Understanding The Migration Policy Institute’s Data Resources and Their Uses for Adult Education Policymakers

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Presenter Biography

Jake Hofstetter, Policy Analyst, National Center on Immigrant Integration Policy

Jake Hofstetter is a Policy Analyst at MPI’s National Center on Immigrant Integration Policy, where he conducts research related to language access as well as educational and workforce programs for immigrant adults and youth. His work focuses on the civic, economic, and linguistic integration of immigrants and refugees in the United States. In his work related to adult education and workforce development, he researches programs that promote the integration of immigrants and examines the broader policies that govern adult skills systems.
MPI’s National Center on Immigrant Integration Policy

NCIIP’s Primary Areas of Work:

• Education and Training for Immigrants and their Children
  o Early Childhood Education and Care
  o K-12 Education
  o Adult Education and Workforce Development

• Language Access in Federal, State, and Local Settings

• The Governance of Immigrant Integration Policy

See more of our research at: www.migrationpolicy.org/integration

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Roadmap for Today’s Session

• Guided tour of NCIIP’s research on adult education policy and MPI’s Data Hub (12 minutes)

• Introduction to new data analysis from MPI designed to inform adult skills policy at federal and state level (12 minutes)

• Q&A and Discussion (30 minutes)
MPI Research on Adult Education and Immigrant Integration

The Integrated English Literacy and Civics Education (IELCE) Program
Understanding Its Design and Challenges in Meeting Immigrant Learners' Needs

Jacobs Heskettler
Alona Cherewka

Leaving Money on the Table
The Persistence of Brain Waste among College-Educated Immigrants

Jeanne Batalova
Michael Fix

Executive Summary

While many aspects of immigration policy are hotly contested, few would disagree that once immigrants are admitted to the United States, it is in the country’s—and society’s—best interest that they earn their citizenship and become integrated into society. This is especially true in light of the country’s formal expectations for immigrant integration are reflected in requirements that citizenship applicants demonstrate basic proficiency in English as well as knowledge of key aspects of U.S. history and government. However, both immigrants and native-born citizens recognize that successful long-term integration requires a broad understanding of U.S. life and systems, combined with strong English proficiency and other basic skills.

A robust body of research shows that to achieve successful integration, immigrants and refugees need to acquire knowledge related to a wide range of topics. These include the U.S. health care system (e.g., types of health care providers and insurance options) and human, income, and family finance issues (e.g., building a credit history, paying taxes, and assets-building strategies); how to navigate early childhood, K-12, and postsecondary education systems; and how to navigate early childhood, K-12, and postsecondary education systems in order to guide their family's and their own success. Beyond studying the citizenship requirements, many immigrants adopt an active interest in enhancing their English literacy skills and work to increase their civic knowledge to help bridge the gap between their civic knowledge and their earning potential and ability to better support their family.

For the past 50 years, English for Speakers of Other Languages (ESOL) classes provided to state adult education students have been a critical mechanism to meet immigrants' English acquisition—and, in a limited extent, integration—needs. However, the federal-state partnership often reflects the local context of adult education programs, which vary widely across states and localities. This creates challenges for the quality and content of the instruction when viewed through an immigrant integration lens. Across the country, the system of support for successful citizenship requires many more years than is currently offered in most places, and seeking to improve these systems.

This trend accelerated with passage in 2014 of the Workforce Innovation and Opportunity Act (WIOA), which federal law governing both workforce and adult education programs. While federal adult education programs formerly offered a more balanced approach to teaching English and meeting learners’ needs in their roles as parents, workers, and citizens, WIOA institutionalized performance measures that focus mainly on employment outcomes and the attainment of postsecondary credentials, placing its value on other
MPI’s Data Hub

State Immigration Data Profiles

Deferred Action for Childhood Arrivals (DACA) Data Tools

U.S. Immigration Trends

Unauthorized Immigrant Population Profiles

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# State Immigration Data Profiles

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Language and Education</th>
<th>Workforce</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of population</td>
<td>Rates of limited English proficiency</td>
<td>Immigrants' share among all workers</td>
<td>Median incomes</td>
</tr>
<tr>
<td>Age</td>
<td>Levels of educational attainment</td>
<td>Top occupations and industries</td>
<td>Income distributions</td>
</tr>
<tr>
<td>Country of birth</td>
<td>Languages spoken at home by English proficiency</td>
<td>Skill underutilization of college-educated immigrants</td>
<td>Poverty rates</td>
</tr>
<tr>
<td>Naturalization trends</td>
<td></td>
<td></td>
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<tr>
<td>Children in immigrant families</td>
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</tbody>
</table>
Select Your State and Explore the Data!
### Pennsylvania

