

english for **NEW  
BOSTONIANS**

## **LEARNING ENGLISH, TALKING JOBS**

**Lessons from ENB's 2011 ESOL Student Workplace Survey**

**Jeffrey Gross**

**The Heller School for Social Policy and Management, MPP 2012**

**Brandeis University**

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**english** / **works**

**Shared Investment,  
Mutual Opportunity**

## EXECUTIVE SUMMARY

The 2011 ESOL Student Workplace Survey, conducted by English for New Bostonians and its English Works Campaign, included 835 students from 18 community-based adult ESOL programs in Boston. The aim of the survey was to help ESOL providers better understand the working lives and job goals of their students and obtain information that could assist providers in developing practical and accessible workplace English programs. This report analyzes survey responses from both working and non-working students and also looks at student employment patterns by company type and industry sector.

### KEY SURVEY FINDINGS:

- 61% of students at community-based ESOL programs are working, 39% are not working—a higher employment rate than the U.S. as a whole (58.5% in 2011).
- More than half of ESOL students (56%) work full time—a far lower rate than the U.S. as a whole (80%).
- Half of working ESOL students—and two-thirds of those who work full time—have problems attending ESOL classes because of their work schedules.
- A majority of working students (57%) say many of their fellow employees could benefit from ESOL classes.
- Student responses indicate that employers understand this need and that many companies may be open to workplace ESOL programs.
- Compared to limited English proficient adults in the region as a whole, students at community-based ESOL programs are far more likely to work in Retail Trade, Accommodation and Food Services, and Other Services sectors and far less likely to work in the Education, Construction and Manufacturing sectors.
- Three-quarters of non-working students say they are looking for work, but most lack work experience in the U.S. and less than one-third have applied for any specific jobs.

### KEY STRATEGIC TAKEAWAYS:

- Survey results underscore the importance of policy initiatives that seek to expand accessible and targeted workplace ESOL opportunities for working adults.
- ESOL providers should use their students' experiences, as captured in the survey, to identify companies where a significant number of employees could benefit from English classes and where employers may be open to ESOL instruction in a workplace setting.
- Providers may want to focus on businesses in the Retail Trade, Accommodation and Food Services, and Other Services sectors, where incentives for improved English proficiency may be greater compared to other industries that employ large numbers of limited English proficient adults.
- Survey responses may suggest ways to enhance job-oriented curricula in existing ESOL programs, including a greater focus on the skills needed to find and apply for jobs.
- In general students themselves are a rich source of information on potential workplace opportunities. ESOL providers can use simple yet sensitive data collection tools like the ESOL Workplace Survey to better meet the needs of students and enhance the provider's own offerings.

## INTRODUCTION

English for New Bostonians' English Works Campaign has targeted English proficiency as a critical tool to help immigrants achieve economic success and an essential element of the growth and flexibility of the state's rapidly changing economy. Greater access to ESOL classes in the workplace is a key part of this process. As the Campaign has emphasized, expanding workplace ESOL programs can meet the needs of both workers and employers by providing targeted, practical English and occupational skills in a setting convenient for working adults. Employer partnerships also provide opportunities for ESOL providers to expand their capacity and the range of services they offer.

As part of this effort, English for New Bostonians (ENB) in the spring of 2011 conducted a survey of students in eighteen ENB-funded ESOL programs, to help identify the needs of both working and non-working students and likely employer partners for workplace initiatives (see Appendix A for a list of providers participating in the survey). The survey is the first of its kind that we know of to offer detailed information about where ESOL students are working or looking for work and about their experience of English use in the workplace setting. Among other questions, the survey asked students about where they worked, whether their jobs created obstacles to getting to community-based classes, the number of fellow employees who might benefit from workplace ESOL programs, and the likely attitude of employers towards such programs. It also invited students who are not working to think about possible employment interests and goals.

The results of this survey are presented in three parts below. Part I, General Employment Trends, analyzes aggregate results for all programs that participated in the survey, including a breakdown of employers by company type and industry sector. Part II, Employment Trends by Provider, looks at survey results on a provider-specific basis (a detailed set of results has already been sent to each provider). Finally Part III, Conclusions and Next Steps, offers strategic recommendations for how providers and ENB can use the survey results to develop workplace ESOL partnerships with employers or with other community-based organizations.

## I. GENERAL EMPLOYMENT TRENDS

This section looks at survey responses across all eighteen participating English for New Bostonians programs. Taken together this group of programs is representative of the diversity of community-based ESOL providers in the city and of the populations they serve. Providers range from large, multi-service agencies to workers' groups to faith-based organizations to institutions serving primarily a particular neighborhood or immigrant community.<sup>1</sup>

In total 835 students completed the survey, approximately 70% of all students in ENB-funded programs and roughly 15% of adult ESOL students in the city as a whole.<sup>2</sup> Of these, 507 respondents or 61% reported they were working (slightly higher than the nationwide employment level of 58.5% in the first half of 2011). Three hundred and twenty eight respondents or 39% reported they were not working, although three-quarters of these said they were actively looking for work.<sup>3</sup> Tables 1 and 3 below (pp. 5 and 6) look at survey responses from working and non-working students respectively. Figure 3 (p. 7) presents a breakdown of student employment by company type, in cases where the student provided the name of their employer (or described themselves as self-employed) and where the employer and type of business could be identified.

