

# *Preparing Immigrant Youth for College and the Workforce: Lessons from Five States*

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Washington, DC  
March 7, 2013**



# *About the National Center on Immigrant Integration Policy (NCIIP)*

NCIIP's Key Areas of Focus Include:

- Education:
  - Early Childhood
  - K-12 Education and English Language Learner (ELL) Policy
  - Adult Education
  - Postsecondary
- Employment and Workforce
- Language Access
- State/Local Immigration Regulation
- Integration Governance

[www.migrationpolicy.org/integration](http://www.migrationpolicy.org/integration)



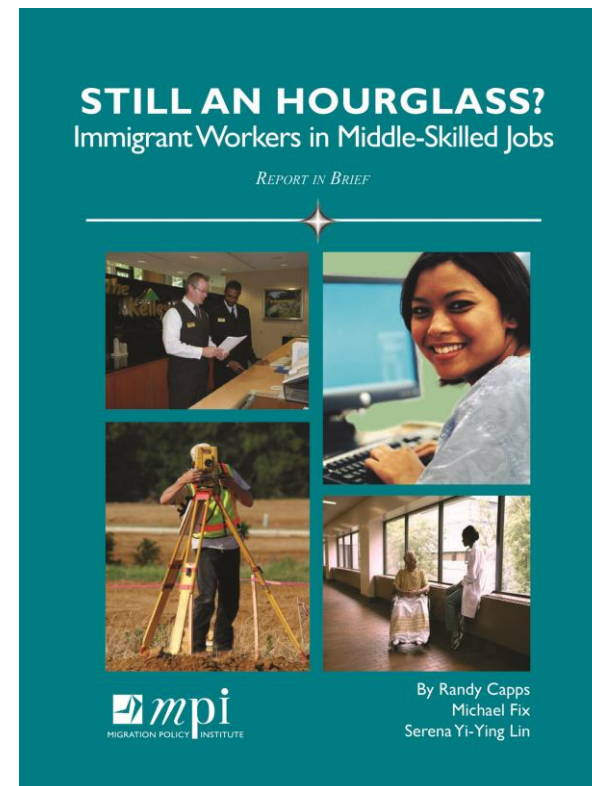
# *Needs, Barriers and Pathways: Preparing Immigrant Youth for the Workforce*

A scope of work supported by the Gates Foundation-- analyzing the ways in which the nation's work-preparing institutions (community colleges, school districts, job-training programs, and adult basic education) could be improved to lead to educational and economic success for immigrant youth

- Ages 16-26
- First generation (born abroad)
- Second generation (born in the US to immigrant parents)
- 5 states: CA, FL, GA, NY, WA

# First Component: Labor Market Analysis of Key Sectors for Immigrants

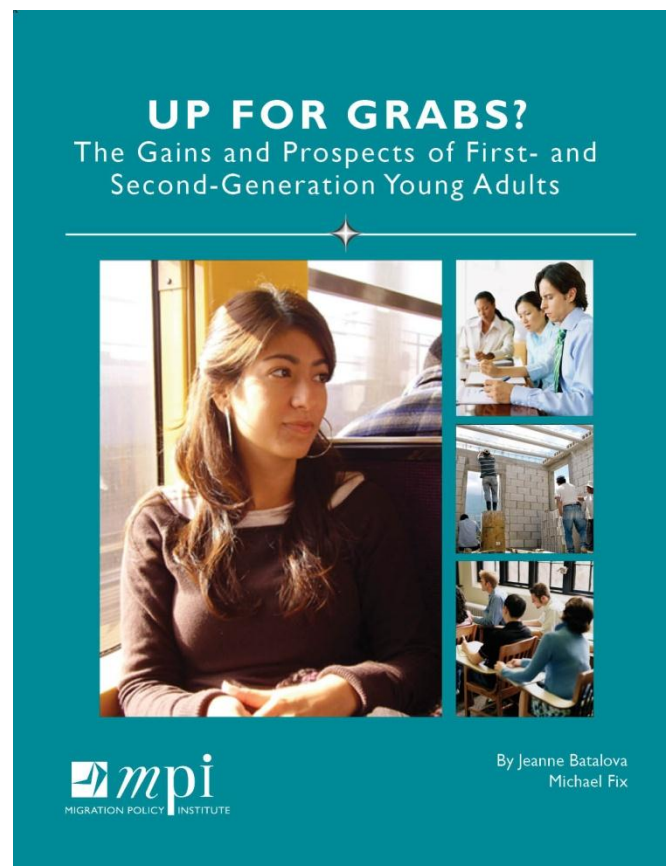
## *Still an Hourglass? Immigrant Workers in Middle-Skilled Jobs (September 2010).*



