



FEDERATION FOR AMERICAN IMMIGRATION REFORM



ENGLISH LANGUAGE LEARNERS AND IMMIGRATION: A CASE STUDY

Clark and Washoe Counties, Nevada

A REPORT BY ERIC A. RUARK, DIRECTOR OF RESEARCH

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EXECUTIVE SUMMARY

Nevada has had one of the fastest growing foreign-born populations in the U.S. over the past three decades. One result of this growth was the rapid increase in the number of Limited English Proficient (LEP) students enrolled in Nevada's public schools. In 2008, the LEP student population in Nevada was 15 times larger than it was in 1980. Between 2000 and 2008 alone, Nevada's LEP student population nearly doubled.

The rise in the LEP student population has followed the general population growth pattern in Nevada, which has been fueled by growing levels of legal and illegal immigration. Ninety-five percent of the state's foreign-born residents have settled either in the Las Vegas or Reno metropolitan areas. Likewise, 94 percent of all LEP students are enrolled in either Clark (Las Vegas) or Washoe (Reno) County schools.

The rapid increase in students who struggle to comprehend and communicate in English is a fiscal burden for Nevada taxpayers, and one the federal government has done very little to alleviate. The money that the state of Nevada spends to teach students basic English-language skills depletes the resources available to fund educational programs for the children of native-born residents. This effect is even more pronounced in Nevada public schools because, unlike most states, Nevada does not allocate funds specifically for LEP education but instead pays the cost out of the general education budget. This means that the more money that is spent on LEP education the less money there is available for all other programs.

LEP students consistently lag behind the general student population and perform poorly on standardized tests. Nevada's public school system is ranked 50th out of 51 public school systems in the United States, coming in only ahead of the District of Columbia. Clark and Washoe counties both failed to meet "adequate yearly progress" under federal No Child Left Behind standards, ensuring that designation for the state's entire public school system. As LEP students continue to struggle academically, it is likely that a significant amount of taxpayer money will continue to be diverted away from the children of native-born Nevadans. With substantial budget cuts being made at the state and local levels, it is important to ask the question: What impact is the cost of LEP education having on the quality of education for the children of native-born Nevadans?

This study includes the following findings:

- Between 1980 and 2008, the foreign-born population in Nevada increased from 6.7 percent to 19 percent of the state's overall population.
- The Census Bureau estimates that 27 percent of Nevada residents over the age of five speak a language other than English at home.

- The Nevada Department of Education identified 78,732 LEP students statewide in the 2008-09 school year, 18 percent of the total student population in Nevada.
- Nevada ranks 35th among the states in the number of students enrolled in its public schools but 12th in the total of number of LEP students.
- Nevada ranks fourth in the U.S. in the percentage of LEP students in its public school system.
- The cost of LEP education in Nevada in 2008-09 was \$730 million.
- The two largest LEP populations in Nevada were in Clark County (62,734) and Washoe County (11,156). These populations account for 94 percent of all LEP students in the state.
- The cost of LEP education in Clark County in 2008-09 was \$615.4 million. In Washoe County the cost in 2008-09 was \$108.8 million.

INTRODUCTION

Immigration policy is set by the federal government, but the consequences of this policy are felt most profoundly at the local level. By allowing more than one million legal immigrants into the U.S. each year and failing to enforce laws against illegal immigration, the federal government has caused the foreign-born population of the United States to rise rapidly over the last three decades.

Nowhere is the impact of the federal government's failed immigration policies more clearly evident than in the nation's public schools. In areas where immigration levels are high, public schools must cope with a larger percentage of students who do not speak English. The bulk of the funding necessary to support these students comes not from the federal government but is paid for with state and local money, largely from property taxes levied at the city or county level.

Historically, students lacking English-language skills were concentrated in urban schools in traditional immigration "gateway" cities.¹ Recent immigration patterns, however, have brought large numbers of immigrants, both legal and illegal, to rapid-growth regions across the United States, and their children into public schools that are ill-equipped to accommodate students with little or no English-language skills.

THE FOREIGN-BORN IN NEVADA

The United States has seen tremendous population growth in recent decades. Between 1980 and 2008, the total population of the United States grew 33 percent, or by 75 million persons spurred by a rise in the foreign-born population of nearly 22 million. Nevada's population growth rate has been well above the national average. Since 1980, the state's population has grown 218

percent making Nevada’s rate of population growth the highest in the country during that time. Between 1985 and 2008, Las Vegas was the fastest growing city in the United States.²

The growth in Nevada’s foreign-born population has outpaced its overall population growth rate. Between 1980 and 2008, the foreign-born share of Nevada’s population increased from 6.7 percent to 19 percent. The overwhelming majority of Nevada’s population is concentrated in two metropolitan areas, Las Vegas/Paradise and Reno/Sparks.³ These two areas account for 88 percent of Nevada’s total population and 95 percent of the foreign-born population. In 1992, when the first comprehensive estimates were made by the Immigration and Naturalization Service (INS), the estimated illegal alien population in Nevada was 18,000. FAIR’s estimate of Nevada’s current illegal alien population is 210,000, 43 percent of the state’s foreign-born population.