Note that since students were not required to answer every survey question, the percentage of responses to any given question reflects only the subset of students who chose to answer it (e.g., of the 507 working students only 464 answered the question about company size). The response rate across all questions averaged 92%.<sup>4</sup>

In interpreting the survey responses below, we should also stress that these figures represent totals across a wide variety of community-based programs. Each of these programs has its unique instructional offerings, each offers its own opportunities (and challenges) with regard to class timing and location, and each serves a potentially quite distinct subset of students in terms of ethnicity, age, education level, employment characteristics, and length of time in the U.S. These differences will become more evident in Section II, Employment Trends by Provider.

## WORKING STUDENTS

As Table 1 below shows, over three-fifths of students (61%) said they were working, more than half of them (56%) full time (Question 1). While the overall rate of employment among survey participants is slightly higher than the U.S. as a whole, the percentage of students working full-time is far lower than the U.S. average (80% in 2010).<sup>5</sup> A majority of working students (79%) did not work more than one part-time job (Question 2).<sup>6</sup> More than four out of five of working students (84%) listed the companies where they worked, self-employed students included (Question 3). The size of companies (Question 4) was almost evenly divided among small (fewer than 10 employees, 33%), medium (from 10 to 50 employees, 34%) and large (more than 50 employees, 33%).

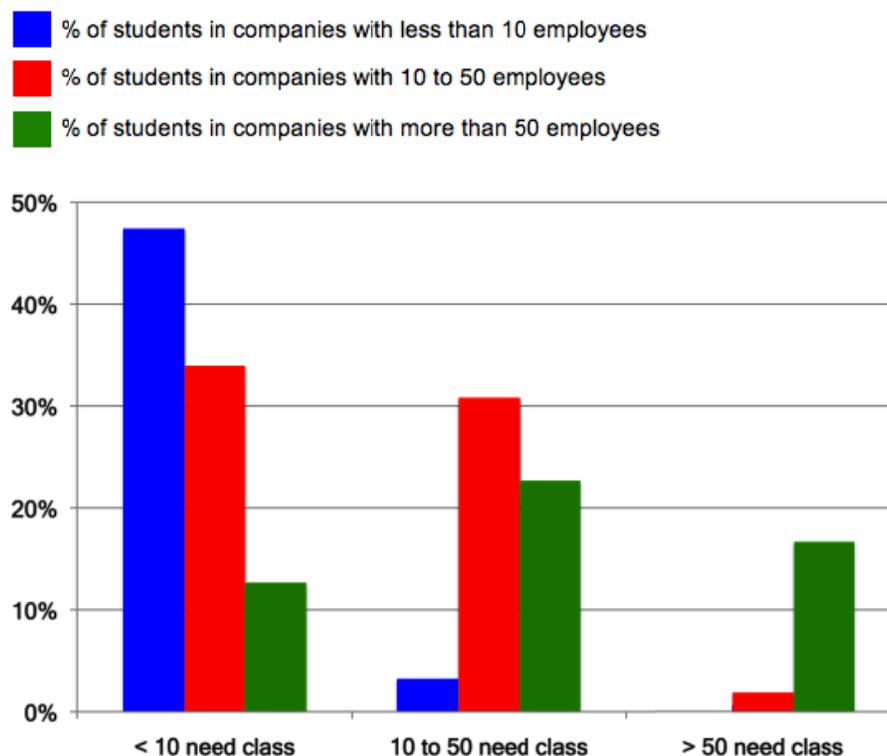
The responses to Question 4 and 5 speak to the needs and the opportunities for workplace ESOL instruction at many of these businesses. A majority of all students (57%) feel that at least some of their fellow workers could benefit from English classes. As Figure 1 (p. 5) shows, students' estimates how many fellow workers need ESOL class vary greatly depending on company size. At the same time, and not surprisingly, not every company of a given size has the same need in this respect. For example, about half (47%) of students in companies with fewer than 10 employees (in blue) reported that less than 10 fellow workers might need English class.<sup>7</sup> In companies with between 10 and 50 employees (in red), one-third of students (34%) felt fewer than 10 fellow workers needed class, but close to another third (31%) said between 10 and 50 workers would benefit. Finally, in companies with more than 50 employees (in green), one fifth (22%) of students felt that from 10 to 50 employees could benefit from English class, and one sixth (17%) felt that more than fifty needed class.<sup>8</sup> Providers, in short, need to take a close look at both the size of companies and the number of employees who likely need ESOL services when deciding on the optimal locations to pursue workplace engagements.