# Second Component: National Demographic Portrait of Immigrant Youth 16-26

## *Up for Grabs? The Gains and Prospects of First and Second-Generation Young Adults (October 2011).*

- First- and second-generation young adults: 11.3M
  - 2<sup>nd</sup> generation: 6.5M
  - 1<sup>st</sup> generation: 4.8M
    - *came before 16:* 2.8M
    - *came at 16 or later:* 2.0M

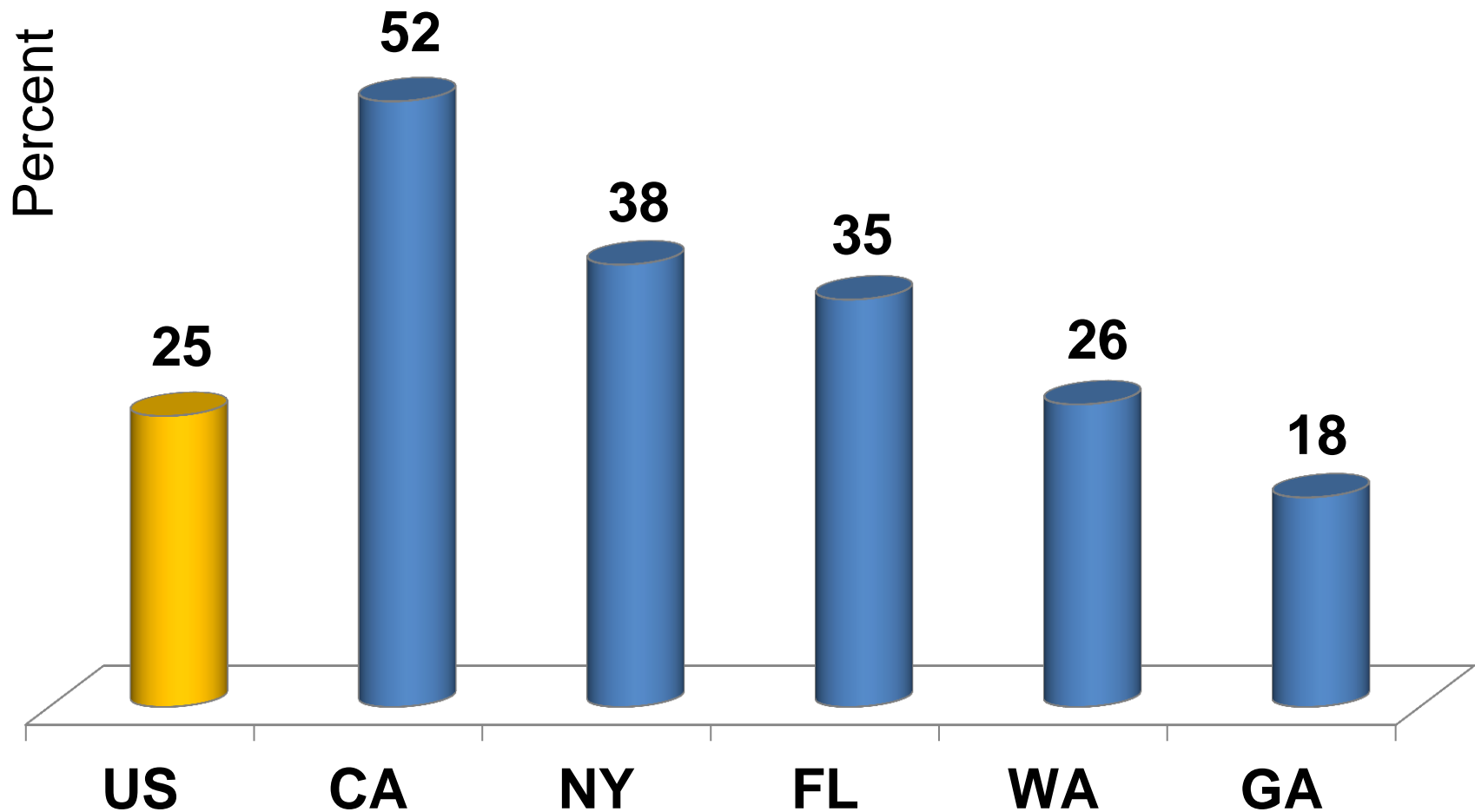