Year	Total Population	% Growth from 1980	Foreign-Born Population	% Growth from 1980	Foreign-Born %
1980	800,493	-----	53,784	-----	6.7
1990	1,201,833	50	104,828	95	8.7
2000	1,998,257	150	316,593	487	15.8
2008	2,546,235	218	484,537	801	19.0

Source: U.S. Census Bureau

The rapid rise in Nevada’s immigrant population has exceeded the national trend. Nevada’s foreign-born population — nearly one in five residents — is considerably higher than the national rate of one in eight residents and ranks as the fourth highest percentage of all U.S. states including the District of Columbia. Nevada ranks 15th overall in the U.S. for the total size of its illegal alien population and 10th for the percentage of the illegal alien population as a proportion of the foreign-born population.⁴

The rapid expansion of Las Vegas and, to a lesser extent, Reno, created many jobs in the construction and service industries — jobs that attracted large numbers of illegal alien workers.⁵ The lax enforcement of immigration laws in the state made Nevada a welcoming place for illegal aliens to settle.⁶ This has resulted in a sizeable population of Nevada residents who speak little or no English. According to the U.S. Census Bureau, 27 percent of Nevada residents over the age of five speak a language other than English at home, and 13 percent of state residents admit to being not proficient in English.

LIMITED ENGLISH PROFICIENT (LEP) ENROLLMENT⁷

With the rise of the foreign-born population, both legal and illegal, come more students who lack proficiency in English, though evidence indicates that the children of illegal aliens are substantially less proficient in English than their peers whose parents are in the U.S. legally.⁸

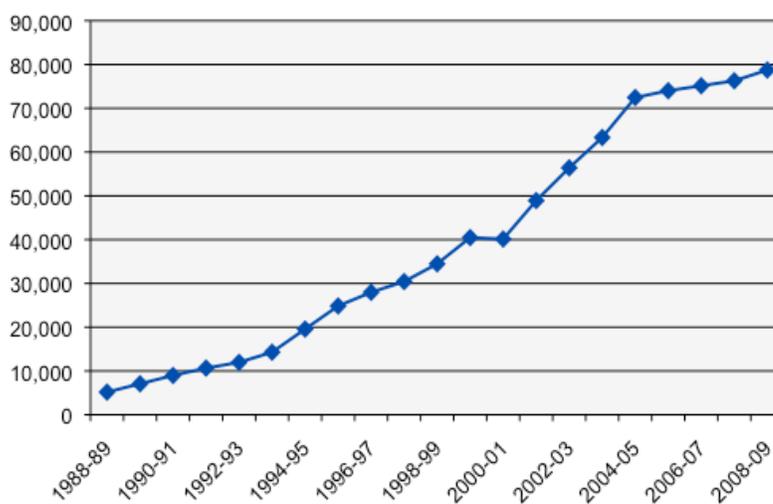
“The challenge [of LEP education] is complicated by the fact that immigrant parents of limited English proficient...students tend to fare worse on most indicators of well-being, such as holding less desirable jobs, earning lower incomes, and food insecurity.”⁹

—Nevada KIDS COUNT

Public schools must concentrate considerable resources on teaching students who lack basic English skills. And because the poverty rate of immigrants, particularly illegal aliens, is much higher than for citizens, schools must also accommodate other needs, such as free and reduced lunches, and outreach programs for parents who do not speak English.¹⁰

Nevada has seen an explosion in its LEP student population. The Nevada Department of Education has statistics available on LEP enrollment since the 1988-89 school year. In 2008-09, the LEP population was 15 times higher, or 1,422 percent greater, than it was 20 years before, increasing from 5,173 to 78,732.¹² Since 2000, the LEP population has nearly doubled. Overall, Nevada ranks 35th among the states in the number of students enrolled in its public schools but 12th in the number of LEP students. Nevada ranks 4th for the percentage of LEP students among its overall student population.¹³

LEP Student Enrollment in Nevada Public Schools
1988-89 to 2008-2009



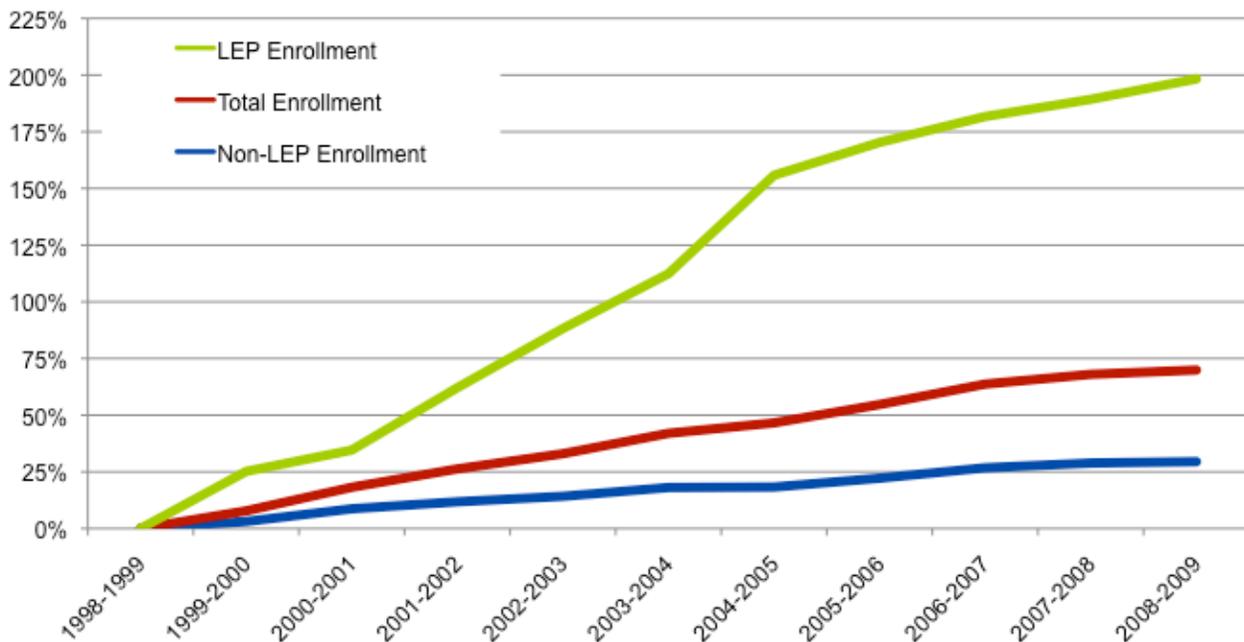
Source: Nevada Department of Education, Nevada Report Card, National Clearinghouse for English Language Acquisition¹¹