#### Language & Education

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foreign Born</td>
<td>U.S. Born</td>
<td>Foreign Born</td>
</tr>
<tr>
<td>English Proficiency (age 5 and older) (%)</td>
<td>930,617</td>
<td>11,355,361</td>
<td>501,106</td>
</tr>
<tr>
<td>Speak only English</td>
<td>20.7%</td>
<td>93.3%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Speak English “very well”</td>
<td>37.2%</td>
<td>4.6%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Speak English less than “very well” (LEP)</td>
<td>42.1%</td>
<td>1.6%</td>
<td>38.2%</td>
</tr>
</tbody>
</table>

#### Educational Attainment

<table>
<thead>
<tr>
<th></th>
<th>Foreign Born</th>
<th>U.S. Born</th>
<th>Foreign Born</th>
<th>U.S. Born</th>
<th>Foreign Born</th>
<th>U.S. Born</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (age 25 and older)</td>
<td>801,719</td>
<td>8,360,226</td>
<td>407,550</td>
<td>7,851,701</td>
<td>308,481</td>
<td>7,547,328</td>
</tr>
<tr>
<td>Less than high school diploma</td>
<td>19.2%</td>
<td>7.1%</td>
<td>26.0%</td>
<td>17.8%</td>
<td>37.1%</td>
<td>24.6%</td>
</tr>
<tr>
<td>High school diploma or GED</td>
<td>22.1%</td>
<td>34.3%</td>
<td>23.0%</td>
<td>38.8%</td>
<td>23.1%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Some college or associate's degree</td>
<td>18.1%</td>
<td>24.6%</td>
<td>17.0%</td>
<td>21.8%</td>
<td>14.6%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>20.2%</td>
<td>20.6%</td>
<td>16.8%</td>
<td>13.8%</td>
<td>11.6%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>20.4%</td>
<td>13.3%</td>
<td>17.2%</td>
<td>7.9%</td>
<td>13.6%</td>
<td>6.4%</td>
</tr>
<tr>
<td>% Foreign Born among Adults with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than high school diploma</td>
<td>20.7%</td>
<td>7.1%</td>
<td>5.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>10.3%</td>
<td>7.5%</td>
<td>5.3%</td>
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</table>
New MPI Analysis Designed to Inform Adult Education Policy
Leveraging Data to Ensure Equitable and Effective Adult Skills Programming for Immigrants

Analysis of American Community Survey (ACS) data

Demographics of adults broken out by nativity (foreign-born vs U.S.-born) and by race and ethnicity (Latino, Black, White, and AAPI adults)

- Allows for comparisons of different groups, e.g. foreign-born Latino adults vs U.S.-born White adults

Categories detailed in analysis include:

- Levels of formal education, including breakdown of “less than a high school diploma or equivalent”
- English proficiency
- Employment status and type of employment (low, middle, or high skill job)
- Digital access

Unique crosstabulations designed to inform adult education policy

- LEP plus levels of formal education
- Digital access plus levels of education and LEP

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How can this new data be used?

Educational Attainment of Immigrant and U.S.-Born Adults (ages 25 and older) in the United States, 2015–19

Note: All educational attainment statistics in this brief are for adults ages 25 and older and not enrolled in school or college, meaning they had not attended at any time in the three months before the data were collected.

Source: MPI tabulation of 2015–19 pooled ACS data.
How can this new data be used?

Share of Employed Immigrant and U.S.-Born Adults by Job Skill Level, 2015–19

Immigrant Adults

- Low-skilled job: 54%
- Middle-skilled job: 18%
- High-skilled job: 28%

U.S.-Born Adults

- Low-skilled job: 43%
- Middle-skilled job: 35%
- High-skilled job: 22%

Source: MPI tabulation of 2015–19 pooled ACS data.
How can this new data be used?

Note: All educational attainment statistics in this fact sheet are for parents who were not enrolled in school or college, meaning they had not attended at any time in the three months before the data were collected. In this analysis, “low income” refers to individuals with a family income below 200 percent of the federal poverty level.

Source: MPI tabulation of 2015–19 pooled ACS data.
Questions, Comments, and Discussion
Discussion Questions

What uses do you see for these data sources? How can they be used in WIOA implementation in your state?

What additional data do you need that was not mentioned here?

What data related to ELLs and immigrants would be useful for you to have in the coming years?
Thank you—let’s stay in touch!

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www.migrationpolicy.org

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