-educated parent/guardian has an 8<sup>th</sup> grade education or less also report that at least one household head has employment advancement opportunity.

- Approximately 83 percent of those who have completed post-graduate education and about 73 percent (73.4%) of households in which the best-educated parent/guardian holds a bachelor's degree report that they have at least one parent/guardian who has employment-advancement opportunity.
- About 46 percent (45.9%) of the households in which the respondent is older than 50 years of age report that at least one parent/guardian is employed in a job with advancement opportunity. In contrast, nearly 68 percent (67.9%) of households in which the responding parent/guardian is 30 years of age or younger report that at least one parent/guardian has employment-advancement opportunity.
- Employment optimism (opportunity for advancement) tends to rise after immigrants have been in the United States more than three years.
- Approximately 59 percent (59.2%) of the responding immigrant households report that at least one parent/guardian has a job that provides health insurance.

Language	Percent
Spanish	59.3%
El Salvador	60.1%
Urdu	60.0%
Farsi	65.2%
Vietnamese	83.9%
Korean	38.3%
Kurdish	53.3%
Somali	21.4%

- Less than 28 percent (27.2) of the households in which the best educated parent/guardian holds an 8<sup>th</sup> grade education or less have at least one parent/guardian who has employer-provided health insurance.
- Approximately 68 percent (68.2%) of the responding households include at least one parent/guardian who is not limited in terms of job opportunities based on their command of the English language.

Language	Percent
Spanish	64.5%
El Salvador	60.8%
Urdu	93.4%
Farsi	79.5%
Vietnamese	68.3%
Korean	50.0%
Kurdish	43.5%
Somali	64.3%

- Approximately 54 percent (54.1%) of the households have at least one parent/guardian who faces employment limitations based on English skills.

- Nearly 75 percent (74.8%) of the households with incomes of less than \$15,000 report that at least one parent/guardian faces employment limitations based on English skills. In contrast, less than 26 percent (25.7%) of the households with incomes of \$85,000 or more report that at least one parent/guardian has limited employment opportunity based on English skills.
- Until immigrants have lived in the United States more than 15 years, there is no appreciable decline in limitations on employment based on English skills.
- Approximately 31 percent (30.8%) of the households have at least one parent/guardian who has limited employment opportunities because of the lack of childcare.

Language	Percent
Spanish	42.1%
El Salvador	49.0%
Urdu	28.2%
Farsi	22.9%
Vietnamese	14.9%
Korean	17.9%
Kurdish	64.4%
Somali	28.6%

- Nearly 47 percent (46.9%) of the households with incomes less than \$15,000 report that one or more parents/guardians have limited employment opportunities because of childcare-access problems.
- More than 55 percent (55.4%) of the households in which the respondent is 30 years of age or less report that one or more parents/guardians have limited employment opportunity because of childcare-access issues.
- Approximately 25 percent (24.9%) of the households report that at least one parent/guardian has limited employment opportunity because of a lack of transportation.

Language	Percent
Spanish	35.7%
El Salvador	46.6%
Urdu	18.0%
Farsi	17.5%
Vietnamese	12.6%
Korean	07.8%
Kurdish	60.5%
Somali	42.8%

- Nearly 61 percent (60.8%) of the households with annual incomes less than \$15,000 report employment limitations for at least one parent/guardian because of lack of access to transportation. In contrast, less than 3 percent (2.8%) of the households with incomes of \$85,000 and above report similar problems.
- Nearly 46 percent (45.6%) of the households that have lived in America three years or less report that at least on parent/guardian has limited employment opportunity based on inadequate transportation.

- Nearly 44 percent (43.6%) of the responding immigrants report that at least one parent/guardian has taken job-training classes.

Language	Percent
Spanish	42.6%
El Salvador	32.4%
Urdu	45.8%
Farsi	53.0%
Vietnamese	41.2%
Korean	30.5%
Kurdish	60.3%
Somali	23.0%

#### Section 4. Financial Considerations and Concerns

- About 19 percent (18.7%) of the respondents report that during the previous 6 months their household has experienced difficulty paying their rent or mortgage.

Language	Percent
Spanish	20.0%
El Salvador	21.5%
Urdu	08.1%
Farsi	21.1%
Vietnamese	19.5%
Korean	11.6%
Kurdish	37.5%
Somali	27.6%

- Nearly 11 percent (10.8%) of the responding immigrants report that they have experienced difficulty paying for necessary food in the previous 6 months.

Language	Percent
Spanish	17.3%
El Salvador	16.8%
Urdu	01.4%
Farsi	10.4%
Vietnamese	09.0%
Korean	01.6%
Kurdish	25.0%
Somali	17.2%

- About 5 percent (5.1%) of the households who have lived in the United States more than 15 years, compared to about 17 percent (17.1%) of the households who have lived here 3 years or less, report difficulty paying for necessary food in the previous 6 months.

- Approximately, 19 percent of the responding immigrants report that they have experienced difficulty paying for necessary medical care in the previous 6 months.

Language	Percent
Spanish	26.5%
El Salvador	29.0%
Urdu	11.5%
Farsi	22.4%
Vietnamese	12.0%
Korean	11.6%
Kurdish	30.0%
Somali	13.8%

- Problems paying for necessary medical care are inversely related to household income. No households with incomes of \$85,000 and above, compared to nearly 36 percent (35.9%) of the households with incomes below \$15,000, report that their household experienced difficulty paying for necessary medical care during the previous 6 months.
- Nearly 13 percent (12.5%) of the responding immigrants report that their household has experienced difficulty paying their gas, water, or electric utility bills in the previous 6 months.

Language	Percent
Spanish	17.2%
El Salvador	18.7%
Urdu	03.4%
Farsi	14.4%
Vietnamese	10.5%
Korean	03.1%
Kurdish	27.5%
Somali	20.7%

- About a third (33.9%) of all immigrants interviewed report that they are able to save money on a regular basis for future needs.

Language	Percent
Spanish	26.0%
El Salvador	21.5%
Urdu	27.4%
Farsi	33.8%
Vietnamese	50.8%
Korean	54.4%
Kurdish	22.8%
Somali	13.8%

- More than 53 percent (53.2%) of the immigrants who have lived in the United States more than 15 years report that they are able to save money on a regular basis for future needs.

- Nearly 16 percent (15.9%) of the responding households report that their children work to support the family.

Language	Percent
Spanish	23.9%
El Salvador	21.5%
Urdu	16.1%
Farsi	12.0%
Vietnamese	09.0%
Korean	04.7%
Kurdish	25.0%
Somali	20.7%

- Households with incomes less than \$15,000 are the most likely (25.8%) to have working children. In contrast, households with incomes of \$85,000 and above are the least likely (8.5%) to include children working to support the family.
- Nearly 37 percent (36.7%) of the households in which the respondent is above 50 years of age report that their children work to support the family. In sharp contrast, less than 8 percent (7.9%) of the parents/guardians who are 30 years of age or younger report that their children work.
- Approximately 25 percent (24.6%) of the responding immigrant households report that they have relatives living with them.

Language	Percent
Spanish	36.3%
El Salvador	34.0%
Urdu	14.9%
Farsi	18.7%
Vietnamese	28.6%
Korean	21.7%
Kurdish	12.5%
Somali	27.6%

- Nearly 8 percent (7.7%) of the immigrant households in the sample have unrelated persons living with them.

Language	Percent
Spanish	17.3%
El Salvador	21.7%
Urdu	00.7%
Farsi	08.3%
Vietnamese	05.3%
Korean	03.1%
Kurdish	00.0%
Somali	10.3%

- Younger households, particularly those with parents/guardians 30 years of age or younger are more likely to have relatives (37.8%) and unrelated individuals (11.4%) living with them.

- A majority of the households (60.9%) have two or fewer children under the age of 18.
- About 16 percent (15.8%) of the responding households have four or more children under 18 years of age.

Language	Percent
Spanish	11.5%
El Salvador	12.1%
Urdu	31.3%
Farsi	07.3%
Vietnamese	09.8%
Korean	03.1%
Kurdish	35.5%
Somali	50.0%

- The average or mean household size is 5.09 persons.

Language	Persons
Spanish	5.18 persons
El Salvador	5.24 persons
Urdu	5.60 persons
Farsi	4.88 persons
Vietnamese	4.81 persons
Korean	4.30 persons
Kurdish	5.49 persons
Somali	6.61 persons

- Household size tends to be inversely related to education and income. In other words, higher income and better-educated households tend to be smaller.
- Approximately 13 percent (13.3%) of the respondents indicate that they rely on someone other than parents/guardians to financially support their family.

Language	Percent
Spanish	08.9%
El Salvador	08.6%
Urdu	09.5%
Farsi	16.8%
Vietnamese	15.1%
Korean	13.3%
Kurdish	19.4%
Somali	32.1%

- Low-income households (\$15,000 or less; 35.0%) and households in which the best-educated parent holds an 8<sup>th</sup> grade education or less (32.7%) are the most likely to report reliance on someone other than household heads for financial assistance.
- Respondents who are more than 50 years of age are more likely to report reliance (32.9%) on others for financial assistance.
- Reliance on others for financial assistance is more likely during the first three years in the United States (23.0%).

- About a third (33.3%) of the respondents report sending money to relatives in their home country on a regular basis.

Language	Percent
Spanish	46.0%
El Salvador	59.8%
Urdu	25.2%
Farsi	31.2%
Vietnamese	34.1%
Korean	05.8%
Kurdish	55.6%
Somali	29.6%

- Nearly 43 percent (42.8%) of the households pay a thousand dollars or more each month in rent or mortgage payments.
- On the average, immigrant families in the sample pay \$980.19 in monthly rent or mortgage payments.

Language	Dollar Amount
Spanish	\$ 822.77
El Salvador	\$ 761.59
Urdu	\$ 965.34
Farsi	\$1149.95
Vietnamese	\$1014.68
Korean	\$1327.54
Kurdish	\$ 696.93
Somali	\$ 668.43

- Households earning less than \$15,000 annually pay an average of \$480.32 (mean) a month for housing.
- Households earning \$85,000 and above pay an average of \$1966.32 (mean) a month in rent or mortgage payments to live in their current home.
- Approximately 48 percent (47.6%) of the responding immigrants own their home.

Language	Percent
Spanish	44.8%
El Salvador	45.1%
Urdu	47.3%
Farsi	64.3%
Vietnamese	61.2%
Korean	53.5%
Kurdish	12.7%
Somali	07.0%

- Homeownership is also directly related to the number of years lived in the United States. Nearly 74 percent (73.8%) of the households in which the respondent has lived in the United States more than 15 years report that they are homeowners. In contrast, less than 13 percent (12.8%) of the households in which the respondent has lived in the United States 3 years or less report that they are homeowners.

## Section 5. Cultural Adjustment and Community Attachment

**Cultural Adjustment (Note: Language group breakouts in section 5 do not include the responses from individuals who answered “Don’t Know”)**

- The vast majority (97.5%) of the respondents report that the traditions of the country they came from are important to them.
- The lion’s share of immigrants (91.7%) feel that the traditions of the country they came from are important to their children.

Language	Percent
Spanish	86.9%
El Salvador	85.7%
Urdu	93.5%
Farsi	95.0%
Vietnamese	94.7%
Korean	93.0%
Kurdish	97.5%
Somali	96.4%

- Most immigrants (86.8%) report that the traditions of the United States are important to them.

Language	Percent
Spanish	89.4%
El Salvador	86.0%
Urdu	82.6%
Farsi	92.1%
Vietnamese	94.7%
Korean	86.7%
Kurdish	83.8%
Somali	52.0%

- Immigrants are even more likely to report that the traditions of the United States are important to their children (91.0%).

Language	Percent
Spanish	98.0%
El Salvador	98.1%
Urdu	82.4%
Farsi	92.7%
Vietnamese	98.5%
Korean	98.4%
Kurdish	86.1%
Somali	52.0%

- More than 82 percent (82.2%) of the immigrants feel that the people of the United States respect the culture of the immigrant.

Language	Percent
Spanish	81.1%
El Salvador	81.7%
Urdu	88.8%
Farsi	98.4%
Vietnamese	93.5%
Korean	75.3%
Kurdish	97.5%
Somali	96.6%

- Slightly more than 86 percent (86.4%) report that the people of the United States make the immigrant's family feel welcome.

Language	Percent
Spanish	81.7%
El Salvador	80.0%
Urdu	94.7%
Farsi	99.3%
Vietnamese	94.3%
Korean	85.1%
Kurdish	96.2%
Somali	92.6%

- About 73 percent (72.6%) of the respondents report that most of their friends are from their country of origin.

Language	Percent
Spanish	60.7%
El Salvador	73.6%
Urdu	94.1%
Farsi	60.3%
Vietnamese	81.7%
Korean	87.6%
Kurdish	56.3%
Somali	78.6%

- Friendship patterns do not seem to change based on the length of time immigrants have lived in the United States.

### **Community Attachment: Neighborhoods and Area**

- About 70 percent (69.9%) of the respondents generally feel that it is safe for their children to play outside where they live.

Language	Percent
Spanish	55.5%
El Salvador	47.7%
Urdu	94.1%
Farsi	89.7%
Vietnamese	84.8%
Korean	45.0%
Kurdish	51.9%
Somali	86.2%

- Nearly, 72 percent (71.5%) of the responding immigrants report that they know most of their children's friends very well.

Language	Percent
Spanish	60.8%
El Salvador	57.9%
Urdu	84.1%
Farsi	85.9%
Vietnamese	73.3%
Korean	70.8%
Kurdish	79.7%
Somali	65.4%

- About 20 percent (20.1%) of the respondents report that most of the people in their neighborhood speak the same non-English language.

Language	Percent
Spanish	33.2%
El Salvador	39.0%
Urdu	23.0%
Farsi	04.3%
Vietnamese	12.0%
Korean	19.5%
Kurdish	19.0%
Somali	10.3%

- Households with incomes less than \$40,000 are more likely to locate in neighborhoods in which most of the people speak the same non-English language.
- Households in which the best-educated household head has not graduated from high school are much more likely to live in neighborhoods in which most people speak a common non-English language.
- Respondents who are 30 years of age or younger are more likely to live in a neighborhood in which most people speak a common non-English language.
- Persons who report that they do not speak English or do not speak English well are much more likely to live in a neighborhood in which most people speak a similar non-English language.
- About 14 percent (13.8%) of the respondents report that most of the people in their neighborhood are from their country of origin.

Language	Percent
Spanish	13.2%
El Salvador	18.1%
Urdu	22.3%
Farsi	03.0%
Vietnamese	12.8%
Korean	17.1%
Kurdish	21.3%
Somali	00.0%

- Households with incomes less than \$25,000 are the most likely, and those with incomes of \$60,000 and above are the least likely, to live in neighborhoods in which most of the people are from their country of origin.
- Those who do not speak English (18.8%) or do not speak English well (17.3%) are the most likely to live in neighborhoods in which most of the people are from their country of origin.

- Nearly, 83 percent (82.7%) of the respondents report that their neighbors make their family feel welcome.

Language	Percent
Spanish	71.3%
El Salvador	69.9%
Urdu	96.7%
Farsi	94.0%
Vietnamese	93.9%
Korean	93.2%
Kurdish	73.8%
Somali	74.1%

- Those who are more proficient in English are more likely to report that their neighbors make their family feel welcome.
- Nearly 80 percent (79.7%) of the respondents report that they would be willing to volunteer some of their time to improve the neighborhood in which they live.

Language	Percent
Spanish	88.8%
El Salvador	87.5%
Urdu	76.4%
Farsi	88.0%
Vietnamese	65.3%
Korean	89.9%
Kurdish	84.8%
Somali	96.6%

- Nearly 68 percent (67.6%) of the respondents have confidence that others in their neighborhood would be willing to volunteer some of their time to improve the neighborhood.

Language	Percent
Spanish	77.5%
El Salvador	82.5%
Urdu	80.7%
Farsi	94.3%
Vietnamese	80.0%
Korean	92.2%
Kurdish	83.8%
Somali	83.3%

- Approximately 69 percent of the responding immigrant households report that they have relatives who live in the Washington D.C./Northern Virginia area.

Language	Percent
Spanish	68.1%
El Salvador	77.6%
Urdu	66.7%
Farsi	80.3%
Vietnamese	78.2%
Korean	63.8%
Kurdish	52.5%
Somali	65.5%

- The vast majority (90.5%) of the immigrants report feeling that Fairfax County is home.

Language	Percent
Spanish	91.6%
El Salvador	92.3%
Urdu	98.0%
Farsi	94.1%
Vietnamese	96.2%
Korean	75.4%
Kurdish	92.4%
Somali	93.1%

### Quality of Life and National Attachment

- Nearly 100 percent (99.7%) of the responding immigrants feel that it is important for their children to graduate from high school, and approximately 99 percent (99.1%) think that it is important for their children to attend college.
- Nearly 88 percent (87.5%) of the responding immigrants feel that life is better for their family in the United States than it would have been in their country of origin.

Language	Percent
Spanish	96.0%
El Salvador	100.0%
Urdu	87.9%
Farsi	93.5%
Vietnamese	99.2%
Korean	81.4%
Kurdish	92.5%
Somali	70.4%

- Immigrants in the sample who have lived in the United States seven years or more are particularly likely to report family gains as a result of their move to the United States.

- About 89 percent (89.2%) of the immigrants report that they are planning to stay in the United States.

Language	Percent
Spanish	88.4%
El Salvador	87.3%
Urdu	92.6%
Farsi	98.5%
Vietnamese	95.2%
Korean	88.3%
Kurdish	92.4%
Somali	96.4%

- Nearly 86 percent (85.8%) of the respondents report that if they had to do it over again they would move to the United States.

Language	Percent
Spanish	91.5%
El Salvador	92.5%
Urdu	92.5%
Farsi	94.7%
Vietnamese	97.7%
Korean	68.1%
Kurdish	83.8%
Somali	86.2%

## Section 6. Communication

Respondents were asked to review a list of possible sources of information and to indicate from which sources they hear important information about the community.

- About 27 percent (26.9%) of the immigrants report listening to radio programs in their own language.
- A fairly large percentage (37.9%) of respondents report that they read newspapers in their own language.
- Immigrants are also likely (43.2%) to view television programs in their own language.
- A fairly small percentage (14.3%) of the responding households indicate that they get important news about the community through their neighbors or relatives.
- Nearly 20 percent (19.6%) identify English newspapers as important sources of information about the community.
- About 16 percent (16.1%) report listening to English-language radio stations to get information about the community.
- Nearly half (49.5%) of the immigrants indicate that English-language television stations are a good source of important community information.

- Very few respondents (11.0%) feel that their religious leaders are a good source of information.
- Finally, a limited number (14.4%) of immigrants view the Internet as a good source of information.



# Section 1

## Understanding the Foundation of the Research

---

### About the Research Methods

Research methods applied in data collection are important to the quality of the research and the reliability of the findings. Question wording or item presentation is extremely important to the validity and reliability of research findings. As a result, when appropriate we have included items at the bottom of tables as they were presented in the questionnaire. Ordering of the items in the questionnaire can also influence the results. The questionnaire and the variable names assigned to items in the questionnaire can be found in Appendix A. In some cases, items in the questionnaire have been combined to form computed variables. In most cases, computed variables were formed to capture the combined responses of the respondent and spouse. Appendix A also includes coding guidelines.

In January 2000, a training session was held for those who would be conducting the phone interviews. This training session was designed to improve the consistency of interview results by making sure that the interviewers shared a common understanding of each item in the questionnaire as it relates to the purpose of the research. Interviewers were also provided with a research guide that explained the form and intent of the items in the questionnaire in an effort to improve the reliability of the interview process. A copy of the research guide can be found in Appendix B.

The research design and methods used to collect data are also very important to the reliability and validity of the data. Readers interested in a detailed account of the research methods should review the information found in Appendix C. Details about the sampling frame, the sample, and a profile of respondents by language group can also be found in Appendix C.

### Profiles of Targeted Immigrants

The intent of this research is to provide an improved understanding of selected immigrant groups in Fairfax County, Virginia. This research is designed to illuminate barriers and opportunities associated with the immigrant-adjustment process. As we will see, employment and economic well-being are extremely important to immigrant adjustment.

The first section provides a general profile of the immigrants who were interviewed and an assessment of fundamental issues that will be important to the immigrant-adjustment process. This research provides an improved understanding of the experiences of a selected group of immigrants. Immigrants share many common experiences regardless of their country of origin or the language they speak. However, as we will see in the analysis presented here, different immigrant groups often have vastly different experiences as they adjust to life in the United States of America.

The information found in Table 1-1 profiles immigrants based on the language in which the interview was conducted. The language groups presented in Table 1-1 are reported in descending order of frequency of response. Spanish immigrants are the largest group of respondents (27.7%), and so their values and experiences will have an important influence on the overall findings. This influence will be most pronounced in cases in which Spanish-speaking immigrants hold perceptions and report experiences that are different from those of other immigrants groups. Accordingly, the relatively small number of Somali respondents naturally means that their input will have limited influence on overall findings. Most of the findings include breakouts by language group to help the reader better understand how the various language groups differ in terms of experiences and influence on the overall results.

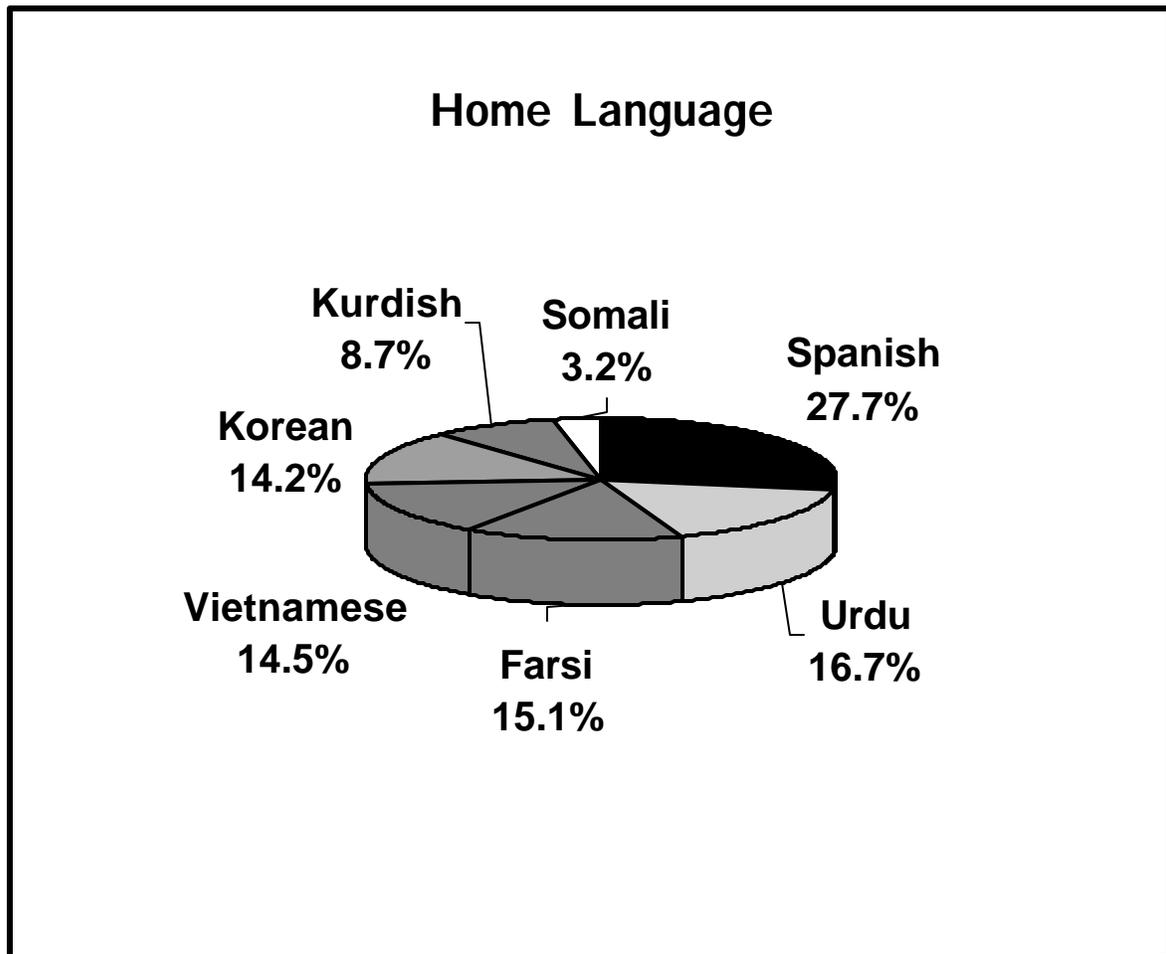
Table 1-2 provides a feel for the diversity of the immigrants included in the study. More than forty countries are represented in the study. The responses in Table 1-2 are based on the country of origin of the respondent. In some cases, the respondent and the spouse of the respondent are from different countries of origin. Once again, the responses are arranged based on frequency in descending order, with the largest percentage/number of respondents naming Pakistan (15.8%) as their country of origin. Numerous countries of origin are limited to one respondent, in which case the countries are arranged alphabetically.

Table 1-3 helps us better understand the geographic location of immigrants in Fairfax County. Fairfax County is geographically divided into five Human Service Regions based on zip codes. Readers interested in detailed information on zip-code assignment related to the five regions may want to review Appendix D. In general, the evidence found in Table 1-3 indicates that responding immigrants are not concentrated by language in any particularly region. This does not mean that there are not geographic concentrations of immigrants. The evidence simply indicates that the respondents for each immigrant language group are not concentrated in a particular geographic region. Spanish-speaking respondents are more likely to reside in Region 2 (32.3%), while Urdu-speaking respondents are more likely to be found in Region 5 (28.1%). The largest percentage of Farsi-speaking respondents resides in Region 4 (30.2%) and Region 5 (29.5%). Nearly 35 percent (34.6%) of the Vietnamese respondents reside in Region 2. The largest percentage of Korean respondents (29.2%) lives in Region 4. Kurdish-speaking respondents appear to be slightly more concentrated, with more than 46 percent (46.3%) residing in Region 4 and nearly 39 percent (38.8%) living in Region 2. The number of Somali respondents is small compared to other language groups, and, consequently, small variations in numbers translate into large changes in percentages by geographic region. In any case, nearly 40 percent (37.9%) of the Somali respondents reside in Region 2, and more than 34 percent (34.5%) are located in Region 5.

**Table 1-1  
Home Language**

<b>Language</b>	<b>Number</b>	<b>Percentages</b>
Spanish	254	27.7
Urdu	153	16.7
Farsi	139	15.1
Vietnamese	133	14.5
Korean	130	14.2
Kurdish	80	08.7
Somali	29	03.2

Information about the sample and sampling frame see Appendix 1.



**Table 1-2**  
**Respondent: Country of Birth**

<b>Country</b>	<b>Number</b>	<b>Percentage</b>
Pakistan	145	15.8
Vietnam	133	14.5
Korea	129	14.1
El Salvador	107	11.7
Afghanistan	74	08.1
Iraq	73	08.0
Iran	65	07.1
Bolivia	38	04.1
Somalia	30	03.3
Peru	26	02.8
Guatemala	21	02.3
Mexico	18	02.0
Honduras	09	01.0
Columbia	07	00.8
Nicaragua	06	00.7
India	05	00.5
Dominican Republic	04	00.4
Ecuador	04	00.4
Puerto Rico	04	00.4
Chile	02	00.2
Cuba	02	00.2
Germany	02	00.2
Venezuela	02	00.2
Argentina	01	00.1
Brazil	01	00.1
China	01	00.1
Czechoslovakia	01	00.1
Holland	01	00.1
Italy	01	00.1
Paraguay	01	00.1
Panama	01	00.1
Spain	01	00.1
Sudan	01	00.1
Syria	01	00.1
Turkey	01	00.1

Item Presentation: What is the country of your birth?

**Table 1-3**  
**Residential Location in Regions by Language (Percentages)**

<b>Residential Region</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Region 1	11.4	17.8	21.6	07.9	08.3	06.9	00.0	06.9
Region 2	32.3	30.8	15.0	12.2	34.6	19.2	38.8	37.9
Region 3	22.4	29.0	19.6	20.1	09.8	20.8	03.8	03.4
Region 4	17.3	14.0	15.7	30.2	22.6	29.2	46.3	17.2
Region 5	16.5	08.4	28.1	29.5	24.8	23.8	11.3	34.5
Number of Respondents	254	107	153	139	133	130	80	29

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households. Chi-Square 142.6; Significance .001

### **Years Lived in Fairfax County and the United States**

Generally speaking, we would expect immigrant adjustment to be directly related to the number of years lived in Fairfax County and the United States. The evidence found in Table 1-4 indicates that less than 29 percent (28.5%) of the responding immigrants have lived in Fairfax County 3 years or less. Correspondingly, slightly more than 18 percent (18.2%) of the responding immigrants report that they have lived in the United States 3 years or less. Overall, responding immigrants have lived in Fairfax County an average of approximately 8 years (Mean = 8.28 years) and in the United States nearly 11 years (Mean = 10.91 years).

Table 1-5 examines differences in the mean years lived in Fairfax County and the U.S. broken-out by language. The evidence indicates that Somali and Kurdish-speaking immigrants are the most recent arrivals and consequently are more likely to be suffering from the initial adjustments associated with immigration. On average, responding Somalis' have lived in the United States slightly more than 4 years (Mean = 4.4 years) compared to 5 years for Kurdish immigrants. In contrast, the mean number of years lived in the United States is much longer for Vietnamese (12.4 years), Farsi (12.3 years), Koreans (11.7 years), Spanish (11.7 years), and those who speak Urdu (10.8 years).

The evidence found in Table 1-6 reports the length of time lived in Fairfax County and the United States based on residential regions. On average, immigrants living in Region 3 have lived in the United States the longest (mean length of U.S. residence 11.99 years). In contrast, responding immigrants living in Region 2 have the shortest length of residence in the United States (mean length of U.S. residence 9.54 years). In any case, there is not a great deal of difference between regions in terms of the length of residence in the United States.

**Table 1-4**  
**Respondent: Number of Years in Fairfax County and the United States**

Fairfax County Years	Fairfax County Number Respondents	Fairfax County Percentage	Fairfax County Cumulative Percentage	United States Years	United States Number Respondents	United States Percentage	United States Cumulative Percentage
<b>1</b>	94	10.3	10.3	<b>1</b>	46	05.1	05.1
<b>2</b>	69	07.6	17.9	<b>2</b>	36	04.0	09.0
<b>3</b>	96	10.5	28.5	<b>3</b>	84	09.2	18.2
<b>4</b>	46	05.1	33.5	<b>4</b>	37	04.1	22.3
<b>5</b>	50	05.5	39.0	<b>5</b>	35	03.8	26.2
<b>6</b>	46	05.1	44.1	<b>6</b>	35	03.8	30.0
<b>7</b>	47	05.2	49.2	<b>7</b>	31	03.4	33.4
<b>8</b>	56	06.2	55.4	<b>8</b>	52	05.7	39.1
<b>9</b>	53	05.8	61.2	<b>9</b>	55	06.0	45.2
<b>10</b>	88	09.7	70.9	<b>10</b>	81	08.9	54.1
<b>11</b>	39	04.3	75.2	<b>11</b>	52	05.7	59.8
<b>12</b>	34	03.7	78.9	<b>12</b>	43	04.7	64.5
<b>13</b>	21	02.3	81.2	<b>13</b>	26	02.9	67.4
<b>14</b>	29	03.2	84.4	<b>14</b>	35	03.8	71.2
<b>15</b>	32	03.5	87.9	<b>15</b>	44	04.8	76.0
<b>16</b>	15	01.6	89.6	<b>16</b>	26	02.9	78.9
<b>17</b>	15	01.6	91.2	<b>17</b>	18	02.0	80.9
<b>18</b>	13	01.4	92.6	<b>18</b>	26	02.9	83.7
<b>19</b>	13	01.4	94.1	<b>19</b>	29	03.2	86.9
<b>20</b>	28	03.1	97.1	<b>20</b>	41	04.5	91.4
<b>21</b>	03	00.3	97.5	<b>21</b>	10	01.1	92.5
<b>22</b>	04	00.4	97.9	<b>22</b>	12	01.3	93.8
<b>23</b>	02	00.2	98.1	<b>23</b>	08	00.9	94.7
<b>24</b>	03	00.3	98.5	<b>24</b>	07	00.8	95.5
<b>25</b>	09	01.0	99.5	<b>25</b>	18	02.0	97.5
<b>26</b>	00	00.0	99.5	<b>26</b>	04	00.4	97.9
<b>27</b>	02	00.2	99.7	<b>27</b>	05	00.5	98.5
<b>28</b>	01	00.1	99.8	<b>28</b>	03	00.3	98.8
<b>29</b>	00	00.0	99.8	<b>29</b>	01	00.1	98.9
<b>30</b>	02	00.2	100.0	<b>30</b>	05	00.5	99.5
				<b>31</b>	01	00.1	99.6
				<b>33</b>	02	00.2	99.8
				<b>34</b>	01	00.1	99.9
				<b>37</b>	01	00.1	100.0

Mean Years in Fairfax County 8.28 (Standard Deviation 5.89); Median Years in Fairfax County 8.00  
Mean Number of Years in United States 10.91 (Standard Deviation 6.88); Median Years in the United States 10.00

**Table 1-5**  
**Length of Time Respondent has Lived in Fairfax County**  
**and the United States by Language**

	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Mean Years Lived in Fairfax County	8.3	9.3	8.1	9.1	10.5	9.0	4.2	3.1
Number of Respondents	253	107	151	135	132	130	80	29
Mean Years Lived in the United States	11.7	12.4	10.8	12.3	12.4	11.7	5.0	4.4
Number of Respondents	253	107	151	135	133	129	80	29

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Years Lived in Fairfax County, Analysis of Variance F 15.3; Significance .001.

Years Lived in the United States, Analysis of Variance F 18.7; Significance .001.

El Salvador not included in the calculation of F.

Item Presentation: How long have you lived in Fairfax County?

Item Presentation: How long have you lived in the United States?

**Table 1-6**  
**Length of Time Respondent has Lived in Fairfax County**  
**and the United States by Region**

<b>Mean Number of Years</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Mean Years Lived in Fairfax County	8.87	7.54	8.97	8.06	8.52
Number of Respondents	94	234	158	216	208
Mean Years Lived in the United States	11.68	9.54	11.99	10.75	11.45
Number of Respondents	94	235	157	216	208

Years Lived in Fairfax County, Analysis of Variance F 1.87; Significance .113. El Salvador not included in the calculation of F.

Years Lived in the United States, Analysis of Variance F 3.99; Significance .003. El Salvador not included in the calculation of F.

Item Presentation: How long have you lived in Fairfax County?

Item Presentation: How long have you lived in the United States?

## Age of Immigrants

The adjustment process for immigrants is expected to vary based on the age of the respondent. Logically, older immigrants are expected to be more entrenched in terms of their commitment to the culture and values of their country of origin. Younger immigrants, on the other hand, are expected to be more receptive to change and may be better positioned to enter the job market. In any case, we expect age to be an important influence on the adjustment process. The results in Table 1-7 indicate that the average respondent interviewed was slightly more than 40 years of age (mean years 40.63). The standard deviation reported at the bottom of Table 1-6 provides a reading of the amount of spread, or variation, in the age of the respondents. Larger standard deviations indicate more spread, in this case more variation in the age of respondents. Approximately 68 percent of the respondents fall within plus or minus one standard deviation from the mean. So in this case, by adding and subtracting one standard deviation (8.36 years) from the mean, we can say that approximately 68 percent of all the immigrant respondents to be between the ages of 32 to 49 years.

Looking at age in another way, nearly 90 percent (89.8%) of the responding immigrants are 50 years of age or younger. More than half of the respondents (53.4%) are 40 years of age or younger. It is important to remember that the sample focuses on households with children in public schools in Fairfax County. By design, this research focuses on younger households.

Table 1-8 reports the mean age of immigrant respondents by language group. The evidence indicates that differences in age between language groups are statistically significant but not necessarily substantial. In other words, the differences in age that we see in the sample are not particularly large. Spanish-speaking immigrants tend to be the youngest (Mean = 37.3 years), while Vietnamese immigrants tend to be the oldest (Mean = 43.5 years).

**Table 1-7  
Age of Respondent**

Age	Number Respondents	Percentage	Cumulative Percentage	Age	Number Respondents	Percentage	Cumulative Percentage
<b>19</b>	01	00.1	00.1	<b>53</b>	08	00.9	93.9
<b>21</b>	01	00.1	00.2	<b>54</b>	05	00.6	94.4
<b>23</b>	04	00.5	00.7	<b>55</b>	10	01.1	95.6
<b>24</b>	03	00.3	01.0	<b>56</b>	01	00.1	95.7
<b>25</b>	10	01.1	02.2	<b>57</b>	04	00.5	96.1
<b>26</b>	04	00.5	02.6	<b>58</b>	01	00.1	96.3
<b>27</b>	10	01.1	03.8	<b>59</b>	08	00.9	97.2
<b>28</b>	16	01.8	05.6	<b>60</b>	08	00.9	98.1
<b>29</b>	08	00.9	06.5	<b>61</b>	03	00.3	98.4
<b>30</b>	34	03.9	10.3	<b>62</b>	03	00.3	98.8
<b>31</b>	21	02.4	12.7	<b>63</b>	02	00.2	99.0
<b>32</b>	30	03.4	16.1	<b>65</b>	01	00.1	99.1
<b>33</b>	34	03.9	20.0	<b>66</b>	03	00.3	99.4
<b>34</b>	32	03.6	23.6	<b>67</b>	01	00.1	99.5
<b>35</b>	51	05.8	29.4	<b>70</b>	01	00.1	99.7
<b>36</b>	37	04.2	33.6	<b>72</b>	01	00.1	99.8
<b>37</b>	36	04.1	37.7	<b>75</b>	01	00.1	99.9
<b>38</b>	38	04.3	42.0	<b>76</b>	01	00.1	100.0
<b>39</b>	33	03.8	45.8				
<b>40</b>	67	07.6	53.4				
<b>41</b>	32	03.6	57.0				
<b>42</b>	42	04.8	61.8				
<b>43</b>	39	04.4	66.3				
<b>44</b>	31	03.5	69.8				
<b>45</b>	35	35	73.8				
<b>46</b>	37	04.2	78.0				
<b>47</b>	20	02.3	80.2				
<b>48</b>	32	03.6	83.9				
<b>49</b>	18	02.0	85.9				
<b>50</b>	34	03.9	89.8				
<b>51</b>	15	01.7	91.5				
<b>52</b>	13	01.5	93.0				

Mean Years of Age of the Respondent 40.63 (Standard Deviation 8.36) ; Median Years of Age of the Respondent 40.00

**Table 1-8**  
**Age of Respondent by Language**

	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Mean Age	37.3	36.0	39.9	42.2	43.5	41.9	42.4	41.7
Number of Respondents	238	100	146	129	129	129	80	29

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households. Analysis of Variance F 11.5; Significance .001. El Salvador not included in the calculation of F.

### Citizenship Status

Citizenship is expected to be an important indicator of immigrant adjustment to life in the United States. Citizenship will likely have both symbolic and economic returns in terms of the adjustment process. Table 1-9 reports the combined citizenship status of both of the parents/guardians. “Not Applicable” generally means that the respondent does not have a spouse. Slightly more than a fourth (25.7%) of the respondents indicated that both of the parents/guardians have attained citizenship. Nearly 47 percent (46.6%) of the respondents indicated that at least one household head is a citizen. Conversely, slightly more than half of the responding immigrants do not have at least one parent/guardian who is a citizen. Put still another way, nearly 70 percent of the responding households have at least one household head who is not a citizen of the United States.

Table 1-10 examines citizenship status by the language of the respondent. The evidence generally indicates that there are differences between language groups in terms of their progress toward citizenship. Although length of time in the United States logically is closely related to citizenship status, clearly there are other forces that facilitate or limit attainment of citizenship. The rather low attainment of citizenship status by Somali and Kurdish respondents was expected based on the relatively short time that they have lived in the United States. In contrast, Spanish-speaking immigrants as a group have been in the United States longer than Somali and Kurdish households but have a similar citizenship rate. Approximately 21 percent (21.4%) of Somali and 27.6 percent of Kurdish respondents have at least one household head who is a citizen. Similarly, less than 31 percent (30.5%) of the Spanish-speaking immigrants reported that at least one household head is a citizen. In contrast, nearly 68 percent (67.8%) of the Vietnamese, more than 62 percent (62.1%) of those who speak Farsi, and 59 percent of those who speak Urdu have at least one household head who is a citizen. Korean households also report a moderately low citizenship attainment rate, with only 43 percent reporting that they have at least one household head who is a citizen.

Table 1-11 examines the citizenship status or the desire for citizenship of the respondent and the spouse of the respondent. The results indicate that most immigrants who are not citizens want to become citizens.

**Table 1-9**  
**Parents/Guardians: Citizenship Status**

<b>Citizenship Status of Household Heads</b>	<b>Number</b>	<b>Percentage</b>
Citizen/ Citizen	228	25.7
Citizen / Not a Citizen	145	16.4
Citizen / Not Applicable	40	04.5
Not a Citizen / Not a Citizen	392	44.2
Not a Citizen / Not Applicable	77	08.7
Not Applicable / Not Applicable	4	00.5

Note: Not Applicable indicates that the item does not apply (no spouse) or the respondent does not know the answer to the question.  
Item Presentation: Are you an American citizen?

**Table 1-10**  
**Parents/Guardians: Citizenship Status by Language**

<b>Status of Heads</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Citizen/Citizen	09.2	08.6	34.2	40.9	46.2	19.5	17.1	10.7
Citizen/Not a Citizen	16.3	14.3	22.1	18.2	10.8	18.8	10.5	10.7
Citizen/Not Applicable	05.0	02.9	02.7	03.0	10.8	04.7	00.0	00.0
Not a Citizen/ Not a Citizen	55.2	58.1	39.6	31.8	26.2	50.8	64.5	39.3
Not a Citizen/ Not Applicable	14.2	16.2	01.3	06.1	06.2	06.3	07.9	39.3
<b>Number of Respondents</b>	<b>239</b>	<b>105</b>	<b>149</b>	<b>132</b>	<b>130</b>	<b>128</b>	<b>76</b>	<b>28</b>

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Note: Respondents (4) indicating Don't Know or Not Applicable to citizenship questions for themselves and their spouse have been removed from analysis presented in this table.

Chi-Square 172.1; Significance .001. El Salvador not included in Chi-Square Calculation

Item Presentation: Are you an American citizen?

**Table 1-11**  
**Respondent and Spouse of Respondent:**  
**Citizenship Status/Desire for Citizenship by Language**

<b>Status of Heads</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Citizen	22.4	19.1	48.6	56.2	61.8	35.1	22.8	19.6
Desire Citizenship	71.9	75.5	50.0	43.0	37.4	47.2	76.5	73.9
Do Not Desire Citizenship	05.7	5.4	01.4	00.8	00.8	17.7	00.7	06.5
Number of Respondents	437	204	286	242	238	231	149	46

Note: Table 1-11 includes responses from both the respondent and the spouse of the respondent.  
Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.  
Item Presentation: Are you an American citizen?  
Item Presentation: Do you want to be an American citizen?

**First Place of Residence**

Thus far, most of the discussion regarding length of residence has focused on the United States. Anyone who has ever made a major move inside the United States knows that moving between states can be stressful. The evidence reported in Table 1-12 indicates that nearly two-thirds of the respondents (65.0%) report that Fairfax County is their first place of residence in the United States for at least one household head. Vietnamese-speaking (75.8%) and Urdu-speaking (73.8%) respondents are particularly likely to have at least one household head that can claim Fairfax County as his/her first place of residence in the United States. Conversely, Spanish-speaking (56.1%) and Farsi-speaking (58.2%) immigrants are much less likely to report that Fairfax County was their first home in the United States for at least one household head.

**Table 1-12**  
**Parents/Guardians: Fairfax County Was First Place of Residence**

<b>Parents/Guardians: Fairfax County Was First Place of Residence</b>	<b>Number</b>	<b>Percentage</b>
Yes / Yes	390	44.1
Yes / No	114	12.9
Yes / NA	70	07.9
No / No	262	29.6
No / NA	48	05.4

Note: Not Applicable (NA) indicates that the item does not apply (no spouse) or the respondent does not know the answer to the question. Item Presentation: Was Fairfax County your first place of residence in the United States?

**Table 1-13**  
**Parents/Guardians: Fairfax County Was First Place of Residence**  
**by Language**

<b>Fairfax County was First Place of Residence</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Yes / Yes	32.0	33.0	53.0	40.3	51.6	52.3	53.2	22.2
Yes / No	16.2	16.0	18.1	11.2	12.5	06.3	07.8	11.1
Yes / NA	07.9	08.5	02.7	06.7	11.7	06.3	07.8	33.3
No / No	31.5	31.1	24.8	40.3	19.5	30.5	31.2	25.9
No / NA	12.4	11.3	01.3	01.5	04.7	04.7	00.0	07.4
<b>Number of Respondents</b>	241	106	149	134	128	128	77	27

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Note: Not Applicable (NA) indicates that the item does not apply (no spouse) or the respondent does not know the answer to the question.

Chi-Square 102.5; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Was Fairfax County your first place of residence in the United States?

### **Educational Achievement**

Educational achievement is one of the most important determinants of employment success, and employment success is key to the immigrant-adjustment process. Table 1-14 presents the combined educational achievement of parents/guardians. More than 60 percent (60.3%) of the households have at least one parent/guardian who has taken classes toward a college degree. In fact, nearly 51 percent (50.7%) of the respondents report that at least one parent/guardian has completed an associate's degree or better. Even more impressive, nearly 41% (40.9%) of the responding households include at least one parent/guardian who holds a bachelor's degree. Conversely, less than 24 percent (23.3%) of the households do not have a parent/guardian with a high school degree.

Table 1-17 includes an educational-achievement breakout based on the language of the immigrant. Clearly, there are marked differences between language groups. More than 73 percent (73.1%) of the Urdu households have at least one parent/guardian who holds a bachelor's degree or better. Korean and Farsi households are also well educated, with nearly 58 percent (57.5%) of the Korean households and more than 56 percent (56.4%) of the Farsi-speaking households indicating that at least one household head holds a bachelor's degree.

Somali and Vietnamese households are split with respect to their educational achievement. Slightly more than 39 percent (39.3%) of the responding Somali households have at least one parent/guardian who holds a bachelor's degree. Conversely, nearly 36 percent (35.8%) of the responding Somali households do not include a parent/guardian who holds a high school degree or better. Twenty-five percent of the responding Somalis report that their best-educated parent/guardian has no formal education. Similar to Somali households, about 32 percent (32.3%) of the Vietnamese respondents report that at least one parent/guardian holds a bachelor's degree or better. Also similar to Somali households, about a third (34.6%) of the Vietnamese households report that the best-educated parent/guardian does not have a high school diploma.

Kurdish-speaking and Spanish-speaking households also face barriers based on educational achievement. About 22 percent (22.1%) of the responding Kurdish households report that the best-educated parent/guardian holds a bachelor's degree or better. Similarly, approximately 14 percent (13.6%) of the Spanish-speaking households report that at least one household head holds a bachelor's degree or better. Conversely, more than 44 percent (44.3%) of the Spanish-speaking households report that their best-educated parent/guardian does not hold a high school degree. Spanish-speakers from El Salvador have even more reason for concern with regard to educational achievement. One percent of the responding Spanish-speaking households from El Salvador report that their best-educated parent/guardian holds a bachelor's degree or better. And more than 44 percent (44.3%) of the Spanish-speaking households from El Salvador report that their best-educated parent/guardian does not hold a high school diploma.

Table 1-18 reports educational achievement by residential region. Generally, educational achievement does not appear to be concentrated in any particular district. Immigrants living in Regions 1 and 2 may be slightly less well educated compared to the other regions.

Table 1-19 examines educational achievement based on the gender of the respondent. Generally speaking, male respondents appear to be slightly better educated than female respondents. More than 56 percent (56.4%) of the males and about 44 percent (44.1%) of the females report college attendance. Approximately 23 percent (23.1%) of the females and about 40 percent (39.9%) of the males report holding a bachelor's degree or better.

The evidence found in Table 1-20 illuminates the connection between educational achievement and household income. Clearly, household income is directly related to educational achievement. Nearly 87 percent (86.9%) of the households with incomes of \$85,000 and above report that the best-educated parent/guardian earned a bachelor's degree or better. In fact, 97 percent of the households in the highest income bracket report that their best-educated parent/guardian has attended college. At the other end of the household-income continuum, less than 20 percent (19.8%) of the households with incomes below \$15,000 have a parent/guardian who holds a bachelor's degree or better.

**Table 1-14  
Parents/Guardians: Education**

<b>Highest Level of Education Achieved</b>	<b>Cumulative Percentages</b>	<b>Percentages</b>	<b>Number</b>
Post-Graduate or Professional/Post-Graduate or Professional	03.1	03.1	27
Post-Graduate or Professional / Bachelor's Degree	09.7	06.6	57
Post-Graduate or Professional / Associate Degree	11.3	01.6	14
Post-Graduate or Professional / Some College	12.0	00.7	6
Post-Graduate or Professional / High School Graduate	12.9	00.9	8
Post-Graduate or Professional / 9 <sup>th</sup> – 12 <sup>th</sup> Grade	13.2	00.3	3
Post-Graduate or Professional / NA	13.6	00.3	3
Bachelor's Degree / Bachelor's Degree	22.2	08.6	75
Bachelor's Degree / Associate Degree	28.1	05.9	51
Bachelor's Degree / Some College	30.4	02.3	20
Bachelor's Degree / High School Graduate	36.2	05.8	50
Bachelor's Degree / 9 <sup>th</sup> – 12 <sup>th</sup> Grade	37.6	01.4	12
Bachelor's Degree / 7 <sup>th</sup> – 8 <sup>th</sup> Grade	38.5	00.9	8
Bachelor's Degree / 6 <sup>th</sup> Grade or Less	39.1	00.6	5
Bachelor's Degree / No School Completed	39.7	00.7	6
Bachelor's Degree / NA	40.9	01.2	10
Associate Degree / Associate Degree	43.4	02.5	22
Associate Degree / Some College	44.6	01.2	10
Associate Degree / High School Graduate	47.8	03.2	28
Associate Degree / 9 <sup>th</sup> – 12 <sup>th</sup> Grade	49.0	01.2	10
Associate Degree / 6 <sup>th</sup> Grade or Less	49.3	00.3	3
Associate Degree / No School Completed	49.5	00.2	2
Associate Degree / NA	50.7	01.2	10
Some College / Some College	54.5	03.8	33
Some College / High School Graduate	57.9	03.5	30
Some College / 9 <sup>th</sup> – 12 <sup>th</sup> Grade	58.9	00.9	8
Some College / 7 <sup>th</sup> – 8 <sup>th</sup> Grade	59.1	00.2	2
Some College / No School Completed	59.3	00.2	2
Some College / NA	60.3	00.9	8
High School Graduate / High School Graduate	67.1	06.8	59
High School Graduate / 9 <sup>th</sup> – 12 <sup>th</sup> Grade	71.2	04.1	36
High School Graduate / 7 <sup>th</sup> – 8 <sup>th</sup> Grade	72.5	01.3	11
High School Graduate / 6 <sup>th</sup> Grade or Less	74.0	01.5	13
High School Graduate / No School Completed	74.3	00.3	3
High School Graduate / NA	76.7	02.4	21
9 <sup>th</sup> – 12 <sup>th</sup> Grade / 9 <sup>th</sup> – 12 <sup>th</sup> Grade	80.6	03.9	34
9 <sup>th</sup> – 12 <sup>th</sup> Grade / 7 <sup>th</sup> – 8 <sup>th</sup> Grade	82.4	01.7	15
9 <sup>th</sup> – 12 <sup>th</sup> Grade / 6 <sup>th</sup> Grade or Less	85.1	02.8	24
9 <sup>th</sup> – 12 <sup>th</sup> Grade / 7 <sup>th</sup> – 8 <sup>th</sup> Grade	85.9	00.8	7
9 <sup>th</sup> – 12 <sup>th</sup> Grade / NA	88.1	02.2	19
7 <sup>th</sup> – 8 <sup>th</sup> Grade / 7 <sup>th</sup> – 8 <sup>th</sup> Grade	88.8	00.7	6
7 <sup>th</sup> – 8 <sup>th</sup> Grade / 6 <sup>th</sup> Grade or Less	89.5	00.7	6
7 <sup>th</sup> – 8 <sup>th</sup> Grade / No School Completed	90.1	00.6	5
7 <sup>th</sup> – 8 <sup>th</sup> Grade / NA	90.4	00.3	3
6 <sup>th</sup> Grade or Less / 6 <sup>th</sup> Grade or Less	93.8	03.3	29
6 <sup>th</sup> Grade or Less / No School Completed	95.6	01.8	16
6 <sup>th</sup> Grade or Less / NA	97.6	02.0	17
No School Completed / No School Completed	98.5	00.9	8
No School Completed / NA	100.0	01.5	13

**Table 1-15**  
**Respondent: Education**

<b>Highest Level of Education Achieved</b>	<b>Percent</b>	<b>Numbers</b>
Post-Graduate or Professional Degree	07.7	70
Bachelor's Degree	20.9	189
Associate Degree	10.3	93
Some College	09.3	84
High School Graduate	21.7	197
9 <sup>th</sup> through 12 <sup>th</sup> Grade	12.7	125
7 <sup>th</sup> or 8 <sup>th</sup> Grade	03.8	03.7
6 <sup>th</sup> Grade or Less	09.2	83
No School Completed	04.5	41

**Table 1-16**  
**Spouse: Education**

<b>Highest Level of Education Achieved</b>	<b>Percentages</b>	<b>Number</b>
Post-Graduate or Professional Degree	10.1	78
Bachelor's Degree	24.8	191
Associate Degree	10.5	81
Some College	09.4	72
High School Graduate	17.4	134
9 <sup>th</sup> through 12 <sup>th</sup> Grade	11.8	91
7 <sup>th</sup> or 8 <sup>th</sup> Grade	03.8	29
6 <sup>th</sup> Grade or Less	08.2	63
No School Completed	04.0	31

**Table 1-17**  
**Educational Achievement of the Best Educated Parent/Guardian**  
**by Language (Percentages)**

<b>Best Educated Household Head</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Post-Graduate or Professional Degree	04.8	01.0	24.1	22.6	09.2	19.7	03.9	07.1
Bachelor's Degree	08.8	00.0	49.0	33.8	23.1	37.8	18.2	32.1
Associate Degree	07.9	02.9	10.3	09.0	06.9	09.4	24.7	00.0
Some College	09.6	07.8	03.4	18.0	05.4	12.6	10.4	03.6
High School Graduate	24.6	25.2	08.3	10.5	20.8	15.7	10.4	21.4
9 <sup>th</sup> through 12 <sup>th</sup> Grade	19.7	25.2	02.1	03.8	27.7	01.6	09.1	03.6
7 <sup>th</sup> or 8 <sup>th</sup> Grade	03.5	07.8	01.4	00.8	01.5	02.4	03.9	03.6
6 <sup>th</sup> Grade or Less	20.2	29.1	01.4	01.5	04.6	00.8	05.2	03.6
No School Completed	00.9	01.1	00.0	00.0	00.8	00.0	14.3	25.0
Number of Respondents	228	103	145	133	130	127	77	28

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households. Chi-Square 397.4; Significance .001. El Salvador not included in Chi-Square Calculation.