TABLE 1: WORKING STUDENTS (507/61%)

<b>1. Is your current job full time or part time?</b>				
<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>		
272	215	487		
<b>56%</b>	<b>44%</b>			
<b>2. Do you work more than one part-time job?</b>				
<i>Yes</i>	<i>No</i>	<i>Total</i>		
97	366	463		
<b>21%</b>	<b>79%</b>			
<b>3. What is the name and address of the company where you work the most hours weekly?</b>				
428*				
<b>84%</b>				
<b>4. How many people work at your company?</b>				
<i>Fewer than 10</i>	<i>Between 10 and 50</i>	<i>More than 50</i>	<i>Total</i>	
154	160	150	464	
<b>33%</b>	<b>34%</b>	<b>33%</b>		
<b>5. Are there other workers at your company who need English class?</b>				
<i>Fewer than 10</i>	<i>Between 10 and 50</i>	<i>More than 50</i>	<i>Not sure</i>	<i>Total</i>
150	87	30	201	468
<b>32%</b>	<b>19%</b>	<b>6%</b>	<b>43%</b>	
<b>6. Do you sometimes have problems coming to your English class because of your work schedule?</b>				
<i>Yes</i>	<i>No</i>	<i>Total</i>		
225	251	476		
<b>47%</b>	<b>53%</b>			
<b>7. Does your supervisor know you are studying English?</b>				
<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>Total</i>	
345	62	53	460	
<b>75%</b>	<b>13%</b>	<b>12%</b>		
<b>8. Do you think your company would support English classes at your workplace?</b>				
<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>Total</i>	
160	102	203	465	
<b>34%</b>	<b>22%</b>	<b>44%</b>		

\*Number of students who provided a company name or indicated they were self-employed

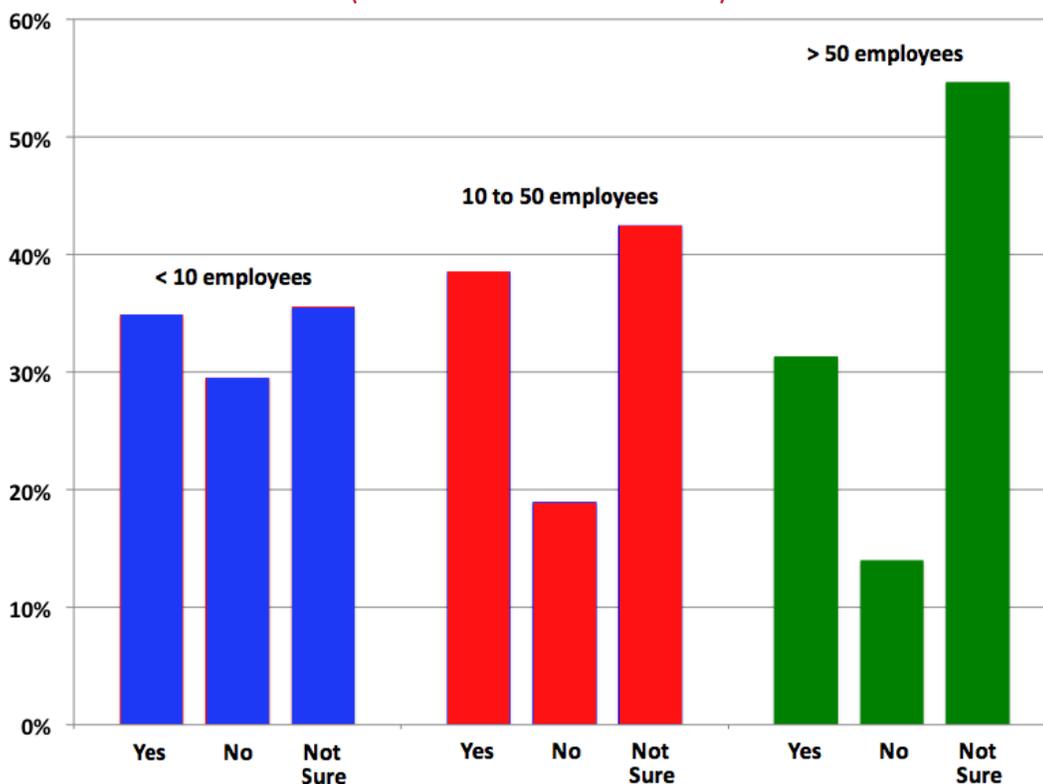
FIGURE 1: PERCEIVED EMPLOYEE NEED FOR ENGLISH CLASS, BY COMPANY SIZE  
(RESPONSE TO QUESTION 5)



Student responses to Question 6 show that balancing the demands of their jobs with their community-based ESOL classes is a serious issue for working students—another key argument for expanding workplace programs. Close to half (47%) of students reported having problems getting to English class because of work schedules. Not surprisingly, a large majority of the students who had such problems (62%) were also working full time. Evidence like this underscores the need to expand the availability of more convenient and flexible workplace ESOL options. It also suggests how committed ESOL students are to improving their language skills, and to their community-based classes, despite the logistical challenges involved in attending these classes. Also not surprising, given these challenges, is that a large majority of employers are aware that their workers are studying English. Close to three-quarters of students (74%) who answered Question 7 said their supervisors knew they were taking ESOL classes, at companies of all sizes.

Differences in company size have more impact on the distribution of responses to Question 8, which asked students if their employers might support workplace ESOL classes. As Figure 2 (p. 6) shows, as companies get bigger so does the proportion of students answering “Yes” to this question compared to those answering “No” (from 54% to 67% to 69%). Again, larger companies seem to represent more likely candidates for workplace ESOL programs. Note though that as company size grows so does the proportion of students who answer “Not sure” here as a percentage of all respondents (from 36% to 42% to 55%). It is not clear whether this high percentage of “Not sures” reflects a lack of awareness or a reluctance to go on the record about potentially sensitive workplace issues.