Nevada LEP Student Growth

1988-89	5,173	1999-00	40,469
1989-90	7,078	2000-01	40,131
1990-91	8,983	2001-02	48,916
1991-92	10,664	2002-03	56,399
1992-93	11,970	2003-04	63,335
1993-94	14,296	2004-05	72,458
1994-95	19,574	2005-06	74,009
1995-96	24,851	2006-07	75,142
1996-97	27,977	2007-08	76,275
1997-98	30,425	2008-09	78,732
1998-99	34,470		

The rate of LEP enrollment growth has far exceeded the overall growth rate of student enrollment. In 2000, the LEP student population was 12 percent of the overall population; in 2008 it was 18 percent.

Rate of LEP Enrollment Compared with non-LEP Enrollment, 1998/99-2008/99



Source: Nevada Report Card, National Clearinghouse for English Language Acquisition

THE COST OF LEP EDUCATION

As the LEP student population has continued to rise in Nevada, so too has the cost of educating them. Nevada is different from many states in that it does not provide additional funding for LEP education. This means that local school districts are responsible for paying the costs of LEP education. The federal government, whose policies are responsible for the rapid increase in the LEP population in the nation’s public schools, does provide limited financial assistance under the Title III program. This funding is an acknowledgement by the federal government that LEP education is an additional cost burden on state and local budgets, but it is still inadequate to meet the immense and mounting costs.

“The state of Nevada does not provide districts with any additional money to educate ELLs beyond what it pays for regular students, which already falls short of what most states spend per student.”¹⁴

—Education Week

Since Nevada does not allocate specific funds for LEP education, the total cost to the state has to be estimated. There are, however, specific guidelines which make an accurate cost estimate possible. A 2004 Government Accountability Office (GAO) report found the average cost of LEP education to be:

10 to 100 percent over usual per pupil costs; for students living in poverty (independent of ELL programs), the corresponding range of estimates is 20 to 100 percent. Bringing students characterized by both poverty and limited English proficiency up to average levels of achievement could potentially increase average costs by a larger amount — perhaps 30 to 200 percent over average per pupil costs.¹⁵

A 2007 Congressional Budget Office (CBO) report found that “the costs of educating students who did not speak English fluently were 20 percent to 40 percent higher than the costs incurred for native-born students.” That study concentrated on Texas and did not take into account much of the available research on LEP costs.¹⁶ Nevertheless, the CBO report does acknowledge a significant additional cost of LEP education.

A 2001 study prepared by the Maryland Commission on Education, Finance Equity, and Excellence, the so-called “Thornton Commission,” which has become a model for future studies, found that the added cost of “adequately” educating English-language learners was equal to the base cost per student, i.e., it costs twice as much to teach an LEP student as it does an English-speaking student.¹⁷

In August 2006, an educational consulting firm that had participated in the Thornton Commission study in Maryland issued a similar report for Nevada, entitled “Estimating the Cost of an Adequate Education in Nevada.” This report found that the average additional cost of educating an LEP student in Nevada was 75 percent of the base cost per student, though the cost did vary according to the size of the school where an LEP student was enrolled.¹⁸

Because no specific funds are allocated for LEP education, and because Nevada ranks 49th in the U.S. in per pupil spending, according to the Nevada Department of Education, it is unlikely that Nevada is spending comparably more than other states on LEP education.¹⁹ It is also unlikely that Nevada has the funding necessary to “adequately” educate LEP students since these students overall show very little relative progress. However, the rapid increase in the LEP population, coupled with the high percentage of LEP students among the overall student population, makes it likely that Nevada is devoting considerable resources to teaching those children basic English language skills, and providing other services beyond classroom instruction.

Based on the current data, including FAIR’s own research into LEP costs, a conservative estimate of the cost of LEP education in Nevada is 30 percent of the base cost of per pupil spending. Using the 2008-09 statistics from the Nevada Department of Education for per pupil spending of \$7,133 , plus an additional cost of \$2,140 per LEP student, the total cost of LEP education in Nevada for the 2008-09 school year was \$730,081,836.