**Table 1-18**  
**Educational Achievement of the Best Educated Parent/Guardian**  
**by Residential Region (Percentages)**

<b>Best Educated Parent/Guardian</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Post-Graduate or Professional Degree	08.8	10.9	21.4	13.9	12.4
Bachelor's Degree	28.6	20.9	24.0	30.6	33.0
Associate Degree	07.7	08.6	07.8	09.6	13.9
Some College	08.8	07.3	11.0	10.5	10.3
High School Graduate	14.3	23.6	13.0	12.4	16.5
9 <sup>th</sup> through 12 <sup>th</sup> Grade	12.1	14.1	14.3	10.0	07.2
7 <sup>th</sup> or 8 <sup>th</sup> Grade	05.5	02.7	02.6	02.4	00.0
6 <sup>th</sup> Grade or Less	13.2	09.1	05.2	06.2	04.6
No School Completed	01.1	02.7	00.6	04.3	02.1
Number of Respondents	91	220	154	209	194

Chi-Square 65.1; Significance .001

**Table 1-19**  
**Respondent: Educational Achievement by Gender of the Respondent**  
**(Percentages)**

<b>Level of Education</b>	<b>Female</b>	<b>Male</b>
Post-Graduate or Professional Degree	04.8	14.1
Bachelor's Degree	18.3	25.8
Associate Degree	11.0	08.6
Some College	10.0	07.9
High School Graduate	23.5	18.2
9 <sup>th</sup> through 12 <sup>th</sup> Grade	13.0	12.0
7 <sup>th</sup> or 8 <sup>th</sup> Grade	03.8	03.8
6 <sup>th</sup> Grade or Less	09.8	07.6
No School Completed	05.8	02.1
Number of Respondents	601	291

Chi-Square 37.7; Significance .001

**Table 1-20**  
**Educational Achievement of the Best Educated Parent/Guardian**  
**by Household Income (Percentages)**

<b>Best Educated Parent/Guardian</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Post-Graduate/Professional Degree	02.6	02.5	08.9	14.9	31.3	44.9
Bachelor's Degree	17.2	21.7	24.1	31.1	38.8	42.0
Associate Degree	05.2	10.8	10.9	13.0	08.8	08.7
Some College	06.9	12.1	09.3	13.7	08.8	01.4
High School Graduate	17.2	19.1	20.2	16.8	11.3	02.9
9 <sup>th</sup> through 12 <sup>th</sup> Grade	18.1	15.3	15.6	07.5	01.3	00.0
7 <sup>th</sup> or 8 <sup>th</sup> Grade	03.4	05.1	01.9	01.2	00.0	00.0
6 <sup>th</sup> Grade or Less	14.7	11.5	08.6	01.9	00.0	00.0
No School Completed	14.7	01.9	00.4	00.0	00.0	00.0
Number of Respondents	116	157	257	161	80	69

Chi-Square 283.6; Significance .001

### Household Income

Table 1-21 indicates that more than 63 percent (63.5%) report household incomes of less than \$40,000. Although a household income of \$40,000 is sufficient to meet most household needs in many parts of the country, the average household income and the cost of living in Fairfax County is comparatively high. A 1998 survey of Fairfax County households with public school children reports a median household income of \$80,000.

The evidence found in Table 1-22 generally indicates that Somali and Kurdish households are having the most difficulty making ends meet. More than 85 percent of the responding Somalis reported household incomes of less than \$25,000. In fact, two-thirds (66.7%) of the Somali households reported household incomes of less than \$15,000. Kurdish households also suffer from low incomes although not quite to the same extent as Somalis. Approximately 57 percent of the Kurdish respondents reported household incomes less than \$25,000.

Koreans appear to be the most economically prosperous group of immigrants included in the study. Nearly 68 percent (67.9%) of the responding Korean households report incomes of \$40,000 and above. Even more convincing, more than a third (35.1%) of the Koreans reported household incomes of \$60,000 and above. Vietnamese and Farsi are next in line in terms of economic standing. Nearly 44 percent (43.8%) of the Vietnamese report incomes of \$40,000 and above. Similarly, more than 40 percent (40.4%) of the Farsi respondents reported household incomes of \$40,000 and above.

Urdu-speaking and Spanish-speaking immigrants are doing better than the Somali-speaking and Kurdish-speaking respondents but not as well as Korean-, Vietnamese-, and Farsi-speaking immigrants as measured by household income. Nearly 36 percent (35.7%) of the Urdu-speaking and slightly more than 24 percent (24.1%) of the Spanish-speaking households report household incomes of \$40,000 and above. Immigrants from El Salvador generally have lower household incomes than the overall group of Spanish-speaking respondents. Nearly 39 percent (38.5%) of the respondents from El Salvador reported household incomes of less than \$25,000.

Table 1-23 reports the income breakout of immigrants based on the region of the county. Once again, lower-income immigrant respondents do not appear to be concentrated in any particular region of Fairfax County, with a couple of possible exceptions. More than 42 percent (42.2%) of the respondents from Region 2 and nearly 38 percent (37.7%) from Region 1 report household incomes of less than \$25,000.

The final table to be examined in Section 1 assesses changes in household income based on the length of time in the United States. Much as expected, Table 1-24 indicates that immigrant-household income is directly related to length of time in America. Only about 17 percent of the respondents who have lived in the United States 3 years or less reported household incomes of \$40,000 or more. In contrast, more than 62 percent (62.1%) of the immigrants who have lived in the United States more than 15 years indicated that they have incomes of \$40,000 or better.

**Table 1-21**  
**Annual Household Income**

<b>Household Income</b>	<b>Percentages</b>	<b>Number</b>
Less than \$15,000	14.5	128
\$15,000 - \$24,999	18.5	163
\$25,000 - \$39,999	30.5	269
\$40,000 – \$59,999	19.0	168
\$60,000 - \$84,999	09.2	81
\$85,000 and Above	08.0	71
Don't Know	00.2	2

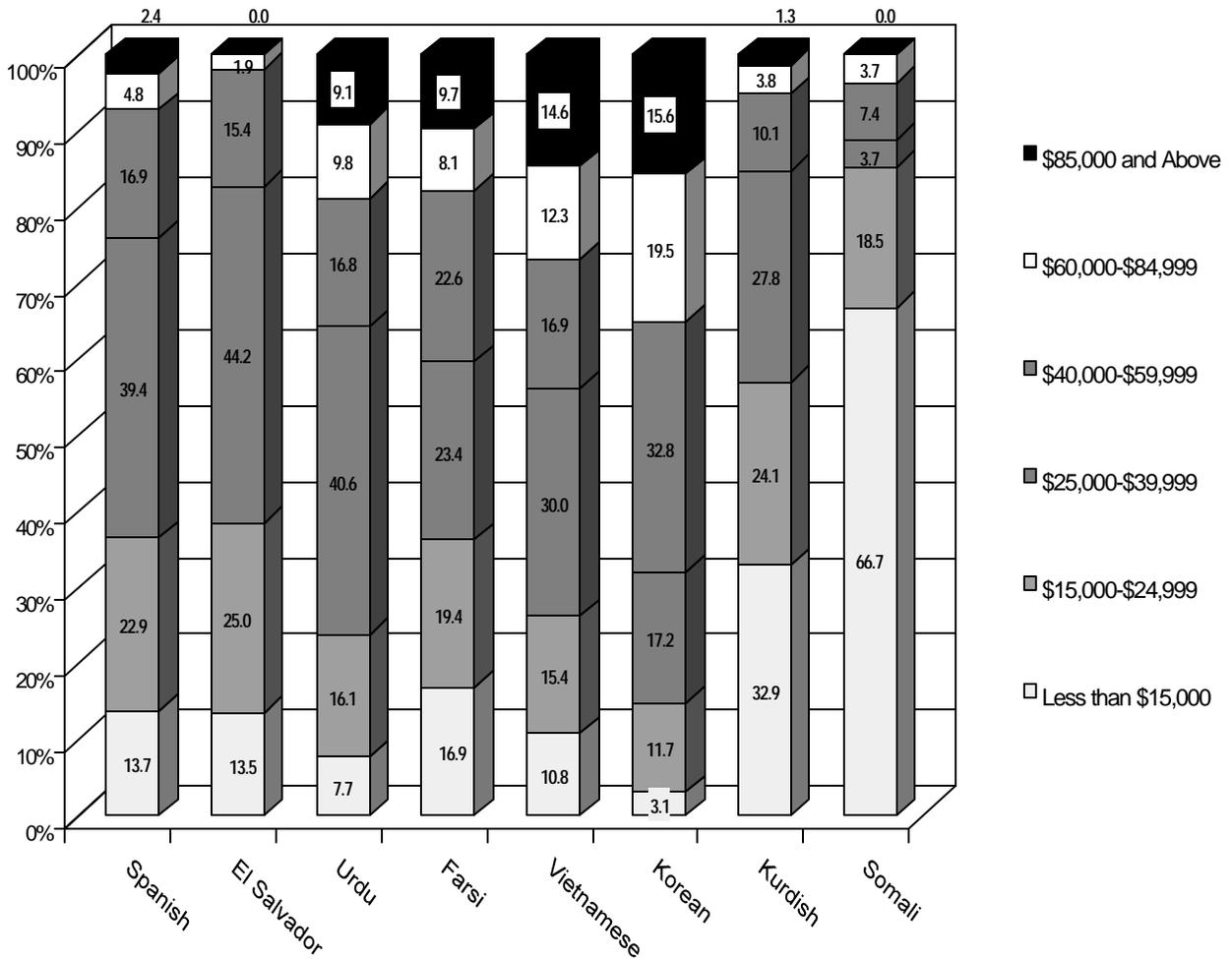
**Table 1-22**  
**Annual Household Income by Language (Percentages)**

<b>Household Income</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Less than \$15,000	13.7	13.5	07.7	16.9	10.8	03.1	32.9	66.7
\$15,000 - \$24,999	22.9	25.0	16.1	19.4	15.4	11.7	24.1	18.5
\$25,000 - \$39,999	39.4	44.2	40.6	23.4	30.0	17.2	27.8	03.7
\$40,000 – \$59,999	16.9	15.4	16.8	22.6	16.9	32.8	10.1	07.4
\$60,000 - \$84,999	04.8	01.9	09.8	08.1	12.3	19.5	03.8	03.7
\$85,000 and Above	02.4	00.0	09.1	09.7	14.6	15.6	01.3	00.0
Number of Respondents	249	104	143	124	130	128	79	27

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 185.5; Significance .001. El Salvador not included in Chi-Square Calculation.

### Annual Household Income by Language



**Table 1-23**

**Annual Household Income by Residential Region (Percentages)**

Household Income	1	2	3	4	5
Less than \$15,000	14.4	21.1	09.7	11.7	13.8
\$15,000 - \$24,999	23.3	21.1	14.9	19.0	15.8
\$25,000 - \$39,999	32.2	32.9	30.5	26.8	31.0
\$40,000 - \$59,999	18.9	14.5	20.8	19.5	22.7
\$60,000 - \$84,999	10.0	07.0	08.4	14.1	06.9
\$85,000 and Above	01.1	03.5	15.6	08.8	09.9
Number of Respondents	90	228	154	205	203

Chi-Square 52.3; Significance .001

**Table 1-24**  
**Annual Household Income by Number of Years the Respondent**  
**has lived in the United States (Percentages)**

<b>Household Income</b>	3 Years or Less	4 – 6 Years	7 – 9 Years	10- 12 Years	13 – 15 Years	More than 15 Years
Less than \$15,000	27.7	25.0	09.2	11.7	09.8	07.6
\$15,000 - \$24,999	27.0	22.1	24.4	18.7	14.7	08.1
\$25,000 - \$39,999	28.3	26.9	34.4	36.3	40.2	22.3
\$40,000 – \$59,999	08.2	15.4	22.1	19.3	20.6	26.5
\$60,000 - \$84,999	05.0	06.7	08.4	07.6	13.7	13.3
\$85,000 and Above	03.8	03.8	01.5	06.4	01.0	22.3
<b>Number of Respondents</b>	159	104	131	171	102	211

Chi-Square 166.0; Significance 001.

Item Presentation: How long have you lived in the United States?



## Section 2

### Language Challenges



Command of the English language is one of the most important factors in the immigrant-adjustment process. Table 2-1 provides an assessment of the extent to which parents/guardians were able to speak English prior to coming to the United States. Slightly more than 8 percent (8.3%) of the immigrants reported that at least one parent/guardian entered the United States with the ability to speak English very well. Nearly a third (30.5%) of the respondents indicated that one or more parent/guardian entered the United States speaking English either well or very well. In contrast, more than 37 percent (37.2%) of the households did not have a parent/guardian who could speak any English when he/she entered the United States. Generally, then, the vast majority of immigrant households are in need of English classes when they enter the United States.

**Table 2-1**  
**Parents/Guardians: How well did they speak English**  
**Before Coming to the United States**

Rating of Spoken English Before Entering the U.S.	Cumulative Percentages	Percentages	Number
Very Well / Very Well	02.7	02.7	24
Very Well / Well	05.3	02.6	23
Very Well / Not Well	07.4	02.0	18
Very Well / Not At All	07.9	00.6	5
Very Well / Don't Know-Not Applicable	08.3	00.3	3
Well / Well	14.7	06.4	57
Well / Not Well	24.7	10.0	88
Well / Not At All	29.0	04.3	38
Well / Don't Know-Not Applicable	30.5	01.6	14
Not Well / Not Well	47.6	17.1	151
Not Well / Not At All	58.8	11.2	99
Not Well / Don't Know-Not Applicable	62.8	04.0	35
Not At All / Not At All	92.1	29.3	259
Not At All / Don't Know-Not Applicable	100.0	07.9	70

Note: Don't Know or Not Applicable indicates that the item does not apply (no spouse) or the respondent does not know or does not wish to answer to the question.

Approximately 34 cases are missing from this analysis.

Item Presentation: How well did you speak English before coming to the United States?

Table 2-2 examines spoken-English capacity before entering the United States by language group. Urdu-speaking households entered the United States in the best position to adjust to life in America based on their entry-level English skills. More than 85 percent (85.2%) of the Urdu-speakers report that at least one parent/guardian could speak English well or very well. Somalis are also likely to enter the United States speaking English. Nearly 56 percent (55.8%) of the Somalis report that at least one parent/guardian could speak English well or very well. Those who claim Spanish as their native language were the least prepared in terms of command of the English language upon entry into the United States. Nearly 95 percent (94.6%) of the Spanish-speaking households report that their most English-proficient parent/guardian had little (not well) or no ability to speak English before coming to the United States. In fact, three-fourths (76.3%) of the Spanish-speaking households report that their best English-speaking parent/guardian entered the United States with no ability to speak English. Less than 2 percent (1.9%) of the Spanish-speaking households from El Salvador had at least one parent/guardian who could speak English well when entering the United States. Vietnamese were nearly as unprepared as those who speak Spanish, with nearly 88 percent (87.7%) reporting that their best English-speaking parent/guardian entered the United States with little (not well) or no ability to speak English. Two-thirds of the Korean (76.6%) and Kurdish (76.3%) households report that their best English-speaking parent/guardian entered the United States with little (not well) or no ability to speak English. Finally, 62 percent of the Farsi-language group indicated that their best English-speaking parent/guardian entered the United States with little (not well) or no ability to speak English.

**Table 2-2**  
**Rating of Spoken English Before Entering the United States**  
**Based on the Most Proficient Parent/Guardian by Language (Percentages)**

<b>Rating of Spoken English Before U.S.</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Very Well	00.4	00.0	32.2	03.2	00.8	02.3	09.2	29.9
Well	05.0	01.9	53.0	34.3	11.5	21.1	14.5	25.9
Not Well	18.3	12.1	12.8	49.3	42.3	53.9	35.5	18.5
Not At All	76.3	83.2	02.0	12.7	45.4	22.7	40.8	25.9
Number of Respondents	240	104	149	134	130	128	76	27

Note: Responses are based on the parent/guardian that entered the United States with the best ability to speak English.

Respondent's country of birth was used to select persons from El Salvador.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 512.4; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: How well did you speak English **before** coming to the United States?

Table 2-3 confirms the importance of having a good command of the English language as it relates to economic prosperity. Nearly 48 percent (47.6%) of the households earning \$60,000-\$84,999 and nearly 44 percent (43.7%) of those earning \$85,000 and above report that at least one parent/guardian entered the United States speaking English well or very well. In contrast, only about 16 percent (16.4%) of those earning less than \$15,000 report that at least one parent/guardian entered the United States speaking English either well or very well. Clearly, immigrants who enter the United States with the ability to speak English are better positioned to adjust to life in America and have an economic advantage over those who are not able to speak English.

Table 2-4 illuminates the relationship between educational status and ability to speak English. Immigrants who enter the United States with a good command of the English language and who have a strong educational background are expected to adjust to life in the United States more rapidly and are more likely to prosper economically. More than 62 percent (62.4%) of the households with at least one parent/guardian who has completed post-graduate work and more than 54 percent (54.3%) of those with bachelor's degrees report that at least one parent/guardian entered the United States speaking English well or very well. In contrast, poorly educated households also tend to have a poor command of the English language. For example, less than 12 percent (11.9%) of the households in which the best-educated parent/guardian is limited to a high school degree report having a parent/guardian who can speak English well or very well.

Table 2-5 generally indicates that there is a weak connection between age of the respondent and ability to speak English prior to moving to the United States. Younger respondents are slightly less likely to have entered the United States speaking English.

**Table 2-3**  
**Rating of Spoken English Before Entering the United States**  
**Based on the Most Proficient Parent/Guardian by Household Income (Percentages)**

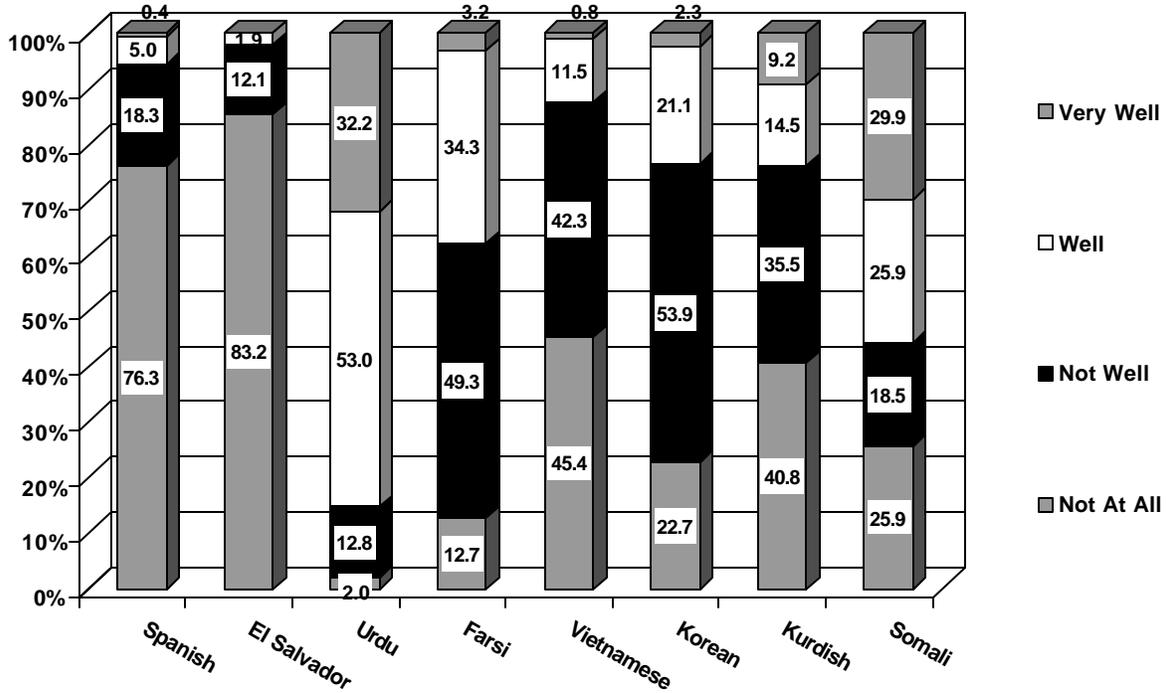
<b>Rating of Spoken English Before Entering the U.S.</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-\$59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Very Well	05.2	01.9	07.6	08.4	18.8	15.5
Well	11.2	21.4	21.0	24.0	28.8	28.2
Not Well	27.6	28.9	29.4	38.9	41.3	31.0
Not At All	56.0	47.8	42.0	28.7	11.3	25.4
Number of Respondents	116	159	262	167	80	71

Note: Responses are based on the household head that entered the United States with the best ability to speak English.

Chi-Square 82.9; Significance .001

Item Presentation: How well did you speak English before coming to the United States?

**Rating of Spoken English Before Entering the United States Based on the Most Proficient Parent/Guardian by Language**



**Table 2-4  
Rating of Spoken English Before Entering the United States Based on the Most Proficient Parent/Guardian by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

Rating of Spoken English Before U.S.	Post-Graduate	Bachelor	Associate	Some College	High School	9-12 <sup>th</sup>	7-8 <sup>th</sup>	6 <sup>th</sup> or Less	None
Very Well	29.9	13.6	02.4	01.2	00.7	00.0	00.0	00.0	04.8
Well	32.5	40.7	31.0	16.0	11.2	03.1	05.0	00.0	00.0
Not Well	29.9	30.7	38.1	58.0	35.0	31.6	20.0	06.5	09.5
Not At All	07.7	14.8	28.6	24.7	53.1	65.3	75.0	93.5	85.7
Number of Respondents	117	236	84	81	143	98	20	62	21

English Note: Responses are based on the household head that entered the United States with the best ability to speak English.  
 Educational Classification Note: Responses are based on the highest educational achievement of the household head with the highest education. Chi-Square 425.0; Significance .001  
 Item Presentation: How well did you speak English before coming to the United States?

**Table 2-5**  
**Rating of Spoken English Before Entering the United States Based on the**  
**Most Proficient Parent/Guardian by Age (Percentages)**

<b>Rating of Spoken English Before U.S.</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Very Well	04.8	08.6	08.8	09.1	11.5	03.4
Well	20.5	20.4	20.5	23.9	25.9	20.5
Not Well	20.5	25.3	35.6	36.4	35.3	37.5
Not At All	54.2	45.7	35.1	30.7	27.3	38.6
Number of Respondents	83	162	205	176	139	88

Note: Responses are based on the household head that entered the United States with the best ability to speak English.

Chi-Square 32.6; Significance .005

Item Presentation: How well did you speak English **before** coming to the United States?

The information reported in Table 2-6 is based on cell percentages as opposed to column percentages. Slightly more than 16 percent (16.4%) of the respondents report that they had at least one parent/guardian who could speak English well or very well before moving to the United States and have at least one parent/guardian who is a citizen of the United States. Conversely, less than 39 percent (38.9) of the respondents report that they do not have a parent/guardian who is a citizen and their most English proficient parent had little (did not speak English well) or no ability to speak English when he/she entered the United States.

**Table 2-6**  
**Rating of Spoken English Before Entering the United States**  
**Based on the Most Proficient Parent/Guardian by Citizenship Status**  
**of Parents/Guardians (Cell Percentages)**

<b>Rating of Spoken English Before Entering the United States</b>	<b>Yes/Yes</b>	<b>Yes/No</b>	<b>Yes/NA</b>	<b>No/No</b>	<b>No/NA</b>
Very Well	03.4	00.8	00.2	03.8	00.1
Well	07.4	04.0	00.6	09.3	01.0
Not Well	09.7	05.1	01.6	13.5	02.2
Not At All	05.4	06.5	02.2	17.7	05.5

Note: Percentages reported above are based on the cell percentage of the overall matrix. N= 875.

Spoken English Classification: Responses are based on the household head that entered the United States with the best ability to speak English.

Citizenship Status: NA indicates that the respondent does not have a spouse or does not know or is not willing to describe the citizenship status of their spouse.

Citizenship Status: Respondents that were unsure or unwilling to report their citizenship status were removed from the analysis (approximately 4 cases).

Chi-Square 63.4; Significance .001

Item Presentation: How well did you speak English **before** coming to the United States?

Item Presentation: Are you an American Citizen?

Table 2-7 reports the combined current English-speaking ability of Parents/Guardians. Nearly three-quarters (73.1%) of the respondents indicated that at least one parent/guardian can speak English well or very well. Conversely, more than half (52.5%) of all respondents report that at least one parent/guardian speaks little (not well) or no English. Tables 2-8 and 2-9 provide individual breakouts for respondents and their spouses.

Table 2-10 examines the English proficiency of the most proficient parent/guardian by language group. In comparison to the scores reported earlier (Table 2-2), most language groups feel that they have made considerable progress of their ability to speak English. Urdu-speaking (96.0%) and Farsi-speaking (91.7%) households are the most proficient in their command of spoken English, with most households reporting that they have at least one parent/guardian who speaks English well or very well. For the most part, Urdu households entered the United States with a good command of spoken English. In contrast, only about 38 percent of the Farsi households entered the United States with at least one head who could speak English well or very well. In sharp contrast to their capacity when they entered the United States, nearly 92 percent of the Farsi-speaking households currently have at least one parent/guardian who speaks English well or very well. Korean (75.5%), Kurdish (71.5%), and Vietnamese (63.0%) households also have made considerable progress in terms of the percentage of households that have at least one parent/guardian who can speak English well or very well. Somalis appear to have made modest gains, with about 59 percent (59.2%) of the households indicating that at least one parent/guardian can speak English well or very well. Spanish-speaking households have made progress but have considerable need for English training. About 55 percent (55.2%) of the responding Spanish-speaking households currently have at least one parent/guardian who can speak English well or very well. Spanish-speaking households from El Salvador also have made significant progress, but less than 44 percent (43.9%) of the responding households report having at least one parent/guardian who can speak English well or very well.

Table 1-11 indicates that there are no major differences in ability to speak English based on residential location in Fairfax County.

**Table 2-7**  
**Parents/Guardians: Current Spoken English Rating**

<b>Current Spoken English Rating</b>	<b>Cumulative Percentages</b>	<b>Percentages</b>	<b>Number</b>
Very Well / Very Well	09.4	09.4	83
Very Well / Well	22.5	13.1	115
Very Well / Not Well	26.5	04.0	35
Very Well / Not At All	26.9	00.5	4
Very Well / Don't Know-Not Applicable	28.6	01.7	15
Well / Well	47.6	19.0	167
Well / Not Well	67.2	19.5	172
Well / Not At All	69.1	01.9	17
Well / Don't Know-Not Applicable	73.1	04.2	37
Not Well / Not Well	87.5	14.2	125
Not Well / Not At All	91.8	04.3	38
Not Well / Don't Know-Not Applicable	96.1	04.3	38
Not At All / Not At All	98.0	01.8	16
Not At All / Don't Know-Not Applicable	100.0	02.0	18

Note: Don't Know or Not Applicable indicates that the item does not apply (no spouse) or the respondent does not know or does not wish to answer to the question.

Item Presentation: How well do you speak English?

**Table 2-8**  
**Respondent: Current Spoken English Rating**

<b>Current Spoken English Rating</b>	<b>Percentages</b>	<b>Number</b>
Very Well	17.5	160
Well	40.6	370
Not Well	34.8	317
Not At All	07.1	65

Item Presentation: How well do you speak English?

**Table 2-9**  
**Spouse: Current Spoken English Rating**

<b>Current Spoken English Rating</b>	<b>Percentages</b>	<b>Number</b>
Very Well	23.2	180
Well	41.8	324
Not Well	29.1	226
Not At All	05.9	46

Item Presentation: How well does your spouse speak English?

**Table 2-10**  
**Current Spoken English Rating of the Most Proficient Parent/Guardian**  
**by Language (Percentages)**

<b>Current Spoken English Rating</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Very Well	16.0	12.1	51.7	53.4	11.5	15.7	27.3	37.0
Well	39.2	31.8	44.3	38.3	51.5	59.8	44.2	22.2
Not Well	39.2	43.9	03.4	07.5	33.8	21.3	19.5	25.9
Not At All	05.5	07.5	00.7	00.8	03.1	03.1	09.1	14.8
Number of Respondents	237	102	149	133	130	127	77	27

Note: Respondent's country of birth was used to select persons from El Salvador.

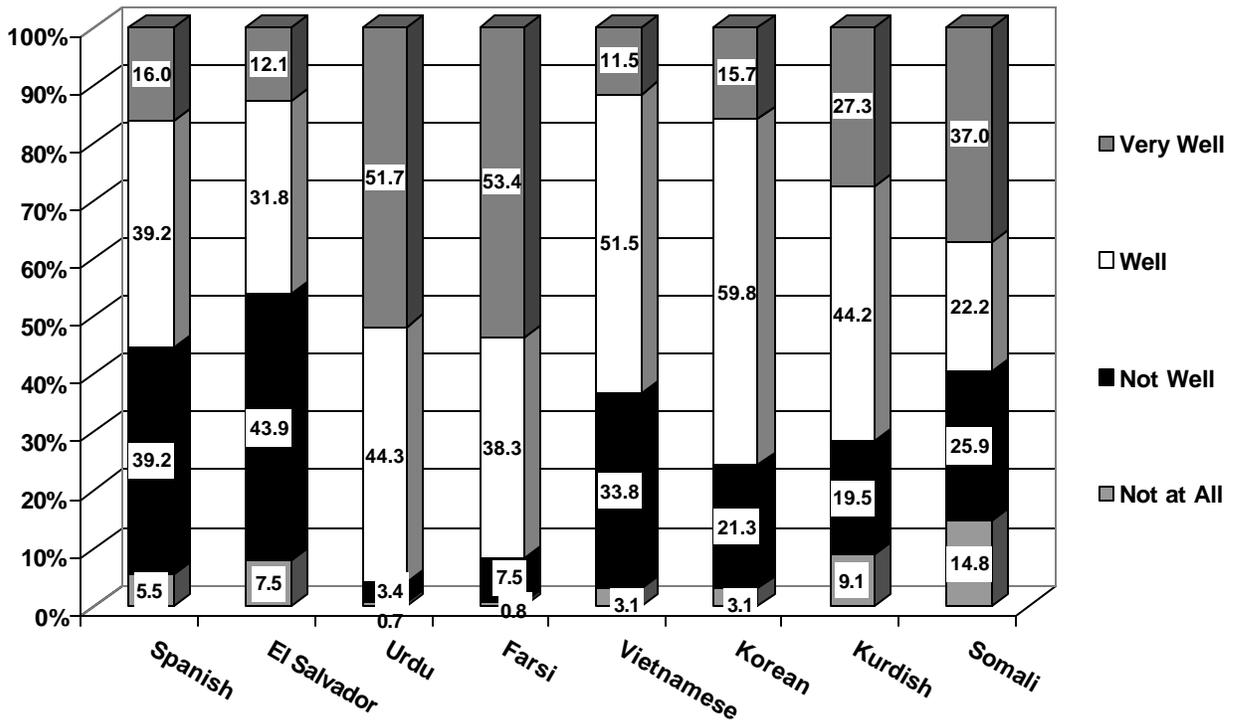
Note: Responses are based on the parent/guardian with the best ability to speak English.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 209.6; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: How well do you speak English?

**Current Spoken English Rating of the Most Proficient Parent/Guardian by Language**



**Table 2-11**  
**Current Spoken English Rating of the Most Proficient Parent**  
**by Residential Region (Percentages)**

<b>Current Spoken English Rating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very Well	30.1	20.5	35.1	30.2	30.5
Well	39.8	45.5	41.7	43.4	49.5
Not Well	29.0	29.5	18.5	22.6	16.0
Not At All	01.1	04.5	04.6	03.8	04.0
Number of Respondents	93	224	151	212	200

Chi-Square 24.5; Significance .017

Once again, the evidence found in Table 2-12 emphasizes the connection between command of the English language and economic prosperity. More than 90 percent of the households that report incomes of \$60,000 or more also report that they have at least one parent/guardian who can speak English well or very well. In contrast, only about 45 percent (44.8%) of the households with incomes of less than \$15,000 report that they have at least one parent/guardian who can speak English well or very well. Clearly, English skills and economic prosperity go hand in hand.

Consistent with earlier findings and much as expected, the connection between education and ability to speak English is strong. Nearly 97 percent (96.6%) of households with a parent/guardian who has completed post-graduate education also have a parent/guardian who can speak English well or very well. In contrast, less than 10 percent (9.5%) of households whose best-educated parent/guardian has no formal education report having at least one parent/guardian who can speak English well or very well.

The evidence found in Table 2-14 indicates that there are no major differences in ability to speak English based on age, with the possible exception of those over 50 years of age. Less than 56 percent (55.7%) of the respondents over 50 years of age report that at least one parent/guardian can speak English well or very well.

Tables 2-15, 2-16, and 2-17 examine the connection between length of time in the United States and ability to speak English. Naturally, we would expect English proficiency to increase as the length of time in the United States increases if the immigrants are adjusting to life in the host country. The findings reported in Table 2-16 generally indicate that command of the English language is directly related to number of years in the United States. About 39 percent (38.5%) of the respondents who have lived in the United States 3 years or less report being able to speak English well or very well. In contrast, 82 percent of the respondents who have been in the United States more than 15 years report the ability to speak English well or very well. Conversely, 8 percent of the respondents (Table 2-16) and nearly 29 percent (Table 2-17; 28.5%) of the spouses of respondents who have lived in the United States more than 15 years still report little (not well) or no ability to speak English.

**Table 2-12**  
**Current Spoken English Rating of the Most Proficient Parent/Guardian**  
**by Household Income (Percentages)**

<b>Current Spoken English Rating</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Very Well	13.8	17.1	25.3	28.3	51.3	60.0
Well	31.0	40.5	48.3	59.0	42.5	32.9
Not Well	38.8	37.3	24.5	12.0	06.3	05.7
Not At All	16.4	05.1	01.9	00.6	00.0	01.4
Number of Respondents	116	158	261	166	80	70

Note: Responses are based on the Parent/Guardian with the best ability to speak English.

Chi-Square 170.7; Significance .001

Item Presentation: How well do you speak English?

**Table 2-13**  
**Current Spoken English Rating of the Most Proficient Parent/Guardian by**  
**Educational Achievement of the Most Educated Parent/Guardian**  
**(Percentages)**

<b>Current Spoken English Rating</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>7-8th</b>	<b>6<sup>th</sup> or Less</b>	<b>None</b>
Very Well	69.6	40.5	32.1	22.0	13.5	07.1	05.0	00.0	09.5
Well	27.0	51.9	57.1	57.3	53.9	43.9	25.0	11.3	00.0
Not Well	02.6	07.2	09.5	20.7	31.9	46.9	40.0	69.4	42.9
Not At All	00.9	00.4	01.2	00.0	00.7	02.0	30.0	19.4	47.6
Number of Respondents	115	237	84	82	141	98	20	62	21

Spoken English Classification: Responses are based on the parent/guardian that currently has the best ability to speak English.

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.

Chi-Square 444.2; Significance .001

Item Presentation: How well do you speak English?

**Table 2-14**  
**Current Spoken English Rating of the Most Proficient Parent/Guardian by Age**  
**(Percentages)**

<b>Current Spoken English Rating</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Very Well	35.7	32.3	25.4	29.5	33.3	15.9
Well	38.1	40.4	49.3	52.0	39.9	39.8
Not Well	23.8	25.5	21.5	17.3	22.5	31.8
Not At All	02.4	01.9	03.9	01.2	04.3	12.5
Number of Respondents	84	161	205	173	138	88

Spoken English Classification: Responses are based on the parent/guardian that currently has the best ability to speak English.  
 Chi-Square 39.4; Significance .001  
 Item Presentation: Item Presentation: How well do you speak English?

**Table 2-15**  
**Current Spoken English Rating of the Most Proficient Parent/Guardian by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Current Spoken English Rating</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Very Well	17.5	23.5	29.5	24.4	30.4	41.8
Well	40.6	43.1	47.0	39.9	52.9	46.5
Not Well	31.9	28.4	22.0	31.0	14.7	11.7
Not At All	10.0	04.9	01.5	04.8	02.0	00.0
Number of Respondents	160	102	132	168	102	213

Spoken English Classification: Responses are based on the parent/guardian that currently has the best ability to speak English.  
 Chi-Square 84.5; Significance .001  
 Item Presentation: Item Presentation: How well do you speak English?  
 Item Presentation: How long have you lived in the United States?

**Table 2-16**  
**Current Spoken English Rating of the Respondent by Number of Years**  
**the Respondent has lived in the United States (Percentages)**

<b>Current Spoken English Rating</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Very Well	12.0	08.5	13.9	12.6	17.1	32.7
Well	26.5	36.8	40.9	45.1	40.0	49.3
Not Well	42.2	48.1	39.4	36.0	39.0	17.1
Not At All	19.3	06.6	05.8	06.3	03.8	00.9
Number of Respondents	166	106	137	175	105	217

Chi-Square 127.7; Significance .001

Item Presentation: Item Presentation: How well do you speak English?

Item Presentation: How long have you lived in the United States?

**Table 2-17**  
**Current Spoken English Rating of the Spouse by Number of Years**  
**the Spouse has lived in the United States (Percentages)**

<b>Current Spoken English Rating</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Very Well	11.7	09.6	16.2	15.9	19.8	27.0
Well	32.8	46.8	37.4	42.4	39.6	44.5
Not Well	39.8	40.4	43.4	33.8	37.4	26.5
Not At All	15.6	03.4	03.0	07.9	03.3	02.0
Number of Respondents	128	94	99	151	91	200

Chi-Square 54.6; Significance .001

Item Presentation: Item Presentation: How well do you speak English?

Item Presentation: How long have you lived in the United States?

The information found in Table 2-18 provides an assessment of immigrant adjustment based on the combination of citizenship status and quality of spoken English. Similar to Table 2-6, the findings presented in Table 2-18 are based on cell percentages as opposed to column percentages. Nearly 41 percent (40.7%) of the households have at least one parent/guardian who is a citizen and at least one parent/guardian who speaks English well or very well. Conversely, slightly more than 20 percent (20.3%) of the responding immigrants report that they do not have a parent/guardian who has attained citizenship and their most proficient English-speaking head has little (does not speak English well) or no ability to speak English.

**Table 2-18**  
**Current Spoken English Rating of the Most Proficient Parent/Guardian**  
**by Citizenship Status of Parents/Guardians (Cell Percentages)**

<b>Current Spoken English Rating</b>	<b>Yes/Yes</b>	<b>Yes/No</b>	<b>Yes/NA</b>	<b>No/No</b>	<b>No/NA</b>
Very Well	11.9	05.6	01.4	08.7	01.0
Well	11.7	08.0	02.1	20.7	02.3
Not Well	02.3	02.9	00.7	13.5	03.3
Not At All	00.1	00.1	00.1	01.5	02.0

Note: Percentages reported above are based on the cell percentage of the overall matrix. N= 875.

Citizenship Status: NA indicates that the respondent does not have a spouse or does not know or is not willing to describe the citizenship status of their spouse.

Citizenship Status: Respondents that were unsure or unwilling to report their citizenship status were removed from the analysis (approximately 4 cases).

Spoken English Classification: Responses are based on the parent/guardian that currently has the best ability to speak English.

Chi-Square 143.6; Significance .001

Item Presentation: How well do you speak English?

Item Presentation: Are you an American Citizen?

Table 2-19 assesses the extent to which immigrants have taken classes to improve their English since coming to the United States. Obviously, assessments of need for English classes are subjective. In some cases, individuals may have good English communication skills but would like to further improve their English. In other cases, immigrants may have limited ability to speak English but may also have limited desire to improve their command of English and accordingly indicate that they do not need English classes. Looking at access to or need for English classes from a positive perspective, about 46 percent of the respondents either indicated that at least one parent either did not need or had taken English classes since coming to America. In any case, it is important to note that the evidence found in Tables 2-19 through 2-25 do not provide concrete evidence about the need for English classes. It is quite likely that those indicating that they have taken an English class since coming to the United States are still in need of additional English training.

**Table 2-19**  
**Parents/Guardians: Taken Classes to Improve English Since Coming to the United States**

<b>Taken Classes to Improve English</b>	<b>Percentages</b>	<b>Number</b>
Do Not Need / Do Not Need	01.2	10
Do Not Need / Yes	01.2	7
Do Not Need / No	01.7	15
Do Not Need / Don't Know – Not Applicable	00.1	1
Yes / Yes	34.0	295
Yes / No	24.8	215
Yes / Don't Know – Not Applicable	09.1	79
No / No	23.0	200
No / Don't Know – Not Applicable	05.3	46

Note: Don't Know or Not Applicable indicates that the item does not apply (no spouse) or the respondent does not know or does not wish to answer to the question.

Item Presentation: Have you taken classes to improve your English since coming to the United States?

**Table 2-20**  
**Parents/Guardians: Taken Classes to Improve English Since Coming to the United States by Language (Percentages)**

<b>English Classes</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Do Not Need / Do Not Need	00.0	00.0	06.8	00.0	00.0	00.0	00.0	00.0
Do Not Need / Yes	00.0	00.0	02.7	02.4	00.0	00.0	00.0	00.0
Do Not Need / No	00.4	00.0	08.2	01.6	00.0	00.0	00.0	00.0
Do Not Need / DK-NA	00.4	00.9	00.0	00.0	00.0	00.0	00.0	00.0
Yes / Yes	36.1	30.8	03.4	45.5	50.8	33.6	44.0	25.0
Yes / No	24.9	25.2	27.9	26.8	16.7	29.7	22.7	17.9
Yes / DK- NA	12.0	11.2	00.7	08.9	11.9	10.9	04.0	21.4
No / No	18.3	22.4	45.6	12.2	15.1	25.0	25.3	14.3
No / DK-NA	07.9	07.5	04.8	02.4	05.6	00.8	04.0	21.4
Number of Respondents	241	105	147	123	126	128	75	28

Note: DK-NA indicates that the item does not apply (no spouse) or the respondent does not know or does not wish to answer to answer the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 269.2; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Have you taken classes to improve your English since coming to the United States?

**Table 2-21**  
**Parents/Guardians: Taken Classes to Improve English Since Coming**  
**to the United States by Household Income (Percentages)**

<b>Taken English Classes</b>	<b>Less than \$15,00</b>	<b>\$15,000- \$24,999</b>	<b>\$25,000- \$39,999</b>	<b>\$40,000- 59,999</b>	<b>\$60,000- \$84,999</b>	<b>\$85,000- Above</b>
Do Not Need / Do Not Need	00.0	00.0	00.4	03.1	03.8	00.0
Do Not Need / Yes	00.0	01.3	00.8	00.0	01.3	03.0
Do Not Need / No	00.0	01.9	01.2	03.1	03.8	01.5
Do Not Need / DK-NA	00.0	00.6	00.0	00.0	00.0	00.0
Yes / Yes	23.3	30.4	31.4	40.5	51.3	38.8
Yes / No	18.1	24.7	31.0	25.8	16.3	19.4
Yes / DK- NA	22.4	10.1	07.0	04.3	03.8	07.5
No / No	12.9	26.6	26.4	22.7	17.5	26.9
No / DK-NA	23.3	04.0	01.9	00.6	02.5	03.0
<b>Number of Respondents</b>	<b>116</b>	<b>158</b>	<b>258</b>	<b>163</b>	<b>80</b>	<b>67</b>

Note: Responses are arranged based on the parent/guardian that entered the United States with the best ability to speak English.  
 Chi-Square 152.4; Significance .001  
 Item Presentation: Have you taken classes to improve your English since coming to the United States?

**Table 2-22**  
**Parents/Guardians: Taken Classes to Improve English Since Coming**  
**to the United States by Educational Achievement of the**  
**Most Educated Parent/Guardian (Percentages)**

<b>English Classes</b>	<b>Post- Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>7-8th</b>	<b>6<sup>th</sup> or Less</b>	<b>None</b>
Do Not Need / Do Not Need	03.5	02.6	00.0	00.0	00.0	00.0	00.0	00.0	00.0
Do Not Need / Yes	04.4	00.4	00.0	01.2	00.0	00.0	00.0	00.0	00.0
Do Not Need / No	02.6	03.5	03.6	00.0	00.7	00.0	00.0	00.0	00.0
Do Not Need / DK-NA	00.0	00.0	00.0	00.0	00.0	01.0	00.0	00.0	00.0
Yes / Yes	32.5	31.7	39.8	55.6	34.5	32.7	30.0	17.7	09.5
Yes / No	22.8	27.8	25.3	19.8	27.5	26.5	20.0	24.2	09.5
Yes / DK-NA	06.1	04.8	10.8	11.1	11.3	13.3	15.0	06.5	28.6
No / No	26.3	26.9	16.9	12.3	19.7	20.4	35.0	30.6	23.8
No / DK-NA	01.8	02.2	03.6	00.0	06.3	06.1	00.0	21.0	28.6
<b>Number of Respondents</b>	<b>114</b>	<b>227</b>	<b>83</b>	<b>81</b>	<b>142</b>	<b>98</b>	<b>20</b>	<b>62</b>	<b>21</b>

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.  
 Chi-Square 157.0; Significance .001  
 Item Presentation: Have you taken classes to improve your English since coming to the United States?

**Table 2-23**  
**Parents/Guardians: Taken Classes to Improve English Since Coming to the United States by Age (Percentages)**

<b>Taken English Classes</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Do Not Need / Do Not Need	01.2	00.0	01.0	01.7	01.4	01.2
Do Not Need / Yes	00.0	01.2	00.5	00.6	00.7	01.2
Do Not Need / No	00.0	01.8	01.5	04.1	01.4	00.0
Do Not Need / DK-NA	00.0	00.6	00.0	00.0	00.0	00.0
Yes / Yes	32.9	33.1	34.5	33.1	35.5	37.2
Yes / No	31.7	24.5	24.0	25.0	22.5	22.1
Yes / DK- NA	12.2	06.1	08.5	10.5	09.4	07.0
No / No	19.5	27.6	22.5	23.3	24.6	19.8
No / DK-NA	02.4	04.9	07.5	01.7	04.3	11.6
<b>Number of Respondents</b>	<b>82</b>	<b>163</b>	<b>200</b>	<b>172</b>	<b>138</b>	<b>86</b>

Chi-Square 41.7; Significance .397

Item Presentation: Have you taken classes to improve your English since coming to the United States?

**Table 2-24**  
**Parents/Guardians: Taken Classes to Improve English Since Coming to the United States by Number of Years the Respondent has lived in the United States (Percentages)**

<b>Taken English Classes</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Do Not Need / Do Not Need	00.0	02.9	01.6	00.6	00.0	01.9
Do Not Need / Yes	00.6	01.0	00.8	00.6	00.0	01.4
Do Not Need / No	01.3	01.0	00.8	01.2	02.9	02.9
Do Not Need / DK-NA	00.0	00.0	00.0	00.0	00.0	00.5
Yes / Yes	23.6	31.1	35.7	34.7	37.3	40.4
Yes / No	28.7	29.1	20.9	22.8	25.5	23.6
Yes / DK- NA	04.5	06.8	13.2	10.8	10.8	08.7
No / No	31.2	21.4	21.7	25.1	20.6	17.8
No / DK-NA	10.2	06.8	05.4	04.2	02.9	02.9
<b>Number of Respondents</b>	<b>157</b>	<b>103</b>	<b>129</b>	<b>167</b>	<b>102</b>	<b>208</b>

Chi-Square 56.6; Significance .043

Item Presentation: Have you taken classes to improve your English since coming to the United States?

Item Presentation: How long have you lived in the United States?

**Table 2-25**  
**Parents/Guardians: Taken Classes to Improve English Since Coming**  
**to the United States by Citizenship Status of Parents/Guardians (Percentages)**

<b>Parents/Guardians: English Classes</b>	<b>Yes/Yes</b>	<b>Yes/No</b>	<b>Yes/NA</b>	<b>No/No</b>	<b>No/NA</b>
Do Not Need / Do Not Need	01.8	00.7	00.0	01.3	00.0
Do Not Need / Yes	01.8	00.0	00.0	00.8	00.0
Do Not Need / No	02.3	02.1	00.0	01.8	00.0
Do Not Need / DK-NA	00.0	00.0	02.5	00.0	00.0
Yes / Yes	47.7	43.8	00.0	33.2	01.3
Yes / No	23.4	29.9	00.0	31.1	00.0
Yes / DK- NA	01.4	01.4	70.1	00.3	54.5
No / No	21.6	22.2	00.0	31.3	00.0
No / DK-NA	00.0	00.0	27.5	00.3	44.2
<b>Number of Respondents</b>	<b>218</b>	<b>144</b>	<b>40</b>	<b>383</b>	<b>77</b>

Citizenship Status: NA indicates that the respondent does not have a spouse or does not know or is not willing to describe the citizenship status of their spouse.

Citizenship Status: Respondents that were unsure or unwilling to report their citizenship status were removed from the analysis (approximately 4 cases).

Chi-Square 653.2; Significance .001

Item Presentation: Have you taken classes to improve your English since coming to the United States?

Item Presentation: Are you an American Citizen?

Table 2-26 more directly measures immigrant demand for English classes. Regardless of their familiarity with English and previous coursework related to English, nearly two-thirds of the respondents report that they or at least one member of their household want to take classes in English. Somalis registered the highest demand for additional English classes, with more than 93 percent (93.1%) of the respondents indicating household demand for English classes. Korean-speaking (82.2%), Kurdish-speaking (75.9%), and Spanish-speaking (84.1%) immigrants registered demand for English classes that is nearly as strong as that reported by Somalis. Spanish-speaking immigrants from El Salvador are particularly interested in improving their English skills, with nearly 89 percent (88.7%) of the respondents indicating that they or someone in their family would like to take English classes. The relatively low demand for additional English classes was expected in the case of Urdu-speakers (40.5%) and Farsi-speakers (53.4%). Unexpectedly, Vietnamese immigrants registered the lowest demand of all the immigrants groups, with less than 39 percent indicating that they or someone in their family would like to take English classes. Table 2-28 generally indicates that demand for English classes is spread fairly evenly across the regions with the possible exception of Region 2. Region 2 immigrants registered somewhat higher demand, with 73 percent of the respondents indicating that they or someone in their family would like to take English classes.

**Table 2-26**  
**Family Members Want to Take English Classes**

<b>Want English Classes</b>	<b>Percentages</b>	<b>Number</b>
Yes	65.2	589
No	34.2	309
Don't Know – Not Applicable	00.6	5

English Classes Note: Don't Know or Not Applicable indicates that the respondent does not know or does not wish to answer to the question.

Item Presentation: Do you or other family members want to take English classes?

**Table 2-27**  
**Family Members Want to Take English Classes by Language (Percentages)**

<b>Want English Classes</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	84.1	88.7	40.5	53.4	39.8	82.2	75.9	93.1
No	14.7	10.4	59.5	45.1	60.2	17.8	24.1	06.9
DK – NA	01.2	00.9	00.0	01.5	00.0	00.0	00.0	00.0
Number of Respondents	252	106	148	133	133	129	79	29

English Classes Note: DK-NA indicates that the respondent does not know or does not wish to answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 173.4; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do you or other family members want to take English classes?

**Table 2-28**  
**Family Members Want to Take English Classes by Residential Region (Percentages)**

<b>Want English Classes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Yes	63.0	73.0	63.7	60.1	63.9
No	35.9	26.6	35.7	39.4	35.6
DK – NA	01.1	00.4	00.6	00.5	00.5
Number of Respondents	92	233	157	213	208

English Classes Note: DK-NA indicates that the respondent does not know or does not wish to answer to the question.