**FIGURE 2: PERCEIVED COMPANY SUPPORT FOR ESOL CLASSES, BY COMPANY SIZE  
(RESPONSE TO QUESTION 8)**

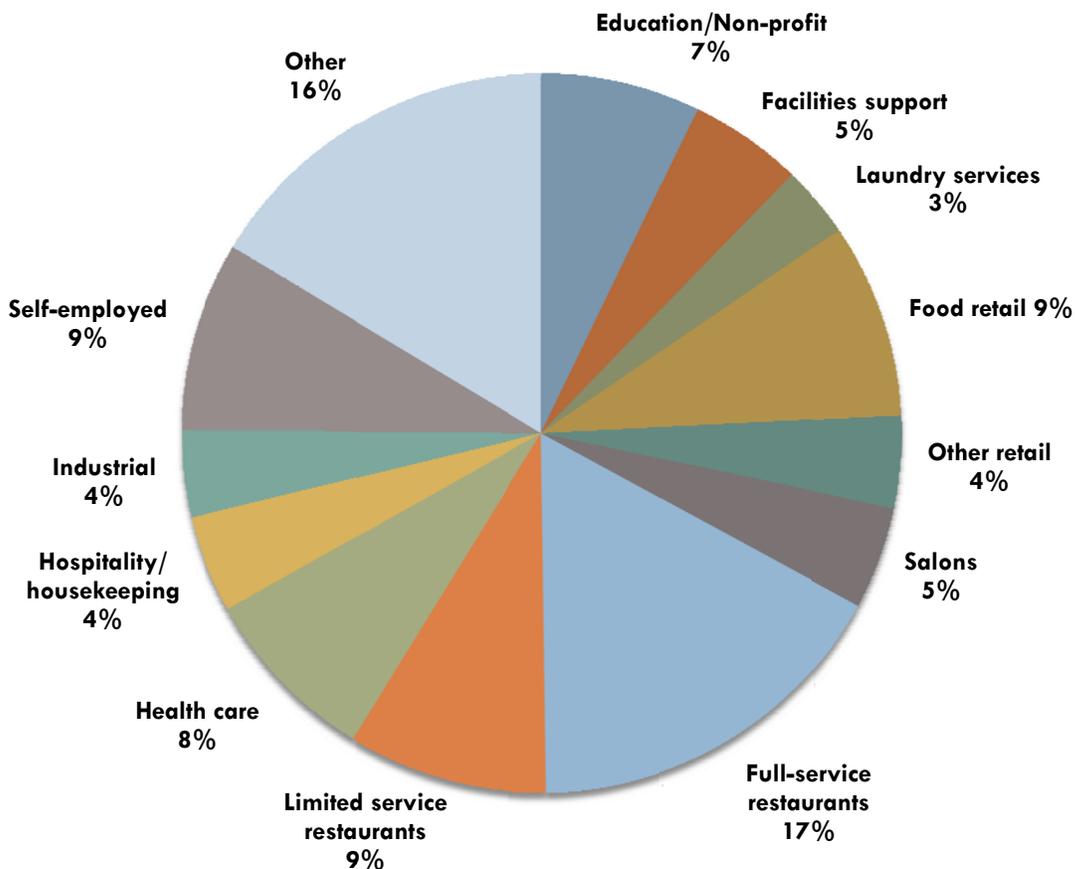


Taken as a whole the answers to these survey questions tell a clear story. First, working students are making considerable efforts to attend ESOL classes outside of work hours, despite scheduling conflicts with their jobs; for many of these students, such efforts that would no doubt be enhanced by access to more convenient and targeted workplace ESOL options. Second, students are aware that many of their fellow employees would also benefit from English classes. Third, students' survey responses tell us that most employers are also aware that their limited English proficient employees are working to improve their English, and that—in the opinion of the students, at least—a significant percentage of these employers might be open to introducing English classes in the workplace setting. The nature and variety of these settings, and the range of strategic options they present for community-based ESOL providers, will be discussed in the following section.