LEP Education in Nevada Public Schools, 2008-2009	
Total Enrollment	436,814
LEP Enrollment	78,732
LEP as % of Student Population	18%
LEP Cost Per Pupil	\$9,273
Cost of LEP Education	\$730,081,836
Federal Title III Funds	\$7,275,754
Total Cost of LEP Education	\$722,806,082

Nevada LEP Enrollment By County, 2008-2009

	Total Enrollment	LEP #	LEP %
State	436,814	78,732	18.0
Clark	311,039	62,734	20.2
Washoe	63,282	11,156	17.6
Carson City	7,929	1,322	16.7
Elko	9,601	1,018	10.6
Lyon	8,933	564	6.3
Nye	6,099	376	6.2
Humboldt	3,330	303	9.1
Douglas	6,528	292	4.5
Churchill	4,352	272	6.3
Lander	1,193	83	7.0
Pershing	714	59	8.3
White Pine	1,417	37	2.6
Esmeralda	68	14	20.6

Source: Nevada Report Card (Counties with less than 10 LEP students do not report data)

PAYING FOR LEP EDUCATION

Nevada receives federal Title III funds for LEP education, which it then allocates to local school districts. After a steady increase in Title III funding from 2001 to 2006, Nevada’s share of federal dollars fell by 31 percent in 2007 after the U.S. Department of Education began to allocate funds based upon Census Bureau statistics and not according to LEP enrollment figures as reported by individual states.²⁰ In 2008, the U.S. Department of Education allocated \$7,275,754 to Nevada for Title III education.²¹ This amounts to just under 1 percent of the state’s cost.

“Because school districts must pay for LEP services out of their general budget, other academic programs have been affected and in some districts adequate LEP services have not been adopted to meet the increased need.”²²

—Nevada KIDS COUNT

The bulk of funding for Nevada’s public schools comes from local governments. With no specific funds set aside for LEP education in either state or local education budgets, the money used to pay for LEP education comes directly from the general education fund. This means that these resources are directed away from the instruction of English- speaking students.

The money spent on LEP students raises the overall education budget and increases per pupil spending levels. While such increases may appear to be a positive development, looking only at the raw numbers can obscure how that money is spent. LEP students require a disproportionate share of education dollars and siphon off dollars that could be spent to improve classroom conditions for the general student population.

CLARK AND WASHOE COUNTIES

A discussion of LEP education in Nevada really must center almost entirely on just two counties. Ninety-four percent of all LEP students are enrolled in Clark and Washoe counties, with most of them, 80 percent, enrolled in Clark County public schools. This is not to say that the costs in other districts such as Carson City or Elko County, or even in sparsely populated Esmeralda County, where 14 out of 68 students are LEP, are not significant; but Clark and Washoe counties account for almost all of the money spent on LEP education in the state.

Clark County

Eighty percent of LEP students are enrolled in Clark County schools, and LEP students make up 20 percent of all public school students in the district. The number of LEP students in Clark County has doubled over the previous decade reaching 62,734 by the 2008-09 school year. Many of the children enrolled in the Clark County LEP program were born in the United States but do not speak English, an indicator that their parents likely are in the country illegally.²³

“In the 310,000-student Clark County Nev., school district, which includes Las Vegas, a surge in the English-language learner population started in 2000, says Norberta M. Anderson, the director of ELL programs there....[S]outhern Nevada’s thriving casino and hotel industry, and a housing boom, sparked a new wave of growth that has raised the ELL student population there by roughly 8 percent every year since then, she says. Last October, the district’s ELL enrollment stood at 62,680 students, roughly 20 percent of the overall student body — and some 73 percent of ELLs in Clark County are native-born students.”²⁴

—Education Week

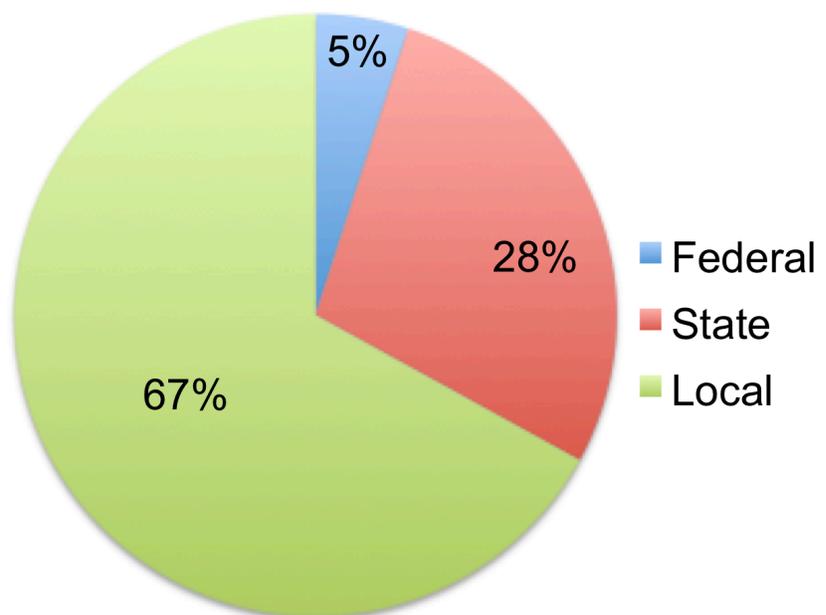
Cost of LEP Education in Clark County Public Schools, 2008-2009