## *Third Component: Case Studies of the Education & Workforce Systems in 5 States*

- Qualitative field research with community colleges, school districts, state agencies, CBOs, etc.
- Analysis of administrative data
- Five study states:
  - California
  - New York
  - Washington
  - Florida
  - Georgia

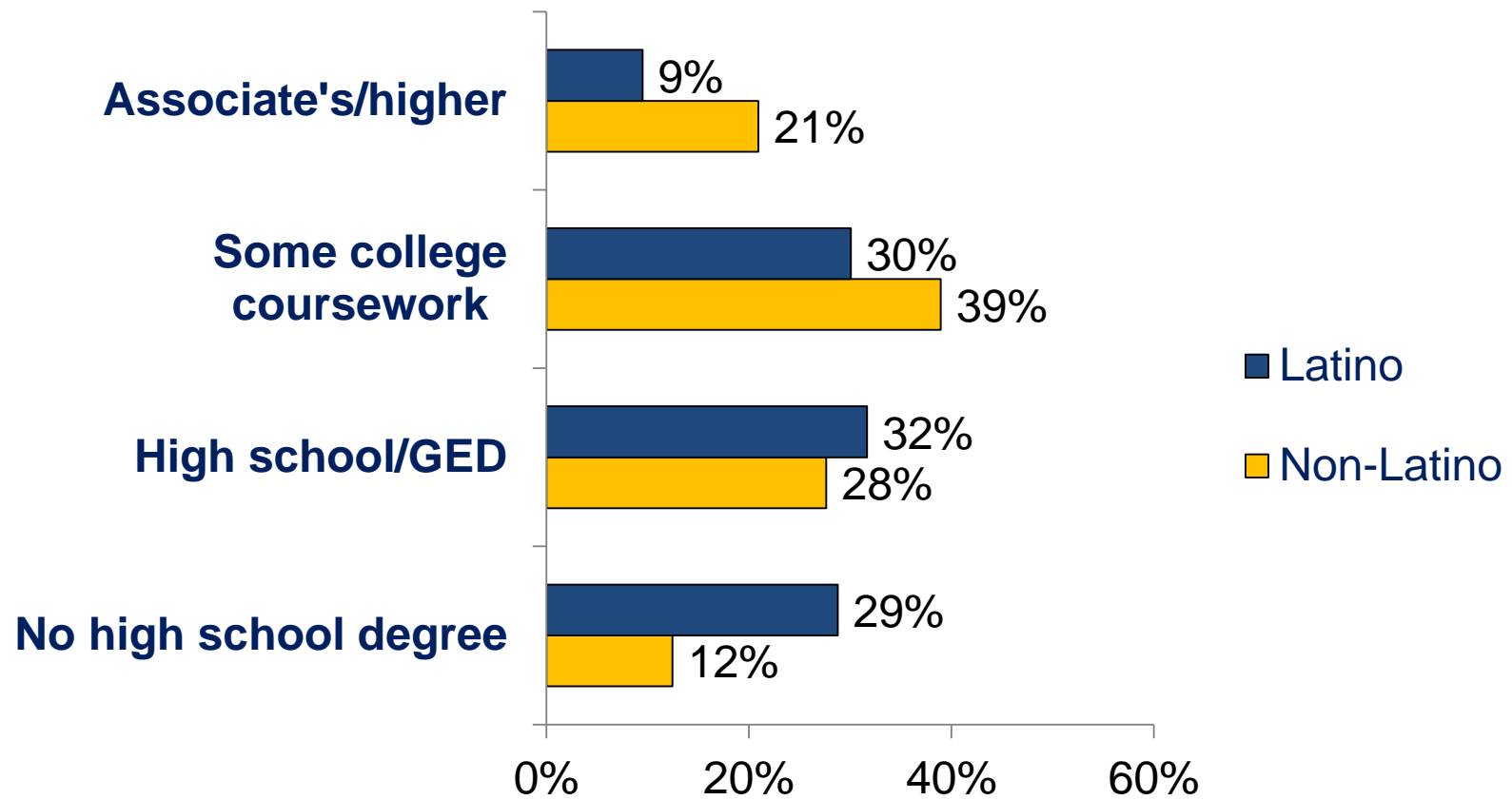
# Immigrant-Origin Youth as Share of All Youth: in the US and 5 States, 2010