### WORKING STUDENTS BY COMPANY TYPE

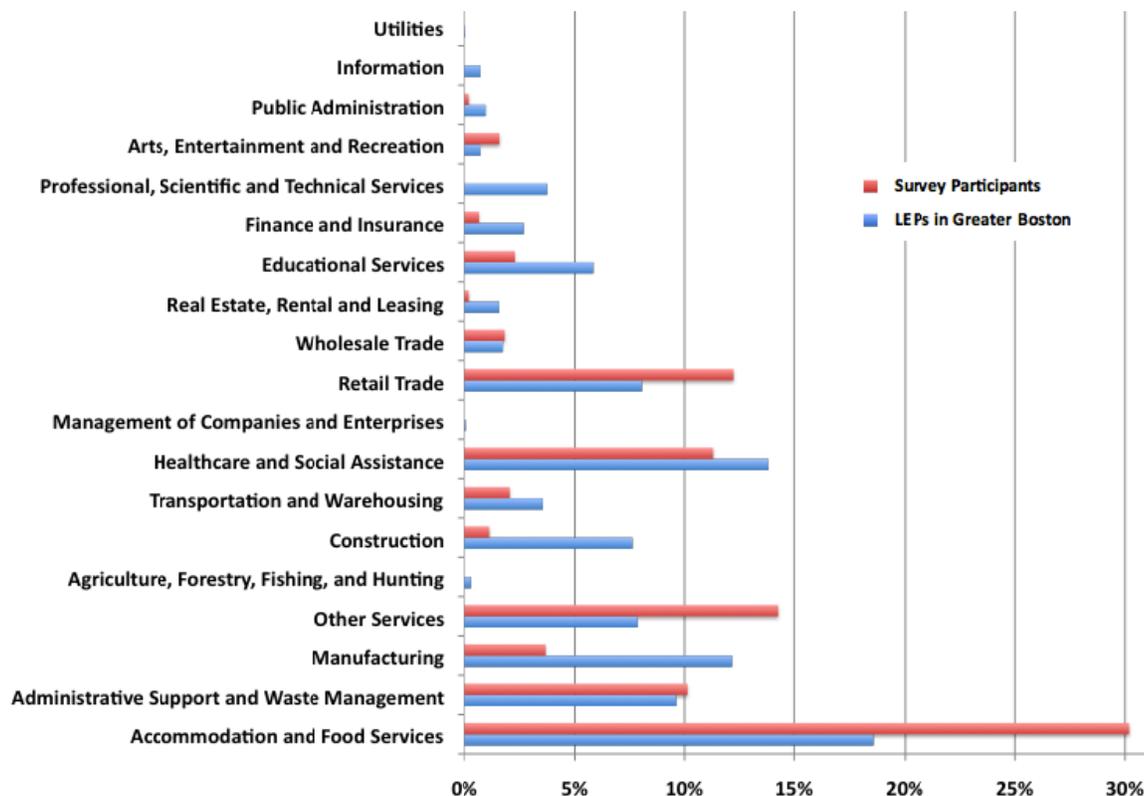
Figure 3 provides a breakdown of the kinds of businesses that employ the working ESOL students in local community-based programs.<sup>9</sup> While a main goal of the survey was to identify specific employer partners for workplace ESOL initiatives, the clustering of students in certain types of business also offers opportunities for multi-employer consortia. For example, 17% of students work in full-service restaurants, and 9% in supermarkets or groceries (a quarter of these ethnic markets). “Limited-service” restaurants, from McDonald’s to Dunkin’ Donuts, comprise another 9% of employers; health care organizations 8%; and facilities support services 5%. Beauty salons alone comprise close to 5% of employers, more than all non-food retail combined (4%). “Self-employed” students make up another 9% (including private child care and house-cleaning services, as well as those describing themselves simply as self-employed). As Figure 3 shows, twelve broad categories of business account for 84% of employment in the survey sample (see Appendix B for a more detailed analysis of students’ employers).

FIGURE 3: WORKING STUDENTS BY COMPANY TYPE



Knowing what kind of company a student works for does not tell us, of course, what kind of job the student holds in that company. By virtue of their limited English skills though survey respondents are likely to be concentrated in lower-wage positions—another argument for workplace ESOL programs that target the language skills most critical for job performance and advancement, whether in one company or in one type of company. Other interesting patterns of ESOL student employment emerge if we compare the range of company types found in the survey with employer trends for limited English proficient adults in region as a whole. Figure 4 below looks at the rates of employment by industry sector for survey participants compared to those for all limited English proficient adults in the Greater Boston area, using U.S. Census Department data.<sup>10</sup> Given the nature of the survey sample, any comparisons with regional trends—involving almost 170,000 workers over a much wider geographical area—remain tentative. Even so, Figure 4 reveals striking differences between the two groups. Compared to the total population of limited English proficient adults in Greater Boston, for instance, survey participants have far *higher* rates of employment (50-80%) in Retail Trade, Accommodation and Food Services, and Other Services (including beauty salons and civic/religious organizations) and far *lower* rates of employment in Educational Services, Construction, and Manufacturing. Relative rates of employment are more alike, on the other hand, in Healthcare and Social Assistance and Administrative Support and Waste Management (including facilities support services).

FIGURE 4: ESOL SURVEY PARTICIPANTS VS. LIMITED ENGLISH PROFICIENT ADULTS IN GREATER BOSTON, EMPLOYMENT BY INDUSTRY SECTOR



Source: Commonwealth Corporation analysis of American Community Survey 3-year estimates, 2006-2008, in L. Soricone, et al. (2011)

Based on their relatively low representation among the students surveyed, it is tempting to conclude that limited English proficient adults employed in Educational Services, Construction, and Manufacturing may, in fact, have less interest in taking ESOL classes, either because their educational levels tend to be higher (in the case of the first industry) or because a high level of English proficiency is not a job requirement (in the case of the other two industries). Conversely, the strong representation of ESOL students in the Retail Trade, Accommodation and Food Service and Other Services sectors indicate that workers in these industries and their employers stand to gain more from improved English proficiency. This suggests that ESOL providers might do well to target businesses in these sectors, where both employers and employees will have a relatively greater stake in ESOL classes.

## NON-WORKING STUDENTS

The survey responses of non-working students are summarized in Table 2 (p. 9). Three-quarters (76%) of non-working students who responded to Question 1 say they are looking for work. However, less than half of all non-working students (47%) report having work experience in the U.S. (Question 2). Even among those students who say they are currently looking for jobs the percentage with U.S. work experience is not much higher (53%). More troubling is that barely a third (32%) of non-working students have applied for a position at a specific company (Question 4) and barely two-fifths (39%) of those who are in fact looking for a job.

