

***Using Data to Improve Workforce
Innovation & Opportunity Act (WIOA)
Services for Immigrants and Refugees***

Webinar

MPI National Center on Immigrant Integration Policy

December 17, 2015



Logistics

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Presenters



Margie McHugh, Director, National Center on Immigrant Integration Policy, MPI



Madeleine Morawski, Associate Policy Analyst, National Center on Immigrant Integration Policy, MPI



Jeff Carter, Executive Director, National Adult Education Professional Development Consortium (NAEPDC) and National Council of State Directors of Adult Education (NCSDAE)



Presenter



Margie McHugh,
Director, MPI
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Margie McHugh is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. The Center is a national hub for leaders in government, community affairs, business and academia to obtain the insights and knowledge they need to respond to the challenges and opportunities that today's high rates of immigration pose for communities across the United States. It provides in-depth research, policy analysis, technical assistance, training and information resource services on a broad range of immigrant integration issues. Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary and workforce skills programs. She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States.

Prior to joining MPI, Ms. McHugh served for 15 years as Executive Director of The New York Immigration Coalition, an umbrella organization for over 150 groups in New York that uses research, policy development, and community mobilization efforts to achieve landmark integration policy and program initiatives.



MPI National Center on Immigrant Integration Policy

Primary Areas of Work:

- *Education and Training:*
 - *Early Childhood*
 - *K-16*
 - *Adult Education and Workforce Development*
- *Language Access and Other Benefits*
- *Governance of Integration Policy*

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Today's Fact Sheet Releases

- ***Comparison of native- and foreign-born adults in the U.S. and top ten immigrant-receiving states***
- ***Characteristics relevant to adult education and training needs: Nativity, age and region of origin; educational attainment; English proficiency; skill underutilization; poverty; family structure and parental status; immigration status***



Adult Education and Workforce Services Are Critical to Integration

- *Roughly one million immigrants and refugees settle in the U.S. each year*
- *English, adult education and skill training are critical to helping many achieve civic, economic, and linguistic integration*
- *Systems have a weak record of meeting immigrant and refugee needs: only 1.5% of those served by Title One funds were LEP; adult ESL enrollment dropped by 37% from program year 2007-08 to 2013-14*



WIOA in Brief

- ***Title I includes workforce training programs in three categories: adult, dislocated worker, and youth programs***
- ***Title II (previously the Adult Education and Family Literacy Act) provides adult basic education programs including high school equivalency and ESL***
- ***Title I eligibility is restricted to those with U.S. work authorization, Title II does not address immigration status***



Performance Measures Emphasize Workforce and Post-secondary Outcomes

The law and regulations identify six performance measures:

- 1,2) Percentage of participants in unsubsidized employment during 2nd and 4th quarters after exit*
- 3) Participant median earnings (unsubsidized employment) 2nd quarter after exit*
- 4) Percentage obtaining recognized postsecondary credential or secondary school diploma/equivalent during participation in or within 1 year after exit—only includes participants who are also employed or enrolled in an education or training program leading to a postsecondary credential within 1 year from program exit*
- 5) Percentage of participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.*
- 6) Effectiveness in serving employers*



WIOA Implementation: Promise and Peril Ahead

- ***Focus on postsecondary transition and completion outcomes may help drive services towards 1.5 and 2nd generation immigrant youth***
- ***At the same time, it will drive them away from services for lower-educated immigrants, parents of young children, citizenship applicants***



Presenter



Madeleine Morawski,
Associate Policy
Analyst, Migration
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Madeleine Morawski is an Associate Policy Analyst at MPI's National Center on Immigrant Integration Policy where she works on issues of adult education and workforce training, early childhood education, and language access.

Previously, Ms. Morawski worked as a Research Assistant at the Kalmanovitz Initiative for Labor and the Working Poor and as an intern with the U.S. Committee for Refugees and Immigrants.

She has a bachelor's of science in foreign service from Georgetown University, where she majored in international politics and completed a certificate in international development.