Source: MPI analysis of pooled 2009-2011 Current Population Survey.

# Gaps in Educational Attainment for Latino Youth

## Educational Attainment of Youth Ages 18-26







# *Diverse Characteristics of 1<sup>st</sup> and 2<sup>nd</sup>-Generation Youth*

- **English Language Learners (ELLs)**
  - Long-term ELLs
  - Newcomers
  - Students with Interrupted Formal Education (SIFE)
- **Refugees**
- **Children of Migrant Agricultural Workers**
- **Undocumented Youth**



# *Challenges and Solutions*

## High School Completion

- ELLs have difficulty accessing the core curriculum
  - **Differentiated instruction for ELL subgroups**
  - **Sheltered and native-language instruction**
  - **High challenge and high support**
  - **Retooling of teacher & administrator professional development for school-wide skills and approaches**
  
- Immigrant youth struggle to graduate on time
  - **Expanded learning opportunities**
  - **Strategic use of summer school**
  - **Credit for native language proficiency; transferring foreign credits**



# *Challenges and Solutions*

## Preparation for College and Careers

- ELLs have low rates of participation in college-prep or career-focused programs
  - **Removing linguistic and financial barriers**
  - **Teaching language through rigorous content and applied skills**
- Immigrants and their families have trouble navigating the college-planning process
  - **Bilingual counseling; mentoring; parent engagement; college visits**



# *Challenges and Solutions*

## Adult Education as an On-ramp to Postsecondary Education

- Low rates of persistence, success, and transition to college, especially for ESL students
  - **Integrated adult education and workforce programs (non-credit and credit)**
  - **Accelerated and contextualized ESL**
  - **Self-paced/ modular programs**
  - **Advising/ college transition assistance**
- Significant reductions in system capacity (some states)

## **Financial Aid and Affordability**

- Immigrants are likely to be low-income; nontraditional students
  - **Need-based scholarships; access for part-time students**
  - **Reduced-cost programs for adult education students transitioning into college**
- Lack of federal financial aid for undocumented
  - **Access to state aid; private scholarships**
  - **Information dissemination**



# *Challenges and Solutions*

## **College Completion**

- Difficulty navigating college processes and requirements; need for social support
  - **Advising; mentorship; student success programs targeting immigrants/ underrepresented groups**
- Students get stuck in developmental education
  - **Training faculty to identify and address ELL needs**
  - **Accelerated programs**
  - **Extra academic support**



# Select Implications for Consideration by CCCIE

- 1) Importance of collecting particular types of data systems to support/drive needed reforms, e.g.:
  - basic indicators of race, ethnicity, ELL status
  - integration of non-credit and credit student data
  - longitudinal tracking of ever ELLs
- 2) Elements of robust partnerships between community colleges and high schools to improve matriculation, enrollment in credit-bearing courses, persistence, etc.



# ***Select Implications for Consideration by CCCIE***

- 3) Weakening of adult ed and ESL may coincide with extraordinary new demands: rethink CC and CCCIE role in articulating needs of key subpopulations and playing a lead role in state & local efforts to ensure successful integration.





# For More Information

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