These responses tell us little about why students are applying for jobs at such a low rate, given that so many say they are looking for work. Limited English proficient students, to be sure, are likely to face unusual challenges—linguistic, logistical and sometimes legal—in navigating the complex and often time-consuming process of filing a formal job application. Some students may not be able to find jobs for which they meet the eligibility criteria, or

that are compatible with personal or family obligations. Others may be focusing their searches on the extensive informal job sector.

Despite such challenges, the survey results do show that ESOL student job-seekers, like other U.S. residents, are casting their nets fairly widely. Most respondents have checked off multiple categories of work they would “like to do (Question 3), in some cases all twelve that were offered. The fact that answers to Question 3 total 586 in number and 204% indicates that the 287 students who responded to this question listed on average at least two areas of job interest, sometimes in very different areas.<sup>11</sup> There is a similar range of focus if we compare these potential occupations against the companies where students have actually applied for jobs (Question 5). Again the survey data are somewhat limited here; only 26% of non-working students have provided a company name or type of company where they have applied for work. In some cases these businesses do have a connection with students’ expressed work preferences (e.g., those looking for janitorial work have applied for jobs in facilities maintenance companies); in many others, however, there appears to be no obvious connection (e.g., a student with an interest in education and child development has applied for work at Sears).

**TABLE 2: NON-WORKING STUDENTS (328/39%)**

<b>1. Are you looking for work now?</b>		
Yes	No	Total
234	80	314
<b>76%</b>	<b>24%</b>	
<b>2. Do you have work experience in the U.S.?</b>		
Yes	No	Total
149	162	311
<b>48%</b>	<b>52%</b>	
<b>3. What kind of work would you like to do?</b>		
84	29%	Cleaning and maintenance (housekeeping, janitorial, etc.)
81	28%	Health Care (nursing, technician, nursing assistant, etc.)
66	23%	Food preparation (cook, etc.)
59	21%	Other
58	20%	Customer service (store clerk, beautician, server, etc.)
57	20%	Child development (childcare provider, etc.)
54	19%	Small business owner (store, restaurant, etc.)
45	16%	Factory worker (manufacturing, food production, etc.)
30	10%	Supervisory (team leader, assistant manager, etc.)
25	9%	Financial operations (accountant, etc.)
23	8%	Education (teacher, etc.)
4	1%	Technical (computers, electronics, etc.)
<b>4. Have you applied for work in any specific company?</b>		
Yes	No	Total
93	194	287
<b>32%</b>	<b>68%</b>	
<b>5. What is the name of the company?</b>		
85*		
<b>26%</b>		

\*Number of students providing at least one name or company type

To a great extent such disparities no doubt reflect both the constraints of the current labor market, especially for low-wage workers, and the particular hurdles facing job-seekers with limited English skills and limited U.S. work

experience. At the same time, this evident lack of traction in entering the formal job market only compounds the employment challenges that face these would-be workers—and many working ESOL students who want to better their current positions. If nothing else, these findings suggest ways to strengthen vocational curricula in community-based classes, including more focus on the skills needed to find jobs and navigate the job application process.

## II. EMPLOYMENT TRENDS BY PROVIDER

As already noted, the student employment patterns described above may look quite different at the individual provider level, not just in terms of where students are working but whether they are working at all. For example, whereas in the total sample 61% of students are employed and 39% are not, in five of the eighteen programs non-working students significantly outnumber working ones. Each provider has been sent three tables of survey results (A, B and C) that include details on program-specific trends. Table A shows responses from working students in a given program, parallel to Table 1 above. Table B provides employer information from working students whose companies might, in the student's opinion, be willing to support workplace ESOL classes (i.e., cases where respondents answered "Yes" or "Not Sure" to the question, "Do you think your company would support English classes at your workplace?" and provided a company name). Table C shows responses from non-working students, parallel to Table 2 above, including the names of companies where students have applied for work.

Providers can use the information in these tables in various ways. Table 3, for example, presents employer information organized by company name, allowing providers to focus their efforts on most common employers for their students. Alternatively, the same results can be arranged by company type, allowing providers to explore occupationally-focused workplace programs that might include several companies, or consider ways to better focus existing job-based curricula on of the kind of jobs students actually hold. Providers can also target employers in terms of company size, allowing them to plan for workplace engagements that best fit their program goals and capacities.

**TABLE 3: EMPLOYER INFORMATION BY COMPANY NAME**

LEVEL	COMPANY NAME	COMPANY SIZE	COMPANY TYPE
LEVEL 1	Angela's Unisex	Fewer than 10	Beauty salons
LEVEL 3	Bani Restaurant	Fewer than 10	Full-service restaurants
LEVEL 3	Bread & Circus	More than 50	Retail bakeries
LEVEL 3	Consolidated Service Inc.	More than 50	Facilities support services
LEVEL 3	Dannery Beauty Salon	Fewer than 10	Beauty salons
LEVEL 3	Dunkin' Donuts	Between 10 and 50	Limited-service restaurants
LEVEL 3	Dunkin' Donuts	Between 10 and 50	Limited-service restaurants
LEVEL 2	Dunkin' Donuts	More than 50	Limited-service restaurants
LEVEL 1	Embassador Restaurant	Fewer than 10	Full-service restaurants
LEVEL 2	Fuente de Vida	Between 10 and 50	Nursing care facilities
LEVEL 2	Grandma Montessori	Fewer than 10	Elementary and Secondary
LEVEL 2	Herb Chambers Dealer	Between 10 and 50	Automotive dealers
LEVEL 2	J & K Cleaning	Between 10 and 50	Facilities support services
LEVEL 1	Janitronics	Between 10 and 50	Facilities support services
LEVEL 3	Killian Corporation	Fewer than 10	Full-service restaurants
LEVEL 2	LAZ Parking Limited LLC	More than 50	Parking lots and garages