Chi-Square 9.79; Significance .280

Table 2-29 clearly demonstrates the connection between command of the English language and economic well being. Less than 24 percent (23.9%) of the households with incomes of \$85,000 and above report that they have a family member who wants to take English classes. In sharp contrast, nearly 90 percent (89.8%) of households with incomes less than \$15,000 report that they have a family member who wants to take English classes.

**Table 2-29**  
**Family Members Want to Take English Classes by Household Income (Percentages)**

<b>Want English Classes</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Yes	89.8	76.7	70.0	59.5	45.7	23.9
No	10.2	22.1	29.6	39.9	54.3	74.6
DK – NA	00.0	01.2	00.4	00.6	00.0	01.4
<b>Number of Respondents</b>	<b>128</b>	<b>163</b>	<b>267</b>	<b>168</b>	<b>81</b>	<b>71</b>

English Classes Note: DK-NA indicates that the respondent does not know or does not wish to answer to the question.

Chi-Square 123.8; Significance .001

Item Presentation: Do you or other family members want to take English classes?

The evidence found in Table 2-30 further illuminates the relationship between education and the desire to take English classes. It is important to note that Table 2-30 reports educational achievement of the best-educated parent/guardian. Educational deficiencies and the desire to take English classes tend to go hand in hand.

**Table 2-30**  
**Family Members Want to Take English Classes by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Want English Classes</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>7-8th</b>	<b>6<sup>th</sup> or Less</b>	<b>None</b>
Yes	42.6	52.7	54.1	67.5	80.3	78.8	85.0	88.3	90.5
No	56.5	47.3	44.7	31.3	19.0	21.2	15.0	11.7	09.5
DK – NA	00.9	00.0	01.2	01.2	00.7	00.0	00.0	00.0	00.0
<b>Number of Respondents</b>	<b>115</b>	<b>237</b>	<b>85</b>	<b>83</b>	<b>142</b>	<b>99</b>	<b>20</b>	<b>60</b>	<b>21</b>

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.

English Classes Note: DK-NA indicates that the respondent does not know or does not wish to answer to the question.

Chi-Square 102.6; Significance .001

Item Presentation: Do you or other family members want to take English classes?

**Family Members Want to Take English Classes by Language**

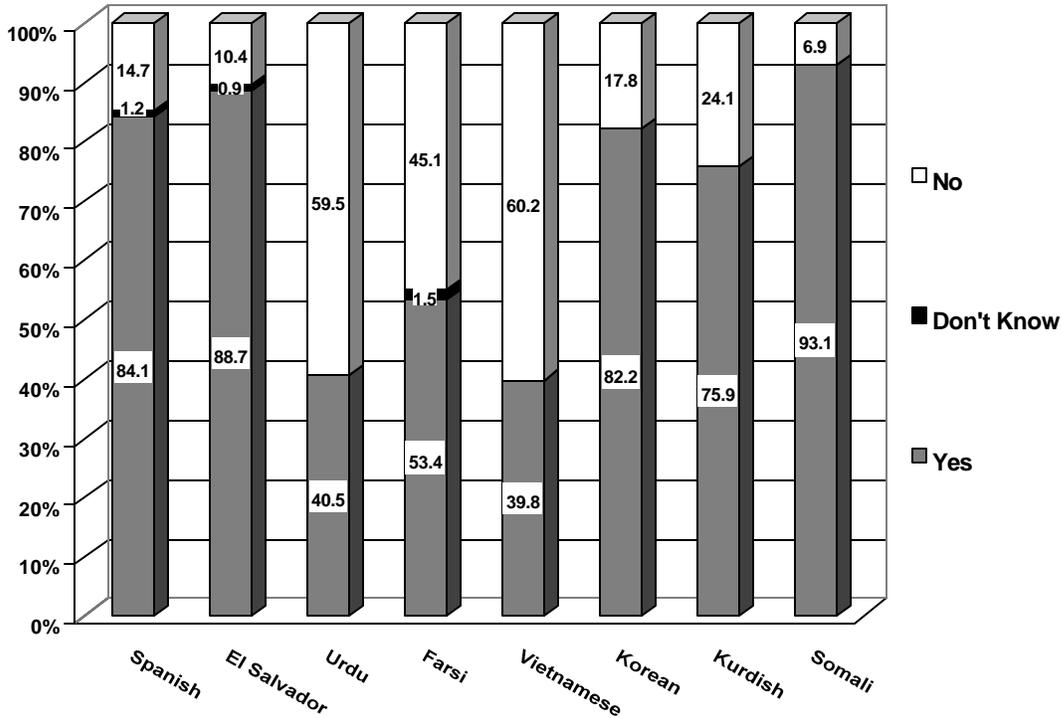


Table 2-31 examines the desire to take English classes by age. Younger households, those 35 years of age or younger, are more likely to contain a household member who is interested in taking English classes. Nearly 75 percent of the households in which the respondent is 30 years of age or under report that they or at least one family member want to take English classes.

**Table 2-31**  
**Family Members Want to Take English Classes by Age (Percentages)**

Want English Classes	30 or Less	31-35	36-40	41-45	46-50	Above 50
Yes	74.7	71.9	63.8	60.1	63.8	61.8
No	24.2	28.1	34.8	39.3	36.2	38.2
DK – NA	01.1	00.0	01.4	00.6	00.0	00.0
Number of Respondents	91	167	210	178	141	89

English Classes Note: DK-NA indicates that the respondent does not know or does not wish to answer to the question.

Chi-Square 16.8; Significance .079

Item Presentation: Do you or other family members want to take English classes?

Table 2-32 shows the relationship between length of time in the United States and the desire to take English classes. Much as expected, there is an inverse relationship between time in the United States and the desire to take English classes. About 40 percent (39.9%) of the respondents who have lived in the United States more than 15 years report that they or at least one family member would like to take English classes. Approximately 67 percent of the respondents who have lived in the United States 13-15 years report that they or at least one of their family members would like to take English classes. In other words, the desire to take English classes is not confined to new arrivals but includes immigrants who have been in the United States for considerable periods of length of time.

**Table 2-32**  
**Family Members Want to Take English Classes by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

Want English Classes	3 Years or Less	4 – 6 Years	7 – 9 Years	10- 12 Years	13 – 15 Years	More than 15 Years
Yes	84.1	70.8	69.3	71.1	67.0	39.9
No	15.9	28.3	30.7	28.9	31.1	59.2
DK – NA	00.0	00.9	00.0	00.0	01.9	00.9
Number of Respondents	164	106	137	173	103	218

English Classes Note: DK-NA indicates that the item does not know or does not wish to answer to the question.

Chi-Square 99.2; Significance .001

Item Presentation: Do you or other family members want to take English classes?

Item Presentation: How long have you lived in the United States?

Command of the English language and citizenship also combine to open or close doors of opportunity. Table 2-33 indicates that more than 78 percent (78.2%) of the households that report that both parents/guardians are not citizens also indicate that they, or at least one member of their household, want English classes. Similarly, more than 80 percent (80.3%) of the single-parent/guardian households in which the parent/guardian is not a citizen report that they or at least one member of their family would like to take English classes.

Immigrants who do not have a good command of the English language often must depend on their children for English translations. Table 2-34 indicates that more than 41 percent (41.4%) of respondents report that their children often translate English for other members of the household. In some cases, these children become a vital link to the English-speaking world. Table 2-35 indicates that Kurdish-speaking (62.0%), Somali-speaking (58.6%), and Spanish-speaking (52.0%) households are particularly dependent on their children to act as English translators.

**Table 2-33**  
**Family Members Want to Take English Classes**  
**by Household Heads: Citizenship Status (Percentages)**

<b>Want English Classes</b>	<b>Yes/Yes</b>	<b>Yes/No</b>	<b>Yes/NA</b>	<b>No/No</b>	<b>No/NA</b>
Yes	39.2	67.6	35.0	78.2	80.3
No	59.9	31.7	62.5	21.5	19.7
DK – NA	00.9	00.7	02.5	00.3	00.0
Number of Respondents	227	145	40	390	76

Citizenship Status: NA indicates that the item does not apply (no spouse) or the respondent does not know or is not willing to describe the citizenship status of their spouse.

Citizenship Status: Respondents that were unsure or unwilling to report their citizenship status were removed from the analysis (approximately 4 cases).

Chi-Square 119.7; Significance .001

Item Presentation: Do you or other family members want to take English classes?

Item Presentation: Are you an American Citizen?

**Table 2-34**  
**Children Translate English for Other Family Members**

<b>Children Translate English for Family</b>	<b>Percentages</b>	<b>Number</b>
Yes	41.4	373
No	57.9	522
Don't Know – Not Applicable	00.7	6

Note: Don't Know or Not Applicable indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Item Presentation: Item Presentation: Do your children often translate English for other members of the household?

**Table 2-35**  
**Children Translate English for Other Family Members by Language (Percentages)**

<b>Children Translate</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	52.0	56.6	26.4	42.9	27.1	34.9	62.0	58.6
No	47.2	43.4	72.3	56.4	72.9	65.1	38.0	37.9
DK – NA	00.8	00.0	01.4	00.8	00.0	00.0	00.0	03.4
Number of Respondents	250	106	148	133	133	129	79	29

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 65.1; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do your children often translate English for other members of the household?

Consistent with expectations, Table 2-36 confirms that dependence on children to act as translators is inversely related to household income. Low-income households are more dependent on their children as English translators. Less than 10 percent (9.9%) of the households with incomes of \$85,000 and above report being dependent on their children to translate English. In contrast, more than 67 percent (67.2%) of the households with incomes less than \$15,000 report that their children are often needed to translate English for household members.

Similar to income, dependence on children to act as English translators is inversely related to level of education. Table 2-37 indicates that more than 86 percent (85.7%) of the households in which the best-educated parent/guardian has no formal education, also report that they often depend on their children to act as English translators for household members. About half (51.4%) of the households in which the best-educated parent/guardian holds a high school degree report that their children often act as household English translators. Conversely, less than 14 percent (13.9%) of the households in which the most educated parent/guardian has completed post-graduate work have family members that often depend on children for English translations.

**Table 2-36**  
**Children Translate English for Other Family Members**  
**by Household Income (Percentages)**

<b>Children Translate</b>	<b>Less than \$15,000</b>	<b>\$15,000- \$24,999</b>	<b>\$25,000- \$39,999</b>	<b>\$40,000- 59,999</b>	<b>\$60,000- \$84,999</b>	<b>\$85,000- Above</b>
Yes	67.2	52.8	44.2	29.2	18.5	09.9
No	32.8	46.0	55.1	70.8	81.5	88.7
DK – NA	00.0	01.2	00.7	00.0	00.0	01.4
Number of Respondents	128	163	267	168	81	71

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Chi-Square 115.4; Significance .001

Item Presentation: Do your children often translate English for other members of the household?

**Table 2-37**  
**Children Translate English for Other Family Members by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Children Translate</b>	<b>Post- Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12<sup>th</sup></b>	<b>7-8<sup>th</sup></b>	<b>6<sup>th</sup> or Less</b>	<b>None</b>
Yes	13.9	30.1	41.7	50.6	51.4	47.5	70.0	68.3	85.7
No	84.3	68.6	58.3	49.4	47.9	52.5	30.0	31.7	14.3
DK – NA	01.7	01.3	00.0	00.0	00.7	00.0	00.0	00.0	00.0
Number of Respondents	115	236	84	83	142	99	20	60	21

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education. Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question. Chi-Square 111.5; Significance .001

Item Presentation: Do your children often translate English for other members of the household?

The evidence found in Table 2-38 indicates that dependence on children for English translations is directly related to age. Older households are more likely than younger households to be dependent on children to translate English. Nearly 61 percent (60.7%) of the households in which the respondent was above 50 years of age report dependence on children for English translations. In contrast, slightly more than 34 percent (34.1%) of the households with respondents 30 years of age or younger report dependence on children for English translations.

**Table 2-38**  
**Children Translate English for Other Family Members by Age (Percentages)**

<b>Children Translate</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Yes	34.1	40.1	38.1	41.3	42.6	60.7
No	63.7	58.7	61.4	58.1	57.4	39.3
DK – NA	02.2	01.2	00.5	00.6	00.0	00.0
Number of Respondents	91	167	210	179	141	89

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Chi-Square 21.6; Significance .017

Item Presentation: Do your children often translate English for other members of the household?

The evidence found in Table 2-39 indicates that dependence on children as English translators remains fairly constant regardless of the number of years lived in the United States until immigrants have been in the country more than 15 years. Slightly more than 24 percent (24.3%) of the respondents who have lived in the United States more than 15 years report dependence on children for English translations.

**Table 2-39**  
**Children Translate English for Other Family Members by  
Number of Years the Respondent has lived in the United States (Percentages)**

<b>Children Translate</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	54.3	48.1	43.7	45.4	41.2	24.3
No	45.1	51.9	55.6	54.0	58.8	74.3
DK – NA	00.6	00.0	00.7	00.6	00.0	01.4
Number of Respondents	164	106	135	174	102	218

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Chi-Square 45.6; Significance .001

Item Presentation: Do your children often translate English for other members of the household?

Item Presentation: How long have you lived in the United States?

Nearly 49 percent (48.8%) of the households with two parents/guardians and more than 65 percent (65.3%) of the households with one parent/guardian in which parents/guardians are not citizens report dependence on children to act as English translators (Table 2-40). It is important to note that parents/guardians are not necessarily the household member who is in need of English improvement.

Table 2-41 indicates that more than 20 percent (20.4%) of the responding households report that poor English skills hurt their children’s performance in school. Table 2-42 indicates that Somalis (42.9%) and Koreans (31.5%) registered the greatest concern that poor English skills are impacting the performance of their children in school. Vietnamese households are the least concerned (9.8%) that English skills are damaging their children’s performance in school. Table 2-43 indicates that households in which parents/guardians are concerned that poor English skills are hurting their children’s performance in schools are not concentrated in any particular region of Fairfax County. Much as expected, children with school-performance problems associated with English deficiencies are more likely to be found in low-income households (Table 2-44). About a third (32.3%) of the households with incomes less than \$15,000 report concerns that poor English skills are hurting their children’s performance. Households with poorly educated household heads are also more likely to report that their children’s performance in school is hurt by deficient English skills (Table 2-45). Approximately, 40 percent of the households whose best-educated parent/guardian has no formal education report that they have children with school related performance problems driven by deficient English skills. Age of the responding parent/guardian does not appear to be related to concern that English deficiencies affect school performance (Table 2-46). Households that have lived in the United States 3 years or less are more likely to report that poor English skills hurt their children’s performance in school (Table 2-47, 43.0%). Finally, households in which both parents/guardians are not citizens are more likely to report that poor English skills hurt their children’s performance in school (Table 2-48).

**Table 2-40**  
**Children Translate English for Other Family Members by**  
**Household Heads: Citizenship Status (Percentages)**

<b>Children Translate</b>	<b>Yes/Yes</b>	<b>Yes/No</b>	<b>Yes/NA</b>	<b>No/No</b>	<b>No/NA</b>
Yes	25.7	35.2	32.5	48.8	65.3
No	74.3	63.4	62.5	50.6	34.7
DK – NA	00.0	01.4	05.0	00.5	00.0
Number of Respondents	226	145	40	389	75

Citizenship Status: NA indicates that the respondent does not have a spouse or does not know or is not willing to describe the citizenship status of their spouse.

Citizenship Status: Respondents that were unsure or unwilling to report their citizenship status were removed from the analysis (approximately 4 cases).

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Chi-Square 63.7; Significance .001

Item Presentation: Do your children often translate English for other members of the household?

Item Presentation: Are you an American Citizen?

**Table 2-41**  
**English Skills Hurt Children's Performance in School**

<b>English Skills Hurt Children's Performance</b>	<b>Percentages</b>	<b>Number</b>
Yes	20.4	183
No	79.2	710
Don't Know – Not Applicable	00.3	3

Note: Don't Know or Not Applicable indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Item Presentation: Do English skills hurt your children's performance in schools?

**Table 2-42**  
**English Skills Hurt Children's Performance in School by Language (Percentages)**

<b>English Hurts School</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	16.3	20.0	17.7	29.0	09.8	31.5	16.5	42.9
NO	82.9	79.0	82.3	70.2	90.2	68.5	83.5	57.1
DK – NA	00.8	01.0	00.0	00.8	00.0	00.0	00.0	00.0
Number of Respondents	251	105	147	131	133	127	79	28

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Note: Chi-Square 41.6; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do English skills hurt your children's performance in school?

**Table 2-43**  
**English Skills Hurt Children's Performance in School by Residential Region (Percentages)**

<b>English Hurts School</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Yes	19.6	15.9	25.2	21.7	21.1
No	80.4	83.7	73.5	78.3	78.9
DK – NA	00.0	00.4	01.3	00.0	00.0
Number of Respondents	92	233	155	212	204

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Chi-Square 11.5; Significance .173

Item Presentation: Do English skills hurt your children's performance in school?

**Table 2-44**  
**English Skills Hurt Children's Performance in School**  
**by Household Income (Percentages)**

<b>English Hurts School</b>	<b>Less than \$15,000</b>	<b>\$15,000- \$24,999</b>	<b>\$25,000- \$39,999</b>	<b>\$40,000- 59,999</b>	<b>\$60,000- \$84,999</b>	<b>\$85,000- Above</b>
Yes	32.3	27.2	16.6	15.0	18.8	12.9
No	67.7	72.2	83.0	84.4	80.2	87.1
DK – NA	00.0	00.6	00.4	00.6	00.0	00.0
Number of Respondents	127	162	265	167	81	70

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.  
 Chi-Square 25.0; Significance .005  
 Item Presentation: Do English skills hurt your children's performance in school?

**Table 2-45**  
**English Skills Hurt Children's Performance in School by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>English Hurts School</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12<sup>th</sup></b>	<b>7-8<sup>th</sup></b>	<b>6<sup>th</sup> or Less</b>	<b>None</b>
Yes	17.0	18.6	22.6	21.7	19.1	19.2	20.0	30.0	40.0
No	83.0	80.9	77.4	77.1	80.1	80.8	80.0	70.0	60.0
DK – NA	00.0	00.4	00.0	01.2	00.7	00.0	00.0	00.0	00.0
Number of Respondents	112	236	84	83	141	99	20	60	20

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.  
 Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.  
 Chi-Square 13.1; Significance .662  
 Item Presentation: Do English skills hurt your children's performance in school?

**Table 2-46**  
**English Skills Hurt Children's Performance in School by Age (Percentages)**

<b>English Hurts School</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Yes	22.2	19.2	23.6	19.3	17.1	19.1
No	76.7	80.8	76.0	80.7	82.1	80.9
DK – NA	01.1	00.0	00.5	00.0	00.7	00.0
Number of Respondents	90	167	208	176	140	89

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.  
 Chi-Square 7.3; Significance .700  
 Item Presentation: Do English skills hurt your children's performance in school?

**Table 2-47**  
**English Skills Hurt Children's Performance in School by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>English Hurts School</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	43.0	19.0	18.7	23.0	17.6	10.6
No	65.4	81.0	80.6	76.4	82.4	89.4
DK – NA	00.6	00.0	00.7	00.6	00.0	00.0
Number of Respondents	162	105	134	174	102	217

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Chi-Square 36.9; Significance .001

Item Presentation: Do English skills hurt your children's performance in school?

Item Presentation: How long have you lived in the United States?

**Table 2-48**  
**English Skills Hurt Children's Performance in School by**  
**Citizenship Status of Parents/Guardians (Percentages)**

<b>English Hurts School</b>	<b>Yes/Yes</b>	<b>Yes/No</b>	<b>Yes/NA</b>	<b>No/No</b>	<b>No/NA</b>
Yes	14.7	18.6	10.0	24.6	29.7
No	85.3	81.4	90.0	74.6	70.3
DK – NA	00.0	00.0	00.0	00.8	00.0
Number of Respondents	225	145	40	386	74

Note: DK-NA indicates that the item does not apply or the respondent does not know or does not wish to answer to the question.

Citizenship Status: NA indicates that the respondent does not have a spouse or does not know or is not willing to describe the citizenship status of their spouse.

Citizenship Status: Respondents that were unsure or unwilling to report their citizenship status were removed from the analysis (approximately 4 cases).

Chi-Square 21.1; Significance .007

Item Presentation: Do English skills hurt your children's performance in school?

Item Presentation: Are you an American Citizen?

## Section 3 Employment

There are few issues more important to quality of life and adjustment to life in America than gainful employment. A 1998 survey of Fairfax County households with public school children reports that 76 percent of female household heads and 96 percent (96.3%) of male household heads are employed.

The evidence found in Table 3-1 looks at the combined employment status of respondents and their spouses. Approximately 93 percent of all the responding households indicated that they have at least one household member who is employed. In fact, nearly 54 percent (53.7%) of the households report that two parents/guardians are employed. Conversely, more than 24 percent (24.3%) of the immigrant households have at least one household head who is unemployed and looking for work. Tables 3-2, 3-3, and 3-4 provide individual employment breakouts for respondents and their spouses.

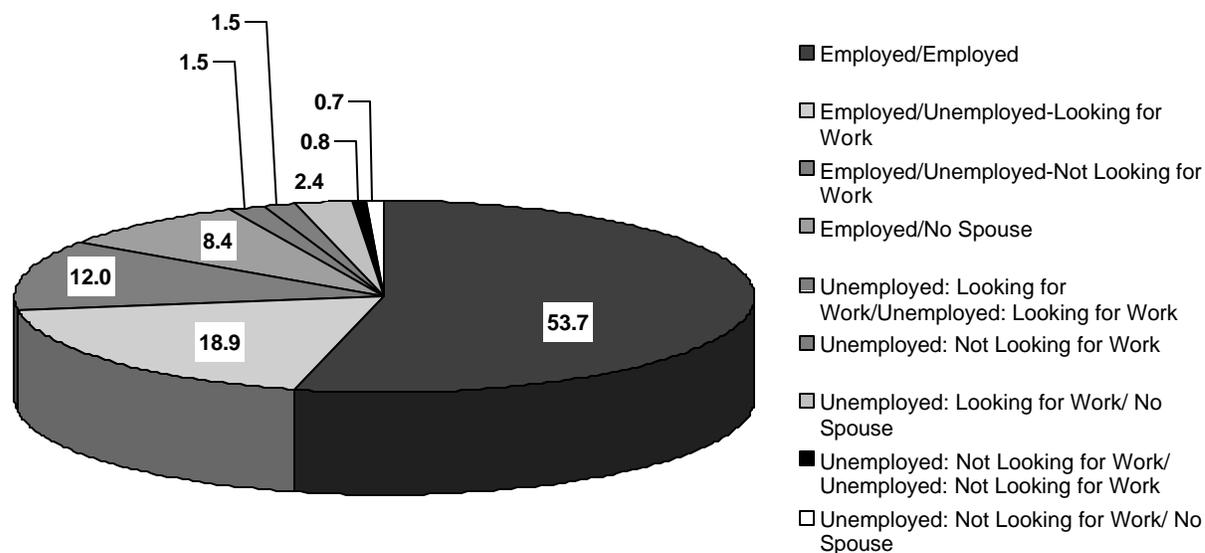
Table 3-5 provides employment statistics broken-out by language group. In spite of having a relatively large number of households in which the household heads have a poor command of the English language, Spanish-speaking households have had considerable success related to employment. More than 97 percent (97.4%) of the responding Spanish-speaking households reported that at least one parent/guardian is employed. Further, nearly 62 percent (61.5%) of the Spanish-speaking households include two working parents. Conversely, slightly more than 15 percent (15.4%) of the Spanish-speaking households report that at least one parent/guardian is unemployed and looking for work. Spanish-speaking households from El Salvador report similar employment experiences, with 97 percent of the households indicating that at least one parent/guardian has a job.

**Table 3-1  
Parents: Employment Status**

Employment Status of Household Heads	Percentages	Number
Employed / Employed	53.7	466
Employed / Unemployed-Looking for Work	18.9	164
Employed / Unemployed-Not Looking for Work	12.0	104
Employed / No Spouse	08.4	73
Unemployed: Looking for Work / Unemployed: Looking for Work	01.5	13
Unemployed: Looking for Work / Unemployed: Not Looking for Work	01.5	13
Unemployed: Looking for Work / No Spouse	02.4	21
Unemployed: Not Looking for Work / Unemployed: Not Looking for Work	00.8	7
Unemployed: Not Looking for Work / No Spouse	00.7	6

Coding Notes: Responses associated with the spouse's employment status were coded "no spouse" if the respondent indicated that they are not married or that they are in the process of getting a divorce. Respondents indicating that they are not living with their spouse and/or did not have knowledge of their spouse's employment status were coded as missing and consequently are excluded from the analysis.

### Employment Status of Parents/Legal Guardians



**Table 3-2**  
**Respondent: Employment Status**

Employment Status of Respondent	Percentages	Number
Employed	73.0	658
Unemployed-Looking for Work	18.8	169
Unemployed-Not Looking for Work	8.2	74

Coding Notes: Respondents indicating "Other" have been removed from the analysis.

**Table 3-3**  
**Respondent: Employment Status by Respondent: Gender (Percentages)**

Employment Status of Respondent	Female	Male
Employed	64.0	91.4
Unemployed-Looking for Work	25.3	05.9
Unemployed-Not Looking for Work	10.7	02.8
Number of Respondents	597	290

Chi-Square 85.2; Significance .001

**Table 3-4**  
**Spouse: Employment Status**

<b>Employment Status of Spouse</b>	<b>Percentages</b>	<b>Number</b>
Employed	83.5	652
Unemployed-Looking for Work	07.9	62
Unemployed-Not Looking for Work	08.6	67

Coding Notes: Respondents indicating "Other" or NA have been removed from the analysis.

**Table 3-5**  
**Parents/Guardians: Employment Status by Language (Percentages)**

<b>Employment Status</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Employed/Employed	61.5	64.6	34.4	57.5	66.7	60.3	44.0	08.3
Employed/Unemployed: Looking	12.8	12.1	35.1	18.7	05.7	14.3	28.0	41.7
Employed/Unemployed: Not Looking	08.1	05.1	24.5	10.4	08.9	11.9	09.3	04.2
Employed/No spouse	15.0	15.2	01.3	06.7	13.0	04.8	02.7	12.5
Unemployed: Looking/ Looking	00.9	00.0	01.3	00.7	00.0	02.4	06.7	00.0
Unemployed: Looking/Not Looking	00.0	00.0	01.3	03.0	00.8	01.6	04.0	04.2
Unemployed: Looking/No Spouse	01.7	03.0	02.0	00.7	04.1	01.6	01.3	20.8
Unemployed: Not Looking/Not Looking	00.0	00.0	00.0	01.5	00.8	01.6	02.7	00.0
Unemployed-Not Looking/ No Spouse	00.0	00.0	00.0	00.7	00.0	01.6	01.3	08.3
Number of Respondents	234	107	151	134	123	126	75	24

Note: Respondents' country of birth was used to select persons from El Salvador.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 205.1; Significance .001. El Salvador not included in Chi-Square Calculation.

Urdu-speaking households reported employment statistics similar to Spanish-speaking households, with more than 95 percent (95.3%) of the households reporting that at least one parent/guardian is employed. In contrast to Spanish-speaking households, less than 35 percent (34.4%) of the Urdu households report that two parents/guardians are employed. In addition, nearly 40 percent (39.7%) of the Urdu households report that at least one parent/guardian is unemployed and looking for work. However, it is important to note that nearly 26 percent (25.8%) of the Urdu-speaking households report that at least one parent/guardian is unemployed but is not looking for employment.

Vietnamese households reported that more than 94 percent (94.3%) have at least one parent/guardian working. Less than 11 percent (10.6%) of the Vietnamese households report that they have at least one parent/guardian who is unemployed and looking for work.

More than 93 percent (93.3%) of the Farsi-speaking households include at least one employed parent/guardian. In contrast, slightly more than 23 percent (23.1%) of the Farsi-speaking households have at least one parent/guardian who is unemployed and looking for work.

About 91 percent (91.3%) of the Korean households have at least one employed parent. Conversely, nearly 20 percent (19.9%) of the Korean households have at least one parent/guardian who is looking for employment.

Both Kurdish and Somali households are experiencing more employment problems than the other language groups. Approximately 84 percent of the Kurdish households and two-thirds (66.7%) of the Somali households have at least one parent/guardian who is employed. However, 44 percent of the Kurdish and less than 9 percent (8.3%) of the Somali households have two parents/guardians who are employed. Two-thirds (66.7%) of the Somali households and 40 percent of the Kurdish households include at least one parent/guardian who is unemployed and looking for work.

Table 3-6 provides regional breakouts of employment statistics and generally indicates no major differences between regions of Fairfax County.

**Table 3-6**  
**Parents/Guardians: Employment Status by Residential Region (Percentages)**

<b>Employment Status</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Employed/Employed	56.4	50.9	54.5	53.9	54.9
Employed/Unemployed: Looking	21.3	18.8	18.2	18.9	18.5
Employed/Unemployed: Not Looking	10.6	10.6	11.0	12.6	14.4
Employed/No spouse	05.3	10.1	10.4	06.8	08.2
Unemployed: Looking/ Looking	00.0	01.4	01.3	03.4	00.5
Unemployed: Looking/Not Looking	02.1	01.8	01.3	01.5	01.0
Unemployed: Looking/No Spouse	03.2	04.1	01.9	01.5	01.5
Unemployed: Not Looking/Not Looking	00.0	01.4	00.0	01.5	00.5
Unemployed-Not Looking/ No Spouse	01.1	00.9	01.3	00.0	00.5
Number of Respondents	94	218	154	206	195

Chi-Square 28.6; Significance .640

Much as expected, household income and employment status are related (Table 3-7). Nearly half (49.5%) of all households with incomes less than \$15,000 report that at least one parent/guardian is looking for work. Further, less than 7 percent (7.2%) of the lowest-income households have two working parents/guardians. In sharp contrast, nearly 75 percent (74.6%) of the households with incomes of \$85,000 and above report two parents/guardians working. Less than 12 percent (11.3%) of the highest-income households have at least one parent/guardian who is unemployed and looking for working.

**Table 3-7**  
**Household Heads: Employment Status by Household Income (Percentages)**

<b>Employment Status</b>	<b>Less than \$15,000</b>	<b>\$15,000- \$24,999</b>	<b>\$25,000- \$39,999</b>	<b>\$40,000- 59,999</b>	<b>\$60,000- \$84,999</b>	<b>\$85,000- Above</b>
Employed/Employed	07.2	42.4	59.5	75.5	72.5	74.6
Employed/Unemployed: Looking	22.5	29.1	20.5	11.4	10.0	11.3
Employed/Unemployed: Not Looking	11.7	12.6	11.2	10.8	13.8	11.3
Employed/No spouse	27.0	11.9	06.2	03.0	01.3	01.4
Unemployed: Looking/ Looking	05.4	00.0	01.2	00.0	01.3	00.0
Unemployed: Looking/Not Looking	09.9	00.7	00.0	00.6	00.0	00.0
Unemployed: Looking/No Spouse	11.7	02.6	00.4	00.0	00.0	00.0
Unemployed: Not Looking/Not Looking	01.8	00.7	00.8	00.0	01.3	00.0
Unemployed-Not Looking/ No Spouse	02.7	00.0	00.4	00.6	00.0	01.4
Number of Respondents	111	151	259	166	80	71

Chi-Square 282.5; Significance .001

Consistent with expectations, education and employment are directly related (Table 3-8). Less than 38 percent (37.9%) of the households in which the best-educated parent/guardian has completed eight years of school or less report having two parents/guardians who are employed. Nearly 32 percent of the poorest-educated households have at least one parent who is unemployed and looking for work. In contrast, less than 23 percent (22.5%) of the households with a parent/guardian who has completed post-graduate education have at least one parent/guardian who is unemployed and looking for work. Tables 3-9 and 3-10 provide details about the relationship between education and employment for respondents and their spouses.

**Table 3-8**  
**Parents/Guardians: Employment Status by Educational Achievement**  
**of the Most Educated Household Head (Percentages)**

<b>Employment Status</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Employed/Employed	56.0	56.7	54.1	60.2	55.3	46.8	37.9
Employed/Unemployed: Looking	20.7	21.6	21.2	14.5	14.9	21.3	16.8
Employed/Unemployed: Not Looking	19.8	13.0	09.4	12.0	11.3	08.5	08.4
Employed/No spouse	01.7	03.5	08.2	09.6	12.1	17.0	14.7
Unemployed: Looking/ Looking	00.9	01.3	01.2	02.4	00.7	01.1	03.2
Unemployed: Looking/Not Looking	00.0	01.7	02.4	01.2	01.4	02.1	02.1
Unemployed: Looking/No Spouse	00.9	00.9	02.4	00.0	02.8	03.2	09.5
Unemployed: Not Looking/Not Looking	00.0	00.9	00.0	00.0	01.4	00.0	03.2
Unemployed-Not Looking/ No Spouse	00.0	00.4	01.2	00.0	00.0	00.0	04.2
<b>Number of Respondents</b>	<b>116</b>	<b>231</b>	<b>85</b>	<b>83</b>	<b>141</b>	<b>94</b>	<b>95</b>

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 101.0; Significance .001

**Table 3-9**  
**Respondent: Employment Status by Respondent:**  
**Educational Achievement (Percentages)**

<b>Employment Status</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Employed	82.6	78.5	66.7	77.4	73.8	75.0	60.0
Unemployed: Looking	11.6	14.0	25.8	17.9	17.9	17.9	26.0
Unemployed: Not Looking	05.8	07.5	07.5	04.8	08.2	07.1	14.0
<b>Number of Respondents</b>	<b>69</b>	<b>186</b>	<b>93</b>	<b>84</b>	<b>195</b>	<b>112</b>	<b>150</b>

Chi-Square 24.2; Significance .019

**Table 3-10**  
**Spouse: Employment Status by Educational Achievement (Percentages)**

<b>Employment Status</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Employed	94.9	85.7	79.0	90.3	85.7	75.6	73.6
Unemployed: Looking	02.6	08.5	09.9	05.6	06.8	08.9	11.6
Unemployed: Not Looking	02.6	05.8	11.1	04.2	07.5	15.6	14.9
Number of Respondents	78	189	81	72	133	90	121

Chi-Square 28.9; Significance .004

Table 3-11 indicates that younger parents/guardians are having more problems with employment than older parents/guardians. Nearly 37 percent (36.9%) of all households in which the responding parent/guardian is 30 years of age or younger report that at least one parent/guardian is unemployed and looking for work. Slightly more than 20 percent (20.2%) of the households in which the respondent is more than 50 years of age report that at least one parent/guardian is unemployed and looking for work.

**Table 3-11**  
**Parents/Guardians: Employment Status by Age**

<b>Parents/Guardians: Employment Status</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Employed/Employed	47.6	49.4	53.7	63.5	54.3	51.2
Employed/Unemployed: Looking	33.3	28.2	22.2	10.6	12.3	08.3
Employed/Unemployed: Not Looking	07.1	10.3	09.4	16.5	15.2	09.5
Employed/No spouse	08.3	05.8	11.3	06.5	08.0	07.1
Unemployed: Looking/ Looking	00.0	02.6	01.0	00.6	02.2	03.6
Unemployed: Looking/Not Looking	01.2	00.6	00.0	00.0	03.6	07.1
Unemployed: Looking/No Spouse	02.4	03.2	02.0	01.8	03.6	01.2
Unemployed: Not Looking/Not Looking	00.0	00.0	00.0	00.6	00.0	07.1
Unemployed-Not Looking/ No Spouse	00.0	00.0	00.5	00.0	00.7	04.8
Number of Respondents	84	156	203	170	138	84

Chi-Square 121.3; Significance .001

Consistent with expectations, Table 3-12 demonstrates that there is a direct relationship between length of time lived in the United States and employment status. More than 40 percent (40.5%) of the households in which the respondent has lived in the United States 3 years or less report that at least one parent/guardian is unemployed and looking for work. About 35 percent (35.3%) of the most recent immigrants (3 years or less in the United States) report two parents/guardians working. Less than 10 percent (9.9%) of the households in which the respondent has lived in the United States more than 15 years report at least one parent/guardian is unemployed and looking for work. More than two-thirds (68.1%) of the immigrants who have lived in the United States the longest (more than 15 years) report two parents/guardians working. Employment prospects improve substantially after the 9th year in the United States.

**Table 3-12**  
**Parents/Guardians: Employment Status by Number of Years**  
**the Respondent has lived in the United States (Percentages)**

<b>Employment Status</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Employed/Employed	35.3	47.0	46.2	57.3	63.4	68.1
Employed/Unemployed: Looking	29.5	23.0	22.3	19.5	15.8	08.0
Employed/Unemployed: Not Looking	15.4	12.0	13.1	11.1	08.9	11.3
Employed/No spouse	04.5	09.0	10.0	09.1	06.9	09.9
Unemployed: Looking/ Looking	02.6	02.0	03.1	00.6	00.0	01.4
Unemployed: Looking/Not Looking	02.6	03.0	00.8	01.2	01.0	00.5
Unemployed: Looking/No Spouse	05.8	03.0	03.1	01.2	03.0	00.0
Unemployed: Not Looking/Not Looking	01.3	00.0	01.5	00.0	01.0	00.9
Unemployed-Not Looking/ No Spouse	03.2	01.0	00.0	00.0	00.0	00.0
<b>Number of Respondents</b>	<b>156</b>	<b>100</b>	<b>130</b>	<b>164</b>	<b>101</b>	<b>213</b>

Chi-Square 108.3; Significance .001

Item Presentation: How long have you lived in the United States?

Tables 3-13 through 3-19 present hours worked per week for both the respondent and the spouse of the respondent. It should be noted that approximately two-thirds of survey's respondents were female. Among respondents, 28.1 percent are not in the labor market or are unemployed and nearly 17 percent (16.8%) of their spouses are not in the labor market or are unemployed. Nearly 11 percent (10.6%, Table 3-13) of the respondents and 10 percent (10.1%, Table 3-14) of their spouses report that they work 30 hours per week or less. Slightly more than 15 percent (15.3%) of the female and 1.7 percent of the male respondents reported working 30 hours or less per week. At the other end of the continuum, more than 13 percent (13.2%) of the female respondents and nearly 48 percent (47.5%) of the male respondents report working more than 40 hours a week (Table 3-15).

Looking at this same information but focusing on wage-earner status instead of gender, we find that almost 44 percent (43.6%) of the respondents consider themselves as their family's primary wage earner. Among these respondents who are primary wage earners, 6.1 percent are unemployed or not currently in the labor force. Among respondents who were not the family's primary wage earner, 43.6 percent were unemployed or not currently in the labor force. In addition, nearly 5 percent (4.9%) of the primary wage earning respondents and nearly 16 percent (15.9%) of the respondents who were not the primary wage earners work 30 hours or less per week (Table 3-16).

With respect to the wage-earning status of the spouse of the respondent, nearly two-thirds (64.2%) are the family's primary wage earner. Of the spouses who were primary wage earners less than 2 percent (1.8%) were unemployed or not currently in the labor market. Of the spouses who were not the family's primary wage earner, 40 percent were unemployed or not currently in the labor market. Only 5.2 percent of the spouses who were primary wage earners and slightly more than 20 percent (20.4%) of the spouses who were not primary wage-earners reported working 30 hours or less per week (Table 3-17). Tables 3-18 and 3-19 provide a reading of hours worked per week for respondents and the spouses of respondents based on regional residential location.

**Table 3-13**  
**Respondent: Hours Worked in an Average Week**

<b>Hours Worked</b>	<b>Percentages</b>	<b>Number</b>
Unemployed or Not in Labor Force	28.1	257
20 Hours or Less	03.4	31
21 – 30 Hours	07.2	66
31 – 40 Hours	37.2	340
41 – 50 Hours	17.6	161
More than 50 Hours	06.4	58

Item Presentation: In an average week, how many hours do you work (include all jobs)?

**Table 3-14**  
**Spouse: Hours Worked in an Average Week**

<b>Hours Worked</b>	<b>Percentages</b>	<b>Number</b>
Unemployed or Not in Labor Force	16.8	131
20 Hours or Less	03.6	28
21 – 30 Hours	06.5	51
31 – 40 Hours	39.4	307
41 – 50 Hours	22.4	173
More than 50 Hours	11.4	89

Item Presentation: In an average week, how many hours do you work (include all jobs)?

**Table 3-15**  
**Respondent: Hours Worked in an Average Week by**  
**Respondent: Gender (Percentages)**

<b>Respondent: Hours Worked</b>	<b>Female</b>	<b>Male</b>
Unemployed or Not in Labor Force	37.3	09.3
20 Hours or Less	04.6	00.7
21 – 30 Hours	10.7	01.0
31 – 40 Hours	34.7	41.6
41 – 50 Hours	09.7	35.1
More than 50 Hours	03.5	12.4
Number of Respondents	608	291

Chi-Square 198.9; Significance .001

**Table 3-16**  
**Respondent: Hours Worked in an Average Week by**  
**Respondent: Primary Wage-Earner Status (Percentages)**

<b>Respondent: Hours Worked</b>	<b>Primary</b>	<b>Not Primary</b>
Unemployed or Not in Labor Force	06.1	43.6
20 Hours or Less	00.6	05.6
21 – 30 Hours	04.3	10.3
31 – 40 Hours	49.4	29.8
41 – 50 Hours	28.9	08.7
More than 50 Hours	10.7	02.0
Number of Respondents	346	447

Chi-Square 239.2; Significance .001  
Note: Respondents indicating that both households are primary or that someone outside the family was the head of the household have been excluded from the analysis.

**Table 3-17**  
**Spouse: Hours Worked in an Average Week by**  
**Spouse: Primary Wage Earner Status (Percentages)**

<b>Spouse: Hours Worked</b>	<b>Primary</b>	<b>Not Primary</b>
Unemployed or Not in Labor Force	01.8	40.0
20 Hours or Less	01.8	06.5
21 – 30 Hours	03.4	13.9
31 – 40 Hours	46.0	29.4
41 – 50 Hours	31.0	07.8
More than 50 Hours	15.9	02.4
Number of Respondents	439	245

Chi-Square 271.9; Significance .001

**Table 3-18**  
**Respondent: Hours Worked in an Average Week by Residential Region**  
**(Percentages)**

<b>Respondent: Hours Worked</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unemployed or Not in Labor Force	26.6	30.2	24.1	29.5	28.2
20 Hours or Less	04.3	04.3	02.5	04.1	01.9
21 – 30 Hours	04.3	06.0	09.5	07.4	08.1
31 – 40 Hours	45.7	37.4	37.3	34.6	35.9
41 – 50 Hours	16.0	15.3	17.1	17.5	21.5
More than 50 Hours	03.2	06.8	09.5	06.9	04.3
Number of Respondents	94	235	158	217	209

Chi-Square 18.2; Significance .572

**Table 3-19**  
**Spouse: Hours Worked in an Average Week by Residential Region (Percentages)**

<b>Spouse: Hours Worked</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unemployed or Not in Labor Force	15.7	17.7	15.7	20.1	13.6
20 Hours or Less	02.4	05.2	05.2	02.6	02.3
21 – 30 Hours	04.8	10.4	03.0	05.7	06.8
31 – 40 Hours	33.7	42.7	34.3	38.7	43.2
41 – 50 Hours	32.5	15.1	28.4	23.7	18.8
More than 50 Hours	10.8	08.9	13.4	09.3	15.3
Number of Respondents	83	192	134	194	176

Chi-Square 33.4; Significance .03

Respondents were asked to assess the extent to which they feel that either they or their spouse have opportunity to advance in their current job. About a quarter (25.4%) of the respondents reported that their household includes two working parents/guardians and that both have opportunity to advance in their job. Approximately 63 percent (62.7%) of the households have at least one parent who is employed in a job that provides opportunity for advancement (Table 3-20). Generally speaking, about a third of the immigrant households have household heads (including single-headed households) who are unemployed or do not have a parent/guardian who is optimistic about their opportunity for advancement.

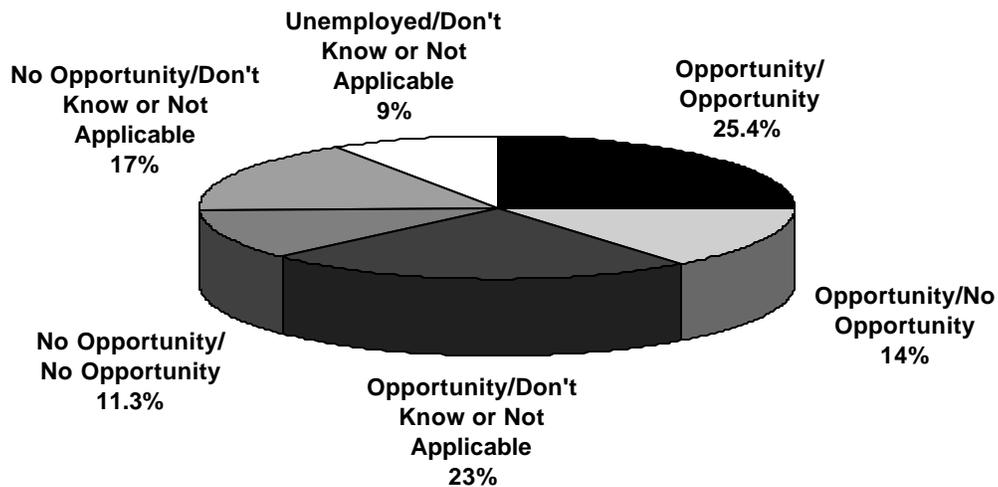
**Table 3-20  
Parents/Guardians: Employment Advancement Opportunity**

<b>Employment Advancement Opportunity</b>	<b>Percentages</b>	<b>Number</b>
Opportunity / Opportunity	25.4	224
Opportunity / No Opportunity	14.0	124
Opportunity / Don't Know or Not Applicable	23.3	206
No Opportunity / No Opportunity	11.3	100
No Opportunity / Don't Know or Not Applicable	16.8	148
Unemployed / Don't Know or Not Applicable	09.2	81

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Item Presentation: Do you have an opportunity to advance in your job?

**Parents/Guardians: Employment Advancement Opportunity**



**Table 3-21**  
**Respondent: Employment Advancement Opportunity**

<b>Employment Advancement Opportunity</b>	<b>Percentages</b>	<b>Number</b>
Opportunity	43.9	401
No Opportunity	26.9	246
NA	29.2	267

Note: NA (Don't Know or Not Applicable) indicates that the item is not applicable (the person is unemployed) or the respondent does not know the answer to the question.  
Item Presentation: Do you have an opportunity to advance in your job?

Tables 3-22 through 3-25 examine employment-advancement opportunity for the respondent and the spouse of the respondent respectively. Much as expected, Table 3-23 generally indicates that male respondents are more likely to be employed in jobs with opportunity to advance. Statistically, the evidence found in Tables 3-24 and 3-25 indicates that primary and secondary wage earners are nearly equally likely to be employed in jobs with little opportunity for advancement.

**Table 3-22**  
**Spouse: Employment Advancement Opportunity**

<b>Employment Advancement Opportunity</b>	<b>Percentages</b>	<b>Number</b>
Opportunity	44.2	392
No Opportunity	26.7	237
NA	29.0	257

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (the person is unemployed) or the respondent does not know the answer the question.  
Item Presentation: Do you have an opportunity to advance in your job?

**Table 3-23**  
**Respondent: Employment Advancement Opportunity by**  
**Respondent: Gender (Percentages)**

<b>Respondent: Employment Advancement Opportunity</b>	<b>Female</b>	<b>Male</b>
Opportunity to Advance	57.0	69.5
No Opportunity to Advance	43.0	30.5
Number of Respondents	374	262

Coding Note: Respondents indicating that did know the answer to the question or that the question was "Not Applicable" because they were unemployed were removed from the analysis.  
Chi-Square 10.4; Significance .001  
Item Presentation: Do you have an opportunity to advance in your job?

**Table 3-24**  
**Respondent: Employment Advancement Opportunity by**  
**Respondent: Primary Wage-Earner Status (Percentages)**

<b>Respondent: Employment Advancement Opportunity</b>	<b>Primary</b>	<b>Secondary</b>
Opportunity to Advance	64.1	56.5
No Opportunity to Advance	35.9	43.5
Number of Respondents	323	240

Coding Note: Individuals that indicated that did not know the answer to the question or that it was "Not Applicable" because they were unemployed were removed from the analysis.

Coding Note: Respondents indicating that both households are primary or that a person outside the family is the primary wage earner are excluded from the analysis.

Chi-Square 3.4; Significance .064

Item Presentation: Do you have an opportunity to advance in your job?

**Table 3-25**  
**Spouse: Employment Advancement Opportunity by**  
**Spouse: Primary Wage-Earner Status (Percentages)**

<b>Spouse: Employment Advancement Opportunity</b>	<b>Primary</b>	<b>Secondary</b>
Opportunity to Advance	61.8	61.6
No Opportunity to Advance	38.2	38.4
Number of Respondents	416	146

Coding Note: Individuals that indicated that did not know the answer to the question or indicated that the question is "not applicable" because they were unemployed were removed from the analysis.

Coding Note: Respondents indicating that both households are primary or that a person outside the family is the primary wage earner are excluded from the analysis.

Chi-Square .001; Significance .977

Item Presentation: Do you have an opportunity to advance in your job?

Table 3-26 examines opportunity for advancement according to language group. Obviously, assessments of employment opportunity are subjective in nature. For example, immigrants who come from economically depressed countries may be more likely to view their employment prospects in the United States in a positive light. In other cases, immigrant expectations for employment life in America may exceed reality. In any case, the evidence found in Table 3-26 should be useful for providing a general reading of employment optimism.

Farsi-speaking immigrants appear to be the most optimistic of all the language groups regarding opportunity for advancement in their current job. Nearly 79 percent (78.9%) of the Farsi households report that they have at least one parent/guardian who has employment advancement opportunity. Even more impressive, nearly 40 percent (39.8%) of the Farsi households report that they have two parents/guardians who are in jobs that provide advancement opportunity.

**Table 3-26**  
**Parents/Guardians: Employment Advancement Opportunity by Language**  
**(Percentages)**

<b>Employment Advancement Opportunity</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Opportunity / Opportunity	21.9	23.3	20.7	39.8	32.3	23.4	19.5	03.6
Opportunity / No Opportunity	17.7	14.6	06.7	12.8	16.9	15.6	15.6	03.6
Opportunity / NA	21.1	14.6	38.0	26.3	16.9	18.0	20.8	10.7
No Opportunity / No Opportunity	18.6	24.3	05.3	03.0	13.8	15.6	07.8	00.0
No Opportunity / NA	16.0	16.5	21.3	11.3	12.3	17.2	18.2	39.3
NA / NA	04.6	06.8	08.0	06.8	07.7	10.2	18.2	42.9
Number of Respondents	237	103	150	133	130	128	77	28

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 137.4; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do you have an opportunity to advance in your job?

Vietnamese-speaking (66.1%) and Urdu-speaking (65.4%) households are nearly as optimistic about their employment opportunity as Farsi-speaking households. About two-thirds of the Vietnamese and Urdu respondents indicated that they have at least one parent/guardian who has the opportunity to advance in their current job. Vietnamese (32.3%) were more likely than Urdu households to report that they have two parents/guardians who are working in jobs with advancement opportunity.

Spanish-speaking households are also fairly optimistic, with about 61 percent (60.7%) reporting that at least one parent/guardian has the opportunity to advance in his or her job. Spanish-speaking households from El Salvador are not quite as optimistic. Less than 53 percent (52.5%) of the responding households from El Salvador feel that at least one parent/guardian has the opportunity to advance in his or her current job.

Korean and Kurdish households are less optimistic about their employment opportunities. Approximately 57 percent of the Korean households and nearly 56 percent (55.9%) of the Kurdish households report that at least one parent/guardian has advancement opportunity.

Somalis are by far the most pessimistic about their employment opportunity. Less than 18 percent (17.9%) of the Somalis report that at least one parent/guardian has employment-advancement opportunity. Even more discouraging, less than 4 percent (3.6%) of the responding Somali households report that two parents/guardians have employment-advancement opportunity.

Table 3-27 demonstrates the connection between household income and employment-advancement opportunity. Nearly 89 percent (88.7%) of the households with incomes of \$85,000 and above report that at least one parent/guardian has employment-advancement opportunity. In fact, more than 56 percent (56.3%) of these relatively high-income households report two parent/guardians with employment-advancement opportunity. Conversely, less than 24 percent (23.2%) of the lowest-income households (less than \$15,000) report that at least one parent/guardian has advancement opportunity. Furthermore, less than 5 percent (4.3%) of the lowest-income households report two parents/guardians with employment-advancement opportunity.

Much as expected, employment-advancement opportunity is directly related to education. Less than 26 percent (25.2%) of the households reporting that their best-educated parent/guardian holds an eighth grade education or less also indicated that at least one parent/guardian has employment-advancement opportunity. In sharp contrast, 83 percent of those who have completed post-graduate education and about 73 percent (73.4%) of households in which the best-educated household head holds a bachelor's degree report that they have at least one parent/guardian who has advancement opportunity. Tables 3-29 and 3-30 report similar findings broken-out for respondents and the spouse of respondents.