National Profile of Native- and Foreign-Born Population Ages 16 and Older

- *Age, Gender, and Origin*
- *Educational Attainment*
- *Educational Attainment and Limited English Proficiency*
- *Brain Waste*



Age, Gender, and Origin

Age, Gender, and Origin of the U.S. Population (ages 16 and older), by Nativity, 2009-13

	Total		Native Born		Foreign Born	
	Number	Number	Percent	Number	Percent	
Total population ages 16 and over	246,129,000	208,055,000	100%	38,074,000	100%	
Age Groups						
16 to 18	13,092,000	12,167,000	6%	925,000	2%	
19 to 24	26,495,000	23,576,000	11%	2,919,000	8%	
25 to 44	82,818,000	66,194,000	32%	16,624,000	44%	
45 to 59	64,454,000	54,354,000	26%	10,100,000	27%	
60 and over	59,270,000	51,765,000	25%	7,506,000	20%	
Gender						
Female	126,289,000	106,851,000	51%	19,437,000	51%	
Regions of Birth (excluding birth at sea and unspecified countries)						
Africa	X	X	X	1,483,000	4%	
Asia	X	X	X	10,703,000	28%	
Europe	X	X	X	4,821,000	13%	
Latin America	X	X	X	20,058,000	53%	
Northern America	X	X	X	806,000	2%	
Oceania	X	X	X	175,000	0%	

Note: Latin America includes South America, Central America, Mexico, and the Caribbean; Northern America includes Canada, Bermuda, Greenland, and St. Pierre and Miquelon.

Source: MPI analysis of pooled 2009-13 ACS.



Educational Attainment: Youth

- ***Out-of-school youth: ages 16-24 and not attending school***
 - Includes those with high school diploma/equivalent (HSD/E) if they are low income and basic skills deficient or LEP
 - At least 75 percent of WIOA Title I youth funding
- ***Immigrants more likely to be out of school or lack HSD/E***

Educational Attainment of U.S. Residents (ages 16-24), by Nativity, 2009-13

Educational Attainment	Total	Native Born		Foreign Born	
	Number	Number	Percent	Number	Percent
Population ages 16 to 18	13,092,000	12,167,000	100%	925,000	100%
Not enrolled and no HSD/E	543,000	469,000	4%	74,000	8%
Population ages 19 to 24	26,495,000	23,576,000	100%	2,919,000	100%
With at least HSD/E	23,437,000	21,217,000	90%	2,220,000	76%
Without HSD/E	3,058,000	2,359,000	10%	699,000	24%
Enrolled in school	559,000	472,000	20%	87,000	12%
Not enrolled not employed	1,381,000	1,155,000	49%	226,000	32%
Not enrolled and employed	1,118,000	732,000	31%	386,000	55%



Educational Attainment: Adults

- ***Immigrants account for nearly 37 percent of all adults ages 25+ with no HSD/E***
- ***Foreign born are nearly as likely to hold BA or higher***
 - ***55 percent received their education abroad***

Educational Attainment of U.S. Residents (ages 25 and older), by Nativity, 2009-13

Educational Attainment	Total	Native Born		Foreign Born	
	Number	Number	Percent	Number	Percent
Population ages 25 and older	206,542,000	172,312,000	100%	34,230,000	100%
Less than HSD/E	28,997,000	18,294,000	11%	10,702,000	31%
HSD/E	58,303,000	50,668,000	29%	7,635,000	22%
Some college or associate's degree	59,954,000	53,494,000	31%	6,460,000	19%
Bachelor's, graduate, or professional degree	59,289,000	49,856,000	29%	9,432,000	28%
Foreign college-educated	X	X	X	5,203,000	55%

Source: MPI analysis of pooled 2009-13 ACS.



Limited English Proficiency and Educational Attainment

Limited English Proficiency and Educational Attainment (ages 16 and older), by Nativity, 2009-13

LEP Population by Educational Attainment	Total	Native Born		Foreign Born	
	Number	Number	Percent Native Born	Number	Percent Foreign Born
Total LEP population	22,762,000	3,009,000	13%	19,753,000	87%
	Number	Number	Percent	Number	Percent
LEP population ages 16 to 18	519,000	259,000	100%	261,000	100%
Not enrolled and no HSD/E	66,000	18,000	7%	47,000	18%
LEP population ages 19 to 24	1,623,000	392,000	100%	1,231,000	100%
With at least HSD/E	1,030,000	308,000	78%	722,000	59%
Without HSD/E	593,000	85,000	22%	509,000	41%
Enrolled in school	54,000	15,000	18%	39,000	8%
Not enrolled in school and not employed	202,000	37,000	44%	165,000	32%
Not enrolled in school and employed	337,000	33,000	39%	304,000	60%
LEP population ages 25 and older	20,619,000	2,358,000	100%	18,261,000	100%
Less than HSD/E	9,647,000	909,000	39%	8,738,000	48%
HSD/E	5,091,000	624,000	26%	4,467,000	24%
Some college or associate's degree	2,949,000	473,000	20%	2,477,000	14%
Bachelor's, graduate, or professional degree	2,932,000	352,000	15%	2,579,000	14%