### III. CONCLUSIONS AND NEXT STEPS

The results of the ESOL Workplace Survey offer both insights into the working lives and aspirations of Boston's adult ESOL students and new strategic opportunities for workplace ESOL engagements by community-based providers. In the largest sense, these data underscore the critical importance of policies that seek to expand workplace ESOL opportunities for working adults. The survey results also offer more specific takeaways for ESOL providers, including the following:

1. Using the provider-specific results sent to them, providers should take special note of companies whose names appear multiple times in Table B, which focuses on those employers that may be more open to workplace classes.
2. Multiple instances of a specific kind of business in Table B (e.g., Limited-service restaurants or Facilities support services) present other opportunities. Providers may consider looking into a multi-employer consortium, where several businesses take part in a vocational ESOL program at a central location. Alternatively, it may be strategic for providers to develop a common "core" curriculum for a given type of business that they can customize for individual companies in that sector. The list of businesses where non-working students have applied for jobs (Table C) also offers a guide to the kinds of companies that tend to employ immigrant workers.
3. Based on comparisons with employment trends for limited English proficient adults in Greater Boston, it may be most productive to focus efforts on companies in those industry sectors (including Retail Trade, Accommodation and Food Services, and Other Services) where both employees and employers seem to have a particularly strong stake in improving employee language skills.
4. Given the large proportion of self-employed individuals among the survey respondents (9%, including private child care and house-cleaning services), both ESOL providers and English for New Bostonians should consider follow-up investigations on the distinctive English-language needs of these workers and how best to meet them.
5. Finally, the survey findings suggest ways to strengthen vocational curricula in existing community-based ESOL programs, both for students who are already working and for those who need help finding jobs and navigating the job application process.

English for New Bostonians looks forward to working with providers who participated in the survey to review survey results for their programs and to help develop custom strategies for engaging with potential employer partners.

## APPENDIX A: ENB PROGRAMS PARTICIPATING IN SURVEY\*

Action for Boston Community Development, Southside Head Start ESOL Program  
American Chinese Christian Educational and Social Services  
Asian American Civic Association  
Boston Chinatown Neighborhood Center  
College Bound Dorchester  
El Centro del Cardenal  
Gardner Pilot Academy  
Gilbert Albert Community Center  
Haitian Multi-Service Center  
Higher Education Resource Center  
Irish International Immigrant Center  
Jackson Mann Community Center  
Jamaica Plain Community Centers  
JVS  
Mujeres Unidas en Acción  
St. Mark Community Education Program  
Worker Education Program  
YMCA International Learning Center

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\* English for New Bostonians extends its deep thanks to all the participating ESOL program directors, instructors and students who took the time and effort to make this survey possible. Special thanks to Kedan Harris and the staff at College Bound Dorchester for their help in piloting and refining the survey. Questions regarding the ESOL Workplace Survey or this report can be sent to Franklin Peralta at [fperalta@englishfornewbostonians.org](mailto:fperalta@englishfornewbostonians.org).