Education General Fund ²⁵	\$2,174,150,000
Expenditure Per Pupil ²⁶	\$7,546
Total Enrollment ²⁷	311,039
LEP Student Population ²⁸	62,734
LEP as % of Student Population	20%
LEP Cost Per Pupil (<i>FAIR estimate</i>)	\$9,810
Cost of LEP Education (<i>FAIR estimate</i>)	\$615,420,540
Federal Title III Funds ²⁹	\$5,000,000
Total Cost of LEP Education	\$610,420,540

(28% of General Education Fund)

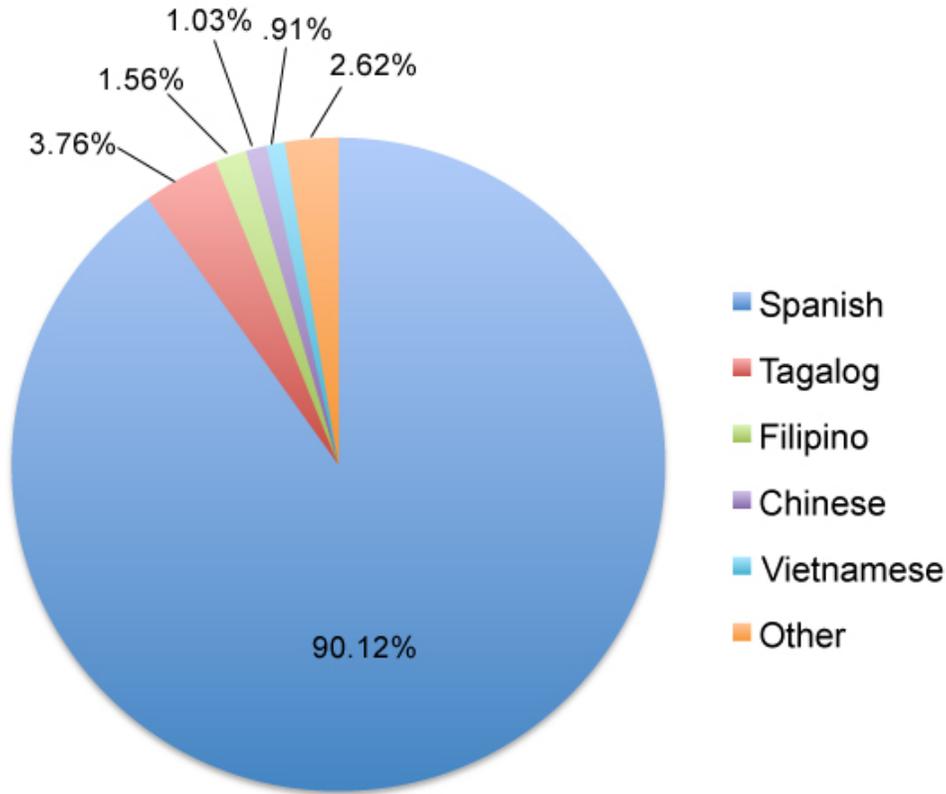
The lack of sufficient support from the federal and state governments puts the cost burden of LEP education on the Clark County school district. Clark County funds LEP education out of the budget for Student Support Services. Student Support Services is responsible for administering the district’s LEP program, as well as its Special Education Services (learning disabled and gifted and talented students) in addition to six other cost centers.³⁰ In 2008-09 the budget for Student Support Services was \$291,004,789. The estimated base cost for educating LEP students (\$2,264 per student) was \$142,029,776, 49 percent of the total Student Support Services budget.³¹

Funding Sources | Clark County Public Schools



Source: Nevada Report Card

Native Languages of Clark County LEP Students



Washoe County

Though far behind Clark County, Washoe County is the state's second largest school district and has the second highest number of LEP students enrolled in its public schools. Washoe County has 14 percent of Nevada's LEP students. However, 18 percent of the district's total student population is LEP, which is a significant percentage. Between 1996 and 2006, the immigrant student population in Washoe County increased by 208 percent, and many of these children enrolled in LEP classes.³²

*"We're here to educate children and that's what we do,' said Paul Dugan, Washoe County Schools superintendent. 'We don't worry about where they came from. ...We don't have the requirement or the need right now to determine whether a child is here legally or whether the child's parents are here legally or who is a citizen and who is not a citizen.'"*³³