**Table 3-27**  
**Parents/Guardians: Employment Advancement Opportunity**  
**by Household Income (Percentages)**

<b>Employment Advancement Opportunity</b>	<b>Less than \$15,00</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Opportunity / Opportunity	04.3	14.6	22.4	31.3	50.6	56.3
Opportunity / No Opportunity	01.7	15.3	17.9	19.9	09.9	12.7
Opportunity / NA	17.2	30.6	24.3	18.1	24.7	19.7
No Opportunity / No Opportunity	00.9	10.2	16.3	18.1	07.4	05.6
No Opportunity / NA	38.8	23.6	14.8	08.4	04.9	04.2
Unemployed / NA	37.1	05.7	04.2	04.2	02.5	01.4
Number of Respondents	116	157	263	166	81	71

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 288.4; Significance .001

Item Presentation: Do you have an opportunity to advance in your job?

**Table 3-28**  
**Parents/Guardians: Employment Advancement Opportunity by**  
**Educational Achievement of the Most Educated Household Head (Percentages)**

<b>Employment Advancement Opportunity</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Opportunity / Opportunity	34.7	33.8	23.5	22.9	22.7	18.8	05.8
Opportunity / No Opportunity	12.7	12.2	18.8	22.9	14.9	13.5	08.7
Opportunity / NA	35.6	27.4	24.7	20.5	18.4	21.9	10.7
No Opportunity / No Opportunity	06.8	07.2	08.2	13.3	14.9	12.5	20.4
No Opportunity / NA	08.5	12.7	14.1	16.9	20.6	22.9	26.2
Unemployed / NA	01.7	06.8	10.6	03.6	08.5	10.4	28.2
<b>Number of Respondents</b>	<b>118</b>	<b>237</b>	<b>85</b>	<b>83</b>	<b>141</b>	<b>96</b>	<b>103</b>

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 136.5; Significance .001

Item Presentation: Do you have an opportunity to advance in your job?

**Table 3-29**  
**Respondent: Employment Advancement Opportunity by**  
**Respondent: Educational Achievement (Percentages)**

<b>Employment Advancement Opportunity</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Opportunity	64.3	59.3	49.5	48.8	38.6	38.4	20.9
No Opportunity	17.1	16.4	16.1	28.6	33.5	33.0	36.1
NA	18.6	24.3	34.4	22.6	27.9	28.6	43.0
<b>Number of Respondents</b>	<b>70</b>	<b>189</b>	<b>93</b>	<b>84</b>	<b>197</b>	<b>112</b>	<b>158</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed) or the respondent does not know the answer to the question.

Chi-Square 83.4; Significance .001

Item Presentation: Do you have an opportunity to advance in your job?

**Table 3-30**  
**Spouse: Employment Advancement Opportunity by Spouse:**  
**Educational Achievement (Percentages)**

<b>Employment Advancement Opportunity</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Opportunity	76.9	57.6	48.1	56.9	51.1	36.7	27.6
No Opportunity	16.7	24.1	25.9	31.9	31.6	34.4	45.5
NA	06.4	18.3	25.9	11.1	17.3	28.9	26.8
Number of Respondents	78	191	81	72	133	90	123

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed) or the respondent does not know the answer to the question.  
Chi-Square 69.4; Significance .001  
Item Presentation: Do you have an opportunity to advance in your job?

Table 3-31 reports a sharp decline in employment-advancement opportunity after the age of 50. Less than 46 percent (45.9%) of the households in which the respondent was older than 50 years of age report that at least one parent/guardian is employed in a job with advancement opportunity. In contrast, nearly 68 percent (67.9%) of households in which the responding parent is 30 years of age or under report having at least one parent/guardian with employment advancement opportunity.

**Table 3-31**  
**Parents/Guardians: Employment Advancement Opportunity by Age**

<b>Employment Advancement Opportunity</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Opportunity / Opportunity	26.2	22.7	25.7	27.6	29.3	19.5
Opportunity / No Opportunity	14.3	13.5	13.6	18.4	11.4	12.6
Opportunity / NA	27.4	27.0	23.3	20.7	22.1	13.8
No Opportunity / No Opportunity	06.0	11.0	11.7	12.1	10.7	17.2
No Opportunity / NA	19.0	17.2	19.4	17.2	15.0	09.2
Unemployed / NA	07.1	08.6	06.3	04.0	11.4	27.6
Number of Respondents	84	163	206	174	140	87

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.  
Chi-Square 52.3; Significance .001  
Item Presentation: Do you have an opportunity to advance in your job?

The evidence found in Table 3-32 indicates that employment optimism (opportunity for advancement) tends to rise after immigrants have been in the United States more than 3 years. About 54 percent (54.1%) of the households that have been in the United States 3 years or less indicate that at least one parent/guardian has employment advancement opportunity. Less than 15 percent (14.5%) of these relatively new arrivals report two parents/guardians that have employment-advancement opportunity. More than 69 percent (69.2%) of the households that have lived in the United States more than 15 years report that at least one parent/guardian is employed in a job that holds advancement opportunity. Further, more than 40 percent (40.2%) of households in which the respondent has lived in the United States more than 15 years indicated that two parents/guardians have jobs with employment advancement opportunity.

**Table 3-32**  
**Parents/Guardians: Employment Advancement Opportunity by**  
**Number of Years the Respondent has lived in the United States**

<b>Employment Advancement Opportunity</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Opportunity / Opportunity	14.5	15.2	17.2	24.6	34.3	40.2
Opportunity / No Opportunity	11.3	23.8	11.9	15.0	12.7	12.6
Opportunity / NA	28.3	21.9	31.3	27.5	13.7	16.4
No Opportunity / No Opportunity	06.3	06.7	14.2	15.0	08.8	14.0
No Opportunity / NA	20.8	20.0	14.2	12.6	24.5	13.1
Unemployed / NA	18.9	12.4	11.2	05.4	05.9	03.7
Number of Respondents	159	105	134	167	102	214

Note: NA (Don't Know or Not Applicable) indicates that the item is not applicable (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 108.3; Significance .001

Item Presentation: Do you have an opportunity to advance in your job?

Item Presentation: How long have you lived in the United States?

Table 3-33 presents respondents' assessments of the extent to which they feel that they use their education in their current job. About 58 percent (58.3%) of the responding immigrants report that at least one household head uses their education in his or her current job. Tables 3-34 and 3-35 include details about the extent to which the interviewed respondents feel that they and their spouses use their education in their current job.

Table 3-36 provides an assessment of the extent to which different language groups feel that they use their education in their current job.

**Table 3-33**  
**Household Heads: Use Education in Employment**

<b>Education Used in Employment</b>	<b>Percentage s</b>	<b>Number</b>
Use Education / Use Education	21.4	189
Use Education / Do Not Use Education	13.7	121
Use Education / NA	23.2	205
Do Not Use Education / Do Not Use Education	16.3	144
Do Not Use Education / NA	17.3	153
NA/ NA	08.0	71

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Item Presentation: Do you use your education in your job?

**Table 3-34**  
**Respondent: Use Education in Employment**

<b>Education Used in Employment</b>	<b>Percentages</b>	<b>Number</b>
Use Education	41.0	375
Do Not Use Education	30.3	277
NA	28.7	262

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (unemployed) or the respondent does not know the answer to the question.

Item Presentation: Do you use your education in your job?

**Table 3-35**  
**Spouse: Use Education in Employment**

<b>Education Used in Employment</b>	<b>Percentages</b>	<b>Number</b>
Use Education	38.9	345
Do Not Use Education	33.4	296
NA	27.7	245

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (unemployed) or the respondent does not know the answer to the question.

Item Presentation: Do you use your education in your job?

**Table 3-36**  
**Household Heads: Use Education in Employment by Language (Percentages)**

<b>Use Education</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Use / Use	28.3	29.1	18.8	22.4	33.8	08.6	11.7	00.0
Use / Don't Use	13.9	09.7	09.4	14.9	10.8	19.5	16.9	07.1
Use / NA	24.5	18.4	43.0	14.2	18.5	19.5	15.6	10.7
Don't Use/ Don't Use	17.3	22.3	04.7	17.9	19.2	28.1	14.3	00.0
Don't Use / NA	12.2	14.6	19.5	21.6	11.5	16.4	23.4	42.9
NA / NA	03.8	05.8	04.7	09.0	06.2	07.8	18.2	39.3
Number of Respondents	237	103	149	134	130	128	77	28

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 170.4; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do you use your education in your job?

Table 3-37 indicates that there is a strong, direct relationship between household income and employment that uses attained education. In other words, higher-income households are much more likely to report a match between education and job requirements. More than 80 percent (80.3%) of the households with incomes of \$85,000 and above report that at least one household head uses his or her education in the current job. In contrast, less than 21 percent (20.7%) of the households with incomes of less than \$15,000 report that at least one household head uses his or her education in the current job.

**Table 3-37**  
**Household Heads: Use Education in Employment by Household Income (Percentages)**

<b>Use Education</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-\$59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Use / Use	00.9	12.0	24.0	24.6	31.3	52.1
Use / Don't Use	01.7	09.5	14.5	24.6	21.3	09.9
Use / NA	18.1	25.9	25.6	19.8	22.5	18.3
Don't Use/ Don't Use	04.3	18.4	18.7	21.6	18.8	12.7
Don't Use / NA	37.9	29.1	14.9	08.4	03.8	05.6
NA / NA	37.1	05.1	02.3	01.2	02.5	01.4
Number of Respondents	116	158	262	167	80	71

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 304.3; Significance .001

Item Presentation: Do you use your education in your job?

There is a strong, direct relationship between the educational level of the best educated parent/guardian and the propensity to feel that that person's education is being used in his or her employment (Table 3-38). Approximately 29 percent of the households with the lowest level of education (8<sup>th</sup> grade or less) report that at least one parent uses his or her education in the current job. In sharp contrast, nearly 86 percent (85.6%) of the households in which the best-educated parent/guardian engaged in post-graduate study reported that at least one parent/guardian is employed in a job that uses his or her education.

**Table 3-38**  
**Parents/Guardians: Use Education in Employment by**  
**Educational Achievement of the Best-Educated Parent/Guardian (Percentages)**

<b>Use Education</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Use / Use	29.7	26.3	23.5	14.5	20.4	17.7	12.6
Use / Don't Use	19.5	15.3	14.1	15.7	14.1	10.4	01.0
Use / NA	36.4	23.7	21.2	15.7	19.0	28.1	15.5
Don't Use/ Don't Use	05.1	13.1	14.1	30.1	20.4	14.6	19.4
Don't Use / NA	07.6	16.1	20.0	19.3	19.7	21.9	22.3
NA / NA	01.7	05.5	07.1	04.8	06.3	07.3	29.1
<b>Number of Respondents</b>	<b>118</b>	<b>236</b>	<b>85</b>	<b>83</b>	<b>142</b>	<b>96</b>	<b>103</b>

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.

Chi-Square 135.4; Significance .001

Item Presentation: Do you use your education in your job?

Generally speaking, younger households are more likely to report using their education in their current job than are older households (Table 3-39). In fact, nearly 62 percent (61.5%) of the youngest households (respondent 30 years of age or younger) report that at least one parent/guardian uses his or her education in the current job. By comparison, about 37 percent (37.4%) of the households in which the respondent was older than 50 years of age report that at least one parent/guardian is working in a job that uses his or her education.

The likelihood that immigrants will hold a job that uses their education increases as the number of years in the United States increases (Table 3-40).

**Table 3-39**  
**Parents/Guardian: Use Education in Employment by Age**

<b>Use Education</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Use / Use	24.1	19.6	22.3	25.9	21.4	13.6
Use / Don't Use	10.8	11.0	14.6	16.7	15.0	10.2
Use / NA	26.5	27.6	25.2	19.5	20.7	13.6
Don't Use/ Don't Use	10.8	16.6	15.0	16.7	16.4	25.0
Don't Use / NA	22.9	17.8	18.9	17.8	15.0	11.4
NA / NA	04.8	07.4	03.9	03.4	11.4	26.1
Number of Respondents	83	163	206	174	140	88

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 62.4; Significance .001

Item Presentation: Do you use your education in your job?

Access to group health insurance is an increasingly important fringe benefit associated with employment. Households that do not have access to health insurance are particularly vulnerable to the hand of fate. Approximately 59 percent (59.2%) of the responding immigrant households report that at least one parent/guardian has a job that provides health insurance (Table 3-41). Vietnamese households are particularly likely to hold positions that offer health insurance. Nearly, 84 percent (83.9%) of the responding Vietnamese households report that at least one parent/guardian works at a job in which health insurance is provided (Table 3-42). About 65 percent (65.2%) of the Farsi-speaking and 60 percent of the Urdu-speaking households report that at least one parent/guardian are in employment positions that offer health insurance. Slightly more than 59 percent (59.3%) of all Spanish-speaking households and about 60 percent (60.1%) of the households from El Salvador indicate that at least one parent/guardian holds a position that offers health insurance. Kurdish, Korean and Somali households are particularly at risk because of the lack of health insurance. Approximately 53 percent (53.3%) of the Kurdish households, about 38 percent (38.3%) of the Korean households, and just over 21 percent (21.4%) of the Somali households report that at least one parent/guardian holds a position that offers health insurance.

Naturally, health-insurance coverage is directly related to household income. More than 83 percent (83.1%) of the households with incomes of \$85,000 or greater report that at least one parent/guardian works at a job that provides health insurance. In contrast, less than 21 percent of the lowest-income household (less than \$15,000) report that at least one parent/guardian has employer-provided health insurance.

Much as expected, access to health insurance is directly related to the education of household heads. Approximately 83 percent of the households in which the best-educated parent/guardian has post-graduate education reported that at least one parent/guardian works at a job that provides health insurance. The most poorly educated households (8<sup>th</sup> grade or less) commonly do not have access to employer-provided health insurance. In fact, in less than 28 percent (27.2) of the households in which the best educated household head holds an 8<sup>th</sup> grade education or less does at least one parent/guardian have employer-provided health insurance.

Table 3-45 indicates that access to health insurance does not vary a great deal based on age. Households in which the respondent is more than 50 years of age are slightly less likely to be covered through employer provided health insurance.

Generally speaking, employer-provided health-insurance coverage tends to increase with length of time in the United States. Nearly 72 percent (71.8%) of the respondents who have lived in the United States more than 15 years report employer-provided health insurance. In contrast, only about 45 percent (45.3%) of the respondents that have lived in the United States 3 years or less report employment-related health insurance coverage.

**Table 3-40**  
**Parents/Guardians: Use Education in Employment by**  
**Number of Years the Respondent has lived in the United States**

<b>Use Education</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Use / Use	06.9	13.3	17.9	21.6	29.1	34.7
Use / Don't Use	13.8	13.3	11.9	15.0	13.6	14.1
Use / NA	25.2	24.8	28.4	28.1	12.6	18.8
Don't Use/ Don't Use	12.6	18.1	14.9	18.0	16.5	17.8
Don't Use / NA	24.5	17.1	18.7	13.8	21.4	11.7
NA / NA	17.0	13.3	08.2	03.6	06.8	02.8
<b>Number of Respondents</b>	<b>159</b>	<b>105</b>	<b>134</b>	<b>167</b>	<b>103</b>	<b>213</b>

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 98.4; Significance .001

Item Presentation: Do you use your education in your job?

Item Presentation: How long have you lived in the United States?

**Table 3-41**  
**Parents/Guardians: Employer Provided Family Health Insurance**

<b>Employment Provision of Family Health Insurance</b>	<b>Percentages</b>	<b>Number</b>
Insurance Provided / Insurance Provided	18.9	167
Insurance Provided / Insurance Not Provided	19.8	175
Insurance Provided / NA	20.5	181
Insurance Not Provided / Insurance Not Provided	12.1	107
Insurance Not Provided / NA	19.1	169
NA / NA	09.6	85

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Item Presentation: Does your job provide your family with health insurance?

**Table 3-42**  
**Parents/Guardians: Employer Provided Family Health Insurance**  
**by Language (Percentages)**

<b>Health Insurance Status</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Provided / Provided	16.1	18.4	16.0	19.3	43.1	08.6	15.6	00.0
Provided / Not Provided	25.4	25.2	11.3	27.4	17.7	16.4	19.5	07.1
Provided / NA	17.8	16.5	32.7	18.5	23.1	13.3	18.2	14.3
Not Provided / Not Provided	18.2	19.4	06.7	10.4	01.5	25.0	07.8	00.0
Not Provided / NA	18.2	15.5	27.3	15.6	08.5	20.3	20.8	39.3
NA / NA	04.1	04.9	06.0	08.9	06.2	16.4	18.2	39.3
Number of Respondents	236	103	150	135	130	128	77	28

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 193.4; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Does your job provide your family with health insurance?

**Table 3-43**  
**Parents/Guardians: Employer Provided Family Health Insurance**  
**by Household Income (Percentages)**

<b>Health Insurance Status</b>	Less than \$15,000	\$15,000-\$24,999	\$25,000-\$39,999	\$40,000-\$59,999	\$60,000-\$84,999	\$85,000-Above
Provided / Provided	00.0	07.6	20.9	21.7	37.0	42.3
Provided / Not Provided	03.4	15.3	23.2	29.5	24.7	22.5
Provided / NA	17.2	24.8	21.3	16.9	21.0	18.3
Not Provided / Not Provided	03.4	16.6	14.1	18.7	06.2	04.2
Not Provided / NA	39.7	29.9	16.7	09.6	06.2	05.6
NA / NA	36.2	05.7	03.8	03.6	04.9	07.0
Number of Respondents	116	157	263	166	81	71

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question. Chi-Square 281.2; Significance .001

Item Presentation: Does your job provide your family with health insurance?

**Table 3-44**  
**Parents/Guardians: Employer Provided Family Health Insurance by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Health Insurance Status</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Provided / Provided	26.3	22.4	20.2	12.0	15.5	21.6	07.8
Provided / Not Provided	22.0	18.1	20.2	27.7	26.8	10.3	10.7
Provided / NA	34.7	21.1	19.0	15.7	19.7	22.7	08.7
Not Provided / Not Provided	05.1	11.4	13.1	19.3	11.3	12.4	16.5
Not Provided / NA	07.6	17.7	19.0	20.5	19.0	25.8	28.2
NA / NA	04.2	09.3	08.3	04.8	07.7	07.2	28.2
<b>Number of Respondents</b>	<b>118</b>	<b>237</b>	<b>84</b>	<b>83</b>	<b>142</b>	<b>97</b>	<b>103</b>

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question. Chi-Square 113.4; Significance .001

Item Presentation: Does your job provide your family with health insurance?

**Table 3-45**  
**Parents/Guardians: Employer Provided Family Health Insurance by Age**

<b>Health Insurance Status</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Provided / Provided	19.0	16.0	20.9	19.0	20.1	18.2
Provided / Not Provided	11.9	20.9	18.4	24.1	19.1	20.5
Provided / NA	27.4	18.4	21.4	21.3	20.9	11.4
Not Provided / Not Provided	15.5	10.4	11.7	17.2	10.1	08.0
Not Provided / NA	21.4	26.4	20.9	14.4	14.4	13.6
NA / NA	04.8	08.0	06.8	04.0	15.1	28.4
<b>Number of Respondents</b>	<b>84</b>	<b>163</b>	<b>206</b>	<b>174</b>	<b>139</b>	<b>88</b>

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 66.2; Significance .001

Item Presentation: Does your job provide your family with health insurance?

**Table 3-46**  
**Parents/Guardians: Employer Provided Family Health Insurance by**  
**Number of Years the Respondent has lived in the United States**

<b>Health Insurance Status</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Provided / Provided	10.1	18.1	17.9	16.8	15.5	29.6
Provided / Not Provided	13.2	14.3	17.2	22.8	26.2	23.9
Provided / NA	22.0	21.0	28.4	21.0	11.7	18.3
Not Provided / Not Provided	08.8	13.3	09.7	15.6	16.5	10.8
Not Provided / NA	28.3	21.9	14.9	18.6	21.4	12.2
NA / NA	17.6	11.4	11.9	05.4	08.7	05.2
<b>Number of Respondents</b>	<b>159</b>	<b>105</b>	<b>134</b>	<b>167</b>	<b>103</b>	<b>213</b>

Note: NA (Not Applicable or Don't Know) indicates the item does not apply (no spouse or unemployed) or the respondent does not know the answer to the question.

Chi-Square 78.1; Significance .001

Item Presentation: Does your job provide your family with health insurance?

Item Presentation: How long have you lived in the United States?

As discussed earlier, a poor command of the English language can present an important barrier to employment and, consequently, adjustment to life in America. Table 3-47 provides an overall assessment of the extent to which immigrants feel that deficiency in English represents an important barrier to employment opportunities. Approximately 68 percent (68.2%) of the households include at least one parent/respondent who is not limited in terms of job opportunities based on a poor command of the English language. Approximately 29 percent of the households include two parents/guardians that do not face employment limitations because of their command of the English language. Conversely, more than 54 percent (54.1%) of the responding households have at least one parent/guardian who has limited employment opportunities related to their deficient English skills. Nearly 20 percent (19.5%) of the households include two parents/guardians who face employment limitations because of limited English skills. Tables 3-48 and 3-49 provide individual English skills assessments for the respondent and spouse.

**Table 3-47**  
**Parents/Guardians: English Skills Limit Employment Opportunities**

<b>English Skills Limit Employment Opportunities</b>	<b>Percentages</b>	<b>Number</b>
Do Not Limit / Do Not Limit	29.0	254
Do Not Limit / Limit	24.3	213
Do Not Limit / NA	14.9	130
Limit / Limit	19.5	171
Limit / NA	10.3	90
NA / NA	01.9	17

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Item Presentation: Do your English skills limit your employment opportunities?

**Table 3-48**  
**Respondent: English Skills Limit Employment Opportunities**

<b>English Skills Limit Employment Opportunities</b>	<b>Percentages</b>	<b>Number</b>
Do Not Limit	46.9	426
Limit	43.9	399
NA	09.1	83

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed: not looking for work) or the respondent does not know the answer to the question.

Item Presentation: Do your English skills limit your employment opportunities?

**Table 3-49**  
**Spouse: English Skills Limit Employment Opportunities**

<b>English Skills Limit Employment Opportunities</b>	<b>Percentages</b>	<b>Number</b>
Do Not Limit	50.3	445
Limit	29.6	262
Not Applicable	20.0	177

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed: not looking for work) or the respondent does not know the answer to the question.

Item Presentation: Do your English skills limit your employment opportunities?

Korean-, Kurdish-, Spanish- and Somali-speaking households are the most likely to report that their employment opportunities suffer from their lack of English skills (Table 3-50). More than 71 percent (71.1) of the Korean, nearly 66 percent (65.8%) of the Kurdish, approximately 62 percent (62.4%) of those who speak Spanish, and about 61 percent (60.7%) of the Somali-speaking households report that at least one parent/guardian faces employment limitations because of deficient English skills. Spanish-speaking households from El Salvador are also troubled by English, with nearly 67 percent (66.7%) indicating that at least one parent/guardian faces employment limitations due to limited English skills. Vietnamese-speaking and Farsi-speaking households are less troubled by English deficiencies. Approximately 52 percent of the Vietnamese-speaking and about 43 percent (43.3%) of the Farsi-speaking households report that at least one parent faces employment limitations because of poor English skills. Urdu-speaking households are the least likely to face employment problems due to limited English skills. About 31 percent (30.6) of the Urdu-speaking households have at least one parent/guardian who has employment limitations because of poor English.

**Table 3-50**  
**Parent/Guardians: English Skills Limit Employment Opportunities**  
**by Language (Percentages)**

<b>English Limitations</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
No Limits / No Limits	23.2	22.5	42.7	40.9	32.6	16.4	21.1	14.3
No Limits / Limits	27.0	27.5	24.0	25.2	21.7	25.0	14.5	35.7
No Limits / NA	14.3	10.8	26.7	13.4	14.0	08.6	07.9	14.3
Limits / Limits	23.6	25.5	05.3	11.8	16.3	31.3	39.5	03.6
Limits / NA	11.8	13.7	01.3	06.3	14.0	14.8	11.8	21.4
NA / NA	00.0	00.0	00.0	02.4	01.6	03.9	05.3	10.7
Number of Respondents	237	102	150	127	129	128	76	28

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 162.3; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do your English skills limit your employment opportunities?

**Table 3-51**  
**Parents/Guardians: English Skills Limit Employment Opportunities**  
**by Household Income (Percentages)**

<b>English Limitations</b>	Less than \$15,000	\$15,000-\$24,999	\$25,000-\$39,999	\$40,000-\$59,999	\$60,000-\$84,999	\$85,000-Above
No Limits / No Limits	03.5	15.5	27.5	36.1	49.4	62.9
No Limits / Limits	17.4	26.5	28.6	28.3	19.8	15.7
No Limits / NA	15.7	12.9	15.3	14.5	13.6	10.0
Limits / Limits	15.7	30.3	23.3	18.1	11.1	05.7
Limits / NA	41.7	14.2	03.8	01.8	04.9	04.3
NA / NA	06.1	00.6	01.5	01.2	01.2	01.4
Number of Respondents	115	155	262	166	81	70

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 232.0; Significance .001

Item Presentation: Do your English skills limit your employment opportunities?

Much as expected, English-skills limitations are inversely related to household income (Table 3-52). In other words, low-income households are much more likely to report employment problems related to limited English. Nearly 75 percent (74.8%) of the households with household incomes of less than \$15,000 report that at least one parent/guardian faces employment limitation because of English skills. Conversely, about 26 percent (25.7%) of the households with incomes of \$85,000 or more report that at least one parent/guardian has limited employment opportunity because of poor English skills.

**Table 3-52**  
**Parents/Guardians: English Skills Limit Employment Opportunities by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>English Limitations</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
No Limits / No Limits	47.9	42.9	25.3	25.9	17.5	17.7	07.8
No Limits / Limits	20.5	23.2	32.5	25.9	32.2	24.0	09.8
No Limits / NA	19.7	15.9	18.1	11.1	14.0	16.7	07.8
Limits / Limits	06.0	12.9	19.3	27.2	20.3	25.0	38.2
Limits / NA	06.0	03.4	03.6	09.9	14.7	15.6	27.5
NA / NA	00.0	01.7	01.2	00.0	01.4	01.0	08.8
<b>Number of Respondents</b>	<b>117</b>	<b>233</b>	<b>83</b>	<b>81</b>	<b>143</b>	<b>96</b>	<b>102</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 193.4; Significance .001

Item Presentation: Do your English skills limit your employment opportunities?

The youngest (30 years or younger) and the oldest households (above 50 years of age) appear to be having a few more problems with employment because of limited English (Table 3-53). Nearly 61 percent (60.9%) of the households in which the responding household head was over 50 years of age report that at least one parent/guardian faces employment problems because of limited English. Approximately 59 percent of the youngest households (30 years of age or under) indicate that at least one parent/guardian faces English-related employment limitations.

**Table 3-53**  
**Parents/Guardians: English Skills Limit Employment Opportunities by Age**

<b>English Limitations</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
No Limits / No Limits	27.7	31.9	32.8	28.3	30.4	17.2
No Limits / Limits	34.9	26.3	23.5	21.4	21.7	25.3
No Limits / NA	13.3	15.0	12.3	18.5	14.5	09.2
Limits / Limits	16.9	20.0	19.6	21.4	18.1	20.7
Limits / NA	07.2	06.9	11.3	08.1	14.5	14.9
NA / NA	00.0	00.0	00.5	02.3	00.7	12.6
<b>Number of Respondents</b>	<b>83</b>	<b>160</b>	<b>204</b>	<b>173</b>	<b>138</b>	<b>87</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 60.9; Significance .001

Item Presentation: Do your English skills limit your employment opportunities?

The information found in Table 3-54 examines the connection between number of years lived in the United States and employment limitations due to poor English skills. Contrary to expectations, there is no appreciable decline in limitations on employment because of poor English until immigrants have lived in the United States more than 15 years. Less than 34 percent (33.5%) of the immigrants who have lived in the United States more than 15 years report facing employment limitations based on deficiency in English.

**Table 3-54**  
**Parents/Guardians: English Skills Limit Employment Opportunities by**  
**Number of Years the Respondent has lived in the United States**

<b>English Limitations</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
No Limits / No Limits	13.3	23.1	24.1	25.9	30.1	49.0
No Limits / Limits	19.0	27.9	29.3	28.9	29.1	17.7
No Limits / NA	12.7	16.3	18.0	12.7	14.6	15.3
Limits / Limits	34.2	20.2	16.5	19.9	18.4	10.5
Limits / NA	15.8	10.6	10.5	12.7	06.8	05.3
NA / NA	05.1	01.9	01.5	00.0	01.0	01.9
<b>Number of Respondents</b>	<b>158</b>	<b>104</b>	<b>133</b>	<b>166</b>	<b>103</b>	<b>209</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 107.4; Significance .001

Item Presentation: Do your English skills limit your employment opportunities?

Item Presentation: How long have you lived in the United States?

Increasingly, both parents/guardians are required to work to meet household expenses. Accordingly, access to good, affordable childcare has become an increasingly important employment issue. In many cases, decisions about whether to enter the labor force are based on the balance between childcare costs and potential wages earned. In other cases, friends or relatives can take care of the children, and, consequently, both household heads and single-headed households can seek employment. However, in many cases employment opportunities are limited for at least one household head because of lack of access to affordable childcare. The evidence found in Table 3-55 indicates that approximately 31 percent (30.8%) of the households have at least one parent/guardian who has limited employment opportunities because of the lack of childcare. Tables 3-56 and 3-57 provide separate assessments of childcare concerns for the respondent and spouse. Much as expected, the evidence found in Table 3-58 indicates that females are more likely to face employment constraints because of lack of access to childcare.

**Table 3-55**  
**Parents/Guardians: Childcare Limits Employment Opportunities**

<b>Access to Childcare Limits Employment Opportunities</b>	<b>Percentages</b>	<b>Number</b>
Does Not Limit / Does Not Limit	47.8	418
Does Not Limit / Limits	15.4	135
Does Not Limit / NA	19.4	170
Limits / Limits	10.3	90
Limits / NA	05.1	45
NA / NA	01.9	17

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Item Presentation: Does the lack of childcare limit your employment opportunity?

**Table 3-56**  
**Respondent: Childcare Limits Employment Opportunities**

<b>Access to Childcare Limits Employment Opportunities</b>	<b>Percentages</b>	<b>Number</b>
Does Not Limit	64.5	585
Limits	26.4	239
NA	09.2	83

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed: not looking for work) or the respondent does not know the answer to the question.

Item Presentation: Does the lack of childcare limit your employment opportunity?

**Table 3-57**  
**Spouse: Childcare Limits Employment Opportunities**

<b>Access to Childcare Limits Employment Opportunities</b>	<b>Percentages</b>	<b>Number</b>
Does Not Limit	65.8	582
Limits	14.8	131
NA	19.4	172

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed: not looking for work) or the respondent does not know the answer to the question.

Item Presentation: Does the lack of childcare limit your employment opportunity?

**Table 3-58**  
**Respondent: Childcare Limits Employment Opportunities by**  
**Respondent: Gender (Percentages)**

<b>Access to Childcare Limits Employment Opportunities</b>	<b>Female</b>	<b>Male</b>
Does Not Limit	66.0	79.4
Limits	34.0	20.6
Number of Respondents	530	282

Coding Note: Respondents indicating that did know the answer to the question or cases in which the question was "Not Applicable" were removed from the analysis.

Chi-Square 16.5; Significance .001

Item Presentation: Does the lack of childcare limit your employment opportunity?

Kurdish households are particularly likely to face employment limitations because of lack of access to childcare (Table 3-59). More than 64 percent (64.4%) of the Kurdish households report that at least one parent/guardian has limited employment opportunities because of lack of access to childcare. Spanish-speaking households also register considerable concern related to childcare issues. More than 42 percent (42.1%) of the Spanish-speaking households and 49 percent of the households from El Salvador report that at least one household head has limited employment opportunity because of childcare issues. A much lower percentage of Somali-speaking (28.6%), Urdu-speaking (28.2%), and Farsi-speaking (22.9%) households indicate that at least one parent/guardian faces employment limitations because of childcare issues. Korean (17.9%) and Vietnamese (14.9%) households were the least likely to report that a parent/guardian faces employment limitations because of the lack of childcare.

**Table 3-59**  
**Parents/Guardians: Childcare Limits Employment Opportunities**  
**by Language (Percentages)**

<b>Childcare Limits Employment</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
No Limits / No Limits	41.7	40.0	43.6	57.3	62.5	59.4	21.1	26.6
No Limits / Limits	18.3	19.0	23.5	13.7	06.3	10.9	15.8	17.9
No Limits / NA	15.7	11.0	28.2	17.6	21.9	18.8	09.2	32.1
Limits / Limits	14.0	17.0	04.7	06.9	03.9	04.7	36.8	07.1
Limits / NA	09.8	13.0	00.0	02.3	04.7	02.3	11.8	03.6
NA / NA	00.4	00.0	00.0	02.3	00.8	03.9	05.3	10.7
Number of Respondents	235	100	149	131	128	128	76	28

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 170.5; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Does the lack of childcare limit your employment opportunity?

Lower-income households are much more likely to face employment limitations based on limited access to childcare (Table 3-60). Nearly 47 percent (46.9%) of the households with incomes less than \$15,000 reported that one or more parents/guardians have limited employment opportunities because of childcare-access problems. Conversely, less than 13 percent (12.9%) of the households with incomes of \$85,000 and above had similar childcare concerns.

**Table 3-60**  
**Parents/Guardians: Childcare Limits Employment Opportunities**  
**by Household Income (Percentages)**

<b>Childcare Limits Employment</b>	<b>Less than \$15,000</b>	<b>\$15,000- \$24,999</b>	<b>\$25,000- \$39,999</b>	<b>\$40,000- 59,999</b>	<b>\$60,000- \$84,999</b>	<b>\$85,000- Above</b>
No Limits / No Limits	13.9	38.1	47.1	65.1	61.3	74.3
No Limits / Limits	08.7	20.0	18.8	13.9	12.5	08.6
No Limits / NA	32.2	20.6	17.2	14.5	17.5	11.4
Limits / Limits	13.0	14.2	14.2	05.4	06.3	02.9
Limits / NA	25.2	06.5	01.5	00.0	01.3	01.4
NA / NA	07.0	00.6	01.1	01.2	01.3	01.4
<b>Number of Respondents</b>	<b>115</b>	<b>155</b>	<b>261</b>	<b>166</b>	<b>80</b>	<b>70</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 196.3; Significance .001

Item Presentation: Does the lack of childcare limit your employment opportunity?

**Table 3-61**  
**Parents/Guardians: Childcare Limits Employment Opportunities**  
**By Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Childcare Limits Employment</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
No Limits / No Limits	56.0	57.0	45.8	50.6	44.8	41.5	29.7
No Limits / Limits	14.7	14.9	18.1	13.3	17.5	12.8	09.9
No Limits / NA	23.3	16.6	19.3	18.1	21.0	19.1	23.8
Limits / Limits	04.3	08.5	13.3	13.3	08.4	13.8	15.8
Limits / NA	01.7	01.7	02.4	03.6	06.3	12.8	11.9
NA / NA	00.0	01.3	01.2	01.2	02.1	00.0	08.9
<b>Number of Respondents</b>	<b>116</b>	<b>235</b>	<b>83</b>	<b>83</b>	<b>143</b>	<b>94</b>	<b>101</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.

Chi-Square 82.4; Significance .001

Item Presentation: Does the lack of childcare limit your employment opportunity?

Much as expected, younger households, those most likely to be in the childbearing years, are much more likely to face childcare-access problems limiting employment opportunity (Table 3-62). More than 55 percent (55.4%) of the households in which the respondent is 30 years of age or under report that one or more parents/guardians have limited employment opportunity because of childcare-access issues.

**Table 3-62**  
**Parent/Guardians: Childcare Limits Employment Opportunities by Age**

<b>Childcare Limits Employment</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
No Limits / No Limits	30.1	45.7	46.8	55.2	56.2	50.0
No Limits / Limits	32.5	22.2	15.6	11.0	08.0	05.8
No Limits / NA	14.5	17.3	17.6	22.7	22.6	17.4
Limits / Limits	15.7	11.1	14.1	06.4	06.6	08.1
Limits / NA	07.2	03.7	04.9	03.5	05.8	05.8
NA / NA	00.0	00.0	01.0	01.2	00.7	12.8
<b>Number of Respondents</b>	<b>83</b>	<b>162</b>	<b>205</b>	<b>172</b>	<b>137</b>	<b>86</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 93.3; Significance .001

Item Presentation: Does the lack of childcare limit your employment opportunity?

Relatively new arrivals (3 years or less) to the United States are much more likely to face childcare-access concerns (Table 3-63). Nearly 42 percent (41.5%) of the households that have lived in the United States 3 years or less report that one or more parents/guardians face decreased employment opportunity based on childcares access issues. In contrast, less than 19 percent (18.5%) of the households that have lived in the United States more than 15 years face similar concerns.

**Table 3-63**  
**Parents/Guardians: Childcare Limits Employment Opportunities by**  
**Number of Years the Respondent has lived in the United States**

<b>Childcare Limits Employment</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
No Limits / No Limits	32.7	44.2	44.4	41.8	59.4	62.6
No Limits / Limits	15.7	17.3	17.3	21.2	13.9	09.5
No Limits / NA	20.8	21.2	24.8	15.8	16.8	17.5
Limits / Limits	18.9	08.7	09.0	13.3	05.0	05.7
Limits / NA	06.9	06.7	02.3	07.9	04.0	03.3
NA / NA	05.0	01.9	02.3	00.0	01.0	01.4
<b>Number of Respondents</b>	<b>159</b>	<b>104</b>	<b>133</b>	<b>165</b>	<b>101</b>	<b>211</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 75.9; Significance .001

Item Presentation: Does the lack of childcare limit your employment opportunity?

Item Presentation: How long have you lived in the United States?

Approximately 25 percent (24.9%) of responding households indicate that at least one parent/guardian has limited employment opportunity because of a lack of transportation (Table 3-64). Tables 3-65 and 3-66 provide individual statistics for the respondent and spouse. Table 3-67 indicates that females are somewhat more likely to face employment limitations based on a lack of transportation.

**Table 3-64**  
**Parents/Guardians: Transportation Limits Employment Opportunities**

Access to Transportation Limits Employment Opportunities	Percentage s	Number
Does Not Limit / Does Not Limit	55.7	490
Does Not Limit / Limits	11.7	103
Does Not Limit / NA	17.7	156
Limits / Limits	06.4	56
Limits / NA	06.8	60
NA / NA	01.7	15

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.  
Item Presentation: Does the lack of transportation limit your employment opportunity?

**Table 3-65**  
**Respondent: Transportation Limits Employment Opportunities**

Access to Transportation Limits Employment Opportunities	Percentages	Number
Does Not Limit	71.0	646
Limits	20.3	185
NA	08.7	79

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed: not looking for work) or the respondent does not know the answer to the question.  
Item Presentation: Does the lack of transportation limit your employment opportunity?

**Table 3-66**  
**Spouse: Transportation Limits Employment Opportunities**

Access to Transportation Limits Employment Opportunities	Percentages	Number
Does Not Limit	69.4	616
Limits	11.3	100
NA	19.3	171

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (unemployed: not looking for work) or the respondent does not know the answer to the question.  
Item Presentation: Does the lack of transportation limit your employment opportunity?

**Table 3-67**  
**Respondent: Transportation Limits Employment Opportunities by**  
**Respondent: Gender (Percentages)**

<b>Transportation Limits Employment</b>	<b>Female</b>	<b>Male</b>
Does Not Limit	65.5	82.3
Limits	23.1	15.0
Number of Respondents	603	293

Coding Note: Respondents indicating that did know the answer to the question or cases in which the question was "Not Applicable" were removed from the analysis.

Chi-Square 35.3; Significance .001

Item Presentation: Does the lack of childcare limit your employment opportunity?

There are important differences between language groups concerning transportation related to employment (Table 3-68). Kurdish households are the most likely to suffer employment limitations because of a lack of access to transportation. Nearly 61 percent of the Kurdish households report that one or more parents/guardians have limited employment opportunity based on lack of access to transportation. Somali-speaking (42.8%) and Spanish-speaking (35.7%) (El Salvador, 46.6%) households are also likely to have at least one parent/guardian who has employment limitations from lack of access to transportation. Urdu-speaking (18.0%) and Farsi-speaking (17.5%) households are much less likely to report that one or more parent/guardian has limited employment opportunity from lack of access to transportation. Vietnamese (12.6%) and Korean (7.8%) households are even less likely to experience employment limitations because of the lack of transportation.

**Table 3-68**  
**Parents/Guardians: Transportation Limits Employment Opportunities**  
**by Language (Percentages)**

<b>Transportation Limits Employment</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
No Limits / No Limits	50.0	43.7	55.3	64.4	65.6	70.3	26.3	32.1
No Limits / Limits	14.3	18.4	14.7	11.4	06.3	04.7	18.4	14.3
No Limits / NA	14.3	09.7	26.7	15.9	21.1	18.8	07.9	14.4
Limits / Limits	10.1	13.6	02.0	02.3	00.8	00.0	30.3	07.1
Limits / NA	11.3	14.6	01.3	03.8	05.5	03.1	11.8	21.4
NA / NA	00.0	00.0	00.0	02.3	00.8	03.1	05.3	10.7
Number of Respondents	238	103	150	132	128	128	76	28

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 189.2; Significance .001. El Salvador not included in Chi-Square calculation.

Item Presentation: Does the lack of transportation limit your employment opportunity?

Transportation problems are inversely related to household income. Low-income households are much more likely to experience transportation problems that limit employment opportunity (Table 3-69). Nearly 61 percent (60.8%) of the households with annual incomes less than \$15,000 report employment limitations for at least one parent/guardian because of lack of access to transportation. Conversely, less than 3 percent (2.8%) of the households with incomes of \$85,000 and above reported similar problems.

**Table 3-69**  
**Household Heads: Transportation Limits Employment Opportunities**  
**by Household Income (Percentages)**

<b>Transportation Limits Employment</b>	Less than \$15,000	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
No Limits / No Limits	09.6	42.3	57.8	77.7	76.5	82.9
No Limits / Limits	13.9	19.2	15.2	05.4	02.5	01.4
No Limits / NA	23.5	18.6	16.3	14.5	17.3	12.9
Limits / Limits	13.0	10.9	07.6	01.2	01.2	01.4
Limits / NA	33.9	08.3	01.9	00.6	01.2	00.0
NA / NA	06.1	00.6	01.1	00.6	01.2	01.4
Number of Respondents	115	156	263	166	81	70

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 287.9; Significance .001

Item Presentation: Does the lack of transportation limit your employment opportunity?

Table 3-71 indicates that there are only small differences in transportation limitations and employment based on age.

Transportation issues are particularly critical for those who have lived the United States 3 years or less (Table 3-72). Nearly 46 percent (45.6%) of the households that have lived in America 3 years or less report that one or more parents/guardians have limited employment opportunity based on inadequate transportation. In contrast, very few households that have lived in the United States more than 15 years report employment problems due to the lack of transportation (9.8%).

**Table 3-70**  
**Parents/Guardians: Transportation Limits Employment Opportunities by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Transportation Limits Employment</b>	Post-Graduate	Bachelor	Associate	Some College	High School	9-12th	8 <sup>th</sup> or Less
No Limits / No Limits	70.9	67.8	61.4	55.4	51.7	45.3	20.4
No Limits / Limits	03.4	09.3	10.8	12.0	14.0	16.8	16.5
No Limits / NA	23.9	16.5	18.1	15.7	18.9	21.1	11.7
Limits / Limits	00.9	03.4	04.8	09.6	05.6	07.4	18.4
Limits / NA	00.9	01.7	03.6	07.2	08.4	09.5	24.3
NA / NA	00.0	01.3	01.2	00.0	01.4	00.0	08.7
<b>Number of Respondents</b>	<b>117</b>	<b>236</b>	<b>83</b>	<b>83</b>	<b>143</b>	<b>95</b>	<b>103</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.

Chi-Square 173.5; Significance .001

Item Presentation: Does the lack of transportation limit your employment opportunity?

**Table 3-71**  
**Parents/Guardians: Transportation Limits Employment Opportunities by Age**

<b>Transportation Limits Employment</b>	30 or Less	31-35	36-40	41-45	46-50	Above 50
No Limits / No Limits	51.8	60.1	58.0	56.3	54.7	50.0
No Limits / Limits	19.3	13.5	10.7	10.3	12.4	08.0
No Limits / NA	15.7	14.7	16.6	21.8	19.7	11.4
Limits / Limits	08.4	04.9	07.8	06.3	03.6	06.8
Limits / NA	04.8	06.7	06.3	04.0	08.8	11.4
NA / NA	00.0	00.0	00.5	01.1	00.7	12.5
<b>Number of Respondents</b>	<b>83</b>	<b>163</b>	<b>205</b>	<b>174</b>	<b>137</b>	<b>88</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 58.7; Significance .001

Item Presentation: Does the lack of transportation limit your employment opportunity?

**Table 3-72**  
**Parents/Guardians: Transportation Limits Employment Opportunities**  
**By Number of Years the Respondent has lived in the United States**

<b>Transportation Limits Employment</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
No Limits / No Limits	33.3	51.9	53.7	58.4	61.8	70.9
No Limits / Limits	18.2	14.4	14.2	10.2	12.7	04.7
No Limits / NA	15.7	17.3	21.6	16.3	16.7	18.3
Limits / Limits	15.7	04.8	03.0	07.8	03.9	02.3
Limits / NA	11.9	09.6	06.0	07.2	03.9	02.8
NA / NA	05.0	01.9	01.5	00.0	01.0	00.9
<b>Number of Respondents</b>	<b>159</b>	<b>104</b>	<b>134</b>	<b>166</b>	<b>102</b>	<b>213</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 101.6; Significance .001

Item Presentation: Does the lack of transportation limit your employment opportunity?

Item Presentation: How long have you lived in the United States?

The final analysis in section 3 focuses on the extent to which immigrants have had an opportunity to take job-training classes (Table 3-73). Approximately 44 percent (43.6%) of the responding immigrants reported that at least one household head had taken job training classes. Looking at the job-training issue from another perspective, we find that nearly 76 percent (75.9%) of the households report that at least one parent/guardian has not had job-training classes.

**Table 3-73**  
**Household Heads: Job Training Classes**

<b>Taken Job Training Classes</b>	<b>Percentages</b>	<b>Number</b>
Training / Training	13.4	115
Training / No Training	21.6	185
Training / NA	08.6	74
No Training / No Training	36.4	312
No Training / NA	17.9	153
NA / NA	02.1	18

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Item Presentation: Have you taken job-training classes?

Kurdish households, more than any other language group, report taking advantage of job training (Table 3-74). More than 60 percent of the responding Kurdish households report that one or more parents/guardians have taken job training. Farsi-speaking households are nearly as likely to have taken job training as Kurdish households. Approximately 53 percent of the Farsi-speaking households report that at least one parent/guardian has taken job training. In contrast, 23 percent of the Somalis and nearly 31 percent (30.5%) of the Koreans indicated that one or more parents/guardians have taken job training. Urdu-speakers (45.8%), Spanish-speakers (42.6%), and Koreans (41.2%) report moderate levels of job training. Spanish-speaking households from El Salvador are less likely (32.4%) than Spanish-speaking household in general to report that one or more parents/guardians have taken job training.

**Table 3-74**  
Parents/Guardians: Job Training Classes by Language (**Percentages**)

<b>Taken Job Training Classes</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Training / Training	09.6	09.1	11.6	13.8	20.2	08.6	28.8	03.8
Training / No Training	22.6	18.2	25.3	30.0	12.9	17.2	21.9	11.5
Training / NA	10.4	05.1	08.9	09.2	08.1	04.7	09.6	07.7
No Training / No Training	37.0	44.4	34.9	31.5	38.7	47.7	23.3	34.6
No Training / NA	19.6	23.2	19.2	12.3	19.4	18.8	11.0	30.8
NA / NA	00.9	00.0	00.0	03.1	00.8	03.1	05.5	11.5
Number of Respondents	230	99	146	130	124	128	73	26

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 73.2; Significance .001. El Salvador not included in Chi-Square calculation.

Item Presentation: Have you taken job-training classes?

Generally speaking, access to job training is directly related to household income (Table 3-75). Approximately 33 percent of the households with incomes less than \$15,000 report that at least one parent/guardian has had job training. In contrast, more than 53 percent (53.2%) of the households with income \$60,000-\$84,999 and nearly 51 percent (50.7%) of the households with incomes of \$85,000 and above report that one or more parent/guardian have taken job-training classes.

**Table 3-75**  
**Parents/Guardians: Job Training Classes by Household Income (Percentages)**

<b>Taken Job Training Classes</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Training / Training	03.7	09.9	11.0	18.0	20.3	29.0
Training / No Training	11.0	19.1	27.6	25.1	22.8	17.4
Training / NA	18.3	07.9	07.1	06.6	10.1	04.3
No Training / No Training	18.3	41.4	39.4	39.5	34.2	34.8
No Training / NA	42.2	20.4	13.4	10.2	11.4	11.6
NA / NA	06.4	01.3	01.6	00.6	01.3	02.9
<b>Number of Respondents</b>	<b>109</b>	<b>152</b>	<b>254</b>	<b>167</b>	<b>79</b>	<b>69</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 117.3; Significance .001

Item Presentation: Have you taken job-training classes?

Education is directly related to access to job training (Table 3-76). Approximately 54 percent of the households in which one or more parents/guardians have completed post-graduate studies and 48 percent of those who hold a bachelor's degree report that at least one parent/guardian has taken job training classes. Conversely, less than 16 percent (15.3%) of the households in which the best educated parent/guardian has completed 8 years of education or less report that one or more household heads have completed job-training classes.

There appear to be relatively small differences in access to job-training classes based on age and length of time lived in the United States.

**Table 3-76**  
**Parents/Guardians: Job Training Classes by Educational Achievement of the Most Educated Household Head (Percentages)**

<b>Taken Job Training Classes</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Training / Training	16.2	16.9	19.5	18.1	07.8	12.1	03.1
Training / No Training	28.8	22.9	22.0	22.9	23.4	16.5	06.1
Training / NA	09.0	08.2	11.0	09.6	09.2	07.7	06.1
No Training / No Training	27.9	39.0	31.7	36.1	38.3	37.4	42.9
No Training / NA	17.1	11.3	13.4	13.3	19.9	26.4	32.7
NA / NA	00.9	01.7	02.4	00.0	01.4	00.0	09.2
<b>Number of Respondents</b>	<b>111</b>	<b>231</b>	<b>82</b>	<b>83</b>	<b>141</b>	<b>91</b>	<b>98</b>

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Educational Classification: Responses are based on the highest educational achievement of the parent/guardian with the highest education.

Chi-Square 89.7; Significance .001

Item Presentation: Have you taken job-training classes?

**Table 3-77**  
**Parents/Guardians: Job Training Classes by Age**

<b>Taken Job Training Classes</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Training / Training	09.0	15.7	13.9	13.6	13.3	11.5
Training / No Training	30.8	22.6	21.9	19.5	22.2	17.2
Training / NA	09.0	06.9	09.0	08.9	09.6	08.0
No Training / No Training	37.2	37.7	39.8	35.5	34.1	33.3
No Training / NA	12.8	17.0	14.9	21.3	18.5	17.2
NA / NA	01.3	00.0	00.5	01.2	02.2	12.6
Number of Respondents	78	159	201	169	135	87

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 43.8; Significance .011

Item Presentation: Have you taken job-training classes?

**Table 3-78**  
**Parents/Guardians: Job Training Classes by**  
**Number of Years the Respondent has lived in the United States**

<b>Taken Job Training Classes</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Training / Training	13.6	13.0	08.3	11.4	12.0	19.0
Training / No Training	17.5	27.0	20.3	25.3	22.0	20.0
Training / NA	06.5	11.0	09.8	07.0	09.0	09.5
No Training / No Training	34.4	29.0	38.3	36.7	41.0	38.1
No Training / NA	22.7	18.0	21.1	19.0	14.0	12.4
NA / NA	05.2	02.0	02.3	00.6	02.0	01.0
Number of Respondents	154	100	133	158	100	210

Note: NA (Don't Know or Not Applicable) indicates that the item does not apply (no spouse or unemployed: not looking for work) or the respondent does not know the answer to the question.

Chi-Square 33.5; Significance .120

Item Presentation: Have you taken job-training classes?

Item Presentation: How long have you lived in the United States?



## Section 4

### Financial Considerations and Concerns



#### Financial Difficulties

Section 4 builds on the employment issues of the previous section but more directly assesses the extent to which immigrant households are having difficulties meeting the financial obligations associated with raising a family. Discussion in this section begins with straightforward but subjective assessments of the extent to which household heads feel that they are meeting their financial obligations. Analysis that includes comparisons between immigrants groups should be particularly useful for understanding relative positioning and the extent to which basic household needs are being met.

About 19 percent (18.7%) of the respondents indicate that during the previous 6 months their household has experienced difficulty paying their rent or mortgage (Table 4-1). Kurdish and Somali households are experiencing the greatest difficulty paying their rent or mortgage. In fact, nearly 38 percent (37.5%) of the Kurdish households and almost 28 percent (27.6%) of the Somalis report that they had experienced difficulty paying their rent or mortgage in the previous 6 months. Farsi-speaking (21.1%), Spanish-speaking (20.0%), Spanish-speaking households from El Salvador (21.5%), and Vietnamese households (19.5%) indicate moderate levels of concern about their ability to pay for housing. In contrast, Korean (11.6%) and Urdu-speaking households (8.1%) are much less likely to indicate difficulties paying their rent or mortgage (Table 4-2).