## APPENDIX B: WORKING STUDENTS BY COMPANY TYPE

Company Type	#	%	Company Type	#	%
Airport operations	1	0.23%	Nursing care facilities	9	2.07%
Apparel manufacturing	4	0.92%	Parking lots and garages	5	1.15%
Automotive dealers	1	0.23%	Prepared foods wholesalers	3	0.69%
Beauty salons	20	4.61%	Preschool centers	2	0.46%
Beauty supply stores	2	0.46%	Public administration	1	0.23%
Business support services	2	0.46%	Religious organizations	2	0.46%
Child day care (self-employed)	8	1.84%	Residential property managers	1	0.23%
Child day care centers	4	0.92%	Residential construction	2	0.46%
Civic and social organizations	17	3.92%	Retail bakeries	4	0.92%
Cleaners and laundry services	13	3.00%	Roofing contractors	1	0.23%
Clothing stores	1	0.23%	Protective gear	1	0.23%
Colleges and universities	3	0.69%	School bus services	1	0.23%
Commercial banking	3	0.69%	Seafood wholesalers	1	0.23%
Commercial bakeries	2	0.46%	Security guard services	4	0.92%
Commercial engraving & printing	2	0.46%	Self-employed (non-child day care)	22	5.07%
Community health centers	4	0.92%	Semiconductor machinery	1	0.23%
Commuter transit systems	1	0.23%	Service stations	1	0.23%
Computer and software stores	1	0.23%	Shipping agents	2	0.46%
Control panels manufacturing	1	0.23%	Solid waste collection	2	0.46%
Dentists' offices	2	0.46%	Supermarkets	19	4.38%
Department stores	5	1.15%	Supermarkets (ethnic)	8	1.84%
Discount department stores	5	1.15%	Taxi services	1	0.23%
Elementary and secondary schools	7	1.61%	Travel agencies	2	0.46%
Facilities support services	22	5.07%	Unknown	13	2.76%
Fitness and sports centers	6	1.38%	<b>TOTAL</b>	<b>434</b>	<b>100.00%</b>
Florists	1	0.23%			
Food (health) supplement stores	1	0.23%	<b>Company Type Subtotals</b>	<b>#</b>	<b>%</b>
Food service contractors	7	1.61%	Education/non-profit	31	7%
Foundries	1	0.23%	Facilities support	22	5%
Full-service restaurants	73	16.82%	Laundry services	14	3%
General automotive repair	1	0.23%	Food retail	38	9%
General medical hospitals	10	2.30%	Non-food retail	18	4%
Grocery stores	6	1.38%	Salons	20	5%
Grocery wholesalers	2	0.46%	Full-service restaurants	73	17%
Home health care services	10	2.30%	Limited-service restaurants	39	9%
Hotels and motels	13	3.00%	Health care	35	8%
House painting	2	0.46%	Hospitality/housekeeping	22	5%
Housekeeping services	9	2.07%	Industrial	17	4%
Human resources services	2	0.46%	Self-employed	34	8%
Jewelry stores	1	0.23%	Other	71	16%
Landscaping services	1	0.23%	<b>TOTAL</b>	<b>434</b>	<b>100%</b>
Laundromats	1	0.23%			
Limited-service restaurants	39	8.99%			
Limousine services	1	0.23%			
Linen and uniform supply	3	0.69%			
Medical equipment and supplies	1	0.23%			
Moving and storage services	3	0.69%			
Museums	1	0.23%			
News dealers	1	0.23%			

## NOTES

<sup>1</sup> See L. Soricone, et al., *Breaking the Language Barrier* (Boston, MA: The Boston Foundation, March 2011) for a comprehensive analysis of the wide range of adult ESOL providers in the Greater Boston area and the diverse student populations they serve.

<sup>2</sup> Soricone, et al. (2011) found 5,144 students in Boston in FY10 served in community-based programs funded by the Department of Elementary and Secondary Education, ENB and Commonwealth Corporation. ENB-funded programs served an average of 1200 students a year in FY09 and FY10 (Lee Haller, ENB Program Manager, personal communication).

<sup>3</sup> U.S. Bureau of Labor Statistics 2011 estimates (<http://www.bls.gov/news.release/empsit.t01.htm>, retrieved August 19, 2011). Based on American Community Survey 3-year data from 2006-2008, Soricone et al. (2011) estimated the employment status of Limited English Proficient adults in Greater Boston as 59% employed, 5% unemployed, and 36% not in the labor force.

<sup>4</sup> The reasons for non-response are not always clear but are likely to include limited English proficiency and lack of information about the question as well as simple carelessness. Students may also have been reluctant to go on the record about what they felt were sensitive issues, e.g., an employer's feelings about workplace English programs.

<sup>5</sup> See Bureau of Labor Statistics Annual Averages for 2010 (<http://www.bls.gov/cps/cpsaat8.pdf>, retrieved August 19, 2011).

<sup>6</sup> Question 2—"Do you work more than one part-time job?"—was meant to draw out how many working students were balancing two or more part-time positions, whether or not these jobs together amounted to full-time work. The high proportion of students (79%) who responded negatively to this question seems problematic, however, given that a majority of those students (189 out of 366, or 52%) also said they were working full time; this begs the question, how can someone be working full time yet not hold more than one part-time job? A possible explanation is that students wrongly thought the question asked if they worked a part-time job in addition to their full-time positions. Another possibility is students thought the question was asking if they held more an one job of any kind, part or full time. The contradictory results and the likelihood of linguistic misunderstanding limit the value of the responses to this question. Two-thirds of students who responded "Yes" to Question 2 (64 out of 97) also reported working full time.

<sup>7</sup> Since the answer "None" was not an option for this question, students reporting that "fewer than 10" fellow workers needed ESOL class could either mean that no other workers needed class or that at least some (from 1 to 9) did.

<sup>8</sup> Regardless of company size the percentage of students responding "Not sure" to Question 5 was significant (respectively 48%, 33% and 47% of students in small, medium and large companies). A large minority of students, in other words, either didn't know how many fellow workers might benefit from English class or preferred not to answer the question.

<sup>9</sup> The company type categories in Figure 3 and Appendix B are based on the U.S. Census Bureau's 2007 North American Industry Classification System or NAICS (<http://www.census.gov/eos/www/naics>, retrieved August 19, 2011). Where employer name or type of business could not be identified based on the information provided the Company Type was listed as Unknown.

<sup>10</sup> Figure 3 is based on an analysis of American Community Survey 3-year estimates for 2006-2008 in Soricone, et al. (2011). The Greater Boston area in this study includes the City of Boston and 78 surrounding towns or cities as far west as Framingham, as far south as Duxbury, and as far north as Rockport. Besides Boston, the towns with the highest concentrations of immigrants in this region are Chelsea, Everett, Malden, Revere and Lynn.

<sup>11</sup> The range of responses to Question 3 was no doubt limited by the job options included in the survey.