Brain Waste

- ***24 percent of college-educated immigrants are unemployed or in low-skill jobs compared to 18 percent of native born***
- ***Over half were educated abroad, many are LEP***

Brain Waste among U.S. Residents (ages 25 and older), by Nativity, 2009-13

Brain Waste	Native Born		Foreign Born	
	Number	Percent	Number	Percent
Total civilian, college-educated labor force	37,837,000	100%	7,139,000	100%
Underutilized (i.e., in low-skilled jobs or unemployed)	6,876,000	18%	1,712,000	24%

Source: MPI analysis of pooled 2009-13 ACS.



Additional Indicators (population ages 16+)

Family structure and parents of young children

- Parents of young children significantly more likely to be low-educated, low-income, and LEP

Poverty status and health insurance coverage

- Immigrants more likely to fall below 100 percent and 200 percent of FPL
- More likely to lack health insurance

Immigration status

- 12 million (half of all noncitizens) are LPRs
- 42 percent of noncitizens (10.2 million) are unauthorized



Cross-state Comparisons: A deeper look at select challenges

Foreign-born representation among basic skills deficient:

- *LEP share of states' low-educated ranges from lows of 17% in VA (19% in GA) to high of 62% in CA*
- *Higher-educated LEP residents predominate in all states except TX, CA*
- *LEP individuals outnumber low-educated in three states: CA, NY and NJ (!!)*
- *State rules regarding implementation of TI Priority of Service especially important to ensure equitable access for LEPs of all levels of underlying education*
- *Equitable use of TII funds for residents who are low-educated and/or LEP also a major concern*



Cross-state Comparisons: A deeper look at select challenges

Foreign-born share of low-educated parents of young children:

- *Close to half in all 10 states; “low” of 47% in GA (49% in FL, VA) and high of 78% in CA (60+ in TX, NY, NJ, IL, WA)*
- *Performance measures likely a disincentive to serving parents whose goals are understanding U.S. systems and supporting their child’s kindergarten readiness*

LPR share of non-citizens:

- *Low of 38% in GA and high of 66% in FL; 238,000 in VA to 2.7 million in CA*
- *EL-Civics (now IELCE) program may require workforce training, reducing or eliminating programs for those seeking only/mainly to prepare for naturalization*



Presenter



Jeff Carter,
Executive Director,
NAEPDC and
NCSDAE

Jeff Carter is the Executive Director of the National Adult Education Professional Development Consortium (NAEPDC) and the National Council of State Directors of Adult Education (NCSDAE); and the current President of the National Coalition for Literacy. He also serves as a member of the Board of Directors of the Committee for Education Funding a coalition of educational associations, institutions, and other organizations working to ensure adequate federal financial support for our nation's educational system.

Mr. Carter has a wide range of experience in adult education policy and advocacy. He served as the Director of Policy and Government Affairs for ProLiteracy from 2010-2011, and in a similar role with NCSDAE in 2013. Most recently, he served as the founding Director of Adult Education Initiatives at Digital Promise, where he worked with researchers, developers and adult education practitioners to better understand and support the development of new digital learning tools for low-skilled adults.

Top Issues/Dilemmas

- **Strong Commitment to Services for Immigrants and Refugees**
- **Integrated Education and Training for EL/Civics**
- **Use of Social Security Numbers**
- **Capacity**
- **Alternative Funding Sources**

State Efforts to Address Immigrant and Refugee Adult Education Needs

- **Raising Awareness**
- **Program Models**

State Plans – Opportunities for Feedback and Advocacy

- **On the Web**
- **Hearings and Events**
- **Multiple Iterations**
- **Windows May Be Short**
- **Roll Your Own**



Q & A

Use Q&A chat function to write questions

Or email events@migrationpolicy.org with your questions

- Slides and audio will be available at:
<http://www.migrationpolicy.org/events>
- NCIIP's comments on proposed regulations for implementing WIOA are available here: <http://bit.ly/1iWnxzV>
- The U.S. and State Factsheets on *Immigrants and WIOA Services: Comparison of Sociodemographic Characteristics of Native- and Foreign-Born Adults in the United States* are available here:
<http://bit.ly/1YIEhOm>
- If you have any questions, please email events@migrationpolicy.org



Thank You For Joining Us!

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