Much as expected, difficulty paying rent or the home mortgage is inversely related to income. Less than 2 percent of the highest-income households (\$85,000 and above) compared to nearly 47 percent (46.9%) of lowest-income households (less than \$15,000) report difficulty paying their rent or mortgage during the preceding 6 months (Table 4-3). Difficulty paying rent or the mortgage is also inversely related to education (Table 4-4). The evidence found in Table 4-5 indicates that there is very little difference in difficulty paying rent or the mortgage based on the age of the respondent (Table 4-5). Generally speaking, problems associated with paying for housing decreases as the number of years lived in the United States increases. Less than 10 percent (9.7%) of the households that have lived in the United States more than 15 years report difficulty paying their rent or mortgage in the preceding 6 months (Table 4-6).

Most immigrants report that they are able to meet the food needs of their household. Less than 11 percent (10.8%) of the immigrants report that they have experienced difficulty paying for necessary food in the previous 6 months (Table 4-1). Kurdish households are having the greatest difficulty meeting their food needs. Approximately 25 percent of the Kurdish respondents report that they have had difficulty paying for necessary food in the previous 6 months. Spanish-speaking households (17.3), Spanish-speakers from El Salvador (16.8%), and Somalis (17.2%) were less likely to report difficulty paying for necessary food (Table 4-2). A relatively small percentage (9.0%) of the Vietnamese households reported difficulty paying for necessary food. Very few Koreans (1.6%) and Urdu-speaking households (1.4%) report difficulty paying for necessary food in the previous 6 months.

Consistent with expectations, difficulty paying for food is inversely related to income. No households with incomes of \$85,000 and above report difficulty meeting their foods needs. In contrast, about 35 percent (35.2%) of the households with incomes less than \$15,000 report

experiencing difficulty paying for necessary food in the previous 6 months (Table 4-3). Immigrants become increasingly able to meet their basic food needs as length of time in the United States increases. About 5 percent (5.1%) of the households that have lived in the United States more than 15 years, compared to about 17 percent (17.1%) of the households that have lived in America 3 years or less report difficulty paying for necessary food in the preceding 6 months (Table 4-6).

Medical expenses are one of the most challenging concerns of immigrants and a growing concern for all Americans. As we learned in the previous section, there are a considerable number of immigrant households that do not have employment-related health insurance and consequently are at risk. Approximately, 19 percent of the responding immigrants report having difficulty paying for necessary medical care in the previous 6 months (Table 4-1). Kurdish-speaking (30.0%), Spanish-speakers in general (26.5%), and Spanish-speakers from El Salvador in particular (29.0%) are the most likely of all language groups to report difficulty paying for necessary medical care. About 22 percent (22.4%) of Farsi households experienced difficulty paying for necessary medical care. In relative terms, Somali (13.8%), Vietnamese (12.0%), Korean (11.6%), and Urdu (11.5%) households are less likely to report that their household experienced difficulty paying for necessary medical care (Table 4-2).

Once again, problems paying for necessary medical care is inversely related to household income. No households (0.0%) with incomes of \$85,000 and above, compared to nearly 36 percent (35.9%) of the households with incomes below \$15,000, report that their household had experienced difficulty paying for necessary medical care during the preceding 6 months (Table 4-3). Problems paying for necessary medical care are also inversely related to education (Table 4-4). Statistically, there are no important differences in ability to pay for medical care based on the age of the respondent (Table 4-5). The results found in Table 4-6 generally indicate that there are small differences in ability to meet medical expenses based on the number of years in the United States. About 11 percent (11.1%) of those who have lived in the United States more than 15 years, compared to 28 percent of those who have lived in America 3 years or less, report that their household had experienced difficulty paying for necessary medical care in the preceding 6 months (Table 4-6).

Less than 13 percent (12.5%) of the responding immigrants report that their household had experienced difficulty paying their gas, water, or electric utility bills in the previous 6 months (Table 4-1). Once again, Kurdish households were the most likely (27.5%) to report that they had experienced difficulty paying for necessary utilities. Somalis (20.7%), Spanish-speakers (17.2%), and Spanish-speaking households from El Salvador (18.7%) were also likely to report difficulties paying for utilities. Relatively lower percentages of Farsi-speaking (14.4%) and Vietnamese (10.5%) households had difficulties paying for Utilities. Very few Urdu-speaking (3.4%) and Korean (3.1%) households report having experienced difficulty paying for gas, water, or electric utility bills in the previous 6 months (Table 4-2).

Much as expected, difficulty paying utility bills is inversely related to household income. No households (0.0%) with incomes of \$85,000 and above, compared to approximately 36 percent (36.2%) of the households with incomes less than \$15,000, report having experienced difficulty paying utility bills in the previous 6 months (Table 4-6).

**Table 4-1**  
**Financial Concerns**

<b>Financial Concerns</b>	<b>Percentages</b>	<b>Number</b>
During the last 6 months, has your household experienced difficulty paying your rent or mortgage?		
Yes	18.7	169
No	81.0	733
Don't Know – Not Applicable	00.3	3
During the last 6 months, has your household experienced difficulty paying for necessary food?		
Yes	10.8	98
No	88.7	804
Don't Know – Not Applicable	00.4	4
During the last 6 months, has your household experienced difficulty paying for necessary medical care?		
Yes	19.0	172
No	80.7	730
Don't Know – Not Applicable	00.3	3
During the last 6 months, has your household experienced difficulty paying your gas, water, or electric utility bills?		
Yes	12.5	113
No	87.0	787
Don't Know – Not Applicable	00.6	5

**Table 4-2**  
**Financial Concerns by Language**

<b>During the last 6 months, has your household experienced</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
<b>Difficulty paying your rent or mortgage***</b>								
Yes	20.0	21.5	08.1	21.1	19.5	11.6	37.5	27.6
No	80.0	78.5	91.9	78.9	80.5	88.4	62.5	72.4
Number of Respondents	250	107	148	133	133	129	80	29
<b>Difficulty paying for necessary food***</b>								
Yes	17.3	16.8	01.4	10.4	09.0	01.6	25.0	17.2
No	82.7	83.2	98.6	89.6	91.0	98.4	75.0	82.8
Number of Respondents	249	107	148	134	133	129	80	29
<b>Difficulty paying for necessary medical care***</b>								
Yes	26.5	29.0	11.5	22.4	12.0	11.6	30.0	13.8
No	73.5	71.0	88.5	77.6	88.0	88.4	70.0	86.2
Number of Respondents	249	107	148	134	133	129	80	29
<b>Difficulty paying your gas, water, or electric utility bills***</b>								
Yes	17.2	18.7	03.4	14.4	10.5	03.1	27.5	20.7
No	82.8	81.3	96.6	85.6	89.5	96.9	72.5	79.3
Number of Respondents	250	107	147	132	133	129	80	29

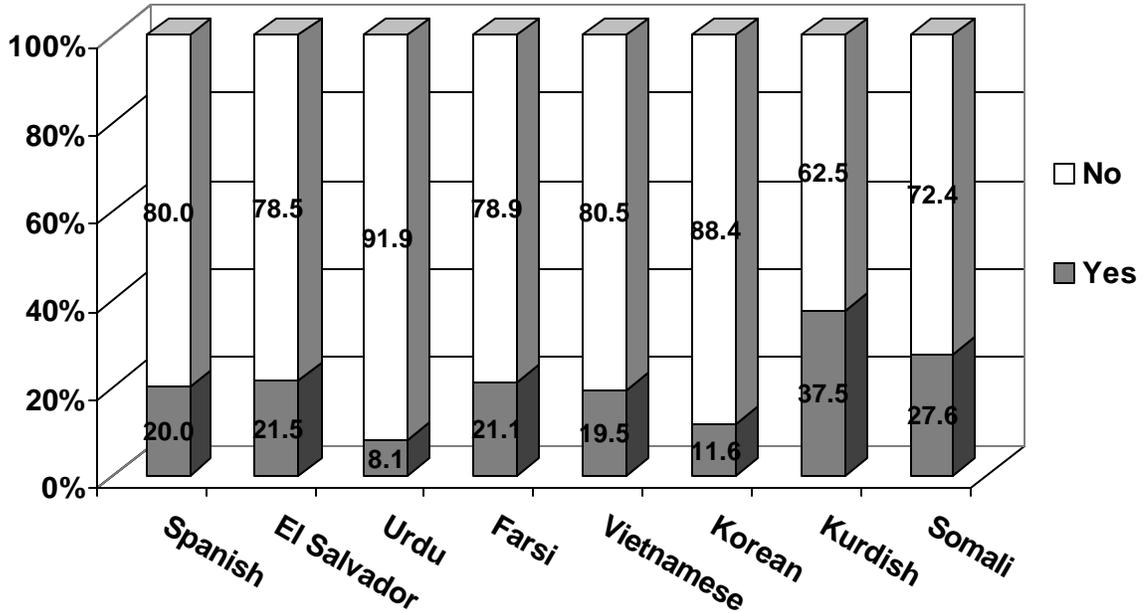
Respondent's country of birth was used to select persons from El Salvador.

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

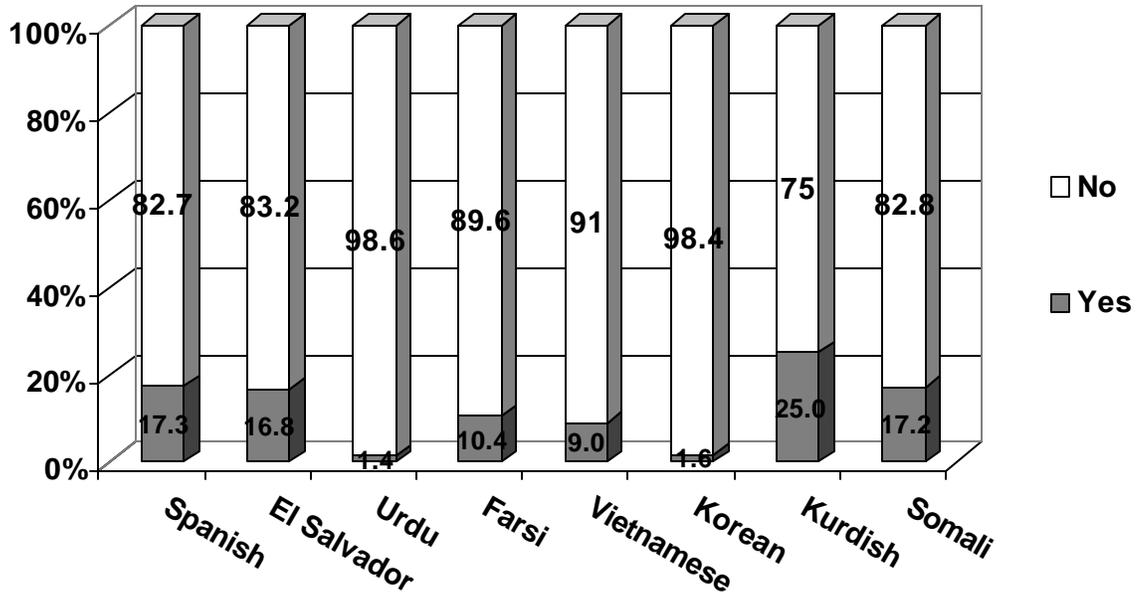
Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001; El Salvador not included in Chi-Square Calculation.

Item Presentation: What is the primary language that you speak at home with family members?

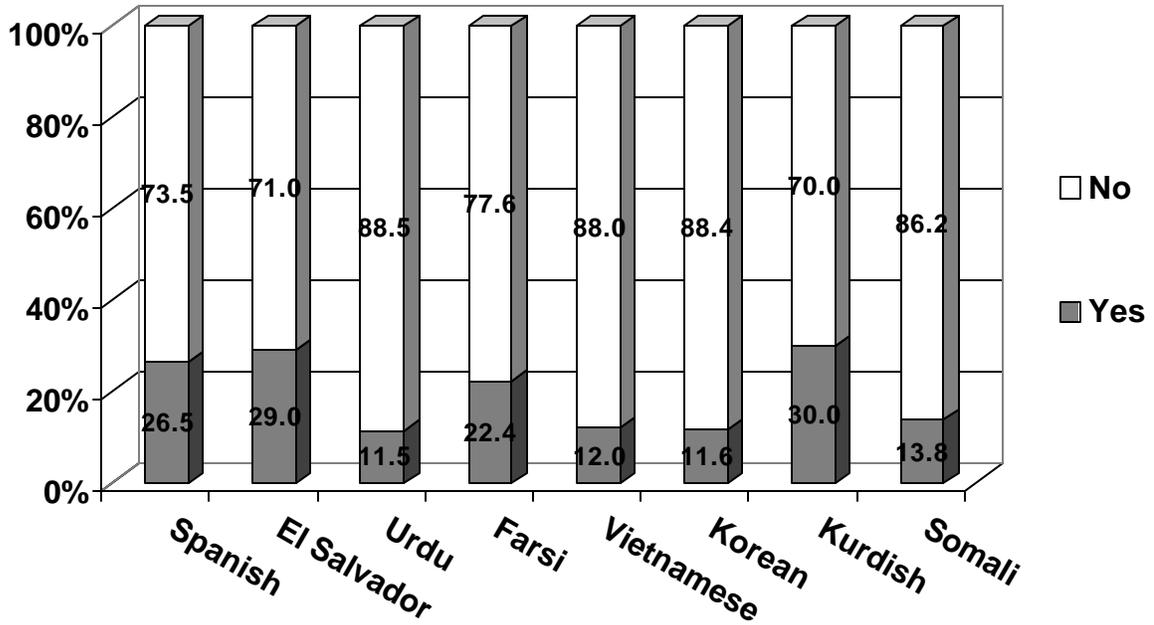
### Household Difficulty Paying Rent or Mortgage During the Last 6 Month by Language



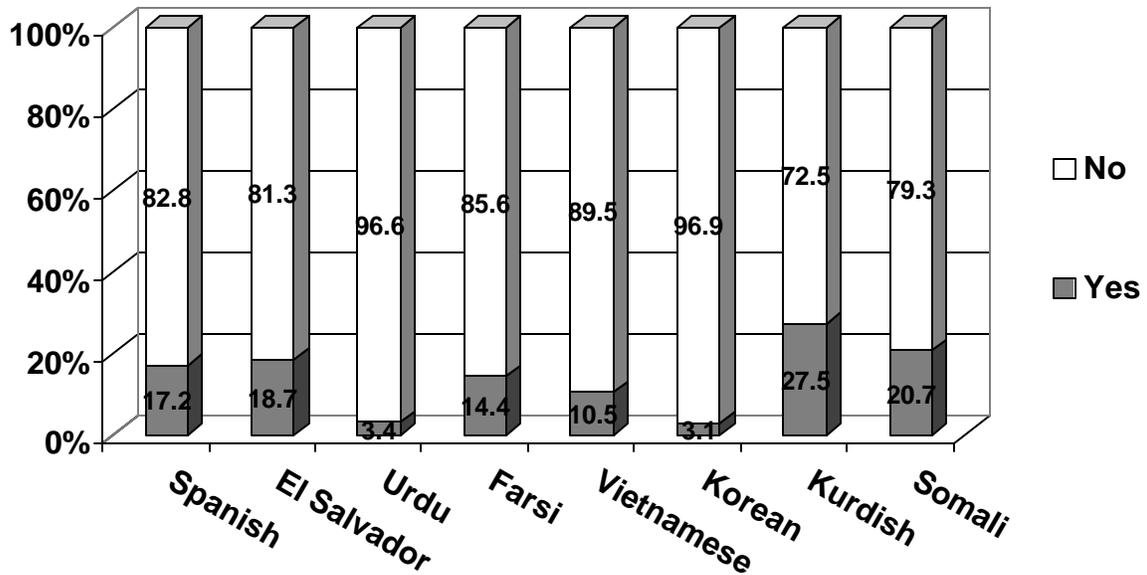
### Household Difficulty Paying For Necessary Food During the Last 6 Months by Language



## Household Difficulty Paying for Necessary Medical Care During the Last 6 Months by Language



## Household Difficulty Paying Gas, Water, or Electric Utility Bills During the Last 6 Months by Language



**Table 4-3**  
**Financial Concerns by Household Income (Percentages)**

<b>During the Last 6 months, has your household experienced</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
<b>Difficulty paying your rent or mortgage***</b>						
Yes	46.9	26.5	16.4	10.1	04.9	01.4
No	53.1	73.5	83.6	89.9	95.1	98.6
Number of Respondents	128	162	268	168	81	71
<b>Difficulty paying for necessary food***</b>						
Yes	35.2	17.3	07.9	01.8	01.2	00.0
No	64.8	82.7	92.1	98.2	98.8	100.0
Number of Respondents	128	162	267	168	81	71
<b>Difficulty paying for necessary medical care***</b>						
Yes	35.9	30.9	21.7	07.1	03.7	00.0
No	64.1	69.1	78.3	92.9	96.3	100.0
Number of Respondents	128	162	267	168	81	71
<b>Difficulty paying your gas, water, or electric utility bills?***</b>						
Yes	36.2	17.4	11.9	03.0	02.5	00.0
No	63.8	82.6	88.1	97.0	97.5	100.0
Number of Respondents	127	161	268	167	81	71
Chi-Square Significance: *.05; **.01; ***.001						

**Table 4-4**  
**Financial Concerns by Educational Achievement**  
**of the Most Educated Parent/Guardian (Percentages)**

<b>During the last 6 months, has your household experienced</b>	Post-Graduate	Bachelor	Associate	Some College	High School	9-12th	8 <sup>th</sup> or Less
<b>Difficulty paying your rent or mortgage***</b>							
Yes	06.9	12.3	18.8	24.4	17.1	26.3	33.0
No	93.1	87.7	81.2	75.6	82.9	73.7	67.0
Number of Respondents	116	236	85	82	140	99	103
<b>Difficulty paying for necessary food***</b>							
Yes	01.7	05.1	05.9	15.9	10.0	16.3	25.2
No	98.3	94.9	94.1	84.1	90.0	83.7	74.8
Number of Respondents	116	237	85	82	140	98	103
<b>Difficulty paying for necessary medical care***</b>							
Yes	06.9	13.1	18.8	26.8	15.7	25.3	34.0
No	93.1	86.9	81.2	73.2	84.3	74.7	66.0
Number of Respondents	116	237	85	82	140	99	103
<b>Difficulty paying your gas, water, or electric utility bills***</b>							
Yes	02.6	06.3	12.0	16.0	11.4	21.2	24.3
No	97.4	93.7	88.0	84.0	88.6	78.8	75.7
Number of Respondents	116	237	83	81	140	99	103

Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

**Table 4-5**  
**Financial Concerns by Age (Percentages)**

<b>During the last 6 months, has your household experienced</b>	30 or Less	31-35	36-40	41-45	46-50	Above 50
<b>Difficulty paying your rent or mortgage</b>						
Yes	25.6	13.8	19.0	20.7	18.6	20.0
No	74.4	86.2	81.0	79.3	81.4	80.0
Number of Respondents	90	167	210	179	140	72
<b>Difficulty paying for necessary food</b>						
Yes	14.4	09.5	14.8	08.9	10.0	07.8
No	85.6	90.5	85.2	91.1	90.0	92.2
Number of Respondents	90	168	209	179	140	90
<b>Difficulty paying for necessary medical care</b>						
Yes	26.7	19.6	18.6	16.3	18.6	17.8
No	73.3	80.4	81.4	83.7	81.4	82.2
Number of Respondents	90	168	210	178	140	90
<b>Difficulty paying your gas, water, or electric utility bills</b>						
Yes	15.6	11.4	14.4	11.7	13.7	11.1
No	84.4	88.6	85.6	88.3	86.3	88.9
Number of Respondents	90	167	209	179	139	90

Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001

**Table 4-6**  
**Financial Concerns by Number of Years the Respondent**  
**Has Lived in the United States (Percentages)**

<b>During the last 6 months, has your household experienced</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
<b>Difficulty paying your rent or mortgage***</b>						
Yes	29.9	21.5	14.0	23.0	15.5	09.7
No	70.1	78.5	86.0	77.0	84.5	90.3
Number of Respondents	164	107	136	174	103	216
<b>Difficulty paying for necessary food***</b>						
Yes	17.1	11.2	11.0	15.0	05.8	05.1
No	82.9	88.8	89.0	85.0	94.2	94.9
Number of Respondents	164	107	136	173	103	217
<b>Difficulty paying for necessary medical care**</b>						
Yes	28.0	17.8	20.0	21.3	17.5	11.1
No	72.0	82.2	80.0	78.7	82.5	88.9
Number of Respondents	164	107	135	174	103	217
<b>Difficulty paying your gas, water, or electric utility bills**</b>						
Yes	18.3	13.2	11.8	16.7	10.7	06.0
No	81.7	86.8	88.2	83.3	89.3	94.0
Number of Respondents	164	106	136	174	103	215

Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001

## Ability to Save

Although many immigrants have relatively meager household incomes, culturally they often place a premium on savings. About a third (33.9%) of all immigrants interviewed report that they are able to save money on a regular basis for future needs (Table 4-7). Korean (54.4%) and Vietnamese (50.8%) households are the most likely of all the language groups to save money on a regular basis. Farsi (33.8%) and Urdu (27.4%) households are also quite likely to save money on a regular basis. A considerable percentage of Spanish-speaking households in general (26.0%), including households from El Salvador (21.5%), as well as Kurdish households (22.8%) report the ability to save on a regular basis. A relatively small percentage (13.8%) of Somali households is able to save on a regular basis (Table 4-8).

Consistent with expectations, ability to save is directly related to household income. More than 81 percent (81.4%) of the households with incomes of \$85,000 and above report saving on a regular basis. In contrast, less than 11 percent (10.9%) of the households with incomes less than \$15,000 are able to save on a regular basis (Table 4-9). Interestingly, propensity to save is not related to age of the respondent (Table 4-10). There are no large differences in ability to save based on the number of years in the United States until after immigrants who have lived in the United States more than 15 years. More than 53 percent (53.2%) of the immigrants that have lived in the United States in excess of 15 years report that they are able to save money on a regular basis for future needs.

**Table 4-7**  
**Able to Save Money for Future Needs**

<b>Able to Save</b>	<b>Percentages</b>	<b>Number</b>
Yes	33.9	306
No	64.8	585
Don't Know – Not Applicable	01.3	12

Item Presentation: Are you able to save money on a regular basis for future needs?

**Table 4-8**  
**Able to Save Money for Future Needs by Language (Percentages)**

<b>Able to Save</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	26.0	21.5	27.4	33.8	50.8	54.4	22.8	13.8
No	74.0	78.5	72.6	66.2	49.2	45.6	77.2	86.2
Number of Respondents	250	107	146	130	132	125	79	29

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 58.6; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Are you able to save money on a regular basis for future needs?

**Table 4-9**  
**Able to Save Money for Future Needs by Household Income (Percentages)**

<b>Able to Save</b>	Less than \$15,000	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
Yes	10.9	14.9	27.3	47.6	69.1	81.4
No	89.1	85.1	72.7	52.4	30.9	18.6
Number of Respondents	128	161	264	164	81	70

Chi-Square 192.8; Significance .001

Item Presentation: Are you able to save money on a regular basis for future needs?

**Table 4-10**  
**Able to Save Money for Future Needs by Educational Achievement  
of the Most Educated Parent/Guardian (Percentages)**

<b>Able to Save</b>	Post- Graduate	Bachelor	Associate	Some College	High School	9-12th	8 <sup>th</sup> or Less
Yes	53.6	38.9	34.9	34.1	35.0	19.6	17.6
No	46.4	61.1	65.1	65.9	65.0	80.4	82.4
Number of Respondents	112	234	83	82	140	97	102

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 43.8; Significance .001

Item Presentation: Are you able to save money on a regular basis for future needs?

**Table 4-11**  
**Able to Save Money for Future Needs by Age (Percentages)**

<b>Able to Save</b>	30 or Less	31-35	36-40	41-45	46-50	Above 50
Yes	30.0	30.7	32.8	38.2	38.8	30.7
No	70.0	69.3	67.2	61.8	61.2	69.3
Number of Respondents	90	166	204	178	139	88

Chi-Square 4.8 ; Significance .437

Item Presentation: Are you able to save money on a regular basis for future needs?

**Table 4-12**  
**Able to Save Money for Future Needs by Number of Years**  
**the Respondent has lived in the United States (Percentages)**

<b>Able to Save</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	20.5	30.8	32.6	28.7	32.4	53.2
No	79.5	69.2	67.4	71.3	67.6	46.8
<b>Number of Respondents</b>	<b>161</b>	<b>104</b>	<b>135</b>	<b>171</b>	<b>102</b>	<b>216</b>

Chi-Square 50.7; Significance .001

Item Presentation: Are you able to save money on a regular basis for future needs?

Item Presentation: How long have you lived in the United States?

### **Working Children**

Immigrants sometimes find it necessary to depend on working children to meet the needs and financial obligations of the family. In fact, nearly 16 percent (15.9%) of the responding households report that their children work to support the family (Table 4-13). Kurdish households (25.0%), Spanish-speaking households (23.9%), Spanish-speaking households from El Salvador (21.5%), and Somali households (20.7%) are particularly likely to include children who work to help support the family. Urdu (16.1%), Farsi (12.0%), and Vietnamese (9.0%) families are less likely to include working children. Korean households are the least likely (4.7%) to have children working to support the family (Table 4-14).

Households with the greatest need, those with incomes less than \$15,000, are the most likely (25.8%) to have working children. In contrast, households with incomes of \$85,000 and above are the least likely (8.5%) to include children who work to support the family (Table 4-15). Older households are also more likely to have children working to support the family. Nearly 37 percent (36.7%) of the households in which the respondent is above 50 years of age report that their children work to support the family. In sharp contrast, less than 8 percent (7.9%) of the household heads who are 30 years of age or younger reported that their children work (Table 4-17). There is no significant difference in propensity to have children who work based on the number of years in the United States (Table 4-18).

**Table 4-13**  
**Children Work to Help Support the Family**

<b>Children Work</b>	<b>Percentages</b>	<b>Number</b>
Yes	15.9	143
No	84.0	757
Don't Know – Not Applicable	00.1	1

Item Presentation: Do any of your children work to help support your family?

**Table 4-14**  
**Children Work to Help Support the Family by Language (Percentages)**

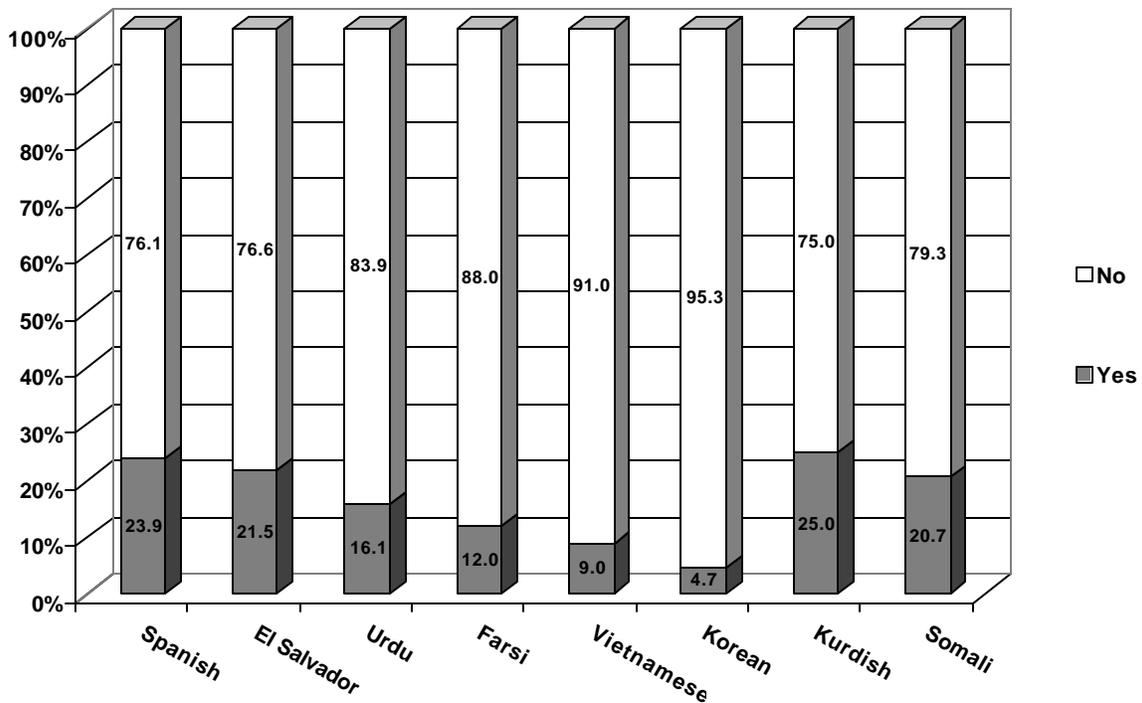
<b>Children Work</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	23.9	21.5	16.1	12.0	09.0	04.7	25.0	20.7
No	76.1	76.6	83.9	88.0	91.0	95.3	75.0	79.3
<b>Number of Respondents</b>	<b>247</b>	<b>105</b>	<b>149</b>	<b>133</b>	<b>133</b>	<b>129</b>	<b>80</b>	<b>29</b>

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 38.5; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do any of your children work to help support your family?

**Children Work to Help Support the Family by Language**



**Table 4-15**  
**Children Work to Help Support the Family by Household Income (Percentages)**

<b>Children Work</b>	Less than \$15,000	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
Yes	25.8	15.6	16.0	12.0	17.3	08.5
No	74.2	84.4	84.0	88.0	82.7	91.5
<b>Number of Respondents</b>	128	160	268	167	81	71

Chi-Square 13.8; Significance .017

Item Presentation: Do any of your children work to help support your family?

**Table 4-16**  
**Children Work to Help Support the Family by Educational Achievement  
of the Most Educated Parent/Guardian (Percentages)**

<b>Children Work</b>	Post- Graduate	Bachelor	Associate	Some College	High School	9-12th	8 <sup>th</sup> or Less
Yes	10.3	10.6	15.3	11.0	15.7	17.3	34.7
No	89.7	89.4	84.7	89.0	84.3	82.7	65.3
<b>Number of Respondents</b>	117	236	85	82	140	98	101

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 31.6; Significance .001

Item Presentation: Do any of your children work to help support your family?

**Table 4-17**  
**Children Work to Help Support the Family by Age (Percentages)**

<b>Children Work</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Yes	07.9	07.3	11.5	13.4	25.5	36.7
No	92.1	92.7	88.5	86.6	74.5	63.3
Number of Respondents	89	165	209	179	141	90

Chi-Square 51.7; Significance .001

Item Presentation: Do any of your children work to help support your family?

**Table 4-18**  
**Children Work to Help Support the Family by Number of Years**  
**the Respondent Has Lived in the United States (Percentages)**

<b>Children Work</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	18.8	13.1	18.7	14.5	15.7	14.7
No	81.2	86.9	81.3	85.5	84.3	85.3
Number of Respondents	165	107	134	173	102	217

Chi-Square 2.88; Significance .718

Item Presentation: Do any of your children work to help support your family?

Item Presentation: How long have you lived in the United States?

### **Household Size and Composition**

Size of the household is an important consideration when assessing the financial burden that falls on the shoulders of immigrants. While a 1998 Household Survey revealed that Fairfax County households with public school children report an average household size of 3.98 persons, immigrant households sometimes include relatives or friends that are in need of economic assistance or social networks. Approximately 25 percent (24.6%) of the responding immigrant households report that they have relatives living with them (Table 4-19). Spanish-speaking households (36.3%), Vietnamese (28.6%), and Somali (27.6%) households are most likely to include relatives (Table 4-20). In addition, nearly 8 percent (7.7%) of the immigrant households have unrelated persons living with them. Spanish-speaking households in general (17.3%) and Spanish-speakers from El Salvador in particular (21.7%) are the most likely to include unrelated persons living with them (Table 4-26). Households with heads who have limited education are more likely to report that they have relatives or unrelated individuals living with them (Table 4-22 & 4-28). Younger households, particularly those with parents/guardians 30 years of age or younger, are more likely to have relatives (Table 4-23, 37.8%) and unrelated individuals (Table 4-29, 11.4%) living with them. Discussion with those conducting the interviews indicated that immigrant households often take in boarders to assist them in paying the rent or mortgage.

**Table 4-19**  
**Relatives Living With You**

<b>Relatives Live With You</b>	<b>Percentages</b>	<b>Number</b>
Yes	24.6	222
No	75.4	682

Item Presentation: Besides your spouse and children, do you have relatives living with you?

**Table 4-20**  
**Relatives Living With You by Language**

<b>Relatives Live With You</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	36.3	34.0	14.9	18.7	28.6	21.7	12.5	27.6
No	63.7	66.0	85.1	81.3	71.4	78.3	87.5	72.4
Number of Respondents	232	106	148	134	133	129	80	27

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.  
Chi-Square 37.1; Significance .001. El Salvador not included in Chi-Square Calculation.  
Item Presentation: Besides your spouse and children, do you have relatives living with you?

**Table 4-21**  
**Relatives Living With You by Household Income (Percentages)**

<b>Relatives Live With You</b>	<b>Less than \$15,00</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Yes	24.2	24.7	28.0	22.0	17.3	21.1
No	75.8	75.3	72.0	78.0	82.7	78.9
Number of Respondents	128	162	268	168	81	71

Chi-Square 5.1; Significance .399  
Item Presentation: Besides your spouse and children, do you have relatives living with you?

**Table 4-22**  
**Relatives Living With You by Educational Achievement**  
**of the Most Educated Parent/Guardian (Percentages)**

<b>Relatives Live With You</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Yes	18.1	14.8	21.2	21.7	34.8	26.3	33.7
No	81.9	85.2	78.8	78.3	65.2	73.7	66.3
Number of Respondents	116	237	85	83	141	99	101

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 28.4; Significance .001

Item Presentation: Besides your spouse and children, do you have relatives living with you?

**Table 4-23**  
**Relatives Living With You by Age (Percentages)**

<b>Relatives Live With You</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Yes	37.8	32.1	19.4	20.8	19.1	24.7
No	62.2	67.9	80.6	79.2	80.9	75.3
Number of Respondents	90	168	211	178	141	89

Chi-Square 19.5; Significance .002

Item Presentation: Besides your spouse and children, do you have relatives living with you?

**Table 4-24**  
**Relatives Living With You by Number of Years the Respondent**  
**Has Lived in the United States (Percentages)**

<b>Relatives Live With You</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	20.7	21.5	34.6	24.3	29.1	20.2
No	79.3	78.5	65.4	75.7	70.9	79.8
Number of Respondents	164	107	136	173	103	218

Chi-Square 12.2; Significance .033

Item Presentation: Besides your spouse and children, do you have relatives living with you?

**Table 4-25**  
**Unrelated People Living With You**

<b>Unrelated People Living With You</b>	<b>Percentages</b>	<b>Number</b>
Yes	07.7	69
No	92.3	828

Item Presentation: Do you have unrelated people living with you?

**Table 4-26**  
**Unrelated People Living With You By Language (Percentages)**

<b>Unrelated People</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	17.3	21.7	00.7	08.3	05.3	03.1	00.0	10.3
No	82.7	78.3	99.3	91.7	94.7	96.9	100.0	89.7
Number of Respondents	248	106	147	132	132	129	80	29

Chi-Square 60.4; Significance .001. El Salvador not included in Chi-Square Calculation.  
Item Presentation: Do you have unrelated people living with you?

**Table 4-27**  
**Unrelated People Living With You by Household Income (Percentages)**

<b>Unrelated People Living With You</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-\$59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Yes	15.7	08.0	07.1	04.9	03.7	05.6
No	84.3	92.0	92.9	95.1	96.3	94.4
Number of Respondents	127	162	266	164	81	71

Chi-Square 14.0; Significance .015  
Item Presentation: Do you have unrelated people living with you?

**Table 4-28**  
**Unrelated People Living With You by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Unrelated People Living With You</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Yes	02.6	03.4	03.6	11.0	08.0	15.3	13.7
No	97.4	96.6	96.4	89.0	92.0	84.7	86.3
Number of Respondents	116	235	84	82	138	98	102

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.  
Chi-Square 27.3; Significance .001  
Item Presentation: Do you have unrelated people living with you?

**Table 4-29**  
**Unrelated People Living With You by Age (Percentages)**

<b>Unrelated People Living With You</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Yes	11.4	12.0	07.1	05.6	07.1	03.4
No	88.6	88.0	92.9	94.4	92.9	96.6
Number of Respondents	88	166	211	178	141	89

Chi-Square 9.6; Significance .088

Item Presentation: Do you have unrelated people living with you?

**Table 4-30**  
**Unrelated People Living With You by Number of Years the Respondent Has Lived in the United States (Percentages)**

<b>Unrelated People Living With You</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	02.4	05.6	09.0	13.2	10.0	06.5
No	97.6	94.4	91.0	86.8	90.0	93.5
Number of Respondents	164	107	133	174	100	216

Chi-Square 17.0; Significance .005

Item Presentation: Do you have unrelated people living with you?

Item Presentation: How long have you lived in the United States?

**Table 4-31**  
**Number of Persons 18 Years of Age or Older Living in Your Home**

<b>Number 18 Years of Age or Older</b>	<b>Percentages</b>	<b>Number</b>
One	05.4	49
Two	52.3	472
Three	21.8	197
Four	11.8	107
Five	05.3	48
Six	01.8	16
Seven	01.3	12
Eight	00.2	2

Item Presentation: How many people (including yourself) live in your home that are 18 years of age or older?

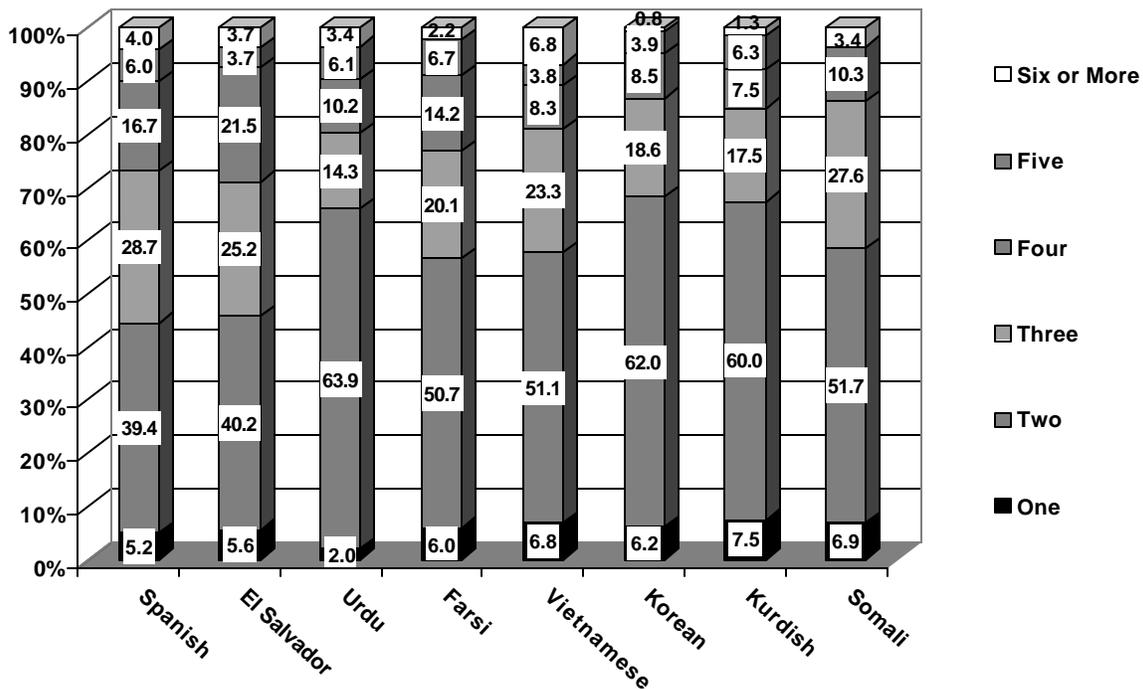
**Table 4-32**  
**Number of Persons 18 Years of Age or Older Living in Your Home**  
**by Language (Percentages)**

<b>Persons 18 or Older</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
One	05.2	05.6	02.0	06.0	06.8	06.2	07.5	06.9
Two	39.4	40.2	63.9	50.7	51.1	62.0	60.0	51.7
Three	28.7	25.2	14.3	20.1	23.3	18.6	17.5	27.6
Four	16.7	21.5	10.2	14.2	08.3	08.5	07.5	10.3
Five	06.0	03.7	06.1	06.7	03.8	03.9	06.3	00.0
Six	03.2	02.8	02.7	00.0	03.0	00.0	00.0	00.0
Seven	00.4	00.9	00.7	02.2	03.8	00.8	00.0	03.4
Eight	00.4	00.0	00.0	00.0	00.0	00.0	01.3	00.0
<b>Number of Respondents</b>	<b>251</b>	<b>107</b>	<b>147</b>	<b>134</b>	<b>133</b>	<b>129</b>	<b>80</b>	<b>29</b>

Chi-Square 79.6; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: How many people (including yourself) live in your home that are 18 years of age or older?

**Number of Persons 18 Years of Age or Older Living in Your Home**  
**by Language**



**Table 4-33**  
**Number of Persons 18 Years of Age or Older Living in Your Home**  
**by Household Income (Percentages)**

<b>Persons 18 or Older</b>	<b>Less than \$15,000</b>	<b>\$15,000- \$24,999</b>	<b>\$25,000- \$39,999</b>	<b>\$40,000- 59,999</b>	<b>\$60,000- \$84,999</b>	<b>\$85,000- Above</b>
One	18.9	04.3	03.3	02.4	01.2	02.8
Two	35.4	54.0	52.0	57.1	60.5	66.2
Three	24.4	24.2	22.7	20.2	18.5	15.5
Four	11.8	08.7	11.9	11.3	16.0	08.5
Five	05.5	04.3	05.6	06.5	01.2	07.0
Six	01.6	03.1	03.0	00.6	00.0	00.0
Seven	01.6	01.2	01.5	01.2	02.5	00.0
Eight	00.8	00.0	00.0	00.6	00.0	00.0
<b>Number of Respondents</b>	<b>127</b>	<b>161</b>	<b>269</b>	<b>168</b>	<b>81</b>	<b>71</b>

Chi-Square 77.3; Significance .001

Item Presentation: How many people (including yourself) live in your home that are 18 years of age or older?

**Table 4-34**  
**Number of Persons 18 Years of Age or Older Living in Your Home by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Persons 18 or Older</b>	<b>Post- Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
One	00.9	05.1	03.5	03.6	06.4	10.1	06.9
Two	63.8	62.7	61.2	53.0	43.6	43.4	36.3
Three	19.8	15.3	20.0	26.5	23.6	25.3	30.4
Four	11.2	10.2	09.4	10.8	10.7	13.1	16.7
Five	03.4	05.1	03.5	02.4	09.3	02.0	05.9
Six	00.0	00.8	02.4	02.4	01.4	04.0	02.9
Seven	00.9	00.8	00.0	00.0	04.3	02.0	01.0
Eight	00.0	00.0	00.0	01.2	00.7	00.0	00.0
<b>Number of Respondents</b>	<b>116</b>	<b>236</b>	<b>85</b>	<b>83</b>	<b>140</b>	<b>99</b>	<b>102</b>

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education. Chi-Square 77.3; Significance .001

Item Presentation: How many people (including yourself) live in your home that are 18 years of age or older?

**Table 4-35**  
**Number of Persons 18 Years of Age or Older Living in Your Home**  
**by Age (Percentages)**

<b>Persons 18 or Older</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
One	04.4	04.2	08.1	02.8	05.7	06.7
Two	55.6	58.3	60.8	57.3	39.0	27.8
Three	20.0	20.2	17.7	22.5	26.2	30.0
Four	13.3	07.7	10.5	09.0	18.4	15.6
Five	05.6	04.2	01.0	03.4	07.8	16.7
Six	00.0	04.8	00.5	02.2	01.4	01.1
Seven	01.1	00.6	01.4	02.8	00.0	02.2
Eight	00.0	00.0	00.0	00.0	01.4	00.0
<b>Number of Respondents</b>	<b>90</b>	<b>168</b>	<b>209</b>	<b>178</b>	<b>141</b>	<b>90</b>

Chi-Square 99.8; Significance .001

Item Presentation: How many people (including yourself) live in your home that are 18 years of age or older?

**Table 4-36**  
**Number of Persons 18 Years of Age or Older Living in Your Home by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Persons 18 or Older</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
One	04.9	08.4	05.1	03.5	05.8	06.0
Two	52.8	51.4	43.4	56.6	45.6	57.8
Three	25.8	15.9	30.1	19.1	22.3	18.3
Four	11.7	10.3	11.0	12.7	14.6	11.5
Five	04.3	06.5	04.4	05.2	07.8	04.6
Six	00.0	04.7	02.2	02.3	01.9	00.9
Seven	00.6	01.9	03.7	00.6	01.9	00.5
Eight	00.0	00.9	00.0	00.0	00.0	00.5
<b>Number of Respondents</b>	<b>163</b>	<b>107</b>	<b>136</b>	<b>173</b>	<b>103</b>	<b>218</b>

Chi-Square 42.7; Significance .173

Item Presentation: How many people (including yourself) live in your home that are 18 years of age or older?

Item Presentation: How long have you lived in the United States?

A majority of the households (60.9%) have two or fewer children under the age of 18. Nearly 83 percent (82.6%) of the responding households have three or fewer children (Table 4-37). Somali, Kurdish and Urdu-speaking households tend to have more children under the age of 18. Approximately 50 percent of the Somali, 36 percent (35.5%) of the Kurdish, and 31 percent (31.3%) of the Urdu-speaking households have four or more persons under the age of 18 (4-38).

**Table 4-37**  
**Number of Persons Under 18 Years of Age Living in Your Home**

<b>Number of Persons Under 18 Years</b>	<b>Percentages</b>	<b>Number</b>
None	01.9	17
One	21.4	196
Two	37.6	345
Three	21.7	199
Four	10.3	95
Five	03.1	28
Six	01.4	13
Seven	00.8	7
Nine	00.2	2

Item Presentation: How many people (including yourself) live in your home that are under 18 years of age?

**Table 4-38**  
**Number of Persons Under 18 Years of Age Living in Your Home**  
**by Language (Percentages)**

<b>Persons Under 18</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
None	00.8	00.0	02.0	02.2	01.5	04.7	01.3	00.0
One	23.8	22.4	10.2	25.4	32.3	25.6	12.7	03.6
Two	39.7	36.4	21.8	46.3	37.6	54.3	30.4	25.0
Three	24.2	29.0	34.7	17.9	18.8	12.4	20.3	21.4
Four	08.3	09.3	23.8	03.7	07.5	02.3	21.5	14.3
Five	02.4	01.9	05.4	02.2	01.5	00.0	07.6	10.7
Six	00.8	00.9	01.4	00.7	00.8	00.8	05.1	07.1
Seven	00.0	00.0	00.7	00.7	00.0	00.0	01.3	14.3
Nine	00.0	00.0	00.0	00.7	00.0	00.0	00.0	03.6
<b>Number of Respondents</b>	<b>252</b>	<b>107</b>	<b>147</b>	<b>134</b>	<b>133</b>	<b>129</b>	<b>79</b>	<b>28</b>

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 188.5; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: How many people (including yourself) live in your home that are under 18 years of age?

**Table 4-39**  
**Number of Persons Under 18 Years of Age Living in Your Home**  
**by Household Income (Percentages)**

<b>Persons Under 18</b>	<b>Less than \$15,000</b>	<b>\$15,000- \$24,999</b>	<b>\$25,000- \$39,999</b>	<b>\$40,000- 59,999</b>	<b>\$60,000- \$84,999</b>	<b>\$85,000- Above</b>
None	00.8	01.9	01.9	01.2	02.5	05.6
One	23.8	16.8	17.8	30.4	27.2	21.1
Two	28.6	36.6	32.7	47.0	46.9	43.7
Three	20.6	23.6	29.7	11.3	18.5	21.1
Four	11.1	13.0	14.1	07.1	03.7	07.0
Five	05.6	05.6	02.6	01.8	00.0	01.4
Six	06.3	01.2	00.4	01.2	00.0	00.0
Seven	02.4	01.2	00.4	00.0	01.2	00.0
Nine	00.8	00.0	00.4	00.0	00.0	00.0
<b>Number of Respondents</b>	<b>126</b>	<b>161</b>	<b>269</b>	<b>168</b>	<b>81</b>	<b>71</b>

Chi-Square 97.7; Significance .001

Item Presentation: How many people (including yourself) live in your home that are under 18 years of age?

**Table 4-40**  
**Number of Persons Under 18 Years of Age Living in Your Home by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Persons Under 18</b>	<b>Post- Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
None	00.9	02.1	01.2	03.6	03.5	00.0	02.0
One	23.5	22.1	21.4	18.1	23.9	19.2	22.5
Two	41.7	37.9	40.5	48.2	33.8	38.4	28.4
Three	20.9	22.1	21.4	19.3	23.2	25.3	21.6
Four	10.4	11.5	09.5	04.8	09.9	12.1	14.7
Five	01.7	02.1	04.8	03.6	02.8	03.0	04.9
Six	00.0	01.3	01.2	00.0	01.4	02.0	03.9
Seven	00.9	00.9	00.0	02.4	00.7	00.0	01.0
Nine	00.0	00.0	00.0	00.0	00.7	00.0	01.0
<b>Number of Respondents</b>	<b>115</b>	<b>235</b>	<b>84</b>	<b>83</b>	<b>142</b>	<b>99</b>	<b>102</b>

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 43.0; Significance .675

Item Presentation: How many people (including yourself) live in your home that are under 18 years of age?

**Table 4-41**  
**Number of Persons Under 18 Years of Age Living in Your Home**  
**by Age (Percentages)**

<b>Persons Under 18</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
None	00.0	00.0	00.0	02.3	04.3	06.7
One	17.6	09.5	13.4	20.9	34.0	48.9
Two	40.7	36.9	43.5	42.4	33.3	25.6
Three	30.8	29.8	28.2	17.5	12.8	08.9
Four	09.9	15.5	09.6	10.7	09.2	05.6
Five	00.0	06.0	03.8	02.8	02.1	02.2
Six	01.1	02.4	01.0	01.7	01.4	01.1
Seven	00.0	00.0	00.5	01.7	01.4	01.1
Nine	00.0	00.0	00.0	00.0	01.4	00.0
<b>Number of Respondents</b>	<b>91</b>	<b>168</b>	<b>209</b>	<b>177</b>	<b>141</b>	<b>90</b>

Chi-Square 148.5; Significance .001

Item Presentation: How many people (including yourself) live in your home that are under 18 years of age?

**Table 4-42**  
**Number of Persons Under 18 Years of Age Living in Your Home by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Persons Under 18</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
None	02.5	00.0	00.7	02.3	01.0	03.2
One	18.5	18.7	27.7	22.0	25.2	20.3
Two	34.6	34.6	35.8	39.3	36.9	44.7
Three	22.2	21.5	21.2	21.4	22.3	22.6
Four	13.0	10.3	13.1	12.1	08.7	06.5
Five	04.9	07.5	00.0	01.7	03.9	02.3
Six	03.1	03.7	00.7	00.6	01.9	00.0
Seven	01.2	02.8	00.7	00.6	00.0	00.0
Nine	00.0	00.9	00.0	00.0	00.0	00.5
<b>Number of Respondents</b>	<b>162</b>	<b>107</b>	<b>137</b>	<b>173</b>	<b>103</b>	<b>217</b>

Chi-Square 65.1; Significance .007

Item Presentation: How many people (including yourself) live in your home that are under 18 years of age?

Item Presentation: How long have you lived in the United States?

Approximately 69 percent of the responding households have a total of five persons or fewer living in their home. The overall average or mean household size is 5.09 persons (Table 4-43). Somali-speaking (Mean= 6.61 persons), Urdu-speaking (Mean= 5.60 persons), Kurdish-speaking (Mean= 5.49 persons), and Spanish-speaking (Mean= 5.18 persons) households tend to be slightly larger. Farsi-speaking (Mean= 4.88 persons), Vietnamese (Mean= 4.81 persons), and Korean (Mean= 4.30 persons) households tend to be smaller (Table 4-44).

**Table 4-43**  
**Total Number of Persons Living in the Home**

<b>Total Number of Persons</b>	<b>Percentages</b>	<b>Number</b>
Two	01.0	9
Three	10.8	97
Four	30.0	273
Five	27.2	245
Six	15.3	138
Seven	05.9	53
Eight	04.8	43
Nine	02.6	23
Ten	00.9	8
Eleven	00.7	6
Twelve	00.3	3
Thirteen	00.1	1
Fourteen	00.1	1

Mean 5.09; Standard Deviation 1.68; Median 5.00

**Table 4-44**  
**Mean Number of Persons Living in the Home by Language**

	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Mean Number of Persons in the Home	5.18	5.24	5.60	4.88	4.81	4.30	5.49	6.61
Number of Respondents	251	107	146	134	133	129	79	29

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.  
Analysis of Variance F 13.6; Significance .001. El Salvador not included in the calculation of F.

Household size tends to be inversely related to education and income. In other words, higher-income and better-educated households tend to be smaller. For example, households with incomes of \$85,000 and above tend to be smaller (Mean= 4.58 persons), while households with annual incomes of \$15,000 or less tend to be larger (Mean= 5.41 persons) (Table 4-45).