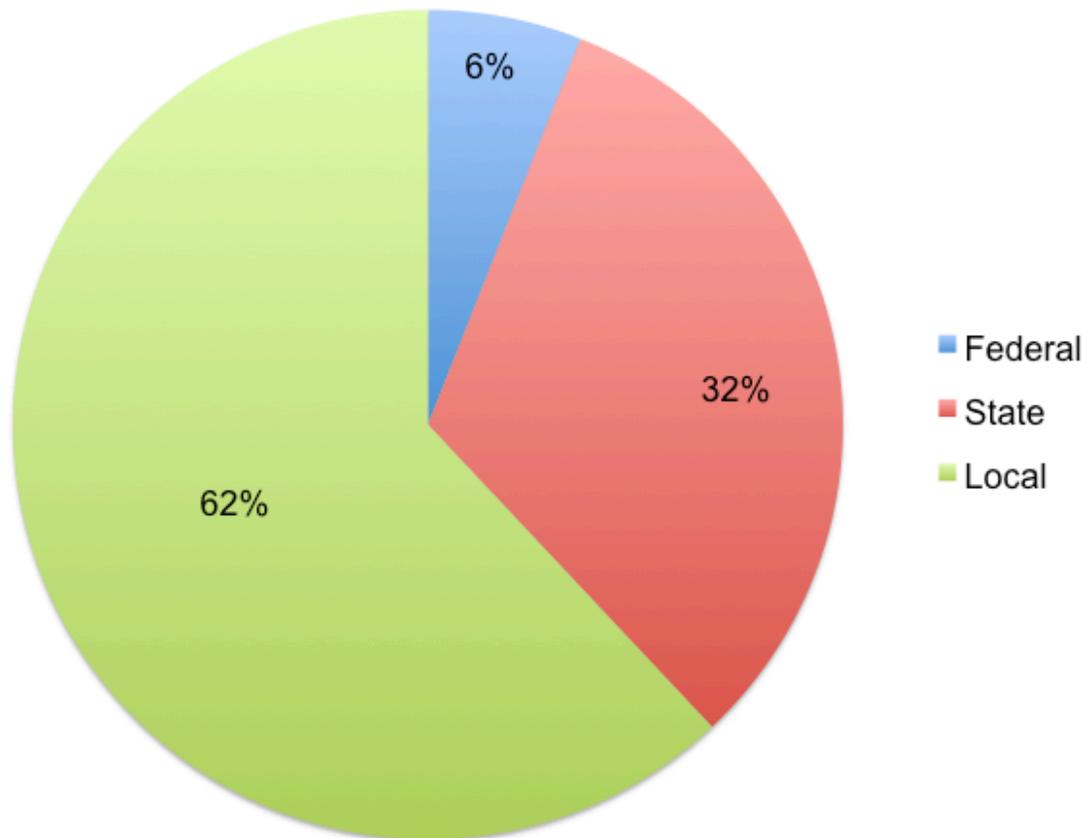
—Reno Gazette-Journal

Cost of LEP Education in Washoe County Public Schools, 2008-2009

Education General Fund ³⁴	\$456,369,138
Expenditure Per Pupil ³⁵	\$7,505
Total Enrollment ³⁶	63,282
LEP Student Population ³⁷	11,156
LEP as % of Student Population	18%
LEP Cost Per Pupil (<i>FAIR estimate</i>)	\$9,757
Cost of LEP Education (<i>FAIR estimate</i>)	\$108,849,092
Federal Title III Funds ³⁸	\$781,017
Total Cost of LEP Education	\$108,068,075

(24% of General Education Fund)

Funding Sources | Washoe County Public Schools



LEP AND ACADEMIC PERFORMANCE

However much Nevada may be spending on LEP education, LEP students still lag far behind the general student population in performance standards. In 2008-09, only 14.7 percent of Nevada's LEP students in the 8th Grade met or exceeded state testing standards in Mathematics on the state's Criterion Referenced Test (CRT), and only 12.6 percent did so in Reading, compared to 54.7 percent and 60.9 percent of the general student population. On the High School Proficiency Exam, there is a gap between LEP students and the general student population of 12.1 percentage points in Mathematics, 30 in Reading, 53.6 in Science, and 55.2 in Writing.³⁹

An LEP student generally spends several school years in the program, requiring high levels of spending and keeping overall student performance low.⁴⁰ In Nevada, the percentage of LEP students whose language proficiency improved sufficiently to allow them to make the transition to the educational mainstream during the 2006-2007 school year was just 7 percent.⁴¹ This means that 93 percent of the existing LEP students needed further English language instruction for at least another year. Only 41 percent of Nevada LEP students were classified as "making progress" in 2007.⁴²

Even after many years in the public school system, LEP students score consistently lower in Reading and Mathematics with the gap growing larger in the upper grades.⁴³ A 2008 study by the National Clearinghouse for English Language Acquisition, which is funded by the U.S. Department of Education, found a noticeable "achievement gap" between native English speakers and students whose first language is not English, "even after these [LEP] children have spent five or six years in U.S. schools."⁴⁴

The high percentage of LEP students in Nevada, and their poor academic performance, is a significant factor in the low ranking of the state's public school system. Under the guidelines of the No Child Left Behind Act, the state's school system did not make "Adequate Yearly Progress," meaning its students did not perform satisfactorily on assessment tests.⁴⁵ Education Week ranks Nevada's schools 50th out of 51 school systems, coming in only ahead of the District of Columbia.⁴⁶

The five counties in Nevada with the highest LEP enrollment all failed to make Adequate Yearly Progress in 2008-09. Clark County schools also were below the state average in graduation rates and above the state average in High School Proficiency Exam failures and in the rate of high school drop-outs.

The more LEP students continue to struggle, the more likely it is that education dollars will be prioritized for LEP programs. Adding to this redirection of educational resources is the greater likelihood of immigrant children, particularly illegal aliens and the U.S.-born children of illegal

aliens, to come from a background of poverty, requiring higher levels of spending per pupil.⁴⁷ The rapid influx of LEP students into public school systems that lack adequate programs and financial resources to accommodate them has created, in the words of two Urban Institute researchers, schools with a “low capacity to educate either immigrants or native-born children.”⁴⁸

CONCLUSION

The Pew Hispanic Center has estimated that the number of school-age children of immigrants will reach 17.9 million by the year 2020, and will account for all of the growth in the K-12 student population after 2005.⁴⁹ It is difficult to estimate how many of these students will require LEP education, but the recent trend strongly suggests that the percentage of students in U.S. schools who lack proficiency in English will continue to rise. By 2020, the children of immigrants are estimated to make up 30 percent of the total U.S. child population and the number of second and third generation children who are in LEP classes is predicted to increase substantially.⁵⁰

Nevada is an example of how LEP students impact school spending, particularly at the local level, and how LEP students fare poorly in their struggle to achieve proficiency in Reading, Mathematics, and Science. The impact that a large influx of LEP students into a particular school district has on the native-born children there requires further study. Is the quality of public school education in America suffering from the growing numbers of immigrant children who do not speak English? Are we widening the already substantial gap between the haves and the have-nots as more affluent families pull their children out of public schools and enroll them in private schools where academic standards are significantly higher?