**Table 4-45**  
**Mean Number of Persons Living in the Home by Household Income**

	Less than \$15,000	\$15,000-\$24,999	\$25,000-\$39,999	\$40,000-\$59,999	\$60,000-\$84,999	\$85,000-Above
Mean Number of Persons in the Home	5.41	5.27	5.29	4.75	4.65	4.58
Number of Respondents	126	160	269	168	81	71

Analysis of Variance F 5.98; Significance .001

**Table 4-46**  
**Mean Number of Persons Living in the Home by**  
**Educational Achievement of the Most Educated Parent/Guardian**

	Post-Graduate	Bachelor	Associate	Some College	High School	9-12th	8 <sup>th</sup> or Less
Mean Number of Persons in the home	4.83	4.88	4.92	4.95	5.33	5.21	5.58
Number of Respondents	115	235	84	83	140	99	102

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.  
 Analysis of Variance F 3.40; Significance .003

**Table 4-47**  
**Mean Number of Persons Living in the Home by Age**

	30 or Less	31-35	36-40	41-45	46-50	Above 50
Mean Number of Persons in the home	5.02	5.45	4.95	5.08	5.13	4.94
Number of Respondents	90	168	208	177	141	90

Analysis of Variance F 1.98; Significance .08

**Table 4-48**  
**Mean Number of Persons Living in the Home by**  
**Number of Years the Respondent has lived in the United States**

	3 Years or Less	4 – 6 Years	7 – 9 Years	10- 12 Years	13 – 15 Years	More than 15 Years
Mean Number of Persons in the home	5.19	5.62	5.13	4.98	5.18	4.77
Number of Respondents	161	107	136	173	103	217

Analysis of Variance F 4.14; Significance .001  
 Item Presentation: How long have you lived in the United States?

## Outside Financial Assistance or Responsibilities

Approximately 13 percent (13.3%) of the respondents indicated that they rely on someone other than household heads to financially support their family (Table 4-49). Somali (32.1%) households are more likely to report that they rely on someone other than household heads for financial assistance, while Spanish-speaking households in general (8.9%) and Spanish-speakers from El Salvador in particular (8.6%) are the least likely to report financial reliance on others (Table 4-50). Much as expected, low-income households such as those with annual incomes of \$15,000 or less (35.0%, Table 4-51) and those with 8<sup>th</sup> grade educations or less (32.7%, Table 4-52) are the most likely to report reliance on someone other than household heads for financial assistance. Older households, those in which the respondent is more than 50 years of age, are also more likely to report reliance (32.9%, Table 4-53) on others for financial assistance. Reliance on others for financial assistance is more likely during the first 3 years in the United States (23.0%, Table 4-54).

**Table 4-49**  
**Rely on Financial Support from Someone Outside the Household**

<b>Rely on Someone Outside the Household</b>	<b>Percentages</b>	<b>Number</b>
Yes	13.3	113
No	86.7	737

Item Presentation: Do you rely on someone else other than your spouse, or yourself to financially support your family?

**Table 4-50**  
**Rely on Financial Support from Someone Outside the Household**  
**by Language (Percentages)**

<b>Financial Reliance</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	08.9	08.6	09.5	16.8	15.1	13.3	19.4	32.1
No	91.1	91.4	90.5	83.2	84.9	86.7	80.6	67.9
Number of Respondents	246	105	137	113	126	128	72	28

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 16.5; Significance .011. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do you rely on someone else other than your spouse, or yourself to financially support your family?

**Table 4-51**  
**Rely on Financial Support from Someone Outside the Household**  
**by Household Income (Percentages)**

<b>Financial Reliance</b>	Less than \$15,000	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
Yes	35.0	16.2	09.8	05.2	05.1	03.0
No	65.0	83.8	90.2	94.8	94.9	97.0
Number of Respondents	120	154	255	155	79	66

Chi-Square 65.7; Significance .001

Item Presentation: Do you rely on someone else other than your spouse, or yourself to financially support your family?

**Table 4-52**  
**Rely on Financial Support from Someone Outside the Household by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Financial Reliance</b>	Post- Graduate	Bachelor	Associate	Some College	High School	9-12th	8 <sup>th</sup> or Less
Yes	06.5	07.4	12.8	15.2	10.9	11.7	32.7
No	93.5	92.6	87.2	84.8	89.1	88.3	67.3
Number of Respondents	108	215	78	79	138	94	98

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 37.8; Significance .001

Item Presentation: Do you rely on someone else other than your spouse, or yourself to financially support your family?

**Table 4-53**  
**Rely on Financial Support from Someone Outside the Household by Age**  
**(Percentages)**

<b>Financial Reliance</b>	30 or Less	31-35	36-40	41-45	46-50	Above 50
Yes	10.3	09.3	13.2	07.6	16.5	32.9
No	89.7	90.7	86.8	92.4	83.5	67.1
Number of Respondents	87	161	197	171	127	82

Chi-Square 30.5; Significance .001

Item Presentation: Do you rely on someone else other than your spouse, or yourself to financially support your family?

**Table 4-54**  
**Rely on Financial Support from Someone Outside the Household by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Financial Reliance</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	23.0	17.8	09.6	10.2	13.7	08.0
No	77.0	82.2	90.4	89.8	86.3	92.0
<b>Number of Respondents</b>	<b>152</b>	<b>101</b>	<b>125</b>	<b>167</b>	<b>102</b>	<b>201</b>

Chi-Square 21.1; Significance .001

Item Presentation: Do you rely on someone else other than your spouse, or yourself to financially support your family?

Item Presentation: How long have you lived in the United States?

About a third (33.3%, Table 4-55) of the immigrants send money to relatives in their country of origin on a regular basis. Kurdish (55.6%), Spanish-speaking households in general (46.0%), and Spanish-speakers from El Salvador in particular (59.8%) are the most likely of all the language groups to send money to relatives in their country of origin. Korean households are the least likely to send money to relatives in their country of origin (5.8%, Table 4-56). Younger households are more likely to send money to relatives than older households (Table 4-59).

**Table 4-55**  
**Send Money to Relatives in Country of Origin**

<b>Send Money to Relatives</b>	<b>Percentages</b>	<b>Number</b>
Yes	33.3	288
No	66.7	576

Item Presentation: Do you send any money to relatives in your home country on a regular basis?

**Table 4-56**  
**Send Money to Relatives in Country of Origin by Language (Percentages)**

<b>Send Money to Relatives</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Yes	46.0	59.8	25.2	31.2	34.1	05.8	55.6	29.6
No	54.0	39.3	74.8	68.8	65.9	94.2	44.4	70.4
<b>Number of Respondents</b>	<b>248</b>	<b>106</b>	<b>143</b>	<b>125</b>	<b>129</b>	<b>120</b>	<b>72</b>	<b>27</b>

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 90.5; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: Do you send any money to relatives in your home country on a regular basis?

**Table 4-57**

**Send Money to Relatives in Country of Origin by Household Income (Percentages)**

<b>Send Money to Relatives</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Yes	26.7	36.2	39.5	32.7	24.3	31.4
No	73.3	63.8	60.5	67.3	75.7	68.6
Number of Respondents	120	152	261	165	74	70

Chi-Square 10.3; Significance .068

Item Presentation: Do you send any money to relatives in your home country on a regular basis?

**Table 4-58**

**Send Money to Relatives in Country of Origin by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Send Money to Relatives</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Yes	28.2	25.8	30.4	40.5	36.2	37.9	45.4
No	71.8	74.2	69.6	59.5	63.8	62.1	54.6
Number of Respondents	110	225	79	79	138	95	97

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 16.9; Significance .01

Item Presentation: Do you send any money to relatives in your home country on a regular basis?

**Table 4-59**

**Send Money to Relatives in Country of Origin by Age (Percentages)**

<b>Send Money to Relatives</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Yes	40.7	39.3	31.8	32.2	29.5	28.7
No	59.3	60.7	68.2	67.8	70.5	71.3
Number of Respondents	86	163	198	174	132	87

Chi-Square 6.6; Significance .256

Item Presentation: Do you send any money to relatives in your home country on a regular basis?

**Table 4-60**  
**Send Money to Relatives in Country of Origin by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Send Money to Relatives</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Yes	30.6	31.3	33.6	43.8	29.0	29.6
No	69.4	68.7	66.4	56.2	71.0	70.4
Number of Respondents	157	99	125	169	100	213

Chi-Square 10.9; Significance .053

Item Presentation: Do you send any money to relatives in your home country on a regular basis?

Item Presentation: How long have you lived in the United States?

### **Monthly Rent or Home-Mortgage Obligations and Homeownership**

Monthly rent or home-mortgage obligations are one of the most resource-consuming financial obligations that a family will face. The 1998 Household Survey indicates that Fairfax County households with public school children reports a mean monthly housing cost of \$1,393. The high cost of housing in Northern Virginia contributes to financial concerns and is particularly troublesome for immigrants. Immigrants were first asked to indicate their total monthly rent or mortgage for their home (Tables 4-61 through 4-72), and then respondents were asked to indicate how much of this rent or mortgage is paid by the family (Tables 4-73 through 4-84).

Although both pieces of information are important, analysis in this section will focus on the actual rent or mortgage paid by the family. The average immigrant family pays an average of \$980.19 each month to rent or purchase the home in which they live (Table 4-73). Nearly 43 percent (42.8%, Table 4-74) of the responding households pay a thousand dollars or more each month in rent or mortgage payments. Korean (Mean= \$1327.54), Farsi-speaking (Mean = \$1149.95), and Vietnamese (Mean= \$1014.68) families are currently paying the highest rent or mortgage payments. Somali (Mean= \$668.43) and Kurdish (Mean= \$696.93) households pay the lowest monthly payments for housing. Urdu-speaking (Mean= \$965.34) and Spanish-speaking (Mean= \$822.77) households have housing obligations that are mid-range in terms of costs (Table 4-75). Households earning less than \$15,000 annually pay an average of \$480.32 (mean) a month for housing. In sharp contrast, households earning \$85,000 and above pay an average of \$1966.32 (mean) a month in rent or mortgage payments. Immigrants between the ages of 41 and 45 pay the largest monthly rent or mortgage payment (mean= \$1195.81, Table 4-81). The youngest households (30 years of age or younger) pay the lowest monthly rent or mortgage payment (mean= \$716.32, Table 4-81).

Homeownership in many cases provides one of only a few opportunities for the average American to accumulate wealth. The 1998 Household Survey indicates that Fairfax County households with public school children report a home-ownership rate of 72 percent (72.6%). Approximately 48 percent (47.6%) of the responding immigrants own their home (Table 4-85). Region 2 has the lowest home-ownership rate for immigrants of all the residential regions (31.4%, Table 4-86).

Farsi-speaking (64.3%) and Vietnamese (61.2%) households are the most likely of all the language groups to be homeowners. Korean (53.5%), Urdu (47.3%), and Spanish-speaking (44.8%) households are also quite likely to be homeowners. Kurdish (12.7%) and Somali (7.0%) households are much less likely to be homeowners (Table 4-87). Much as expected, homeownership is directly and strongly related to household income. Nearly 89 percent (88.7%) of the households with incomes of \$85,000 or above are homeowners. In contrast, about 9 percent (9.2%) of the households with incomes less than \$15,000 are homeowners (Table 4-88). Homeownership is also directly related to the number of years lived in the United States. Nearly 74 percent (73.8%) of the households in which respondents have lived in the United States more than 15 years report that they are homeowners. In contrast, less than 13 percent (12.8%) of the households in which respondents have lived in the United States 3 years or less are homeowners (Table 4-91).

**Table 4-61**  
**Total Monthly Rent or Home Mortgage**

	Median	Mean	Standard Deviation	Number
Monthly Rent or Mortgage	\$1,000.00	\$1,102.96	\$584.65	798
Item Presentation: What is the total monthly rent or mortgage for your home?				

**Table 4-62**  
**Total Monthly Rent or Home Mortgage (Percentages)**

Total Monthly Rent or Home Mortgage	Percentages	Number
Less Than \$500	04.9	39
\$500 - \$774	15.0	120
\$775 - \$999	27.4	219
\$1,000 - \$1,249	24.8	198
\$1,250 - \$1,499	09.6	77
\$1,500 - \$1,749	10.2	81
\$1,750 - \$1,999	01.8	14
\$2,000 And Above	06.3	50
Item Presentation: What is the total monthly rent or mortgage for your home?		

**Table 4-63**  
**Total Monthly Rent or Home Mortgage by Language**

<b>Language</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
Spanish	\$1018.85	\$585.29	230
El Salvador	\$943.31	\$261.86	101
Urdu	\$1005.74	\$475.71	130
Farsi	\$1188.90	\$677.51	106
Vietnamese	\$1151.91	\$582.55	117
Korean	\$1351.49	\$694.07	122
Kurdish	\$951.11	\$219.97	73
Somali	\$998.55	\$321.44	20

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Analysis of Variance F 6.80; Significance .001. El Salvador not included in the calculation of F.

Item Presentation: What is the total monthly rent or mortgage for your home?

Item Presentation: What is the primary language that you speak at home with family members?

**Table 4-64**  
**Total Monthly Rent or Home Mortgage by Language (Percentages)**

<b>Total Monthly Rent or Home Mortgage</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Less Than \$500	04.8	04.0	03.1	08.5	07.7	03.3	01.4	05.0
\$500 - \$774	16.5	15.8	25.4	14.2	16.2	01.6	13.7	15.0
\$775 - \$999	36.1	39.6	26.9	16.0	14.5	22.1	43.8	40.0
\$1,000 - \$1,249	21.7	25.7	26.2	23.6	23.1	27.0	34.2	20.0
\$1,250 - \$1,499	09.6	11.9	05.4	13.2	12.0	14.8	02.7	00.0
\$1,500 - \$1,749	07.4	03.0	07.7	13.2	16.2	11.5	04.1	20.0
\$1,750 - \$1,999	01.7	00.0	01.5	01.9	01.7	03.3	00.0	00.0
\$2,000 And Above	02.2	00.0	03.8	09.4	08.5	16.4	00.0	00.0
Number of Respondents	230	101	130	106	117	122	73	20

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 143.7; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: What is the total monthly rent or mortgage for your home?

**Table 4-65**  
**Total Monthly Rent or Home Mortgage by Household Income**

Household Income	Mean	Standard Deviation	Number
Less than \$15,000	\$720.86	\$326.96	105
\$15,000 - \$24,999	\$897.34	\$332.38	151
\$25,000 - \$39,999	\$1040.72	\$548.88	244
\$40,000 – \$59,999	\$1184.13	\$438.39	156
\$60,000 - \$84,999	\$1342.08	\$371.24	72
\$85,000 and Above	\$1984.53	\$922.59	64

Analysis of Variance F 62.8; Significance .001

Item Presentation: What is the total monthly rent or mortgage for your home?

**Table 4-66**  
**Total Monthly Rent or Home Mortgage by Household Income (Percentages)**

Total Monthly Rent or Home Mortgage	Less than \$15,000	\$15,000-\$24,999	\$25,000-\$39,999	\$40,000-59,999	\$60,000-\$84,999	\$85,000-Above
Less Than \$500	20.0	06.6	01.2	02.6	00.0	01.6
\$500 - \$774	26.7	28.5	15.6	05.8	01.4	00.0
\$775 - \$999	33.3	32.5	34.4	23.7	16.7	01.6
\$1,000 - \$1,249	17.1	19.2	30.3	32.7	25.0	07.8
\$1,250 - \$1,499	01.9	05.3	09.4	14.7	16.7	14.1
\$1,500 – \$1,749	01.0	06.6	06.1	12.2	26.4	26.6
\$1,750 - \$1,999	00.0	00.7	01.6	01.3	02.8	06.3
\$2,000 And Above	00.0	00.7	01.2	07.1	11.1	42.2
Number of Respondents	105	151	244	156	72	64

Chi-Square 353.7; Significance .001

Item Presentation: What is the total monthly rent or mortgage for your home?

**Table 4-67**  
**Total Monthly Rent or Home Mortgage by Education**

<b>Education</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
Post-Graduate or Professional Degree	\$1569.18	\$888.43	94
Bachelor's Degree	\$1127.61	\$518.54	209
Associate Degree	\$1060.94	\$329.96	79
Some college	\$1060.47	\$430.95	76
High School Graduate	\$1016.86	\$412.75	124
9 <sup>th</sup> – 12 <sup>th</sup> Grade	\$993.97	\$748.49	93
8 <sup>th</sup> Grade or Less	\$882.85	\$268.45	89

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Analysis of Variance F 14.9; Significance .001

Item Presentation: What is the total monthly rent or mortgage for your home?

**Table 4-68**  
**Total Monthly Rent or Home Mortgage by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Total Monthly Rent or Home Mortgage</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Less Than \$500	02.1	04.3	02.5	05.3	05.6	06.5	06.7
\$500 - \$774	08.5	13.9	10.1	13.2	18.5	17.2	24.7
\$775 - \$999	12.8	27.3	21.5	28.9	25.8	39.8	33.7
\$1,000 - \$1,249	16.0	22.5	44.3	25.0	25.0	21.5	25.8
\$1,250 - \$1,499	11.7	08.1	08.9	11.8	12.9	07.5	07.9
\$1,500 – \$1,749	19.1	15.8	10.1	07.9	06.5	05.4	01.1
\$1,750 - \$1,999	04.3	01.9	00.0	03.9	01.6	01.1	00.0
\$2,000 And Above	25.5	06.2	02.5	03.9	04.0	01.1	00.0
Number of Respondents	94	209	79	76	124	93	89

Chi-Square 139.4; Significance .001

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

What is the total monthly rent or mortgage for your home?

**Table 4-69**  
**Total Monthly Rent or Home Mortgage by Age**

<b>Age</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
30 or Less	\$943.81	\$803.71	79
31 – 35	\$1030.01	\$452.58	147
36 – 40	\$1097.61	\$580.32	193
41 – 45	\$1300.99	\$584.37	159
46 – 50	\$1117.08	\$498.82	124
Above 50	\$1015.55	\$617.49	78

Analysis of Variance F 5.76; Significance .001

Item Presentation: What is the total monthly rent or mortgage for your home?

**Table 4-70**  
**Total Monthly Rent or Home Mortgage by Age (Percentages)**

<b>Total Monthly Rent or Home Mortgage</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Less Than \$500	07.6	03.4	04.7	02.5	04.8	09.0
\$500 - \$774	22.8	20.4	16.6	05.7	11.3	20.5
\$775 - \$999	35.4	30.6	24.9	20.1	29.8	26.9
\$1,000 - \$1,249	24.1	23.8	28.5	25.2	24.2	20.5
\$1,250 - \$1,499	07.6	10.2	08.3	14.5	10.5	05.1
\$1,500 - \$1,749	01.3	06.8	10.4	17.0	09.7	10.3
\$1,750 - \$1,999	00.0	01.4	01.0	03.1	03.2	01.3
\$2,000 And Above	01.3	03.4	05.7	11.9	06.5	06.4
Number of Respondents	79	147	193	159	124	78

Chi-Square 78.4; Significance .001

Item Presentation: What is the total monthly rent or mortgage for your home?

**Table 4-71**  
**Total Monthly Rent or Home Mortgage by**  
**Number of Years the Respondent has lived in the United States**

<b>Years in United States</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
3 Years or Less	1038.48	694.00	147
4 – 6 Years	960.87	487.94	94
7 – 9 Years	1001.86	331.85	115
10 – 12 Years	1041.53	455.28	154
13 – 15 Years	1093.98	465.25	94
More than 15 Years	1333.71	723.29	194

Analysis of Variance F 8.97; Significance .001

Item Presentation: What is the total monthly rent or mortgage for your home?

Item Presentation: How long have you lived in the United States?

**Table 4-72**  
**Total Monthly Rent or Home Mortgage by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Total Monthly Rent or Home Mortgage</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Less Than \$500	04.8	07.4	01.7	05.2	08.5	03.6
\$500 - \$774	17.0	24.5	20.9	16.2	09.6	07.2
\$775 - \$999	36.7	28.7	29.6	29.2	20.2	20.6
\$1,000 - \$1,249	24.5	20.2	27.8	26.0	27.7	23.2
\$1,250 - \$1,499	04.8	08.5	11.3	07.1	11.7	13.9
\$1,500 - \$1,749	06.1	08.5	06.1	09.7	16.0	13.9
\$1,750 - \$1,999	02.0	00.0	00.9	02.6	01.1	02.6
\$2,000 And Above	04.1	02.1	01.7	03.9	05.3	14.9
<b>Number of Respondents</b>	<b>147</b>	<b>94</b>	<b>115</b>	<b>154</b>	<b>94</b>	<b>194</b>

Chi-Square 92.4; Significance .001

Item Presentation: What is the total monthly rent or mortgage for your home?

Item Presentation: How long have you lived in the United States?

**Table 4-73**  
**Monthly Rent or Home Mortgage Paid by the Family**

	<b>Median</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
<b>Monthly Rent or Mortgage Family Paid</b>	<b>\$900.00</b>	<b>\$980.19</b>	<b>\$578.76</b>	<b>851</b>

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-74**  
**Monthly Rent or Home Mortgage Paid by the Family (Percentages)**

<b>Monthly Rent or Home Mortgage Paid by the Family</b>	<b>Percentages</b>	<b>Number</b>
Less Than \$500	14.1	120
\$500 - \$774	21.0	179
\$775 - \$999	22.1	188
\$1,000 - \$1,249	19.2	163
\$1,250 - \$1,499	07.9	67
\$1,500 – \$1,749	08.7	74
\$1,750 - \$1,999	01.5	13
\$2,000 And Above	05.5	47

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-75**  
**Monthly Rent or Home Mortgage Paid by the Family by Language**

<b>Language</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
Spanish	\$822.77	\$427.57	240
El Salvador	\$761.59	\$291.38	105
Urdu	\$965.34	\$486.58	142
Farsi	\$1149.95	\$672.55	119
Vietnamese	\$1014.68	\$616.01	124
Korean	\$1327.54	\$692.83	127
Kurdish	\$696.93	\$364.54	76
Somali	\$668.43	\$422.56	23

Analysis of Variance F 18.6; Significance .001. El Salvador not included in the calculation of F.  
 Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-76**  
**Monthly Rent or Home Mortgage Paid by the Family By Language (Percentages)**

<b>Monthly Amount Paid by Family</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Less Than \$500	15.8	16.2	06.3	10.9	16.9	03.9	32.9	39.1
\$500 - \$774	32.5	36.2	25.4	14.3	18.5	03.1	21.1	21.7
\$775 - \$999	25.8	26.7	26.1	16.8	14.5	20.5	25.0	26.1
\$1,000 - \$1,249	12.1	14.3	26.1	22.7	19.4	27.6	14.5	00.0
\$1,250 - \$1,499	06.3	05.7	03.5	11.8	10.5	14.2	02.6	00.0
\$1,500 - \$1,749	04.6	01.0	07.7	12.6	12.1	12.6	03.9	13.0
\$1,750 - \$1,999	01.7	00.0	01.4	01.7	00.8	03.1	00.0	00.0
\$2,000 And Above	01.3	00.0	03.5	09.2	07.3	15.0	00.0	00.0
Number of Respondents	240	105	142	119	124	127	76	23

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square 204.7; Significance .001. El Salvador not included in Chi-Square Calculation.

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-77**  
**Monthly Rent or Home Mortgage Paid by the Family by Household Income**

<b>Household Income</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
Less than \$15,000	\$480.32	\$301.92	119
\$15,000 - \$24,999	\$752.65	\$333.38	160
\$25,000 - \$39,999	\$904.62	\$380.43	258
\$40,000 – \$59,999	\$1111.61	\$440.14	160
\$60,000 - \$84,999	\$1342.50	\$362.86	76
\$85,000 and Above	\$1966.32	\$902.17	68

Analysis of Variance F 122.9; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-78**  
**Monthly Rent or Home Mortgage Paid by the Family**  
**by Household Income (Percentages)**

<b>Monthly Rent or Home Mortgage Paid by the Family</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Less Than \$500	52.1	16.9	08.1	03.8	00.0	01.5
\$500 - \$774	27.7	38.1	25.6	10.6	01.3	00.0
\$775 - \$999	16.0	25.6	29.5	23.1	15.8	01.5
\$1,000 - \$1,249	02.5	11.3	24.4	32.5	26.3	08.8
\$1,250 - \$1,499	01.7	02.5	06.6	14.4	15.8	13.2
\$1,500 – \$1,749	00.0	05.0	03.9	10.0	27.6	26.5
\$1,750 - \$1,999	00.0	00.6	01.2	01.3	02.6	05.9
\$2,000 And Above	00.0	00.0	00.8	04.4	10.5	42.6
Number of Respondents	119	160	258	160	76	68

Chi-Square 534.1; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-79**  
**Monthly Rent or Home Mortgage Paid by the Family by Education**

<b>Education</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
Post-Graduate or Professional Degree	\$1485.69	\$887.99	106
Bachelor's Degree	\$1107.80	\$540.13	214
Associate Degree	\$913.51	\$421.16	82
Some college	\$975.54	\$457.05	80
High School Graduate	\$864.93	\$393.13	133
9 <sup>th</sup> – 12 <sup>th</sup> Grade	\$763.80	\$336.27	98
8 <sup>th</sup> Grade or Less	\$669.32	\$327.09	99

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Analysis of Variance F 28.8; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-80**  
**Monthly Rent or Home Mortgage Paid by the Family by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Monthly Rent or Home Mortgage Paid by the Family</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Less Than \$500	05.7	07.0	15.9	08.8	12.0	21.4	28.3
\$500 - \$774	07.5	15.4	17.1	22.5	30.8	25.5	35.4
\$775 - \$999	14.2	23.8	17.1	25.0	21.1	31.6	19.2
\$1,000 - \$1,249	17.0	22.0	32.9	21.3	18.8	11.2	12.1
\$1,250 - \$1,499	09.4	07.5	07.3	10.0	11.3	06.1	05.1
\$1,500 – \$1,749	19.8	15.9	07.3	05.0	03.0	04.1	00.0
\$1,750 - \$1,999	03.8	01.9	00.0	03.8	01.5	00.0	00.0
\$2,000 And Above	22.6	06.5	02.4	03.8	01.5	00.0	00.0
Number of Respondents	106	214	82	80	133	98	99

Chi-Square 214.6; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-81**  
**Monthly Rent or Home Mortgage Paid by the Family by Age**

<b>Age</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
30 or Less	\$716.32	\$350.47	87
31 – 35	\$840.71	\$501.57	156
36 – 40	\$1003.58	\$608.91	200
41 – 45	\$1195.81	\$625.20	169
46 – 50	\$1054.86	\$549.11	134
Above 50	\$934.89	\$625.91	85

Analysis of Variance F 11.32; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-82**  
**Monthly Rent or Home Mortgage Paid by the Family by Age (Percentages)**

<b>Monthly Rent or Home Mortgage Paid by the Family</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Less Than \$500	24.1	17.9	10.5	10.1	11.2	16.5
\$500 - \$774	33.3	29.5	23.5	08.9	15.7	22.4
\$775 - \$999	20.7	23.7	21.0	16.6	25.4	23.5
\$1,000 - \$1,249	14.9	14.7	23.5	23.7	17.9	16.5
\$1,250 - \$1,499	03.4	07.7	06.5	13.0	09.0	05.9
\$1,500 – \$1,749	03.4	02.6	09.0	14.8	11.2	08.2
\$1,750 - \$1,999	00.0	01.3	01.0	03.0	02.2	01.2
\$2,000 And Above	00.0	02.6	05.0	10.1	07.5	05.9
Number of Respondents	87	156	200	169	134	85

Chi-Square 102.4; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

**Table 4-83**  
**Monthly Rent or Home Mortgage Paid by the Family by  
Number of Years the Respondent has lived in the United States**

<b>Years in United States</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number</b>
3 Years or Less	834.64	694.00	147
4 – 6 Years	815.57	487.94	94
7 – 9 Years	890.28	331.85	115
10 – 12 Years	936.78	455.28	154
13 – 15 Years	967.45	465.25	94
More than 15 Years	1270.03	723.29	194

Analysis of Variance F 15.82; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

Item Presentation: How long have you lived in the United States?

**Table 4-84**  
**Monthly Rent or Home Mortgage Paid by the Family by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Monthly Rent or Home Mortgage Paid by the Family</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Less Than \$500	20.4	23.2	14.1	12.2	13.3	06.9
\$500 - \$774	21.0	27.3	27.3	23.8	18.4	13.3
\$775 - \$999	29.9	19.2	21.1	25.0	19.4	17.2
\$1,000 - \$1,249	14.6	16.2	18.8	19.5	25.5	20.2
\$1,250 - \$1,499	05.1	07.1	09.4	05.5	06.1	12.3
\$1,500 – \$1,749	05.1	06.1	07.0	07.9	12.2	12.8
\$1,750 - \$1,999	01.9	00.0	00.0	02.4	01.0	02.5
\$2,000 And Above	01.9	01.0	02.3	03.7	04.1	14.8
<b>Number of Respondents</b>	<b>157</b>	<b>99</b>	<b>128</b>	<b>164</b>	<b>98</b>	<b>203</b>

Chi-Square 104.6; Significance .001

Item Presentation: How much rent or mortgage does your family pay to live in your home?

Item Presentation: Item Presentation: How long have you lived in the United States?

**Table 4-85**  
**Own or Rent**

<b>Own or Rent</b>	<b>Percentages</b>	<b>Number</b>
Own	47.6	413
Rent	50.3	437
Live with friends or Relatives	02.1	18

Item Presentation: Do you rent or own your home?

**Table 4-86**  
**Own or Rent by Residential Region (Percentages)**

<b>Own or Rent</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Own	56.3	31.4	46.5	51.9	58.5
Rent	41.4	66.4	52.3	45.2	40.0
Live with friends or Relatives	02.3	02.2	01.3	02.9	01.5
<b>Number of Respondents</b>	<b>87</b>	<b>223</b>	<b>155</b>	<b>208</b>	<b>195</b>

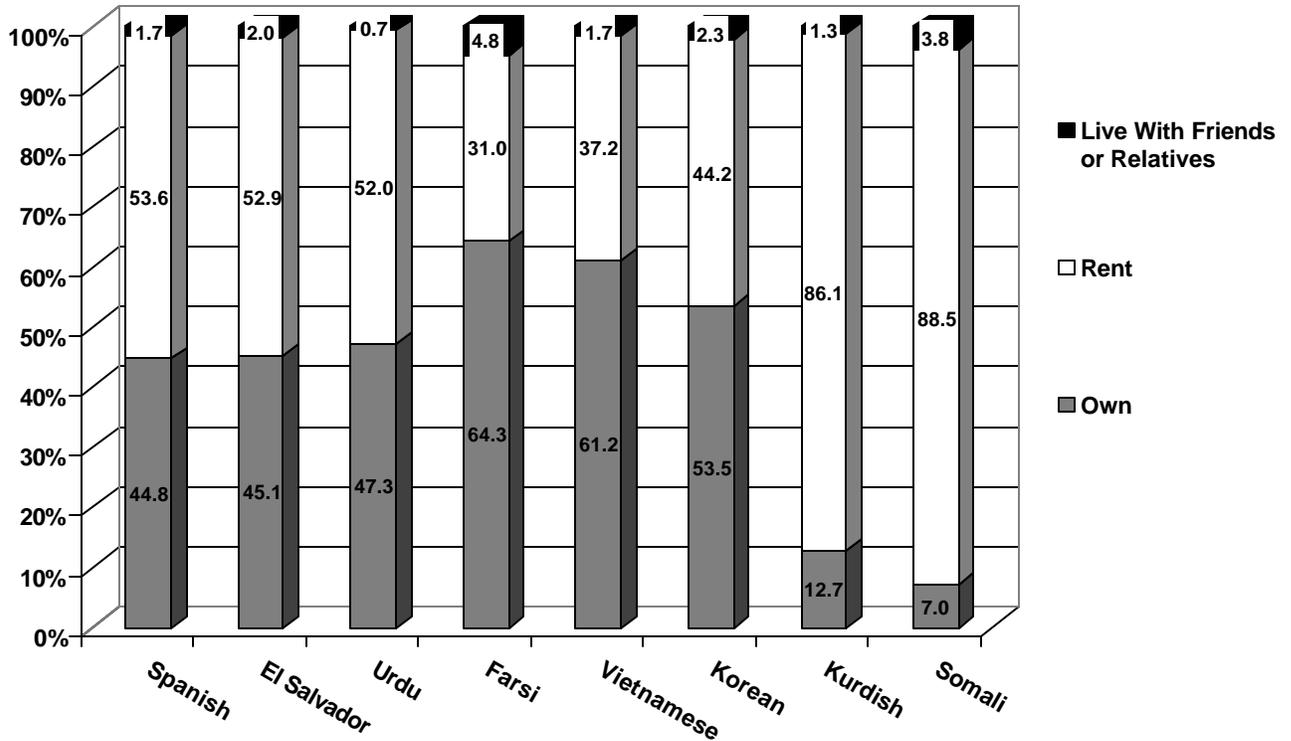
Chi-Square 39.6; Significance .001

**Table 4-87**  
**Own or Rent by Language (Percentages)**

<b>Own or Rent</b>	Spanish	El Salvador	Urdu	Farsi	Vietnamese	Korean	Kurdish	Somali
Own	44.8	45.1	47.3	64.3	61.2	53.5	12.7	07.0
Rent	53.6	52.9	52.0	31.0	37.2	44.2	86.1	88.5
Live With Friends or Relatives	01.7	02.0	00.7	04.8	01.7	02.3	01.3	03.8
Number of Respondents	239	102	148	126	121	129	79	26

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households. Chi-Square 100.1; Significance .001. El Salvador not included in Chi-Square Calculation. Item Presentation: Do you rent or own your home?

**Own or Rent by Language**



**Table 4-88**  
**Own or Rent by Household Income (Percentages)**

<b>Own or Rent</b>	<b>Less than \$15,000</b>	<b>\$15,000-\$24,999</b>	<b>\$25,000-\$39,999</b>	<b>\$40,000-59,999</b>	<b>\$60,000-\$84,999</b>	<b>\$85,000-Above</b>
Own	09.2	31.4	44.4	62.6	78.8	88.7
Rent	85.8	67.3	54.4	36.2	21.3	09.9
Live With Friends or Relatives	05.0	01.3	01.2	01.2	00.0	01.4
Number of Respondents	120	153	259	163	80	71

Chi-Square 208.0; Significance .001  
Item Presentation: Do you rent or own your home?

**Table 4-89**  
**Own or Rent by Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Own or Rent</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Own	64.7	53.0	46.3	51.9	44.9	35.5	30.1
Rent	33.6	45.2	50.0	46.8	52.2	63.4	67.7
Live With Friends or Relatives	01.7	01.7	03.7	01.3	02.9	01.1	02.2
Number of Respondents	116	230	82	79	136	93	93

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square 37.4; Significance .001  
Item Presentation: Do you rent or own your home?

**Table 4-90**  
**Own or Rent by Age (Percentages)**

<b>Own or Rent</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
Own	33.0	40.0	50.6	59.6	50.4	41.0
Rent	62.5	56.3	49.0	39.3	47.4	57.8
Live With Friends or Relatives	04.5	03.4	00.5	01.1	02.3	01.2
Number of Respondents	88	160	202	178	133	83

Chi-Square 30.6; Significance .001  
Item Presentation: Do you rent or own your home?

**Table 4-91**  
**Own or Rent by Number of Years the Respondent**  
**Has Lived in the United States (Percentages)**

<b>Own or Rent</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
Own	12.8	24.5	45.5	53.9	62.6	73.8
Rent	83.3	73.5	54.5	45.5	32.3	24.3
Live With Friends or Relatives	03.4	02.0	00.0	00.6	05.1	01.9
Number of Respondents	156	102	132	167	99	210

Chi-Square 195.7; Significance .001

Item Presentation: Do you rent or own your home?

Item Presentation: How long have you lived in the United States?

**Table 4-92**  
**Own or Rent by Total Monthly Rent or Home Mortgage (Percentages)**

<b>Own or Rent</b>	<b>Less than \$500</b>	<b>\$500- \$774</b>	<b>\$775- \$999</b>	<b>\$1000- \$1249</b>	<b>\$1250- \$1499</b>	<b>\$1500- \$1749</b>	<b>\$1750- \$1999</b>	<b>More than \$2000</b>
Own	16.7	23.9	23.7	55.3	78.4	82.5	85.7	90.0
Rent	66.7	74.3	75.8	44.2	21.6	16.3	14.3	08.0
Live With Friends or Relatives	16.7	01.8	00.5	00.5	00.0	01.3	00.0	02.0
Number of Respondents	36	113	211	190	74	80	14	50

Chi-Square 242.5; Significance .001

Item Presentation: Do you rent or own your home?

Item Presentation: What is the total monthly rent or mortgage for your home?

**Table 4-93**  
**Own or Rent by Monthly Rent or Home Mortgage Paid**  
**by the Family (Percentages)**

<b>Own or Rent</b>	<b>Less than \$500</b>	<b>\$500- \$774</b>	<b>\$775- \$999</b>	<b>\$1000- \$1249</b>	<b>\$1250- \$1499</b>	<b>\$1500- \$1749</b>	<b>\$1750- \$1999</b>	<b>More than \$2000</b>
Own	12.5	27.2	28.9	64.8	78.5	87.7	84.6	91.5
Rent	76.8	72.2	70.6	35.2	21.5	11.0	15.4	08.5
Live With Friends or Relatives	10.7	00.6	00.6	00.0	00.0	01.4	00.0	00.0
Number of Respondents	112	169	180	159	65	73	13	47

Chi-Square 293.1; Significance .001

Item Presentation: Do you rent or own your home?

Item Presentation: How much rent or mortgage does your family pay to live in your home?



## Section 5

### Cultural Adjustment and Community Attachment

---

#### Cultural Adjustment

Cultural adjustment does not mean rejecting the values and traditions of immigrants' home country. Adjustment to life in America means finding the appropriate balance between the traditions of the home country and those of America. Each immigrant will have to define where to place the fulcrum that defines the balance between culture and traditions of their home country and those of America. The items found in Tables 5-1 through 5-8 are designed to improve understanding of the struggle of immigrants in balancing cultures and traditions.

The vast majority (97.5%) of the respondents report that the traditions of the country they came from are important to them (Table 5-1). Further, the lion's share of immigrants (91.7%) feel that the traditions of the country that they came from are important to their children. Kurdish (97.5%) and Somali (96.4%) households registered particularly strong feelings, indicating that their children still value the traditions of their home country (Table 5-2). In contrast, Spanish-speaking households were more likely to acknowledge that the traditions of the country that they came from may not be as important to their children.

Interestingly, most immigrants (86.8%) also place value on the traditions of the United States and feel that the traditions of the United States are important to their children (Table 5-1, 91.0%). Vietnamese (94.7%) and Farsi-speaking (92.1%) households are particularly likely to place value on the traditions of the United States (Table 5-2). In contrast, Somalis (52.0%) are less likely to place value on the traditions of the United States and report that their children feel similarly. Households with annual incomes of less than \$15,000 are somewhat less likely to feel that the traditions of the United States are important to their children (Table 5-3). Generally speaking, immigrants who have lived in the United States more than 9 years are more likely to report that the traditions of the United States are important to them (Table 5-6). Male respondents (92.1%) are slightly more likely than female respondents (85.1%) to indicate that the traditions of the United States are important to them.

About 82 percent (82.2%) of the immigrants feel that the people of the United States respect the culture of the immigrant, and slightly more than 86 percent (86.4%) report that the people of the United States make immigrant families feel welcome. Korean (75.3%) and Spanish-speaking (81.1%) immigrants are less likely to feel that the people of the United States respect their culture. In contrast, Farsi-speaking (98.4%), Kurdish (97.5%), and Somali (96.6%) households are much more likely to feel that the people of the United States respect their culture. Spanish-speaking (81.7%) and Korean (85.1%) immigrants are less likely to feel that the people of the United States make their family feel welcome (Table 5-2). Immigrants who speak English well (93.2%) or very well (96.8%) are much more likely to feel that the people of the United States make their families feel welcome (Table 5-7).

The final item in Table 5-1 assesses the extent to which immigrants confine their friendships to people from their country of origin. About 73 percent (72.6%) of the respondents report that most of their friends are from their country of origin. Urdu-speaking immigrants, more than any other language group, tend to confine their friendships to people from their country of origin (Table 5-2). More than 94 percent (94.1%) of the Urdu-speakers respondents report that most of their friends are from their country of origin. Korean and Vietnamese also are quite likely to restrict their friendships to individuals from their country of origin. Spanish-speakers from El Salvador (73.6%) and Somalis (78.6%) are fairly likely to report that most of their friends are from their country of origin. In contrast, about 56 percent (56.3%) of the Kurdish-speaking, 60 percent (60.3%) of the Farsi-speaking, and 61 percent (60.7%) of the overall Spanish-speaking households tend to confine their friendships to persons from their country of origin. Generally then, there are differences in the extent to which immigrants are reaching out beyond their immediate cultural group to form friendships. Interestingly, the evidence found in Table 5-6 indicates that these friendship patterns do not seem to change based on the length of time immigrants have lived in the United States.

**Table 5-1**  
**Cultural Adjustment**

<b>Cultural Adjustment Issues</b>	Percent True	Percent False	Percent DK/NA	Number
The traditions of the country that I came from are important to me	97.5	02.4	00.1	916
The traditions of the country that I came from are important to my children	91.7	07.5	00.8	918
The traditions of the United States are important to me	86.8	12.3	00.9	916
The traditions of the United States are important to my children	91.0	07.4	01.5	916
People of the United States respect my culture	82.2	10.9	06.9	917
People of the United States make my family feel welcome	86.4	08.9	04.7	915
Most of my friends are from my country of origin	72.6	26.5	00.9	917

**Table 5-2**  
**Cultural Adjustment by Language**

<b>Cultural Adjustment Issues / Language</b>	<b>Number</b>	<b>Percent True</b>	<b>Percent False</b>
The traditions of the country that I came from are important to me			
Spanish	254	95.3	04.7
El Salvador	107	96.3	03.7
Urdu	152	98.7	01.3
Farsi	126	99.3	00.7
Vietnamese	133	97.7	02.3
Korean	130	97.7	02.3
Kurdish	80	98.8	01.3
Somali	28	100.0	00.0
The traditions of the country that I came from are important to my children*			
Spanish	252	86.9	13.1
El Salvador	105	85.7	14.3
Urdu	153	93.5	06.5
Farsi	139	95.0	05.0
Vietnamese	131	94.7	05.3
Korean	139	93.0	07.0
Kurdish	79	97.5	02.5
Somali	28	96.4	03.6
The traditions of the United States are important to me***			
Spanish	254	89.4	10.6
El Salvador	107	86.0	14.0
Urdu	149	82.6	17.4
Farsi	139	92.1	07.9
Vietnamese	133	94.7	05.3
Korean	128	86.7	13.3
Kurdish	80	83.8	16.3
Somali	25	52.0	48.0
The traditions of the United States are important to my children***			
Spanish	248	98.0	02.0
El Salvador	106	98.1	01.9
Urdu	148	82.4	17.6
Farsi	137	92.7	07.3
Vietnamese	132	98.5	01.5
Korean	128	98.4	01.6
Kurdish	79	86.1	13.9
Somali	25	52.0	48.0

**Table 5-2 (continued)**  
**Cultural Adjustment by Language**

Cultural Adjustment Issues / Language	Number	Percent True	Percent False
People of the United States respect my culture***			
Spanish	249	81.1	18.9
El Salvador	104	81.7	18.3
Urdu	152	88.8	11.2
Farsi	127	98.4	01.6
Vietnamese	124	93.5	06.5
Korean	93	75.3	24.7
Kurdish	80	97.5	02.5
Somali	29	96.6	03.4
People of the United States make my family feel welcome***			
Spanish	251	81.7	18.3
El Salvador	105	80.0	20.0
Urdu	152	94.7	05.3
Farsi	138	99.3	00.7
Vietnamese	131	94.7	05.3
Korean	94	85.1	14.9
Kurdish	79	96.2	03.8
Somali	27	92.6	07.4
Most of my friends are from my country of origin***			
Spanish	252	60.7	39.3
El Salvador	106	73.6	26.4
Urdu	153	94.1	05.9
Farsi	136	60.3	39.7
Vietnamese	131	81.7	18.3
Korean	129	87.6	12.4
Kurdish	80	56.3	43.8
Somali	28	78.6	21.4

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001

**Table 5-3**  
**Cultural Adjustment by Educational Achievement of the Most**  
**Educated Household Head (Percentages)**

<b>Cultural Adjustment Issues</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8th or Less</b>
The traditions of the country that I came from are important to me							
True	95.7	97.9	97.6	100.0	97.9	97.0	96.1
False	04.3	02.1	02.4	00.0	02.1	03.0	03.9
Number of Respondents	117	236	85	83	142	99	103
The traditions of the country that I came from are important to my children							
True	88.0	93.6	94.0	94.0	92.1	92.9	88.2
False	12.0	06.4	06.0	06.0	07.9	07.1	11.8
Number of Respondents	117	236	84	83	140	99	102
The traditions of the United States are important to me							
True	90.7	84.8	86.7	93.9	89.4	90.8	81.2
False	09.3	15.2	13.3	06.1	10.6	09.2	18.8
Number of Respondents	118	237	83	82	141	98	101
The traditions of the United States are important to my children***							
True	96.6	86.8	92.7	97.6	92.9	97.9	91.1
False	03.4	13.2	07.3	02.4	07.1	02.1	08.9
Number of Respondents	117	234	82	82	141	97	101
People of the United States respect my culture							
True	88.3	87.4	91.5	86.5	89.6	90.4	83.7
False	11.7	12.6	08.5	13.5	10.4	09.6	16.3
Number of Respondents	111	214	82	74	134	94	98
People of the United States make my family feel welcome*							
True	96.5	92.2	95.0	90.8	86.7	90.8	84.2
False	03.5	07.8	05.0	09.2	13.3	09.2	15.8
Number of Respondents	114	219	80	76	135	98	101
Most of my friends are from my country of origin*							
True	73.5	80.0	65.9	63.4	74.1	77.3	72.3
False	26.5	20.0	34.1	36.6	25.9	22.7	27.7
Number of Respondents	117	235	85	82	143	97	101

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-4**  
**Cultural Adjustment by Age (Percentages)**

<b>Cultural Adjustment Issues</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
The traditions of the country that I came from are important to me						
True	97.8	97.0	96.2	98.3	99.3	97.8
False	02.2	03.0	03.8	01.7	00.7	02.2
Number of Respondents	91	167	211	178	140	90
The traditions of the country that I came from are important to my children						
True	94.3	91.0	92.4	92.7	96.4	88.8
False	05.7	09.0	07.6	07.3	03.6	11.2
Number of Respondents	88	166	211	179	140	89
The traditions of the United States are important to me*						
True	86.7	79.6	88.1	91.5	89.3	89.8
False	13.3	20.4	11.9	08.5	10.7	10.2
Number of Respondents	90	167	210	176	140	88
The traditions of the United States are important to my children*						
True	92.1	85.5	93.3	95.5	94.2	94.3
False	07.9	14.5	06.7	04.5	05.8	05.7
Number of Respondents	89	166	209	176	138	88
People of the United States respect my culture						
True	86.2	88.2	89.8	88.4	85.9	92.7
False	13.8	11.8	10.2	11.6	14.1	07.3
Number of Respondents	87	161	197	164	128	82
People of the United States make my family feel welcome						
True	89.8	91.3	91.9	91.2	87.9	90.8
False	10.2	08.8	08.1	08.8	12.1	09.2
Number of Respondents	88	160	198	171	132	87
Most of my friends are from my country of origin						
True	75.6	70.7	72.4	72.7	77.1	72.7
False	24.4	29.3	27.6	27.3	22.9	27.3
Number of Respondents	90	167	210	176	140	88

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-5**  
**Cultural Adjustment by Number of Years the Respondent**  
**Has Lived in the United States (Percentages)**

<b>Cultural Adjustment Issues</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
The traditions of the country that I came from are important to me						
True	97.6	98.1	96.4	98.9	97.1	97.2
False	02.4	01.9	03.6	01.1	02.9	02.8
Number of Respondents	166	106	138	176	104	217
The traditions of the country that I came from are important to my children						
True	94.6	92.5	93.4	91.3	94.3	89.8
False	05.4	07.5	06.6	08.7	05.7	10.2
Number of Respondents	166	107	136	173	105	216
The traditions of the United States are important to me*						
True	87.6	81.9	82.4	92.6	85.7	90.4
False	12.4	18.1	17.6	07.4	14.3	09.6
Number of Respondents	161	105	136	175	105	218
The traditions of the United States are important to my children*						
True	90.7	85.7	91.9	96.5	93.3	93.9
False	09.3	14.3	08.1	03.5	06.7	06.1
Number of Respondents	161	105	136	173	105	214
People of the United States respect my culture						
True	91.7	86.0	87.4	86.9	85.9	89.7
False	08.3	14.0	12.6	13.1	14.1	10.3
Number of Respondents	157	100	127	160	99	203
People of the United States make my family feel welcome						
True	90.7	92.0	89.2	87.6	90.2	93.9
False	09.3	08.0	10.8	12.4	09.8	06.1
Number of Respondents	151	100	130	169	102	212
Most of my friends are from my country of origin						
True	70.1	77.4	74.5	72.6	74.3	72.9
False	29.9	22.6	25.5	27.4	25.7	27.1
Number of Respondents	164	106	137	175	105	214

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-6**  
**Cultural Adjustment by Respondent: Quality of Spoken English (Percentages)**

<b>Cultural Adjustment Issues</b>	<b>Not At All</b>	<b>Not Well</b>	<b>Well</b>	<b>Very Well</b>
The traditions of the country that I came from are important to me				
True	98.5	97.5	98.1	96.2
False	01.5	02.5	01.9	03.8
Number of Respondents	65	316	369	159
The traditions of the country that I came from are important to my children				
True	93.8	91.8	92.3	93.1
False	06.3	08.2	07.7	06.9
Number of Respondents	64	317	365	159
The traditions of the United States are important to me				
True	87.1	85.7	89.3	87.5
False	12.9	14.3	10.7	12.5
Number of Respondents	62	314	366	160
The traditions of the United States are important to my children*				
True	88.9	94.6	93.6	87.3
False	11.1	05.4	06.4	12.7
Number of Respondents	63	314	361	158
People of the United States respect my culture				
True	82.3	87.6	89.0	90.7
False	17.7	12.4	11.0	09.3
Number of Respondents	62	291	345	150
People of the United States make my family feel welcome***				
True	83.6	85.7	93.2	96.8
False	16.4	14.3	06.8	03.2
Number of Respondents	61	294	353	158
Most of my friends are from my country of origin				
True	68.3	74.9	75.2	67.1
False	31.7	25.1	24.8	32.9
Number of Respondents	63	315	367	158

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-7**  
**Cultural Adjustment by Respondent: Gender (Percentages)**

<b>Cultural Adjustment Issues</b>	Female	Male
The traditions of the country that I came from are important to me	97.5	97.9
True	02.5	02.1
False	610	291
Number of Respondents		
The traditions of the country that I came from are important to my children		
True	91.9	93.5
False	08.1	06.5
Number of Respondents	606	291
The traditions of the United States are important to me**		
True	85.1	92.1
False	14.9	07.9
Number of Respondents	603	291
The traditions of the United States are important to my children		
True	91.5	94.1
False	08.5	05.9
Number of Respondents	601	287
People of the United States respect my culture		
True	87.7	89.4
False	12.3	10.6
Number of Respondents	569	273
People of the United States make my family feel welcome		
True	90.6	90.9
False	09.4	09.1
Number of Respondents	575	285
Most of my friends are from my country of origin		
True	71.2	76.3
False	28.8	23.7
Number of Respondents	605	291

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

### **Community Attachment: Neighborhoods and Area**

Community attachment, or the study of community, has different meanings and approaches based on the purpose of the research. One of the more common definitions of community focuses on the extent to which individuals identify and socialize with individuals in their neighborhood. In some cases, neighborhoods are the foundation or building blocks of community. In this case, we are interested in the extent to which immigrants identify with their neighbors.

Perceptions of neighborhood safety and neighborhood identification go hand in hand. The first item in Table 5-9 generally assesses perceptions of neighborhood safety. About 70 percent (69.9%) of the respondents generally feel that it is safe for their children to play outside where they live. Urdu-speaking immigrants are the most likely of all the language groups to report that they live in a neighborhood in which it is safe for their children to play outside (94.1%). Farsi-speaking (89.7%), Somali (86.2%), and Vietnamese (84.8%) are nearly as likely as Urdu households to report that they live in safe neighborhood. Spanish-speaking (55.5%) and Kurdish (51.9%) households are less likely to feel that they live in a safe neighborhood.

Spanish-speakers from El Salvador and Korean households also have questions about the safety of their neighborhood (Table 5-10). Households with incomes of \$60,000 and above are more likely to report living in a safe neighborhood (Table 5-11). Respondents above 40 years of age are more likely to report that it is safe for their children to play outside where they live (Table 5-13). Immigrants who have lived in the United States more than 15 years are also more likely to report that their neighborhood is safe (Table 5-14). Discussions with those who conducted the interviews indicated that some of the immigrants, specifically those from El Salvador, come from rural environments and accordingly are more fearful of urban environments.

**Table 5-8**  
**Community Attachment: Neighborhood and Area**

<b>Community Attachment Issues</b>	Percent True	Percent False	Percent DK/NA	Number
It is safe for my children to play outside where we live	69.9	29.3	00.8	918
I know most of my children's friends very well	71.5	25.8	02.7	916
Most of the people in my neighborhood speak (language of interview)	20.1	79.4	00.5	917
Most of the people in my neighborhood are from my country of origin	13.8	84.7	01.5	916
My neighbors make my family feel welcome	82.7	13.9	03.4	918
I would be willing to volunteer some of my time to improve the neighborhood in which I live	79.7	15.8	04.5	917
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood	67.6	12.9	19.6	910
I have relatives that live in the Washington D.C. / Northern Virginia area	69.0	30.8	00.2	918
I feel like Fairfax County is my home	90.5	08.3	01.2	911

Friendships and social pressure applied by friends often have an important influence on involvement in crime. As a result, it is important that parents know the friends of their children. Nearly, 72 percent (71.5%) of the responding immigrants report that they know most of their children's friends very well (Table 5-9). Farsi-speaking (85.9%) and Urdu-speaking (84.1%) households are particularly likely to know their children's friends. In contrast, Somali (65.4%), Spanish-speaking households in general (60.8%), and those from El Salvador in particular (57.9%), are less likely to know most of their children's friends very well (Table 5-10). Households with incomes of \$60,000 and above are more likely to know their children's friends in comparison to lower-income households (Table 5-11). Ability to speak English and knowledge of children's friends also seem to go hand in hand.

The second and third items in Table 5-9 assess the extent to which immigrants are concentrating in neighborhoods and surrounding themselves with neighbors who speak the same language or those who are from their country of origin. About 20 percent (20.1%) of the respondents report that most of the people in their neighborhood speak the same non-English language. Spanish-speaking households in general (33.2%) and El Salvador households in particular (39.0%) are more likely to reside in a neighborhood in which their neighbors speak Spanish. Farsi-speakers (4.3%), Somali (10.3%), and Vietnamese (12.0%) are much less likely to report that most of the people in their neighborhood speak their home language (Table 5-10). Households with incomes less than \$40,000 are more likely to reside in neighborhoods in which most of the people speak the same non-English language (Table 5-11). Households in which the best-educated parent/guardian has not graduated from high school are much more likely to live in neighborhoods in which most people speak a common non-English language (Table 5-12). Respondents who are 30 years of age or younger are more likely to live in neighborhoods in which most people speak a common non-English language. Persons who report that they do not speak English or do not speak English well are more likely to live in neighborhoods in which most people speak a similar non-English language (Table 5-15).

About 14 percent (13.8%) of the respondents report that most of the people in their neighborhood are from their country of origin (Table 5-9). Urdu-speaking (22.3%) and Kurdish (21.3%) households are more likely than other language groups to report living in a neighborhood in which most of the people are from their country of origin. Somali (0.0%) and Farsi-speakers (3.0%) are the least likely to report living in a neighborhood in which most of the people are from their country of origin (Table 5-10). Households with income less than \$25,000 are the most likely and those with income of \$60,000 and above are the least likely, to live in neighborhoods in which most of the people are from their country of origin (Table 5-11). Those who do not speak English or do not speak English well are the most likely to live in neighborhoods in which most of the people are from their country of origin (Table 5-15).

The fifth item in Table 5-9 generally assesses feelings toward neighbors and the extent to which immigrants have a sense of connectedness or belonging. Nearly 83 percent (82.7%) of the respondents report that their neighbors make their family feel welcome. Urdu-speaking (96.7%), Farsi-speaking (94.0%), Vietnamese (93.9%), and Korean (93.2%) households are particularly likely to report being well received in their neighborhood. In contrast, Somali (74.1%), Kurdish (74.1%), Spanish-speaking households (71.3%) are less likely to report that they are well received by their neighborhood (Table 5-10). Households with incomes of \$60,000 and above are much more likely to report that their families are made to feel welcome compared to households earning less than \$15,000 (Table 5-11). Households in which the respondent has lived in the United States more than 15 years (92.9%) are much more likely to report that their neighbors make their family feel welcome in comparison to households that have lived in the United States 3 years or less (Table 5-14). Perceptions of neighborhood receptivity to the families of immigrants are directly related to assessments of competence in English quality. In other words, those who are more proficient in English are more likely to report that their neighbors make their family feel welcome (Table 5-15).

Items six and seven in Table 5-9 are more directly related to the concept of neighborhood and community attachment. Respondents were asked to assess the extent to which they personally are able to act unselfishly to improve the neighborhood in which they live. Then respondents are asked to assess the likelihood that their neighbors are capable of acting unselfishly for the betterment of the neighborhood. Those who feel that they and their neighbors are willing to work for the improvement of the neighborhood are more likely to be attached to the neighborhood. In contrast, those who are not willing to work for neighborhood improvement and assume that their neighbors will act similarly are considered to be detached from the neighborhood. Those who are willing to work for neighborhood improvement but have their doubts about their neighbors are considered partially attached.

Much as expected and consistent with previous research, we often feel that we can act unselfishly, but we are not quite as certain that our neighbors will do the same. Nearly 80 percent (79.7%) of the respondents report that they would be willing to volunteer some of their time to improve the neighborhood in which they live. Approximately 68 percent (67.6%) of these same respondents have confidence that others in their neighborhood would be willing to volunteer some of their time to improve the neighborhood (Table 5-9). Somalis (96.6%) are the most likely, while Urdu-speakers (76.4%) and Vietnamese (65.3%) are less likely to volunteer their time for the benefit of the neighborhood. Farsi-speaking (94.3%) and Kurdish (92.3%) households are most likely, and Spanish-speaking households (77.5%) are least likely, to trust that their neighbors will invest in neighborhood improvement (Table 5-10). It is important to note that persons who answered "Don't Know" have been removed from the language group analysis.

Relatives often provide important social linkages that help immigrants get established in their new country. In other words, relatives can be an important social, and in some cases economic, network for immigrants. Approximately 69 percent of the households report that they have relatives that live in the Washington D.C./Northern Virginia area (Table 5-9). Farsi (80.3%), Vietnamese (78.2%) and households from El Salvador (77.6%) are most likely to report having relatives in the area. Kurdish households are the least likely (52.5%) to report having relatives in the area (Table 5-10). Approximately 80 percent (80.3%) of the immigrants that have lived in the United States more than 15 years report that they have relatives that live in the Washington D.C./Northern Virginia area. In contrast, less than 56 percent (55.8%) of the respondents who have lived in the United States 3 years or less report having relatives in close proximity (Table 5-14). Immigrants who do not have a good command of the English language and do not have relatives in the area are the most likely to be socially isolated. About 40 percent of the households that do not speak English also report that they do not have relatives in the area (Table 5-15).

The final item in Table 5-9 indicates that the vast majority (90.5%) of the immigrants report feeling that Fairfax County is home. When compared to other language groups, Koreans (75.4%) are a little less likely to call Fairfax County home (Table 5-10).

**Table 5-9**  
**Community Attachment: Neighborhood and Area by Language**

Community Attachment Issues / Language	Number	Percent True	Percent False
<b>It is safe for my children to play outside where we live***</b>			
Spanish	254	55.5	44.5
El Salvador	107	47.7	52.3
Urdu	152	94.1	05.9
Farsi	136	89.7	10.3
Vietnamese	132	84.8	15.2
Korean	129	45.0	55.0
Kurdish	79	51.9	48.1
Somali	29	86.2	13.8
<b>I know most of my children's friends very well***</b>			
Spanish	250	60.8	39.2
El Salvador	107	57.9	42.1
Urdu	151	84.1	15.9
Farsi	135	85.9	14.1
Vietnamese	120	73.3	26.7
Korean	130	70.8	29.2
Kurdish	79	79.7	20.3
Somali	26	65.4	34.6
<b>Most of the people in my neighborhood speak (language of interview)***</b>			
Spanish	253	33.2	66.8
El Salvador	107	39.0	60.7
Urdu	152	23.0	77.0
Farsi	138	04.3	95.7
Vietnamese	133	12.0	88.0
Korean	128	19.5	80.5
Kurdish	79	19.0	81.0
Somali	29	10.3	89.7
<b>Most of the people in my neighborhood are from my country of origin***</b>			
Spanish	250	13.2	86.8
El Salvador	105	18.1	81.9
Urdu	148	22.3	77.7
Farsi	133	03.0	97.0
Vietnamese	133	12.8	87.2
Korean	129	17.1	82.9
Kurdish	80	21.3	78.8
Somali	29	00.0	100.0

Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001

**Table 5-9 (continued)**  
**Community Attachment: Neighborhood and Area by Language**

Community Attachment Issues / Language	Number	Percent True	Percent False
My neighbors make my family feel welcome***			
Spanish	247	71.3	28.7
El Salvador	103	69.9	30.1
Urdu	152	96.7	03.3
Farsi	133	94.0	06.0
Vietnamese	131	93.9	06.1
Korean	117	93.2	06.8
Kurdish	80	73.8	26.3
Somali	27	74.1	25.9
I would be willing to volunteer some of my time to improve the neighborhood in which I live***			
Spanish	250	88.8	11.2
El Salvador	104	87.5	12.5
Urdu	140	76.4	23.6
Farsi	125	88.0	12.0
Vietnamese	124	65.3	34.7
Korean	129	89.9	10.1
Kurdish	79	84.8	15.2
Somali	29	96.6	03.4
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood***			
Spanish	187	77.5	22.5
El Salvador	80	82.5	17.5
Urdu	109	80.7	19.3
Farsi	105	94.3	05.7
Vietnamese	110	80.0	20.0
Korean	117	92.3	07.7
Kurdish	80	83.8	16.3
Somali	24	83.3	16.7

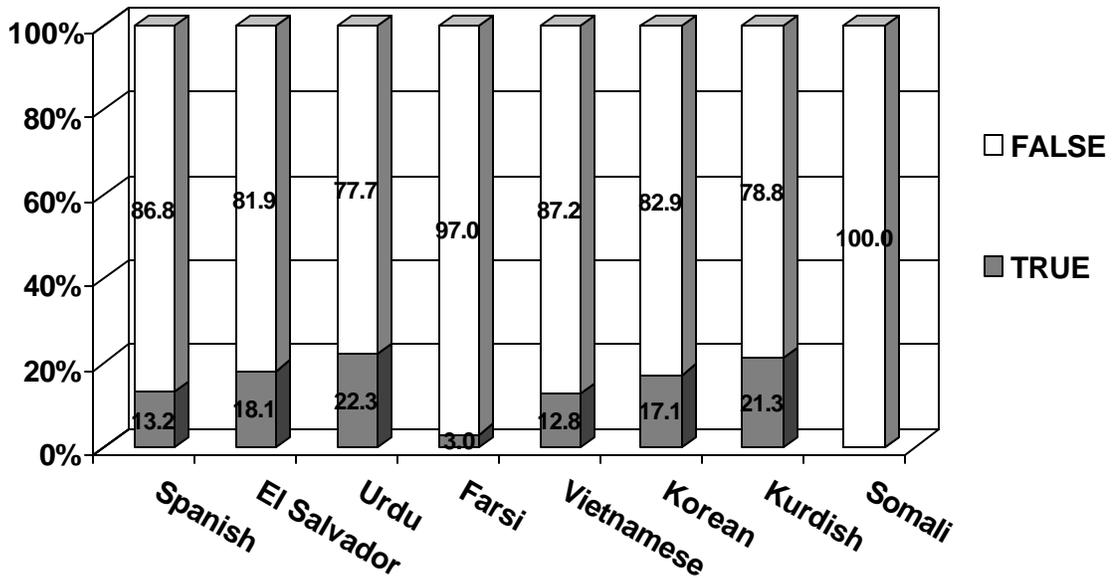
Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001

**Table 5-9 (continued)**  
**Community Attachment: Neighborhood and Area by Language**

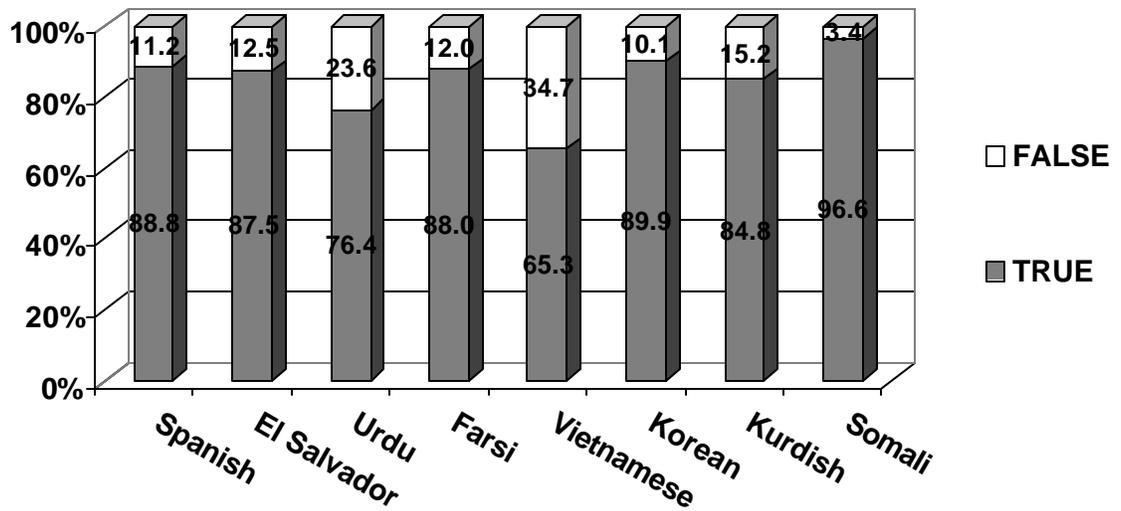
<b>Community Attachment Issues / Language</b>	<b>Number</b>	<b>Percent True</b>	<b>Percent False</b>
<b>I have relatives that live in the Washington D.C. / Northern Virginia area***</b>			
Spanish	254	68.1	31.9
El Salvador	107	77.6	22.4
Urdu	153	66.7	33.3
Farsi	137	80.3	19.7
Vietnamese	133	78.2	21.8
Korean	130	63.8	36.2
Kurdish	80	52.5	47.5
Somali	29	65.5	34.5
<b>I feel like Fairfax County is my home***</b>			
Spanish	249	91.6	08.4
El Salvador	104	92.3	07.7
Urdu	151	98.0	02.0
Farsi	136	94.1	05.9
Vietnamese	130	96.2	03.8
Korean	126	75.4	24.6
Kurdish	79	92.4	07.6
Somali	29	93.1	06.9

Chi-Square Significance: \*.05; \*\*.01; \*\*\*.001

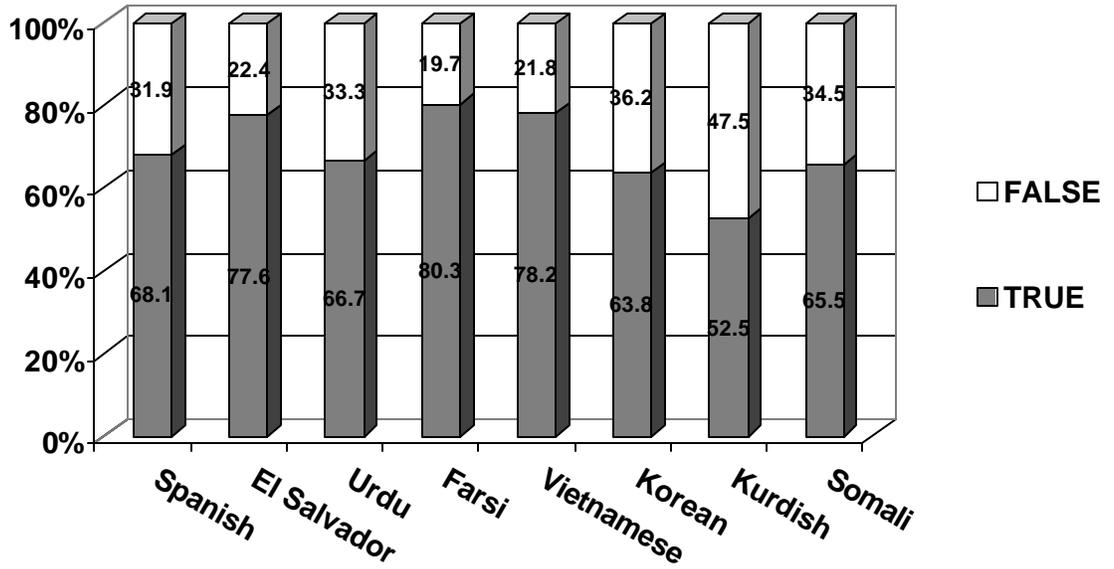
**Most of the People in My Neighborhood Are From My Country of Origin by Language**



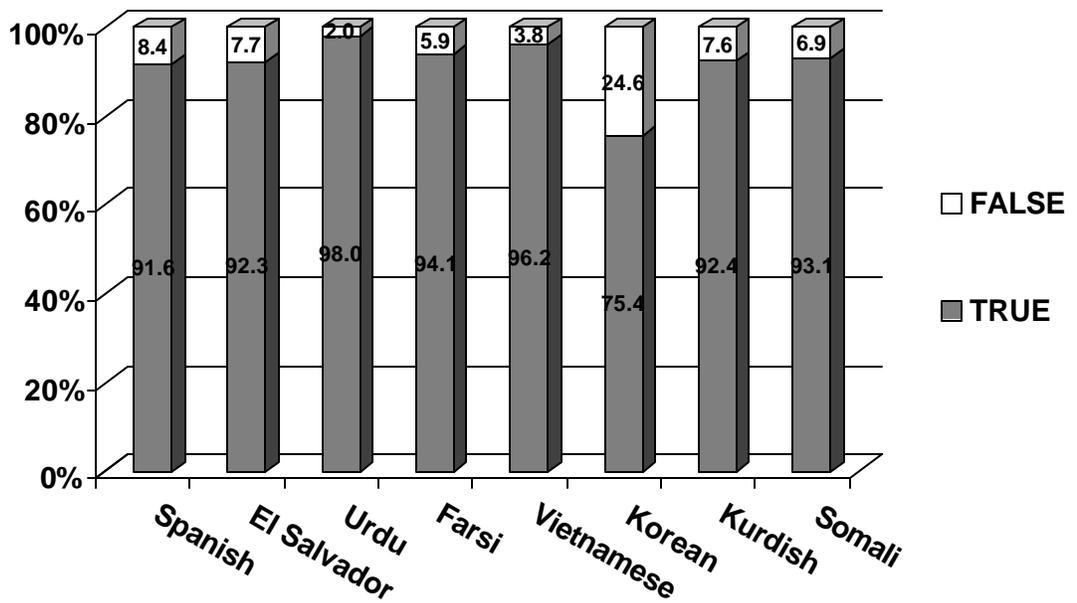
**I Would Be Willing to Volunteer Some of My Time to Improve the Neighborhood in Which I Live by Language**



### I Have Relatives That Live in the Washington D.C./Northern Virginia Area by Language



### I Feel Like Fairfax County is My Home by Language



**Table 5-10**  
**Community Attachment: Neighborhood and Area**  
**by Household Income (Percentages)**

<b>Community Attachment Issues</b>	Less than \$15,000	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
It is safe for may children to play outside where we live**						
True	68.5	58.9	71.5	69.9	78.8	80.3
False	31.5	41.1	28.5	30.1	21.3	19.7
Number of Respondents	127	163	267	166	80	71
I know most of my children's friends very well						
True	71.0	69.0	72.6	72.8	77.8	84.3
False	29.0	31.0	27.4	27.2	22.2	15.7
Number of Respondents	124	158	259	162	81	70
Most of the people in my neighborhood speak (language of interview)***						
True	29.1	27.2	22.8	12.6	11.3	11.4
False	70.9	72.8	77.2	87.4	88.8	88.6
Number of Respondents	127	162	268	167	80	70
Most of the people in my neighborhood are from my country of origin*						
True	18.1	19.8	14.2	11.6	08.8	05.6
False	81.9	80.2	85.8	88.4	91.3	94.4
Number of Respondents	127	162	260	164	80	71
My neighbors make my family feel welcome*						
True	77.0	83.4	86.5	84.4	91.1	94.2
False	23.0	16.6	13.5	15.6	08.9	05.8
Number of Respondents	126	157	260	160	79	69
I would be willing to volunteer some of my time to improve the neighborhood in which I live						
True	83.7	81.0	80.6	85.8	87.2	84.3
False	16.3	19.0	19.4	14.2	12.8	15.7
Number of Respondents	123	158	252	162	78	70

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-10 (continued)**  
**Community Attachment: Neighborhood and Area**  
**by Household Income (Percentages)**

<b>Community Attachment Issues</b>	Less than \$15,00	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood						
True	81.8	82.6	79.9	85.9	92.9	87.5
False	18.2	17.4	20.1	14.1	07.1	12.5
Number of Respondents	110	132	199	142	70	56
I have relatives that live in the Washington D.C. / Northern Virginia area						
True	64.1	65.6	72.0	68.5	63.0	80.8
False	35.9	34.4	28.0	31.5	37.0	20.0
Number of Respondents	128	163	268	168	81	70
I feel like Fairfax County is my home						
True	92.9	91.1	94.7	91.0	86.1	89.7
False	07.1	08.9	05.3	09.0	13.9	10.3
Number of Respondents	126	158	265	167	79	68
Chi-Square Significance * P ≤ .05; ** P ≤ .01; *** P ≤ .001						

**Table 5-11**  
**Community Attachment: Neighborhood and Area by**  
**Educational Achievement of the Most Educated Household Head (Percentages)**

<b>Community Attachment Issues</b>	Post-Graduate	Bachelor	Associate	Some College	High School	9-12th	8th or Less
It is safe for may children to play outside where we live*							
True	81.2	74.9	69.4	61.7	68.3	71.7	61.8
False	18.2	25.1	30.6	38.3	31.7	28.3	38.2
Number of Respondents	117	235	85	81	142	99	102
I know most of my children's friends very well***							
True	82.2	82.1	76.5	71.3	67.1	72.0	53.0
False	17.8	17.9	23.5	28.8	32.9	28.0	47.0
Number of Respondents	118	229	81	80	140	93	100
Most of the people in my neighborhood speak (language of interview)***							
True	07.7	17.8	14.3	14.5	23.4	33.3	32.4
False	92.3	82.2	85.7	85.5	76.6	66.7	67.6
Number of Respondents	117	236	84	83	141	102	102
Most of the people in my neighborhood are from my country of origin*							
True	06.9	16.3	09.5	10.8	14.4	18.1	20.4
False	93.1	83.7	90.5	89.2	85.6	81.9	79.6
Number of Respondents	116	233	84	83	139	94	103
My neighbors make my family feel welcome**							
True	93.0	90.2	84.7	88.9	82.5	87.5	74.7
False	07.0	09.8	15.3	11.1	17.5	12.5	25.3
Number of Respondents	115	225	85	81	137	96	99
I would be willing to volunteer some of my time to improve the neighborhood in which I live							
True	83.6	83.6	83.1	85.9	80.9	88.3	78.0
False	16.4	16.4	16.9	14.1	19.1	11.7	22.0
Number of Respondents	110	226	83	78	136	94	100

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-11 (continued)**  
**Community Attachment: Neighborhood and Area by**  
**Educational Achievement of the Most Educated Household Head (Percentages)**

<b>Community Attachment Issues</b>	Post-Graduate	Bachelor	Associate	Some College	High School	9-12th	8th or Less
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood							
True	89.1	86.6	81.4	87.3	82.5	84.5	81.5
False	10.9	13.4	18.6	12.7	17.5	15.5	18.5
Number of Respondents	92	194	70	71	114	71	81
I have relatives that live in the Washington D.C. / Northern Virginia area							
True	64.1	69.1	69.4	66.3	71.3	72.7	68.0
False	35.9	30.9	30.6	33.7	28.7	27.3	32.0
Number of Respondents	117	236	85	83	143	99	103
I feel like Fairfax County is my home							
True	88.6	91.4	92.9	92.5	92.3	94.8	90.0
False	11.4	08.6	07.1	07.5	07.7	05.2	10.0
Number of Respondents	114	233	84	80	143	96	100

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

Chi-Square Significance \*  $P \leq .05$ ; \*\*  $P \leq .01$ ; \*\*\*  $P \leq .001$

**Table 5-12**  
**Community Attachment: Neighborhood and Area by Age (Percentages)**

<b>Community Attachment Issues</b>	<b>30 or Less</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>Above 50</b>
It is safe for may childrens to play outside where we live***						
True	67.0	58.2	69.0	75.8	80.0	74.2
False	33.0	41.8	31.0	24.2	20.0	25.8
Number of Respondents	91	165	210	178	140	89
I know most of my children's friends very well						
True	71.1	68.1	74.9	76.7	77.7	67.1
False	28.9	31.9	25.1	23.3	22.3	32.9
Number of Respondents	90	160	207	172	139	85
Most of the people in my neighborhood speak (language of interview)**						
True	32.2	24.8	21.3	16.3	16.3	13.5
False	67.8	75.2	78.7	83.7	83.7	86.5
Number of Respondents	90	165	211	178	141	89
Most of the people in my neighborhood are from my country of origin						
True	16.1	12.1	15.8	12.0	14.3	14.8
False	83.9	87.9	84.2	88.0	85.7	85.2
Number of Respondents	87	165	209	175	140	88
My neighbors make my family feel welcome						
True	86.5	81.2	87.7	88.6	82.9	85.2
False	13.5	18.8	12.3	11.4	17.1	14.8
Number of Respondents	89	165	203	175	129	88
I would be willing to volunteer some of my time to improve the neighborhood in which I live						
True	88.8	84.8	81.5	80.7	85.8	79.8
False	11.2	15.2	18.5	19.3	14.2	20.2
Number of Respondents	89	158	205	171	134	84

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-12 (continued)**  
**Community Attachment: Neighborhood and Area by Age (Percentages)**

<b>Community Attachment Issues</b>	30 or Less	31-35	36-40	41-45	46-50	Above 50
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood						
True	87.8	79.2	82.6	86.8	85.6	84.6
False	12.2	20.8	17.4	13.2	14.4	15.4
Number of Respondents	74	130	172	136	118	78
I have relatives that live in the Washington D.C. / Northern Virginia area						
True	70.3	68.5	70.6	65.7	68.6	70.0
False	29.7	31.5	29.4	34.3	31.4	30.0
Number of Respondents	91	168	211	178	140	90
I feel like Fairfax County is my home						
True	95.5	90.7	91.4	90.4	92.7	93.3
False	04.5	09.3	08.6	09.6	07.3	06.7
Number of Respondents	88	162	210	177	137	89

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-13**  
**Community Attachment: Neighborhood and Area by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Community Attachment Issues</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10- 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
It is safe for may children to play outside where we live*						
True	67.9	69.2	69.3	65.1	66.7	79.3
False	32.1	30.8	30.7	34.9	33.3	20.7
Number of Respondents	162	107	137	175	105	217
I know most of my children's friends very well						
True	71.5	74.0	70.9	70.6	70.9	79.4
False	28.5	26.0	29.1	29.4	29.1	20.6
Number of Respondents	158	104	134	170	103	214
Most of the people in my neighborhood speak (language of interview)						
True	18.3	20.6	21.2	26.7	21.2	14.8
False	81.7	79.4	78.8	73.3	78.8	78.8
Number of Respondents	164	107	137	176	104	216
Most of the people in my neighborhood are from my country of origin						
True	17.0	17.1	15.7	13.5	10.6	10.7
False	83.0	82.9	84.3	86.5	89.4	89.3
Number of Respondents	165	105	134	171	104	215
My neighbors make my family feel welcome**						
True	77.6	86.5	85.0	83.8	84.5	92.9
False	22.4	13.5	15.0	16.2	15.5	07.1
Number of Respondents	161	104	133	167	103	211
I would be willing to volunteer some of my time to improve the neighborhood in which I live						
True	83.7	81.2	83.2	84.4	84.5	82.7
False	16.3	18.8	16.8	15.6	15.5	17.3
Number of Respondents	153	101	131	173	97	214

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-13 (continued)**  
**Community Attachment: Neighborhood and Area by Number of Years**  
**the Respondent has lived in the United States (Percentages)**

<b>Community Attachment Issues</b>	3 Years or Less	4 – 6 Years	7 – 9 Years	10- 12 Years	13 – 15 Years	More than 15 Years
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood						
True	81.6	82.1	87.0	82.4	85.4	86.2
False	18.4	17.9	13.0	17.6	14.6	13.8
Number of Respondents	136	84	108	136	82	181
I have relatives that live in the Washington D.C. / Northern Virginia area***						
True	55.8	61.7	62.3	72.2	77.9	80.3
False	44.2	38.3	37.7	27.8	22.1	19.7
Number of Respondents	165	107	138	176	104	218
I feel like Fairfax County is my home						
True	87.2	91.5	91.7	93.7	95.1	92.0
False	12.8	08.5	08.3	06.3	04.9	08.0
Number of Respondents	164	106	132	174	213	213
Chi-Square Significance * P ≤ .05; ** P ≤ .01; *** P ≤ .001						

**Table 5-14**  
**Community Attachment: Neighborhood and Area by**  
**Respondent: Quality of Spoken English (Percentages)**

<b>Community Attachment Issues</b>	Not At All	Not Well	Well	Very Well
<b>It is safe for may children to play outside where we live***</b>				
True	64.6	60.8	72.8	87.4
False	35.4	39.2	27.2	12.6
Number of Respondents	65	314	367	159
<b>I know most of my children's friends very well***</b>				
True	51.6	64.6	79.2	86.2
False	48.4	35.4	20.8	13.8
Number of Respondents	64	302	360	159
<b>Most of the people in my neighborhood speak (language of interview)***</b>				
True	28.1	28.2	16.6	10.1
False	71.9	71.8	83.4	89.9
Number of Respondents	64	316	367	159
<b>Most of the people in my neighborhood are from my country of origin*</b>				
True	18.8	17.3	13.0	08.1
False	81.3	82.7	87.0	91.9
Number of Respondents	64	312	361	160
<b>My neighbors make my family feel welcome**</b>				
True	73.0	82.8	87.6	91.6
False	27.0	17.2	12.4	08.4
Number of Respondents	63	302	363	154
<b>I would be willing to volunteer some of my time to improve the neighborhood in which I live</b>				
True	83.6	80.4	83.6	88.5
False	16.4	19.6	16.4	11.5
Number of Respondents	61	301	353	156

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-14 (continued)**  
**Community Attachment: Neighborhood and Area by**  
**Respondent: Quality of Spoken English (Percentages)**

<b>Community Attachment Issues</b>	Not At All	Not Well	Well	Very Well
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood**				
True	83.3	79.7	83.9	92.7
False	16.7	20.3	16.1	07.3
Number of Respondents	54	241	298	137
I have relatives that live in the Washington D.C. / Northern Virginia area**				
True	60.0	64.2	75.1	67.5
False	40.0	35.8	24.9	32.5
Number of Respondents	65	316	369	160
I feel like Fairfax County is my home*				
True	92.2	87.7	93.9	93.7
False	07.8	12.3	06.1	06.3
Number of Respondents	64	310	363	158
Chi-Square Significance * P ≤ .05; ** P ≤ .01; *** P ≤ .001				

**Table 5-15**  
**Community Attachment: Neighborhood and Area**  
**by Respondent: Gender (Percentages)**

<b>Community Attachment Issues</b>	<b>Female</b>	<b>Male</b>
It is safe for may children to play outside where we live*		
True	67.8	75.7
False	32.2	24.3
Number of Respondents	605	292
I know most of my children's friends very well		
True	74.8	70.8
False	25.2	29.2
Number of Respondents	595	284
Most of the people in my neighborhood speak (language of interview)*		
True	22.3	16.1
False	77.7	83.9
Number of Respondents	606	292
Most of the people in my neighborhood are from my country of origin		
True	14.6	12.5
False	85.4	87.5
Number of Respondents	601	287
My neighbors make my family feel welcome		
True	85.5	85.4
False	14.5	14.6
Number of Respondents	592	281
I would be willing to volunteer some of my time to improve the neighborhood in which I live		
True	84.0	82.9
False	16.0	17.1
Number of Respondents	581	281
I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood		
True	84.5	82.8
False	15.5	17.2
Number of Respondents	490	233
I have relatives that live in the Washington D.C. / Northern Virginia area		
True	67.1	72.5
False	32.9	27.5
Number of Respondents	611	291
I feel like Fairfax County is my home		
True	91.6	92.0
False	08.4	08.0
Number of Respondents	598	288

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

## Quality of Life and National Attachment

The final set of items in this section generally address issues related to quality of life and the extent to which immigrants feel an attachment to their new country. Education opens the doors of opportunity in the United States, and the immigrants included in this sample recognize the importance of education. Nearly 100 percent (99.7%) of the responding immigrants feel that it is important for their children to graduate from high school, and approximately 99 percent (99.1%) think that it is important for their children to attend college (Table 5-17).

**Table 5-16**  
**Quality of Life and National Attachment**

<b>Quality of Life and National Attachment Issues</b>	<b>Percent True</b>	<b>Percent False</b>	<b>Percent DK/NA</b>	<b>Number</b>
It is important for my children to graduate from high school	99.7	00.3	00.0	918
It is important for my children to attend college	99.1	00.8	00.1	918
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin	87.5	07.9	04.7	917
I plan to stay in the United States	89.2	07.5	03.3	915
If I had to do it over again I would move to the United States	85.8	10.4	03.8	914

Nearly 88 percent (87.5%) of the responding immigrants feel that life is better for their family in the United States than it would have been in their country of origin (Table 5-17). Vietnamese (99.2%), Spanish-speaking households (96.0%), and Spanish-speakers from El Salvador (100.0%) are particularly likely to feel that their move to the United States means a better life for their family (Table 5-18). Immigrants who have lived in the United States 7 years or more are particularly likely to report family gains as a result of their move to the United States (Table 5-22).

About 89 percent (89.2%) of the immigrants report that they are planning to stay in the United States (Table 5-17). Farsi-speaking (98.5%), Somali (96.4%), Vietnamese (95.2%), Urdu-speaking (92.6%), and Kurdish (92.4%) households are particularly likely to report plans to stay in the United States (Table 5-18).

Even more convincing, nearly 86 percent (85.8%) of the respondents report that if they had to do it over again they would move to the United States (Table 5-17). Relatively speaking, Koreans are the only language group that raise questions about their decision to move to the United States. In spite of higher levels of concern, more than 68 percent (68.1%) of the Korean households report that if they to do it over again they would move to the United States (5-18).

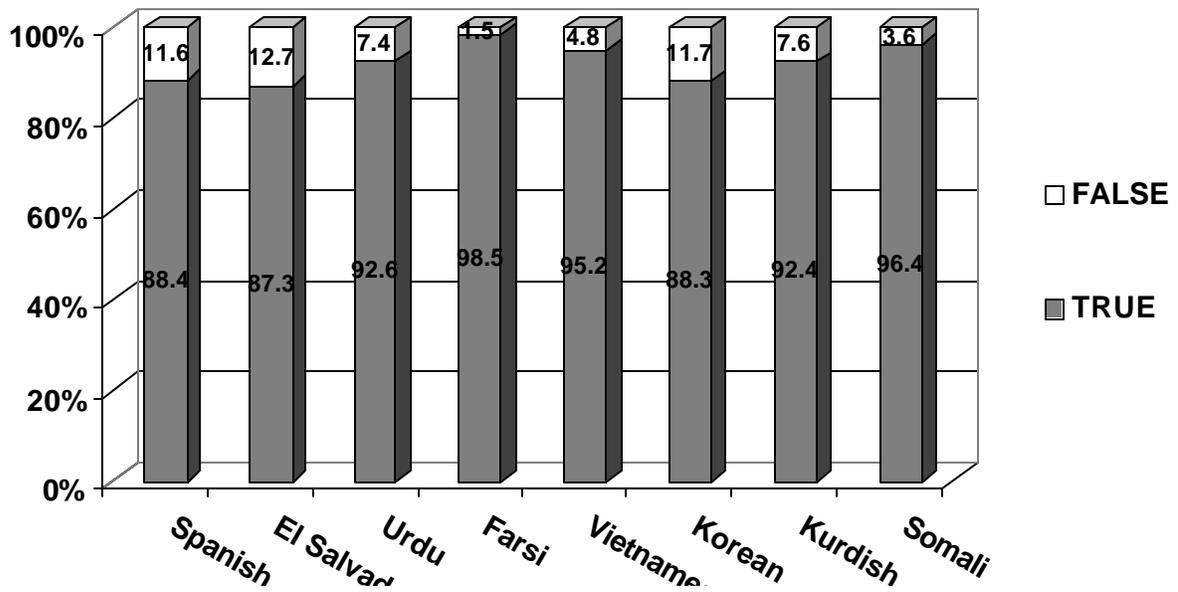
**Table 5-17**  
**Quality of Life and National Attachment by Language**

<b>Quality of Life Issues and National Attachment/Language</b>	<b>Number</b>	<b>Percent True</b>	<b>Percent False</b>
It is important for my children to graduate from high school			
Spanish	254	99.6	00.4
El Salvador	107	99.1	00.9
Urdu	153	98.7	01.3
Farsi	139	100.0	00.0
Vietnamese	133	100.0	00.0
Korean	130	100.0	00.0
Kurdish	80	100.0	00.0
Somali	29	100.0	00.0
It is important for my children to attend college			
Spanish	254	99.2	00.8
El Salvador	107	99.1	00.9
Urdu	152	99.3	00.7
Farsi	139	100.0	00.0
Vietnamese	133	100.0	00.0
Korean	130	96.9	03.1
Kurdish	80	100.0	00.0
Somali	29	100.0	00.0
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin***			
Spanish	250	96.0	04.0
El Salvador	106	100.0	00.0
Urdu	149	87.9	12.1
Farsi	124	93.5	06.5
Vietnamese	131	99.2	00.8
Korean	113	81.4	18.6
Kurdish	80	92.5	07.5
Somali	27	70.4	29.6
I plan to stay in the United States**			
Spanish	242	88.4	11.6
El Salvador	102	87.3	12.7
Urdu	148	92.6	07.4
Farsi	134	98.5	01.5
Vietnamese	126	95.2	04.8
Korean	128	88.3	11.7
Kurdish	79	92.4	07.6
Somali	28	96.4	03.6

**Table 5-17 (continued)**  
**Quality of Life and National Attachment by Language**

<b>Quality of Life Issues and National Attachment/Language</b>	<b>Number</b>	<b>Percent True</b>	<b>Percent False</b>
If I had to do it over again I would move to the United States***			
Spanish	247	91.5	08.5
El Salvador	106	92.5	07.5
Urdu	146	92.5	07.5
Farsi	133	94.7	05.3
Vietnamese	131	97.7	02.3
Korean	113	68.1	31.9
Kurdish	80	83.8	16.3
Somali	29	86.2	13.8

**I Plan to Stay in the United States by Language**



**Table 5-18**  
**Quality of Life and National Attachment by Household Income (Percentages)**

<b>Quality of Life and National Attachment Issues</b>	Less than \$15,00	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
It is important for my children to graduate from high school						
True	100.0	99.4	99.3	100.0	100.0	100.0
False	00.0	00.6	00.7	00.0	00.0	00.0
Number of Respondents	128	163	269	168	81	71
It is important for my children to attend college						
True	99.2	100.0	99.3	98.8	98.8	98.6
False	00.8	00.0	00.7	01.2	01.2	01.4
Number of Respondents	128	162	269	168	81	71
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin						
True	91.9	89.8	94.9	91.8	85.5	91.0
False	08.1	10.2	05.1	08.2	14.5	09.0
Number of Respondents	124	157	256	159	76	67
I plan to stay in the United States*						
True	95.3	90.9	89.0	95.8	88.6	97.2
False	04.7	09.1	11.0	04.2	11.4	02.8
Number of Respondents	127	154	255	165	79	71
If I had to do it over again I would move to the United States						
True	93.8	89.2	90.5	86.9	82.1	89.7
False	06.3	10.8	09.5	13.1	17.9	10.3
Number of Respondents	128	157	253	160	78	68

**Table 5-19**  
**Quality of Life and National Attachment by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Quality of Life and National Attachment Issues</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8th or Less</b>
It is important for my children to graduate from high school							
True	100.0	99.6	100.0	100.0	99.3	100.0	99.0
False	00.0	00.4	00.0	00.0	00.7	00.0	01.0
Number of Respondents	118	237	85	83	143	99	103
It is important for my children to attend college							
True	99.2	99.2	100.0	98.8	99.3	100.0	99.0
False	00.8	00.8	00.0	01.2	00.7	00.0	01.0
Number of Respondents	118	237	84	83	143	99	103
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin***							
True	83.3	88.2	87.2	97.5	97.9	94.8	95.0
False	16.7	11.8	12.8	02.5	02.1	05.2	05.0
Number of Respondents	108	221	78	80	142	97	100
I plan to stay in the United States							
True	90.4	92.6	95.1	93.9	94.9	89.6	87.8
False	09.6	07.4	04.9	06.1	05.1	10.4	12.2
Number of Respondents	114	230	81	82	136	96	98
If I had to do it over again I would move to the United States							
True	84.5	86.5	87.3	91.1	91.4	92.6	91.1
False	15.5	13.5	12.7	08.9	08.6	07.4	08.9
Number of Respondents	110	230	79	79	139	94	101

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

**Table 5-20**  
**Quality of Life and National Attachment by Household Income (Percentages)**

<b>Quality of Life and National Attachment Issues</b>	30 or Less	31-35	36-40	41-45	46-50	Above 50
It is important for my children to graduate from high school						
True	100.0	99.4	100.0	99.4	100.0	100.0
False	00.0	00.0	00.0	00.6	00.0	00.0
Number of Respondents	91	168	211	179	141	90
It is important for my children to attend college						
True	98.9	100.0	99.1	100.0	98.6	98.9
False	01.1	00.0	00.9	00.0	01.4	01.1
Number of Respondents	91	167	211	179	141	90
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin						
True	94.4	90.6	90.0	89.5	93.1	96.6
False	05.6	09.4	10.0	10.5	06.9	03.4
Number of Respondents	89	160	200	171	130	87
I plan to stay in the United States						
True	88.8	91.2	92.2	92.5	94.2	94.1
False	11.2	08.8	07.8	07.5	05.8	05.9
Number of Respondents	89	159	206	174	137	85
If I had to do it over again I would move to the United States						
True	93.2	88.3	89.2	87.3	86.9	95.4
False	06.8	11.7	10.8	12.7	13.1	04.6
Number of Respondents	88	162	195	173	137	87

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-21**  
**Quality of Life and National Attachment by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Quality of Life and National Attachment Issues</b>	<b>3 Years or Less</b>	<b>4 – 6 Years</b>	<b>7 – 9 Years</b>	<b>10 – 12 Years</b>	<b>13 – 15 Years</b>	<b>More than 15 Years</b>
It is important for my children to graduate from high school						
True	98.8	100.0	100.0	99.4	100.0	100.0
False	01.2	00.0	00.0	00.6	00.0	00.0
Number of Respondents	166	107	138	176	105	218
It is important for my children to attend college						
True	99.4	100.0	99.3	98.3	100.0	99.1
False	00.6	00.0	00.7	01.7	00.0	00.9
Number of Respondents	166	106	138	176	105	218
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin*						
True	85.4	88.3	92.5	95.3	94.7	93.8
False	14.6	11.7	07.5	04.7	05.3	06.2
Number of Respondents	157	103	133	169	95	209
I plan to stay in the United States*						
True	88.5	92.3	87.3	92.9	94.1	96.7
False	11.5	07.7	12.7	07.1	05.9	03.3
Number of Respondents	156	104	134	169	102	212
If I had to do it over again I would move to the United States						
True	87.1	89.3	86.9	89.0	86.9	93.4
False	12.9	10.7	13.1	11.0	13.1	06.6
Number of Respondents	163	103	130	164	99	212

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-22**  
**Quality of Life and National Attachment by**  
**Respondent: Quality of Spoken English (Percentages)**

<b>Quality of Life and National Attachment Issues</b>	Not At All	Not Well	Well	Very Well
It is important for my children to graduate from high school				
True	98.5	99.7	99.7	100.0
False	01.5	00.3	00.3	00.0
Number of Respondents	65	317	370	160
It is important for my children to attend college				
True	98.5	99.7	99.2	98.8
False	01.5	00.3	00.8	01.3
Number of Respondents	65	317	369	160
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin				
True	93.7	92.1	93.4	86.8
False	06.3	07.9	06.6	13.2
Number of Respondents	63	303	350	152
I plan to stay in the United States				
True	88.9	89.3	93.9	95.0
False	11.1	10.7	06.1	05.0
Number of Respondents	63	300	358	159
If I had to do it over again I would move to the United States				
True	92.2	90.6	88.5	87.7
False	07.8	09.4	11.5	12.3
Number of Respondents	64	299	357	154

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 5-23**  
**Quality of Life and National Attachment by**  
**Respondent: Gender (Percentages)**

<b>Quality of Life and National Attachment Issues</b>	<b>Female</b>	<b>Male</b>
It is important for my children to graduate from high school		
True	99.7	99.7
False	00.3	00.3
Number of Respondents	611	293
It is important for my children to attend college		
True	99.3	99.0
False	00.7	01.0
Number of Respondents	610	293
Overall, I feel that life is better for my family in the United States than it would have been in my country of origin*		
True	90.2	95.0
False	09.8	05.0
Number of Respondents	582	278
I plan to stay in the United States		
True	91.1	94.0
False	08.9	06.0
Number of Respondents	587	284
If I had to do it over again I would move to the United States		
True	87.5	92.2
False	12.5	07.8
Number of Respondents	584	281
Chi-Square Significance * P ≤ .05; ** P ≤ .01; *** P ≤ .001		



## Section 6

### Communication

---

Section 6 is designed to provide a better understanding of the best methods of communicating with immigrants, including preferred media formats. Respondents were asked to review a list of possible sources of information and to indicate from which sources they hear important information about the community.

About 27 percent (26.9%) of the immigrants report listening to radio programs in their own language (Table 6-1). Korean (50.4%) and Spanish-speaking (41.8) households, including those from El Salvador (41.5%), are most likely to report listening to radio programs in their own language (Table 6-2).

A fairly large percentage (37.9%) of respondents report that they read newspapers in their own language (Table 6-1). Vietnamese (72.3%) and Korean (71.3%) households are especially likely to read newspapers in their own language (Table 6-2).

Immigrants are also likely (43.2%) to view television programs in their own language (Table 6-1). Spanish-speaking (84.5%) households in general and households from El Salvador (90.6%) in particular are quite likely to view television programs in their own language (Table 6-2).

A fairly small percentage (14.3%) of the responding households indicate that they get important news about the community through their neighbors or relatives (Table 6-1). Somalis (31.0%) and Koreans (30.2%) were somewhat more likely to report that neighbors and relatives are important sources of information (Table 6-2).

Nearly 20 percent (19.6%) identify English-language newspapers as important sources of information about the community (Table 6-1). Spanish-speaking (26.7%) and Korean (25.6%) households are somewhat more likely than other language groups to view English-language newspaper as an important source of information about the community (Table 6-2).

About 16 percent (16.1%) report listening to English-language radio stations to get information about the community (Table 6-1). Once again, Spanish-speaking (24.3%) and Korean (26.4%) households were the most likely to consider English-language radio stations as good sources of community information (Table 6-2).

Nearly half (49.5%) of the immigrants indicate that English-language television stations are a good source of important community information (Table 6-1). Farsi-speaking (69.4%), Korean-speaking (62.8%), Urdu-speaking (55.0%), and Spanish-speaking (50.6%) households consider English television stations as good sources of information about the community (Table 6-2).

Very few respondents (11.0%) indicate that their religious leaders are a good source of information (Table 6-1). Koreans (35.7%) are more likely than any other immigrant group to report that their religious leaders are a good source of important information about the community (Table 6-2). Finally, a limited number (14.4%) of immigrants view the Internet as a good source of information.

**Table 6-1**  
**Sources of Important News About the Community**

<b>Sources of Important News About the Community</b>	Number	Percent Yes	Percent No
Radio programs in your language	905	26.9	73.1
Newspapers in your language	905	37.9	62.1
Television programs in your language	905	43.2	56.8
Neighbors or relatives	905	14.3	85.7
English newspapers	905	19.6	80.4
English radio stations	905	16.1	83.9
English television programs	905	49.5	50.5
My religious leaders	905	11.0	89.0
Internet	396	14.4	85.6
Item Presentation: Do you hear important news about your community mainly from			

**Table 6-2**  
**Sources of Important News About the Community by Language**

<b>Information Sources</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
Radio programs in your language***								
Yes	41.8	41.5	10.1	17.9	16.5	50.4	12.5	06.9
No	58.2	58.5	89.9	82.1	83.5	49.6	87.5	93.1
Number of Respondents	251	106	149	134	133	129	80	29
Newspapers in your language***								
Yes	34.7	26.4	26.2	18.7	72.2	71.3	05.0	00.0
No	65.3	73.6	73.8	81.3	27.8	28.7	95.0	100.0
Number of Respondents	251	106	145	134	133	129	80	29
Television programs in your language***								
Yes	84.5	90.6	40.9	29.1	11.3	46.5	02.5	06.9
No	15.5	09.4	59.1	70.9	88.7	53.5	97.5	93.1
Number of Respondents	251	106	149	134	133	129	80	29
Neighbors/relatives***								
Yes	15.5	14.2	06.7	03.7	03.8	30.2	27.5	31.0
No	84.5	85.8	93.3	96.3	96.2	69.8	72.5	69.0
Number of Respondents	233	106	149	134	133	129	80	29
English newspapers***								
Yes	26.7	16.0	21.5	14.2	12.8	25.6	08.8	06.9
No	73.3	84.0	78.5	85.8	87.2	74.4	91.3	93.1
Number of Respondents	251	106	149	134	133	129	80	29

Note: Based on the large number of Spanish-speaking respondents who claim El Salvador as their country of origin, their responses are reported separately and are included in the overall results for Spanish-speaking households.

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 6-2 (continued)**  
**Sources of Important News About the Community by Language**

<b>Information Sources</b>	<b>Spanish</b>	<b>El Salvador</b>	<b>Urdu</b>	<b>Farsi</b>	<b>Vietnamese</b>	<b>Korean</b>	<b>Kurdish</b>	<b>Somali</b>
English radio stations***								
Yes	24.3	19.8	06.0	14.9	10.5	26.4	08.8	03.4
No	75.7	80.2	94.0	85.1	89.5	73.6	91.3	96.6
Number of Respondents	251	106	149	134	133	129	80	29
English television programs***								
Yes	50.6	43.4	55.0	69.4	28.6	62.8	22.5	31.3
No	49.4	56.6	45.0	30.6	71.4	37.2	77.5	69.0
Number of Respondents	251	106	149	134	133	129	80	29
My religious leaders***								
Yes	13.9	13.2	11.4	01.5	00.0	35.7	00.0	00.0
No	86.1	86.8	88.6	98.5	100.0	64.3	100.0	100.0
Number of Respondents	251	106	149	134	133	129	80	29

Chi-Square Significance \* P < .05; \*\* P < .01; \*\*\* P < .001

**Table 6-3**  
**Sources of Important News About the Community**  
**by Household Income (Percentages)**

<b>Information Sources</b>	Less than \$15,00	\$15,000- \$24,999	\$25,000- \$39,999	\$40,000- 59,999	\$60,000- \$84,999	\$85,000- Above
Radio programs in your language						
Yes	19.5	29.4	29.0	32.7	19.8	23.9
No	80.5	70.6	71.0	67.3	80.2	76.1
Number of Respondents	128	163	269	168	81	71
Newspapers in your language***						
Yes	23.4	33.1	40.9	45.8	39.5	42.3
No	76.6	66.9	59.1	54.2	60.5	57.7
Number of Respondents	128	163	269	168	81	71
Television programs in your language***						
Yes	32.0	42.9	49.4	51.2	35.8	29.6
No	68.0	57.1	50.6	48.8	64.2	70.4
Number of Respondents	128	163	269	168	81	71
Neighbors/relatives						
Yes	21.1	13.5	12.3	16.7	12.3	08.5
No	78.9	86.5	87.7	83.3	87.7	91.5
Number of Respondents	128	163	269	168	81	71
English newspapers***						
Yes	07.8	09.2	18.6	26.2	35.8	28.2
No	92.2	90.8	81.4	73.8	64.2	71.8
Number of Respondents	100.0	163	269	168	81	71
English radio stations***						
Yes	08.6	10.4	13.8	28.0	19.8	21.1
No	91.4	89.6	86.2	72.0	80.2	78.9
Number of Respondents	128	163	269	168	81	71
English television programs***						
Yes	36.7	42.3	49.8	58.9	56.8	54.9
No	63.3	57.7	50.2	41.1	43.2	45.1
Number of Respondents	128	163	269	168	81	71
My religious leaders						
Yes	08.6	11.0	10.8	15.5	07.4	12.7
No	91.4	89.0	89.2	84.5	92.6	87.3
Number of Respondents	128	163	269	168	81	71

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 6-4**  
**Sources of Important News About the Community by**  
**Educational Achievement of the Most Educated Parent/Guardian (Percentages)**

<b>Information Sources</b>	<b>Post-Graduate</b>	<b>Bachelor</b>	<b>Associate</b>	<b>Some College</b>	<b>High School</b>	<b>9-12th</b>	<b>8<sup>th</sup> or Less</b>
Radio programs in your language**							
Yes	16.4	23.2	21.2	30.1	35.2	31.3	30.4
No	83.6	76.8	78.8	69.9	64.8	68.7	69.6
Number of Respondents	116	237	85	83	142	99	102
Newspapers in your language***							
Yes	35.3	35.4	27.1	39.8	48.6	49.5	24.5
No	64.7	64.6	72.9	60.2	51.4	50.5	75.5
Number of Respondents	116	237	85	83	142	99	102
Television programs in your language***							
Yes	37.1	33.3	40.0	38.6	51.4	48.5	58.8
No	62.9	66.7	60.0	61.4	48.6	51.5	41.2
Number of Respondents	116	237	85	83	142	99	102
Neighbors/relatives*							
Yes	06.0	12.2	11.8	19.3	18.3	12.1	17.6
No	94.0	87.8	88.2	80.7	81.7	87.9	82.4
Number of Respondents	116	237	85	83	142	99	102
English newspapers***							
Yes	36.2	19.4	11.8	21.7	19.0	19.2	02.0
No	63.8	80.6	88.2	78.3	81.0	80.8	98.0
Number of Respondents	116	237	85	83	142	99	102
English radio stations***							
Yes	25.9	11.8	14.1	20.5	18.3	18.2	05.9
No	74.1	88.2	85.9	79.5	81.7	81.8	94.1
Number of Respondents	116	237	85	83	142	99	102
English television programs***							
Yes	57.8	58.6	45.9	59.0	54.2	32.3	22.5
No	42.2	41.4	54.1	41.0	45.8	67.7	77.5
Number of Respondents	116	237	85	83	142	99	102
My religious leaders							
Yes	09.5	10.5	08.2	13.3	14.8	07.1	09.8
No	90.5	89.5	91.8	86.7	85.2	92.9	90.2
Number of Respondents	116	237	85	83	142	99	102

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

Educational Classification: Responses are based on the highest educational achievement of the household head with the highest education.