As public schools face massive budget cuts, tough decisions have to be made. The Clark County School District is facing a \$145 million shortfall for the upcoming fiscal year 2011 budget and has increased class sizes and delayed the purchase of new textbooks.⁵¹ The Washoe County School District plans to increase its elementary class size and eliminate 94 teaching positions to deal with a \$37 million budget deficit.⁵² As long as Nevada has a sizeable and growing LEP student population, these students will continue to consume a significant portion of the education budget, and will continue to divert precious resources away from the general student population.

The growth of the LEP population is not inevitable. Because the rise in the LEP population correlates with the rise in the immigrant population, particularly illegal aliens, the impact on schools can be diminished by overall reductions in immigration and better enforcement of current immigration law. Research clearly shows that illegal aliens and their children are more likely to lack English proficiency. Unsecured borders and lax interior enforcement by the federal government is compounded by jurisdictions like Washoe County that offer themselves as

“sanctuaries” for illegal aliens. These federal and local policy decisions have contributed to the presence of almost 80,000 students in Nevada public schools who struggle to comprehend English.

Though the children of legal immigrants do not have as great an impact on LEP expenditures, excessive levels of government mandated immigration nonetheless have a significant impact on local governments, which are forced to provide basic education and remedial language instruction to children entering their schools. The disconnect between immigration policy and its effect on vital social institutions must be acknowledged and addressed.

State and county education officials can do a much better job of quantifying the cost of LEP education, and assessing the impact these students have on the quality of education for the general student population. Educators should also be focused on how best to prepare the native-born student population for college or for entry into the U.S. workforce. Those native-born students who have only a high school education are especially hard-hit in today’s job market because they are the ones directly competing against, and often losing low-skilled jobs to, illegal aliens. Those who go on to college are facing increased costs and competition for a limited number of seats at American universities.

Most of all, policymakers at all levels need to examine the effect of mass immigration on our most important social institutions. While the problems affecting America’s educational system are numerous and well-documented, the added burdens imposed by our failed immigration policies and local sanctuary ordinances exacerbate already formidable challenges. The struggle of Nevada’s public schools represents a prime example of the disservice such federal and local policies impose on the taxpayers who support overburdened schools and the children they are trying — and all too often, failing — to educate.

ENDNOTES

¹ Richard Fry, *The Rapid Growth and Changing Complexion of Suburban Public Schools* (Washington, DC: Pew Hispanic Center, March 2009); Audrey Singer, et. al., ed., *Twenty-First Century Gateways: Immigrant Incorporation in Suburban America* (Washington, D.C.: Brookings Institution Press, 2008).

² "America's Ten Fastest Growing Cities," *Forbes.com*, http://www.forbes.com/2008/12/22/fastest-growing-states-forbeslife-cx_ls_1222realestate_slide_4.html?thisSpeed=15000, accessed May 5, 2010.

³ U.S. Census Bureau, 1990 Census, Detailed Tables: P001: Persons: Las Vegas, NV MSA, Reno, NV MSA; U.S. Census Bureau, American Community Survey, 2008 American Community Survey 1-Year Estimates, Las Vegas-Paradise, NV Metropolitan Statistical Area, Reno-Sparks, NV Metropolitan Statistical Area.

⁴ Migration Policy Institute, "MPI Data Hub: Migration Facts, States, and Maps: Nevada: Social and Demographic Characteristics," <http://www.migrationinformation.org/datahub/state.cfm?ID=Nv>, accessed May 20, 2010.

⁵ Eric Ruark, "Amnesty and the American Worker: A look at how illegal immigration has harmed working class Americans and how amnesty would make it worse" (Washington, D.C.: FAIR Horizon Press, March 2010) http://www.fairus.org/site/DocServer/amnesty_and_workers.pdf?docID=4581; Jeffrey S. Passel, "Size and Characteristics of the Unauthorized Migrant Population in the U.S.," The Pew Hispanic Center, March 7, 2006 (<http://pewhispanic.org/files/reports/61.pdf>); Jeffrey S. Passel and D'Vera Cohn, "A Portrait of Unauthorized Immigrants in the United States," Pew Hispanic Center, April 14, 2009 (<http://pewhispanic.org/files/reports/107.pdf>); Steven A. Camarota and Karen Jensenius, "Jobs Americans Won't Do? A Detailed Look at Immigrant Employment by Occupation," *Memorandum*, Center for Immigration Studies, August 2009 (<http://www.cis.org/illegalimmigration-employment>). The Pew Hispanic Center found that Nevada has the highest percentage of any state of illegal aliens in its workforce, "Nevada's percentage of illegal immigrants in workforce tops nation," *Las Vegas Sun*, April 14, 2009 (<http://www.lasvegassun.com/news/2009/apr/14/percentage-illegal-immigrants-highest-nevada/>).