**Table 6-5**  
**Sources of Important News About the Community by Age (Percentages)**

<b>Information Sources</b>	30 or Less	31-35	36-40	41-45	46-50	Above 50
Radio programs in your language						
Yes	25.3	28.1	23.7	27.9	29.8	27.8
No	74.7	71.9	76.3	72.1	70.2	72.2
Number of Respondents	91	167	211	179	141	90
Newspapers in your language						
Yes	26.4	38.3	36.0	42.5	43.3	37.8
No	73.6	61.7	64.0	57.5	56.7	62.2
Number of Respondents	91	167	211	179	141	90
Television programs in your language						
Yes	51.6	50.3	38.4	41.9	39.7	35.6
No	48.4	49.7	61.6	58.1	60.3	64.4
Number of Respondents	91	167	211	179	141	90
Neighbors/relatives						
Yes	14.3	16.2	13.7	12.8	17.0	11.1
No	85.7	83.8	86.3	87.2	83.0	88.9
Number of Respondents	91	167	211	179	141	90
English newspapers						
Yes	17.6	20.4	14.2	20.1	27.0	17.8
No	82.4	79.6	85.8	79.9	73.0	82.2
Number of Respondents	91	167	211	179	141	90
English radio stations						
Yes	17.6	16.2	12.8	19.6	17.7	14.4
No	82.4	83.8	87.2	80.4	82.3	85.6
Number of Respondents	91	167	211	179	141	90
English television programs*						
Yes	49.5	56.3	47.9	53.1	51.1	33.3
No	50.5	43.7	52.1	46.9	48.9	66.7
Number of Respondents	91	167	211	179	141	90
My religious leaders						
Yes	09.9	10.2	11.8	11.2	14.2	08.9
No	90.1	89.8	88.2	88.8	85.8	91.1
Number of Respondents	91	167	211	179	141	90

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 6-6**  
**Sources of Important News About the Community by**  
**Number of Years the Respondent has lived in the United States (Percentages)**

<b>Information Sources</b>	3 Years or Less	4 – 6 Years	7 – 9 Years	10 – 12 Years	13 – 15 Years	More than 15 Years
Radio programs in your language*						
Yes	20.0	25.2	24.3	34.5	33.0	25.2
No	80.0	74.8	75.7	65.5	67.0	74.8
Number of Respondents	165	107	136	174	103	218
Newspapers in your language						
Yes	33.9	42.1	41.2	37.4	35.9	38.1
No	66.1	57.9	58.8	62.6	64.1	61.9
Number of Respondents	165	107	136	174	103	218
Television programs in your language***						
Yes	29.1	38.3	40.4	55.7	45.6	46.3
No	70.9	61.7	59.6	44.3	53.4	53.7
Number of Respondents	165	107	136	174	103	218
Neighbors/relatives						
Yes	19.4	15.9	09.6	14.4	16.5	11.0
No	80.6	84.1	90.4	85.6	83.5	89.0
Number of Respondents	165	107	136	174	103	218
English newspapers*						
Yes	12.1	17.8	18.4	17.8	27.2	24.8
No	87.9	82.2	81.6	82.2	72.8	75.2
Number of Respondents	165	107	136	174	103	218
English radio stations*						
Yes	09.7	13.1	14.0	17.2	16.5	22.9
No	90.3	86.9	86.0	82.8	83.5	77.1
Number of Respondents	165	107	136	174	103	218
English television programs*						
Yes	38.2	45.8	51.5	55.7	53.4	52.3
No	61.8	54.2	48.5	44.3	46.6	47.7
Number of Respondents	165	107	136	174	103	218
My religious leaders						
Yes	06.7	06.5	10.3	14.4	15.5	12.4
No	93.3	93.5	89.7	85.6	84.5	87.6
Number of Respondents	165	107	136	174	103	218

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001

**Table 6-7**  
**Sources of Important News About the Community by Respondent: Gender**  
**(Percentages)**

<b>Information Sources</b>	<b>Female</b>	<b>Male</b>
Radio programs in your language		
Yes	26.6	27.3
No	73.4	72.7
Number of Respondents	602	289
Newspapers in your language		
Yes	36.0	41.5
No	64.0	58.5
Number of Respondents	602	289
Television programs in your language		
Yes	45.0	39.8
No	55.0	60.2
Number of Respondents	602	289
Neighbors/relatives*		
Yes	15.8	10.7
No	84.2	89.3
Number of Respondents	602	289
English newspapers		
Yes	18.3	22.1
No	81.7	77.9
Number of Respondents	602	289
English radio stations		
Yes	15.1	18.0
No	84.9	82.0
Number of Respondents	602	289
English television programs		
Yes	50.8	45.7
No	49.2	54.3
Number of Respondents	602	289
My religious leaders		
Yes	12.0	09.3
No	88.0	90.7
Number of Respondents	602	289

Chi-Square Significance \* P ≤ .05; \*\* P ≤ .01; \*\*\* P ≤ .001



## **Appendix A**

### **Data Collection and Coding Guidelines**



**FAIRFAX COUNTY (CODE BOOK)  
IMMIGRANT AND REFUGEE COMMUNITIES SURVEY**

INTERVIEWER NUMBER: \_\_\_\_\_ INTERVIEWEE NUMBER: \_\_\_\_\_ PHONE NUMBER: \_\_\_\_\_

DATE & TIME OF: 1<sup>st</sup> call \_\_\_\_\_ 2<sup>nd</sup> call \_\_\_\_\_ 3<sup>rd</sup> call \_\_\_\_\_ 4<sup>th</sup> call \_\_\_\_\_

Good (Morning, Afternoon, Evening) My name is \_\_\_\_\_ and I'm working with Fairfax County Government talking to families that have immigrated to the United States and have children in the Public Schools. We are trying to find out about your experience resettling in Fairfax County and the barriers you and your family may have encountered. The answers you give us will be treated as confidential and will help us plan programs to make Fairfax County a better place for you to live. First, are you the parent or guardian of \_\_\_\_\_.

***If the person on the telephone is not the parent or guardian of the student ask how to get in touch with the child's parent or guardian.***

Missing=(9) or less otherwise stated

Related **01. How are you related to \_\_\_\_\_?**  
*(Need to determine the gender of the person answering the questionnaire.)*

(1) a. Mother	(4) d. Father
(2) b. Female Relative (Aunt, Grandmother, etc)	(5) e. Male Relative (Uncle, Grandfather, etc)
(3) c. Other Female Guardian	(6) f. Other Male Guardian

RBIRTH	02.	What is the country of your birth? _____	Missing=(99) (See Appendix 1)
MARRIED	03.	Are you married? _____	(1) a. Yes b. No (2)
		<i>(If interviewee was born in the United States and married, ask to speak with the spouse. If the spouse is not available, request how they may be contacted. If interviewee is not married, thank them and end the survey.)</i>	
			(1) (2) (3)
WITH	04.	Does your spouse live with you? _____	a. Yes b. No c. No Spouse
SBIRTH	05.	What is the country of birth of your spouse? _____	Missing=(99) DK/NA=(88)
		<i>(If both interviewee and spouse were born in the U.S., thank them and end the survey)</i>	

**SECTION 1. COMMUNITY RELATIONSHIPS**

**"The following statements will help us understand the extent to which your family feels welcome in the United States and the community in which you live."**

**"I'm going to read some statements and I would like for you to indicate if you believe that the statement is True or False."** NA= Don't Know or Does not Apply (Don't Read)

			(1)	(2)	(8)
COM 1	01.	It is safe for my children to play outside where we live	True	False	NA
COM 2	02.	It is important for my children to graduate from high school	True	False	NA
COM 3	03.	It is important for my children to attend college	True	False	NA
COM 4	04.	I know most of my children's friends very well	True	False	NA

COM 5	05.	Most of the people in my neighborhood speak ___(language of interview)___	True	False	NA
COM 6	06.	Most of the people in my neighborhood are from my country of origin	True	False	NA
COM 7	07.	Most of my friends are from my country of origin	True	False	NA
COM 8	08.	My neighbors make my family feel welcome	True	False	NA
COM 9	09.	I have relatives that live in the Washington D.C. or Northern Virginia area	True	False	NA
COM 10	10.	People of the United States make my family feel welcome	True	False	NA
COM 11	11.	I would be willing to volunteer some of my time to improve the neighborhood in which I live	True	False	NA
COM 12	12.	I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood	True	False	NA
COM 13	13.	The traditions of the country that I came from are important to me	True	False	NA
COM 14	14.	The traditions of the country that I came from are important to my children	True	False	NA
COM 15	15.	The traditions of the United States are important to me	True	False	NA
COM 16	16.	The traditions of the United States are important to my children	True	False	NA
COM 17	17.	I plan to stay in the United States	True	False	NA
COM 18	18.	People of the United States respect my culture	True	False	NA
COM 19	19.	I feel like Fairfax County is my home	True	False	NA
COM 20	20.	Overall, I feel that life is better for my family in the United States than it would have been in my country of origin	True	False	NA
COM 21	21.	If I had to do it over again I would move to the United States	True	False	NA

**SECTION 2a. YOUR EMPLOYMENT:**

"Next I would like to talk to you about employment related issues. The following statements apply to YOU."

EMPLOYIA 01. What is your employment status?

- (1) a. Employed (*Ask all questions in section 2a*)
- (2) b. Not employed - But interested in obtaining work (*Go to question #7*)★
- (3) c. Not employed - Not interested in obtaining work (*Go to question #13*)➡
- (4) d. Other \_\_\_\_\_ (*Go to question #7*)★

EMPLOY2A 02. In an average week, how many hours do you work (**include all jobs**)?

- (1)a. 20 hrs or less (2)b. 21 to 30 hrs (3)c. 31 to 40 hrs (4)d. 41 to 50 hrs (5)e. More than 50 hrs (6) Unemployed

EMPLOY3A 03. Do you work at more than one job?

- (1) a. Yes (2) b. No (8) c. DK/NA

*If Yes, explain that for the rest of these questions to answer for the job where he/she works the most hours.*

EMPLOY4A 04. Do you have an opportunity to advance in your job? a. Yes b. No c. DK/NA

EMPLOY5A 05. Do you use your education in your job? a. Yes b. No c. DK/NA

EMPLOY6A 06. Does your job provide your family with health insurance? a. Yes b. No c. DK/NA

★EMPLOY7A 07. Do your English skills limit your employment opportunities? a. Yes b. No c. DK/NA

EMPLOY8A 08. Does lack of transportation limit your employment opportunities? a. Yes b. No c. DK/NA

EMPLOY9A 09. Does the lack of childcare limit your employment opportunities? a. Yes b. No c. DK/NA

TRAINA 10. Have you taken job-training classes? a. Yes b. No c. DK/NA

KIND1A 11. What kind of work do you do? \_\_\_\_\_

KIND2A 12. What kind of work did you do in your country of origin? \_\_\_\_\_

➡ENG1A 13. How well do you speak English?

(1) a. Not at all (2) b. Not well (3) c. Well (4) d. Very well (8) e. DK/NA

ENG2A 14. How well did you speak English **before** coming to the United States?  
a. Not at all b. Not well c. Well d. Very well e. DK/NA

ENG3A 15. Have you taken classes to improve your English since coming to the United States?  
(1) a. Yes (2) b. No (3) c. Do not need English classes (8) d. DK/NA

EDA 16. How much school have you completed? Missing=(99)  
(1) a. No school completed (7) g. Associate Degree  
(2) b. 6<sup>th</sup> grade or less (8) h. Bachelor's Degree (BA, BS, AB)  
(3) c. 7<sup>th</sup> or 8<sup>th</sup> grade (9) i. Post-Graduate or Professional Degree  
(4) d. 9<sup>th</sup> through 12<sup>th</sup> grade, no diploma (MA, MS, MD, LLB, JD, PhD, etc)  
(5) e. High School Graduate  
(6) f. Some college, no degree (10) j. Other \_\_\_\_\_

FAIRFAXA 17. How long have you lived in Fairfax County? Missing=(99) DK/NA=(88) \_\_\_\_\_ Years

USAA 18. How long have you lived in the United States? Missing=(99) DK/NA=(88) \_\_\_\_\_ Years

FIRSTNOA 19. Was Fairfax County your first place of residence in the United States? (1) a. Yes (2) b. No  
If **No**, what was the first location? Yes=(1) No=(2) A. Other place in D.C. Area B. Another State State

CIT1A 20. Are you an American citizen? (1) a. Yes (2) b. No (8) c. DK/NA

CIT2A 21. Do you want to be an American Citizen? a. Yes b. No c. DK/NA

### **SECTION 2b. EMPLOYMENT OF SPOUSE:** (If there is No spouse go to Section 3)

**“Next I would like to ask you about employment related issues as they apply to your SPOUSE”**

EMPLOY1B 01. What is your **spouse's** employment status? No Spouse=(8)

- (1) a. Employed (*Ask all questions in section 2b*)  
(2) b. Not employed - But interested in obtaining work (*Go to question #7*) ★  
(3) c. Not employed - Not interested in obtaining work (*Go to question #13*) ★  
(4) d. Other \_\_\_\_\_ (*Go to question #7*) ★

EMPLOY2B 02. In an average week, how many hours does your **spouse** work (include all jobs)?  
(1) a. Not Employed (2) b. 20 hrs or less (3) c. 21 to 30 hrs (4) d. 31 to 40 hrs (5) e. 41 to 50 hrs (6) f. More than 50 hrs

EMPLOY3B 03. Does your **spouse** work at more than one job? (1) a. Yes (2) b. No (8) c. DK/NA

*If Yes, explain that for the rest of these questions to answer for the job where he/she works the most hours.*

EMPLOY4B 04. Does your **spouse** have an opportunity to advance in their job? a. Yes b. No c. DK/NA

EMPLOY5B 05. Does your **spouse** use his/her education in their job? a. Yes b. No c. DK/NA

EMPLOY6B 06. Does the job of your **spouse** provide your family with health insurance? a. Yes b. No c. DK/NA

★EMPLOY7B 07. Do the English skill of your **spouse** limit their employment opportunities? a. Yes b. No c. DK/NA

EMPLOY8B 08. Does lack of transportation limit the employment opportunities of your **spouse**? a. Yes b. No c. DK/NA

EMPLOY9B 09. Does the lack of childcare limit the employment opportunities of your **spouse**? a. Yes b. No c. DK/NA

TRAINB 10. Has your **spouse** taken job-training classes? a. Yes b. No c. DK/NA

- KIND1B 11. What kind of work does your spouse do? \_\_\_\_\_
- KIND2B 12. What kind of work did your spouse do in his/her country of origin? \_\_\_\_\_
- ENG1B 13. How well does your **spouse** speak English?  
 (1) a. Not at all (2) b. Not well (3) c. Well (4) d. Very well (8) e. DK/NA
- ENG2B 14. How well did your **spouse** speak English **before** coming to the United States?  
 a. Not at all b. Not well c. Well d. Very well e. DK/NA
- ENG3B 15. Has your **spouse** taken classes to improve their English since coming to the United States?  
 (1) a. Yes (2) b. No (3) c. Do not need English classes (8) d. DK/NA
- EDB 16. How much school has your **spouse** completed? Missing=(99) Don't Know/Not Applicable=(88)  
 (1) a. No school completed (7) g. Associate Degree  
 (2) b. 6<sup>th</sup> grade or less (8) h. Bachelor's Degree (BA, BS, AB)  
 (3) c. 7<sup>th</sup> or 8<sup>th</sup> grade (9) i. Post-Graduate or Professional Degree  
 (4) d. 9<sup>th</sup> through 12<sup>th</sup> grade, no diploma (MA, MS, MD, LLB, JD, PhD, etc)  
 (5) e. High School Graduate  
 (6) f. Some college, no degree (10)j. Other \_\_\_\_\_
- FAIRFAXB 17. How long has your spouse lived in Fairfax County? Missing=(99) DK/NA=(88) \_\_\_\_\_ Years
- USAB 18. How long has your spouse lived in the United States? Missing=(99) DK/NA=(88) \_\_\_\_\_ Years
- FIRSTB 19. Was Fairfax County the first place of residence in the United States  
 for your **spouse**? (1) a. Yes (2) b. No
- FIRSTNOB If **No**, what was the first location? Yes=(1) No=(2) A. Other place in D.C. Area (2) B. Another State State
- CIT1B 20. Is your spouse an American Citizen (1) a. Yes (2) b. No (8) c. DK/NA
- CIT2B 21. Does your spouse want to be an American Citizen? a. Yes b. No c. DK/NA

### SECTION 3. GENERAL FINANCIAL CONCERNS:

**“The following items are designed to help us better understand how you and your household are doing generally.”**

- |      |  |               |              |                 |
|------|--|---------------|--------------|-----------------|
| FIN1 | 01. During the last 6 months, has your household experienced difficulty paying your rent or mortgage?                      | (1)<br>a. Yes | (2)<br>b. No | (8)<br>c. DK/NA |
| FIN2 | 02. During the last 6 months, has your household experienced difficulty paying for necessary food?                         | a. Yes        | b. No        | c. DK/NA        |
| FIN3 | 03. During the last 6 months, has your household experienced difficulty paying for necessary medical care?                 | a. Yes        | b. No        | c. DK/NA        |
| FIN4 | 04. During the last 6 months, has your household experienced difficulty paying your gas, water, or electric utility bills? | a. Yes        | b. No        | c. DK/NA        |
| FIN5 | 05. Are you able to save money on a regular basis for future needs?  | a. Yes        | b. No        | c. DK/NA        |
| FIN6 | 06. Do any of your children work to help support your family?  | a. Yes        | b. No        | c. DK/NA        |

### SECTION 4. LANGUAGE:

**“This section focuses on the extent to which English is a barrier to a better life for you and your family.”**

- |       |  |               |              |                 |
|-------|--|---------------|--------------|-----------------|
| LANG1 | 01. Do you or other family members want to take English classes? | (1)<br>a. Yes | (2)<br>b. No | (8)<br>c. DK/NA |
| LANG2 | 02. Do your children often translate English for                 |               |              |                 |

	other members of the household?	a. Yes	b. No	c. DK/NA
LANG3	03. Do English skills hurt your children's performance in school?	a. Yes	b. No	c. DK/NA
LANG4	04. What is the primary language that you speak at home with family members?	Missing=(99) DK=(88)		
	(1) a. Spanish	(6) f. Arabic		
	(2) b. Korean	(7) g. Kurdish		
	(3) c. Vietnamese	(8) h. Somali		
	(4) d. Urdu	(9) i. English		
	(5) e. Chinese	(10)j. Farsi		
	(11)k. Other _____			

**SECTION 5. BACKGROUND INFORMATION:**

**"I would like to now ask you some general questions about your household."**

WITH1	01. Besides your spouse and children, do you have relatives living with you?	(1) a. Yes	(2) b. No
WITH2	02. Do you have unrelated people living with you?	a. Yes	b. No
AGE	03. What is your age? _____ years	Missing=(99)	
OLD18	04. How many people (including yourself) live in your home that are 18 years of age or older?	_____	
YOUNG18	05. How many people (including yourself) live in your home that are under 18 years of age?	_____	
INCOME	06. Is the total yearly income of you and your spouse more or less than \$40,000?		

If *less*, is it

- (1) Less than \$15,000
- (2) \$15,000 - \$24,999
- (3) \$25,000 - \$39,999

If *more*, is it

- (4) \$40,000 - \$59,999
- (5) \$60,000 - \$84,999
- (6) \$85,000 and above

PEARNER	07. Who is the primary wage earner in your home?	(1) a. Female	(2) b. Male	(3) c. Other	(4) d. Both
OUTSIDE	08. Do you rely on someone else other than your spouse, or yourself to financially support your family?	(1) a. Yes	(2) b. No	DK=(8)	
OWN	09. Do you rent or own your home?	(1) a. Own	(2) b. Rent	(3) c. Lives with friends or Relatives	
NEWS	10. Do you hear important news about your community mainly from	Yes=(1) No=(2) DK=(8)			
	a. Radio programs in your language	e. English newspapers		i. Internet	
	b. Newspapers in your language	f. English radio stations		j. Other	
	c. Television programs in your language	g. English television programs			
	d. Neighbors or relatives	h. My religious leaders			
COST	11. What is the <u>total monthly</u> rent or mortgage for your home? \$ _____	Missing=(9999)			
PAYLIVE	12. How much rent or mortgage does <u>your family</u> pay to live in your home? \$ _____	Missing=(9999)			
SEND	13. Do you send any money to relatives in your home country on a regular basis?	(1) a. Yes (2) b. No			
AGENCY	14. Is there any agency or organization that has been especially helpful in establishing yourself in this County? (e.g. work, housing, or other services.)				

**"On behalf of Fairfax County I want to thank you for helping us with this survey. Someone may contact you to verify that I have talked with you and that the answers I have recorded are accurate."**

PRIMEA --- Refer to Section 5, question 7.  
(1) Yes (2) No (3) Other (4) Both

**Appendix 1**  
**Country of Birth**  
**(RBIRTH & SBIRTH)**

- |                              |                     |
|------------------------------|---------------------|
| (1) United States of America | (34) Bangladesh     |
| (2) Iraq                     | (35) Panama         |
| (3) Iran                     | (36) China          |
| (4) Somalia                  | (37) Brazil         |
| (5) Korea                    | (38) Paraguay       |
| (6) Vietnam                  | (39) Italy          |
| (7) India                    | (40) Holland        |
| (8) Pakistan                 | (41) Czechoslovakia |
| (9) Afghanistan              |                     |
| (10) Nicaragua               |                     |
| (11) Mexico                  |                     |
| (12) Cuba                    |                     |
| (13) El Salvador             |                     |
| (14) Bolivia                 |                     |
| (15) Honduras                |                     |
| (16) Peru                    |                     |
| (17) Guatemala               |                     |
| (18) Columbia                |                     |
| (19) Sudan                   |                     |
| (20) Turkey                  |                     |
| (21) Syria                   |                     |
| (22) Germany                 |                     |
| (23) Tunisia                 |                     |
| (24) Puerto Rico             |                     |
| (25) France                  |                     |
| (26) Dominican Republic      |                     |
| (27) Venezuela               |                     |
| (28) Ecuador                 |                     |
| (29) Chile                   |                     |
| (30) England                 |                     |
| (31) Argentina               |                     |
| (32) Spain                   |                     |
| (33) Philippines             |                     |



**Coding Guidelines**  
**Fairfax County Immigrant and Refugee Communities Survey**

**Introductory Section:**

05. What is the country of birth of your spouse?

*For the respondents who were either married but did not know the country of birth of their spouse or were not married, the SBIRTH variable was coded as (88) for Don't Know or not Applicable. If the respondent was married but failed to answer the question, the variable was coded as (99) for missing.*

**Section 2a. Your Employment:**

01/02. What is your employment status?

For respondents stating that they are employed in variable EMPLOY1A, all questions in section 2a were asked and coded. If the respondent stated that he or she was either (b) not employed but interested in obtaining work or (c) not employed, not interested in obtaining work, question two was coded as (6) for Unemployed.

02 & 04-06.

Questions three through six were coded as (8) Not Applicable if respondents indicated that they are unemployed. Respondents answering question one as (d) other were almost always unemployed, but suffering from a medical disability that prevented them from working. Consequently, question two was coded as (6) for unemployed and questions three through six were coded as (8) for Not Applicable.

07-10.

Questions seven through ten were coded as (8) Not Applicable if respondents indicated that they are not employed and not interested in obtaining work. Respondents who indicated that they did not know the answers to these questions were also coded as (8).

17. How long have you lived in Fairfax County?

18. How long have you lived in the United States?

For questions seventeen and eighteen, a few respondents stated that they had lived in Fairfax County for a longer period than the United States. Obviously, this is not possible, and the variables were coded as (99) for Missing in such cases.

## Section 2b. Employment of Spouse:

If the respondent's spouse was born in the United States, several of the questions in Section 2b would not be applicable. Consequently, questions one through nine, eleven, thirteen, and sixteen were coded. The remaining questions in Section 2b were coded as (8) or (88) for Not Applicable.

01-06. What is your spouse's employment status?

For respondents stating that their spouses are employed in variable EMPLOY1B, all questions in section 2b were asked and coded. If respondents stated their spouse was either (b) not employed but interested in obtaining work or (c) not employed not interested in obtaining work, question two was coded as (1) for Not Employed. In addition, questions three through six were coded as (8) for Not Applicable. Respondents answering question one as (d) other were almost always stating that their spouse was unemployed, but suffering from a medical disability that prevented them from working. Consequently, question two was coded as (6) for Unemployed and questions three through six were coded as (8) for Not Applicable. If the respondents did not have a spouse, question one was coded as (8) for No Spouse, and questions two through fifteen and questions nineteen through twenty-one were coded as (8) for Not Applicable, while questions sixteen through eighteen were coded as (88) for Not Applicable.

07-10. Questions seven through ten were coded as (8) Not Applicable if respondents indicated that *their spouse was not employed and not interested in obtaining work. Respondents who indicated that they did not know the answers to these questions were also coded as (8).*

17. How long have you lived in Fairfax County?
18. How long have you lived in the United States?

In questions seventeen and eighteen, a few respondents stated that their spouse had lived in Fairfax County for a longer period than in the United States. Obviously, this is not possible, and the variables were coded as (99) for Missing in such cases.

## Section 4. Language:

04. What is the primary language that you speak at home with family members?

If the respondent stated more than one language as their primary language spoken at home, and it was unclear which specific language was the primary language of the adults in the respondents family, than question four was coded as (99) for missing.

07. Who is the primary wage-earner in your home?

The possible answers to question seven were stated in a manner that would be convenient and quick for the respondents to reply. Nevertheless, the question was asked to determine whether the primary wage earner was the wife/female, husband/male, both, or someone other than self or spouse. Consequently, as question seven was coded the responses were transferred from the answer's original format of self, spouse, other, and both to the format of wife, husband, other, and both.

Because the answer's coding format differs from the survey's answer format, it is important to be aware of the coding adjustments made. For example, if the respondent was the wife/female and stated that her spouse was the primary wage-earner, it was coded as (2) for Husband/male. If, however, the respondent was the husband/male and stated that his spouse was the primary wage-earner, it was coded as (1) for Wife/female.

In addition, it is vital to the analysis of the questions in the survey to know if the Respondent is the primary wage-earner or not. Consequently, a new variable titled PRIMEA was created to achieve this. Dependent upon the answer of the respondent in question seven of section 5, the PRIMEA variable was coded as either (1) for Yes he or she is the primary wage earner, (2) for No he or she is not the primary wage-earner, (3) for Other, or (4) for Both the respondent and the spouse are the primary wage-earners.



## **Appendix B**

### **A Research Guide**



# Immigrant and Refugee Communities Survey: Research Guide

## Purpose of the Research Guide

Interview quality is critical to overall research quality. This research guide is designed to provide those associated with the research a brief overview of the research conceptualization and analysis process. It is particularly important that persons conducting the interviews understand the research and the concepts being measured. This understanding should improve their ability to walk interviewees through the research instrument and successfully capture valid and reliable responses. This project requires that professionals from Fairfax County government and representatives from the university community work in concert to develop a product that is scientifically sound and an information foundation that serves the decision making needs of local government. Language and cultural differences/barriers of the immigrants/refugees present challenges to the successful completion of this research. We would not attempt a research project with so many challenges without the involvement of a group of experienced and reliable professionals conducting the interviews.

## General Advice

If necessary, interviewers may assist respondents to improve their understanding of the meaning of the question. *You do this by rephrasing the question, or probing to clarify an ambiguous response.* However, it is extremely important that those conducting the interviews not say anything to influence or bias the response. This includes showing reactions to what they say (e.g., approval or disapproval or too much sympathy) or suggesting what their answer might be. It is important to stay friendly, but objective. Wording changes must also be used very carefully. Even small changes in the wording of a question can produce large changes in the way people answer. This research guide is designed to make sure that those involved in the research process have the same understanding of the intent of each item in the survey, so that they can rephrase appropriately and clarify questions that are difficult to answer. However, please do not offer explanations of the items to respondents unless they are required to get an answer.

## Interviewer/Interviewee Identification

It is important that we have a correct interviewer and interviewee identification code on each survey so that we can track down problems with the data. For example, if the research team makes a mistake coding the data, the ID codes make it possible to track down the original survey. In addition, if we are getting unexpected responses or response patterns from a particular language group or person conducting the interviews we can make corrections early in the process.

*Interviewers are to use their initials to identify themselves. Interviewees are identified by the ID number listed on the telephone sheets. Enter the ID number once it looks like you'll get an interview. Please also enter the name of the student on the blank line in the introduction or question 1..*

**Introducing the survey.** Once interviewers get someone on the line they have only a minute or two to gain the trust of the respondent. Interviewers must convince the immigrant/refugee that they are concerned about their well-being and that the information being collected is designed to help Fairfax County government understand their plight. *We have determined that the script works quite well for this purpose, especially if you know it so well that you don't have to read it. You may change the wording so it feels and sounds more natural, but don't leave out information or add any unless respondents ask or need more encouragement.*

In late December, the county executive sent a letter to all families selected for the sample. Be sure to read it before you start calling. It may be useful to refer to the letter if people seem uncertain who you are.

Some immigrants/refugees may be very concerned about confidentiality. If necessary, explain that no one but the research team will see the results, and our goal is not to find out about individual families, but to learn about how different immigrant *groups* are doing. After the research team has made sure that everything is recorded correctly, the information will be entered into a computer and the questionnaires will be destroyed. In other words, no one will be able to trace the responses back to the respondent.

In some cases you may need to explain that households were selected randomly from a local school district list. To answer questions about the involvement of the schools, refer to the FCPS handout.

## Identifying the Respondent

*In this section we determine who we are talking to and confirm their eligibility.* At the end of the introduction (or at the beginning if you think you may not have a parent), you are to ask if the person you are talking to is the parent or guardian of the student listed on the telephone sheet. A guardian is someone other than a parent who lives and takes care of the child. *We only want to talk to parents or guardians of the children selected for the sample.* The purpose of Question 1 is to determine the relationship of the interviewee to the child and whether they are male or female.

Question 01. *How are you related to \_\_\_\_\_?*

It is important that we accurately identify who is answering the questionnaire. *It is also important that the same person answer all the questions (except that one spouse may get employment information from the other).* Female respondents may have different perceptions and experiences than men, and this is something we want to look at when we analyze the data.

## Eligibility and Marital Status

The person responding to the survey must be an immigrant or refugee. Questions 2 thru 5 will let us know if there is an eligible respondent in the family (i.e., a foreign born parent or guardian). Marital status and origins of the spouse are also important for the analysis and interpretation of the data. For example, having a US born spouse is likely to facilitate the adjustment process, whereas not having a partner is likely to make it more difficult.

Question 02. *What is the country of your birth?*

Write in, in English, the name of the country. If you are talking to someone born in the US, ask for the spouse. If the spouse was also born in the US, the household is ineligible – thank them and end the interview.

Question 03. *Are you married?*

In some cases, respondents may be not be legally married, but are living with someone as though they were married, i.e., sharing parenting and financial responsibilities. If this is the case, circle yes - the legal status is less important than whether or not respondents have a life partner.

Question 04. *Does your spouse live with you?*

Again, this applies to a life partner, not just a legal spouse.

Question 05. *What is the country of birth of your spouse?*

If there is no spouse, write in NA or put a dash so we know the question wasn't just overlooked.

## Section 1. Community Relationships

**True-False Format** -Very few things are absolutely true or false. As a result, the respondents will commonly be deciding if the statement is more True than False or more False than True. In other words we are not looking for a precise answer but are generally attempting to determine if the statement is generally true or false.

**NA** -Rather than thinking about questions, respondents commonly look for the easy way out by answering through a neutral response or “Don’t Know/Does Not Apply. As a result, DO NOT let respondents know that “NA” is an option and use it only as a last resort.

**What Are We Measuring** -Sometimes the concept that we are attempting to measure is something different than what we appear to be measuring on the face of the question. This discussion is designed to make sure that we all share the same understanding of the concepts that we are attempting to measure. Do not talk with the respondent about the underlying concept we are trying to measure. Try to rephrase the items in a way that protects the original meaning of the statement. Remember, small changes in the wording of the statement can give new meaning to the statement and change the results.

**Comments on Survey Items** – the remainder of the research guide presents the questions we ask in the interview, and in most cases, a comment about the purpose of the item or a decision rule for interpreting ambiguous answers.

## Community Relationship Items

**Fear of Crime** -The first item is designed to assess the extent to which crime or fear of crime is having an important influence on their adjustment process. Crime and fear of crime have been found to be especially damaging to quality of life and consequently, the adjustment process.

Question 01. *It is safe for my children to play outside where we live?*

**Adult Educational Orientation** - Here we are interested in the adults' orientation toward education. The value or priority adults place on education can have an important influence on the priority assigned to education by the children of the household. Education is expected to have a positive influence on employment opportunities, quality of life, and the adjustment process.

Question 02. *It is important for my children to graduate from high school?*

Question 03. *It is important for my children to attend college?*

**Parental Involvement** -Parental guidance and involvement in their children's lives has an important and lasting impact on the long-term well-being of children. A critical element of parental responsibility should include scrutiny of childhood friends. Childhood friendships and associated peer group pressure can either assist or detour the adjustment process including important implications for short-term and long-term behavior.

Question 04. *I know most of my children's friends very well?*

\*If someone should say that they don't know their children's friends well *now* because they just moved, for example, ask if they knew their children's friends where they used to live. If they say yes, or indicate that they always make a point of knowing who their children play with, then circle YES for this question - they are showing involvement in their children's lives and this is what we are trying to get at.

**Geographic Community: Ethnic Enclaves, Neighborhoods and Community Adjustment** - Community attachment is extremely important to the adjustment process. We measure community attachment several ways in the questions below. First we look at the extent to which respondents are geographically tied to others from their country of origin or to those who speak the same language. Immigrants/refugees assisting immigrants/refugees is a proven model for immigrant adjustment and quality of life improvement. Ability to associate with those with similar language/culture makes the initial adjustment process much easier, although some feel that these enclaves, or nested communities of immigrants are problematic because of their isolation from the broader community.

Next we look at social ties (friends and relatives) with people of similar origins, and finally attachment to the neighborhood, whether or not it includes people from the same culture. Much like the immigrant enclaves discussed above, associations with relatives or friends from the country of origin can facilitate the adjustment process, yet at the same time (as opposed to geographically) isolate immigrants/refugees from the broader community.

Question 05. *Most of the people in my neighborhood speak (language of interview)?*

Question 06. *Most of the people in my neighborhood are from my country of origin?*

Question 07. *Most of my friends are from my country of origin?*

Question 09. *I have relatives that live in the Washington D.C. or Northern Virginia area?*

Question 08. *My neighbors make my family feel welcome?*

Question 11. *I would be willing to volunteer some of my time to improve the neighborhood in which I live?*

Question 12. *I think other people who live in my neighborhood would be willing to volunteer some of their time to improve the neighborhood?*

\*For questions about neighborhood, there is no objective definition. It is whatever they feel is their neighborhood – their apartment building, housing complex, street or block...

\*In Question 7 use a broad interpretation of friends. For example, if they say they have no friends here, ask about people they know and talk to and do things with.

\* In Questions 11 and 12 we are interested in whether or not people are attached enough to their neighborhood to be *willing* to volunteer, not whether or not they have time to volunteer or are currently doing it.

**Internal Tension Between Cultures** -The next set of items is designed to assess the extent to which immigrants feel an internal tension between the cultures of their country of origin and their newly adopted country. Immigrants/refugees who are successfully adapting to the United States will find a way of blending traditions. Some cultures are more radically different than those of the United States and consequently are more likely to produce internal conflict. Tension manifested by conflict between cultures is expected to be particularly pronounced in households that are having adjustment problems.

Question 13. *The traditions of the country that I came from are important to me?*

Question 14. *The traditions of the country that I came from are important to my children?*

Question 15. *The traditions of the United States are important to me?*

Question 16. *The traditions of the United States are important to my children?*

Question 18. *People of the United States respect my culture?*

\*Re Question 14 – some may say that it depends on the child. Have them focus on school age children (e.g., those in elementary school versus those in college or working), and answer for how *most* of their children feel *most* of the time.

\*Re Question 18 (and 10 below) – it is hard for some people to generalize because there are real differences in subgroups of people. Encourage them to focus on their impression of the US, as a whole, and only use the DK/NA response if they really cannot make this kind of generalization.

**Attachment to the Broader Community** - In general, we know that attachment to community is an essential element of the glue that holds society together. Here we look at attachment to the broader community, measured by the extent to which the immigrant feels welcome in the US, and perceives Fairfax County as home. This is a difficult process that involves letting-go of your previous home and replacing it with your new home. Comparisons between the items in this section and those above will help us determine if sense of community is primarily confined to associations with those of a similar culture. To this point, the research is inconclusive about the how ethnic enclaves affect attachment to the broader community.

Question 10. *People of the United States make my family feel welcome?*

Question 19. *I feel like Fairfax County is my home?*

**Overall Assessments of Adjustment- Letting Go of the Past** -This set of measures is designed to provide an overall assessment of the adjustment process. Analyses associated with this section may include classification of respondents in terms of adjustment progress and then looking through their eyes to test for differences in perceptions and experiences. By looking through the eyes of those at different stages of adjustment we can better understand the most important barriers to the adjustment process.

Question 17. *I plan to stay in the United States?*

Question 20. *Overall, I feel that life is better for my family in the United States than it would have been in my country of origin?*

Question 21. *If I had it to do over again I would move to the United States?*

\*Re Questions 20 and 21 – those who left because of civil wars or natural disasters may want to say that it depends; for example, they might say, “no, life would have better in my country – *if* we hadn’t had the war or earthquake”. In this case, instruct them to think of things the way they really are today in both the US and their countries of origin.

## Section 2. Employment and Demographic Attributes

The items in this section tend to be more factual than those in the previous section and are expected to be particularly important in the adjustment process. There are many experiences that must be reviewed in concert to form a more complete picture of the immigrant/refugee adjustment process. None are more important than employment status and economic well-being. This section assesses employment status for the respondent (2a.) and the respondent's spouse (2b.).

For purposes of analysis it is important that we know whether the respondent is the male or the female head of the household. When the research team codes the data into the computer they will refer back to question 1 in the introduction to determine the gender of the respondent. Some of the analysis may require comparisons based on gender, single v. two household heads, and combined scores of the household.

### Current Employment Status

This section employs a “**skip pattern**” to guide interviewers around questions that do not apply based on employment status. Become familiar with the skip pattern before you start interviewing.

Question 1. *What is your employment status?*

**Employment Status a:** If the respondent is employed, have them answer all the questions.

**Employment Status b:** If the respondent is not employed but is interested in obtaining work, follow the **star symbol** (skipping questions 2-6.) to question 7 and continue through the section.

**Employment Status c:** If the respondent is not employed and is *not* interested in obtaining work, follow the **arrow symbol** (skipping questions 2.-12.) to question 13 and complete the section.

\*If you learn that the respondent is self-employed, make a note of this in the white space to the right of question 1. This comes up a lot in some communities and may be something the analysts decide to code to help them interpret responses.

Question 2. *In an average week, how many hours do you work (include all jobs)?*

\*Sometimes the number of hours an individual works will vary from month to month. If this is the case, have them think about and report on the **past month**.

Question 3. *Do you work at more than one job?*

\*Again, if the answer depends on the time of the year, ask them about the **past month**.

The next set of questions asks about the nature of the job and possible barriers to employment. If the respondent holds more than one job, **explain that the rest of these questions apply only to the job where he/she works the most hours**.

Question 04. *Do you have an opportunity to advance in your job?*

\* Interpret *advance* broadly so that it is applicable to the self-employed. We are interested in perceived opportunities to “get ahead”, expand, grow, make more money, acquire and use more skills, etc., not just promotions. The opposite would be a “dead-end” job.

Question 05. *Do you use your education in your job?*

\* This question is most important for those with advanced professional or technical education who may be under employed in the US. It is more difficult to answer for those with only a basic or grade school education. For example, is a maid who completed 9<sup>th</sup> grade using her education on her job? Tough to say... Ask of everyone, and record what they say, but don't worry about using the DK/NA response if people say they don't really know. At the same time, if someone says yes, and you find out later that they used to be a nurse and now work in a laundry, revisit the question, letting them know that we are especially interested in whether or not they are using their specialized, technical or professional training in their current jobs.

Question 06. *Does your job provide your family with health insurance?*

\*If the family has health insurance but had to purchase it on their own, answer no. Most self-employed will be in this situation unless their company is large enough to have group rates and other covered employees are. If they are self-employed and you are not sure, ask if their business provides insurance for other employees. If yes, circle yes for them, even though it is their own business providing the coverage.

Question 11. *What kind of work do you do?*

Question 12. *What kind of work did you do in your country of origin?*

\*For both questions it is important that interviewers write specific responses so that we can compare prior employment to the current job (type of job, type of products produced, rank (supervisor, manager, working). We want to see how similar they are and who is “moving up” and who is “moving down.”

Question 13. *How well do you speak English?*

Question 14. *How well did you speak English **before** coming to the United States*

\*For both of these questions, use the descriptions below (only if necessary) to decide which answer is most appropriate.

- a. Not at all.....virtually are unable to communicate in English
- b. Not well.....can speak broken sentences but difficult to understand
- c. Well.....can be understood but uses awkward phrasing at times
- d. Very well....the listener is not required to make a special effort to understand
- e. DK/NA.....do not offer this response as an option, use it as a last resort

To provide a context, you might ask the individual about communicating with their child’s teacher. E.g., if they can understand a little, but not most of what the teacher says, and can only ask and answer simple questions you would circle “Not well”.

Question 07. *Do your English skills limit your employment opportunities?*

Question 08. *Does lack of transportation limit your employment opportunities?*

Question 09. *Does the lack of childcare limit your employment opportunities?*

\*These questions address barriers to employment – not quite the same as asking if they *have* adequate transportation or childcare. If they are not sure how to answer, ask if they would probably have a job (remember, this is where the unemployed who are interested in work start answering) or have a better job if they had better English skills, childcare, or transportation.

Question 10. *Have you taken job-training classes?*

Question 15. *Have you taken classes to improve your English since coming to United States?*

\*Both refer to training in the US, not country of origin.

Question 16. *How much school have you completed?*

\* Circle only one response – the one representing the *highest* level of education completed. It doesn’t matter if it was completed here or in their country of origin.

**Length of Residency and Citizenship.** The length of time the immigrant/refugee has been here (United States, and Fairfax County), and their citizenship status are particularly good indicators of where the respondent is likely to be in the adjustment process.

17. *How long have you lived in Fairfax County?*

18. *How long have you lived in the United States?*

19. *Was Fairfax County your first place of residence in the United States?*

If No, what was the first location? A. Other place in D.C. Area B. Another State

\*If they lived in the metro DC area, circle “a” – only put Maryland or VA in as “b” another state if they lived outside the metro area (e.g., more than one hour away).

20. *Are you an American citizen?*

21. *Do you want to be an American Citizen?*

\* Don’t ask if they want to be a citizen if they answered that they already are.

**Consistency of Responses** -Check for consistency of answers in this section (and all other sections). For example if they answer that they have lived in Fairfax County longer than they have lived in the United States, something is wrong. Respectfully, bring any inconsistencies to the attention of respondents.

## Section 2b. Employment of Spouse

This is a repeat of Section 2a, to be completed only for those who are married. If there is no spouse, leave this section blank. If the spouse is U.S. born answer DK/NA to items asking about the country of origin (Items 12, 14,15, 19,21).

## Section 3. General Financial Concerns

**Measuring Household Economic Well-Being** -It is difficult to get an accurate reading of household income. In addition, the amount of income necessary to adequately take care of a household is dependent on a number of issues including size of the household, medical problems etc. This section provides a rough assessment of the sufficiency of their household income.

Because immigrants/refugee households often include friends and relatives who share resources, it is important that you read the introductory statement: “The following items are designed to help us better understand how you and your household are doing.”

Question 01. *During the last 6 months, has your household experienced difficulty paying rent or mortgage?*

Question 02. *During the last 6 months, has your household experienced difficulty paying for necessary food?*

Question 03. *During the last 6 months, has your household experienced difficulty paying for necessary medical care?*

Question 04. *During the last 6 months, has your household experienced difficulty paying your gas, water, or electric utility bills?*

\*The phrase “...has your household experienced difficulty paying...” should be interpreted to generally mean that they; were unable to pay, were late with payment, had to borrow, had to do without food, care or services that they needed.

Question 05. *Are you able to save money on a regular basis for future needs?*

\* Interpret to mean that they were able to save money sometime in the last 12 months. If they don't but indicate that they could, circle yes – the focus is on *ability* to save.

Question 06. *Do any of your children work to help support your family?*

\*Include part-time work even if they actually don't turn money over to the household.

## Section 4. Language

This section returns to an earlier theme and assess the extent command of the English language is a barrier to the adjustment process. Do not offer the explanations presented below unless pressed to do so in order to avoid a “DK/NA” response.

01. *Do you or other family members want to take English classes?*

\*If a respondent or family members **might** want to take English classes, circle yes.

02. *Do your children often translate English for other members of the household?*

\*If children translations are needed to successfully communicate with individuals outside the household, circle yes

03. *Do English skills hurt your children's performance in school?*

\*If the respondent believes that any of their children are in danger of not progressing in school at the normal pace because of poor English skills, circle yes.

04. *What is the primary language that you speak at home with family members?*

\*Circle the language that is most often spoken at home. If they say that different family members speak different languages (e.g., parents Korean, kids English), focus on what the *respondent* speaks with others in the family.

## Section 5. Background Information

People who are not involved in research commonly do not understand why background questions are necessary. In isolation, background questions are not particularly important except to build a profile or description of who responded to the survey. Profiles are useful in assessing if respondents are typical of immigrants/refugees living in Fairfax County. Background information is also used to define differences and similarities across sub-populations. For example, it might be useful to make distinctions in the immigrant/refugee adjustment process based on age. Younger household heads may be better prepared to compete in the United States economy compared to older households and consequently may adjust more easily.

After using the prescribed opening phrase for this section (“I would like to now ask you some general questions about your household”) interviewers must be prepared to explain the importance of the items to those who are reluctant to answer. First, however, reassure them that their individual responses to the questionnaire will be viewed only by the research team collecting and analyzing the data. Then explain that we will use this information to help us understand how different immigrant groups based on age, income, etc. are adjusting to life in the United States and how different groups may be in need of very different assistance.

Question 01. *Besides your spouse and children, do you have relatives living with you?*

Question 02. *Do you have unrelated people living in your house?*

\* Living with you means sharing primary living space. For example, two families may seldom interact and feel they are living apart, however, if they share the kitchen they are considered to be living together.

Question 03. *What is your age?*

Question 04. *How many people (including yourself) live in your home that are 18 years of age or older?*

Question 05. *How many people live in your home that are under 18 years of age?*

Question 06. *Is the total yearly income of you and your spouse more or less than \$40,000?*

\* If it is less than \$40,000 read the three “less than” categories and circle the best answer; if it is more than \$40,000, read the three “more than” categories and circle the best answer. Note that we are looking for gross (before tax) income. Some people will only know their hourly or weekly wage. If this is the case, determine how many hours or weeks they work and multiply to get a rough estimate of annual income. Have a calculator handy!

Question 07. *Who is the primary wage earner in your home?*

\* Primary wage earner is defined as the person who earns the most money. If someone other than the wife or husband is the primary wage earner circle “Other.” Only use the “both” category if they really cannot say who earns more – for example in a family owned business where both the respondent and the spouse work and contribute equally.

Question 08. *Do you rely on someone else other than your spouse, or yourself to financially support your family?*

\* Although children may have jobs, do not answer “Yes” based on children’s earnings unless their earnings are important for the family to function.

Question 09. *Do you rent or own your home?*

\*People may own or rent *and* live with friends or relatives (“c”). Only circle “c” if they live with others *without* paying rent or mortgage.

Question 10. *Do you hear important news about your community mainly from...*

\*Circle *all* important sources of information.

Question 11. *What is the total monthly rent or mortgage for your home?*

Question 12. *How much rent or mortgage does your family pay to live in your home?*

\*For most, the answers to these two questions will be the same, however it is important to ask both because many immigrant families share housing.

Question 13. Do you send any money to relatives in your home country on a regular basis?

Question 14. Is there any agency or organization that has been especially helpful in establishing yourself in this country?

\*Re Question 14 – do not prompt them with agency names, we just want to see if any organization is so salient in their minds that they volunteer the name.

## **Final statement: thanks and possible follow-up call**

Data quality will be protected through random following-up calling of respondents to make sure that they had a clear understanding of the interview content, and that their answers were recorded correctly. *This is what the statement at the end of the survey refers to.* Remember to extend our heart-felt thanks to all respondents, and if you have spoken to families who appear to need county assistance, give them the 222 assist number.

And thank-*you*, interviewers!



## **Appendix C**

### **Research Methods and Sample**



## The Sample

A decision was made to focus on immigrant and refugee households with children currently attending public schools in Fairfax County, Virginia. More specifically, households of students that indicated that English was a second language and that reported that their primary language was one of the seven language groups listed in the table below were defined as the sampling frame. An equal number of cases (200) were randomly selected from Farsi, Korean, Urdu and Vietnamese language groups. Four hundred cases were randomly selected from the Spanish language group to allow for subgroup analysis including Spanish-speaking households from El Salvador. One hundred percent of the identified Kurdish (113) and Somali (44) households were included in the sample to be interviewed.

## Data Collection

Persons proficient in the targeted languages were used to conduct phone interviews. Dr. Martha Lappin was responsible for oversight of the data collection process. Phone interviews were conducted in the evenings and on weekends during spring of 2000. To achieve a high response rate, a minimum of a least three attempts were made to reach households that were unavailable or not at home.

## Research Instrument

Discussions with Fairfax County Human Services staff and representatives of the targeted immigrant and refugee communities were used to define the content of the initial questionnaire. An iterative process was used to refine the questionnaire. The questionnaire was translated and pre-tested in January of 2000. Minor changes were made to the data collection instrument based on feedback from the pretest. A training session was conducted by Dr. Mark Glaser and Dr. Martha Lappin prior to the pretest of the research instrument. This training session was designed to ensure consistency of interview presentation and interpretation of responses to questionnaire items. Each person conducting the interviews was given written instructions (See Appendix B) to guide them in the data collection process.

	Population Number	Percentage of Population	Sample Number	Percentage of Sample*	Number of Responses	Percentage of Responses*	Response Rate
Spanish	9233	57.3	400	29.5	254	27.7	63.5%
Urdu	1169	07.3	200	14.7	153	16.7	76.5%
Farsi	1098	06.8	200	14.7	139	15.1	69.5%
Vietnamese	1895	11.8	200	14.7	132	14.5	66.0%
Korean	2548	15.8	200	14.7	131	14.2	65.5%
Kurdish	113	00.7	113	08.3	80	08.7	70.8%
Somali	44	00.3	44	03.2	29	03.2	65.9%
Total	16100		1357		918		67.6%

Note: Column percentages that do not equal 100.0% are due to computer rounding\*



## **Appendix D**

### **Residential Regional Analysis - Zip Codes**



### Human Service Regions by Zip Code

Region 1	Region 2	Region 3	Region 4	Region 5
22060	22003	20166	20120	20152
22079	22012	20170	20121	22015
22303	22041	20190	20124	22039
22306	22042	20191	20151	22150
22307	22043	20194	20163	22151
22308	22044	22027	20171	22152
22309	22046	22066	22020	22153
22310	22302	22070	22021	22304
22315	22311	22090	22024	22312
	22314	22091	22030	
		22094	22031	
		22101	22032	
		22102	22033	
		22180	22035	
		22181	22071	
		22182	22124	
		22191		

---

Note: This includes old (retired) as well as new zip codes and is current as of 12/1999.

---