⁶ "Ariz. immigration law divides police across US," *Associated Press*, May 18, 2010 (<http://www.thespectrum.com/article/20100518/NEWS05/100518002/Ariz-immigration-law-divides-police-across-US>); "Cops: Arizona's anti-illegal immigration law mandates 'racial profiling'," *New York Daily News*, May 18, 2010 (http://www.nydailynews.com/news/national/2010/05/18/2010-05-18_police_arizonas_antiillegal_immigration_law_mandates_racial_profiling.html#ixzz0pFLCSyra).

Illegal aliens, who made up over half of the patients at Clark County's University Medical Center's outpatient cancer center, caused it to be shut down due to uncompensated care. "Providers close doors to poor," *Las Vegas Sun*, November 16, 2010 (<http://www.lasvegassun.com/news/2008/nov/16/medicaid-cuts-hitting-poor/>). In recognition of the problem of illegal immigration in Las Vegas, Clark County Sheriff Doug Gillespie entered into a 287(g) agreement with the Department of Homeland Security to authorize the Sheriff's office to enforce federal immigration law. "Las Vegas Metropolitan Police Department partners with ICE in 287(g) program: *Local officers to screen criminal aliens at the Clark County Detention Center*," *News Release*, U.S. Immigration and Customs Enforcement, <http://www.ice.gov/pi/nr/0810/081015lasvegas.htm>, accessed May 28, 2010.

⁷ Limited English Proficient (LEP) is an official designation used by the Census Bureau, the Department of Education, and state and local school systems to identify students who speak English "less than very well." This term is used interchangeably with English Language Learners (ELL). Other terms sometimes used are English as a Second Language (ESL), or English for Speakers of Other Languages (ESOL).

⁸ Jack Martin, "Limited English Proficiency Enrollment and Rapidly Rising Costs" (Washington, D.C.: FAIR Horizon Press, 2007), pp. 3-4 (http://www.fairus.org/site/DocServer/LEP_Special_Report.pdf?docID=1581); Michael Fix and Jeffrey Passel, "U.S. Immigration: Trends and Implications for Schools," (Washington, D.C.: The Urban Institute, January 2003), p. 12 (http://www.urban.org/UploadedPDF/410654_NABEPresentation.pdf). See also, Lawrence Hardy, "The Divided Line," *American School Board Journal*, vol. 195, no. 09 (September 2008): p. 33.

⁹ "The Linguistic Landscape of Nevada Schools," *Nevada Kids Count*, Issue #3, Fall 2004 (<http://kidscount.unlv.edu/2004/LEP2004.pdf>).

¹⁰ Steven Camarota, "Immigrants in the United States, 2007: A Profile of America's Foreign-Born Population," *Background*, Center for Immigration Studies, November 2007 (<http://www.cis.org/articles/2007/back1007.pdf>). The percentage of children of immigrants in low-income families is much higher in Nevada than the national average; 49.2% in Nevada to 29.9% in the U.S. ("MPI Data Hub: Migration Facts, Stats, and Maps, Nevada: Social & Demographic Characteristics," Migration Policy Institute, <http://www.migrationinformation.org/DataHub/state.cfm?ID=Nv#5>, accessed June 8, 2010).

¹¹ "Limited English Proficient Students in Nevada by District," Nevada Department of Education, http://nde.doe.nv.gov/SpecialEdResources/LEP_Student_Count.xls, accessed June 4, 2010; "Nevada Report Card," Nevada Annual Reports of Accountability, <http://www.nevadareportcard.com/>, accessed June 4, 2010; "Nevada: Rate of LEP Growth, 1995/1996-2005/2006," National Clearinghouse for English Language Acquisition, <http://www.ncele.gwu.edu/files/uploads/4/Nevada-G-06.pdf>, accessed June 4, 2010. Multiple sources for Nevada's

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¹³ The enrollment numbers are from the U.S. Department of Education for the 2007-2008 school year.

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¹⁵ “Illegal Alien Schoolchildren: Issues in Estimating State-by-State Costs,” United States General Accounting Office, GAO-04-733, June 2004, pp. 9-10 (<http://www.gao.gov/new.items/d04733.pdf>).

¹⁶ “The Impact of Unauthorized Immigrants on the Budgets of State and Local Governments,” Congressional Budget Office, Pub. No. 2500, December 2007, p. 2 (<http://www.cbo.gov/ftpdocs/87xx/doc8711/12-6-Immigration.pdf>).

¹⁷ “Calculation of the Cost of an Adequate Education in Maryland in 1999-2000 Using Two Different Analytic Approaches,” prepared for the Maryland Commission on Education Finance, Equity, and Excellence (Thornton Commission), p. 2.

¹⁸ John Augenblick, et. al., “Estimating the Cost of an Adequate Education in Nevada,” (Denver CO: Augenblick, Palaich, and Associates), August 2006, p. 35, 60 (<http://www.apaconsulting.net/uploads/reports/7.pdf>). The cost calculations are as follows: For a “Small” school (under 780 students) the cost is 1.21 times the base cost of per pupil spending, or 121% of the base cost. The LEP cost is then added to the base cost to get the total cost of educating an LEP student. For a “Moderate” school (under 6,500) the cost is .56 times the base cost (56%). For a “Large” school (over 6,500) the cost is .47 times the base cost (47%).

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