



**Up for Grabs?**  
**The Gains and Prospects of**  
**First- and Second-Generation Young Adults**

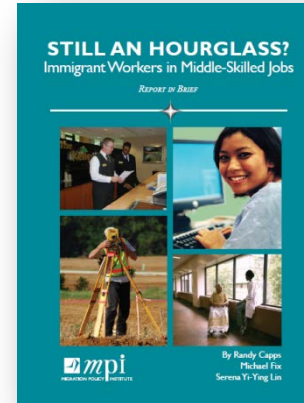
**Jeanne Batalova & Michael Fix**

December 7, 2011

# Three Study Elements

- **Impacts in workforce; middle-skill jobs**

- *Still an Hourglass?  
Immigrant Workers  
in Middle-Skilled Jobs*



- **Profile of 16-26 youth**

- *Up for Grabs? The Gains and Prospects of 1<sup>st</sup>  
and 2<sup>nd</sup> Generation Young Adults*

- **State case studies: CA, NY, WA, GA, FL**



# Our Questions

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- Making progress in finding family-sustaining jobs
- Barriers and opportunities
- Identify leverage points for investment
- Recession's impacts on youth and on work-preparing institutions



# Analytical Approach

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- **Recent data:** 2010 CPS, 2009 ACS + historic data
- **Disaggregate by generation and Hispanic origin**
  - First: immigrants themselves
  - Second: born in the U.S. to immigrant parents
  - Third/higher: whites, blacks, Hispanics
- **Age at arrival**
  - After age 16 (i.e., late entrants)
  - Before age 16 (i.e., came as children)
- **Gender**



# Key Findings

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- **Large and growing**
  - 11.3 million or a quarter of all youth
- **Highly diverse**
  - US citizenship, legal status, time in the U.S., language, educational progress
- **Rapid generational change**
  - From 1<sup>st</sup> to 2<sup>nd</sup> generation

# Key Findings Cont'd

- Intergenerational progress
  - College enrollment of 2<sup>nd</sup> gen. Hispanic women equals 3<sup>rd</sup> gen. white women...



- Completion lags
- College education pays off
- Educational “quality” rises for all groups: 1999-2009



# Three Youth Profiles

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- **Doing well**
  - Non-Hispanic immigrant-origin youth
- **Making strides but *up for grabs***
  - Second-generation Hispanics & those who came as children
- **Multiple barriers faced by late-entering Hispanics**
  - Numbers dropped following the recession
  - Policies: beyond postsecondary education reform to immigration reform



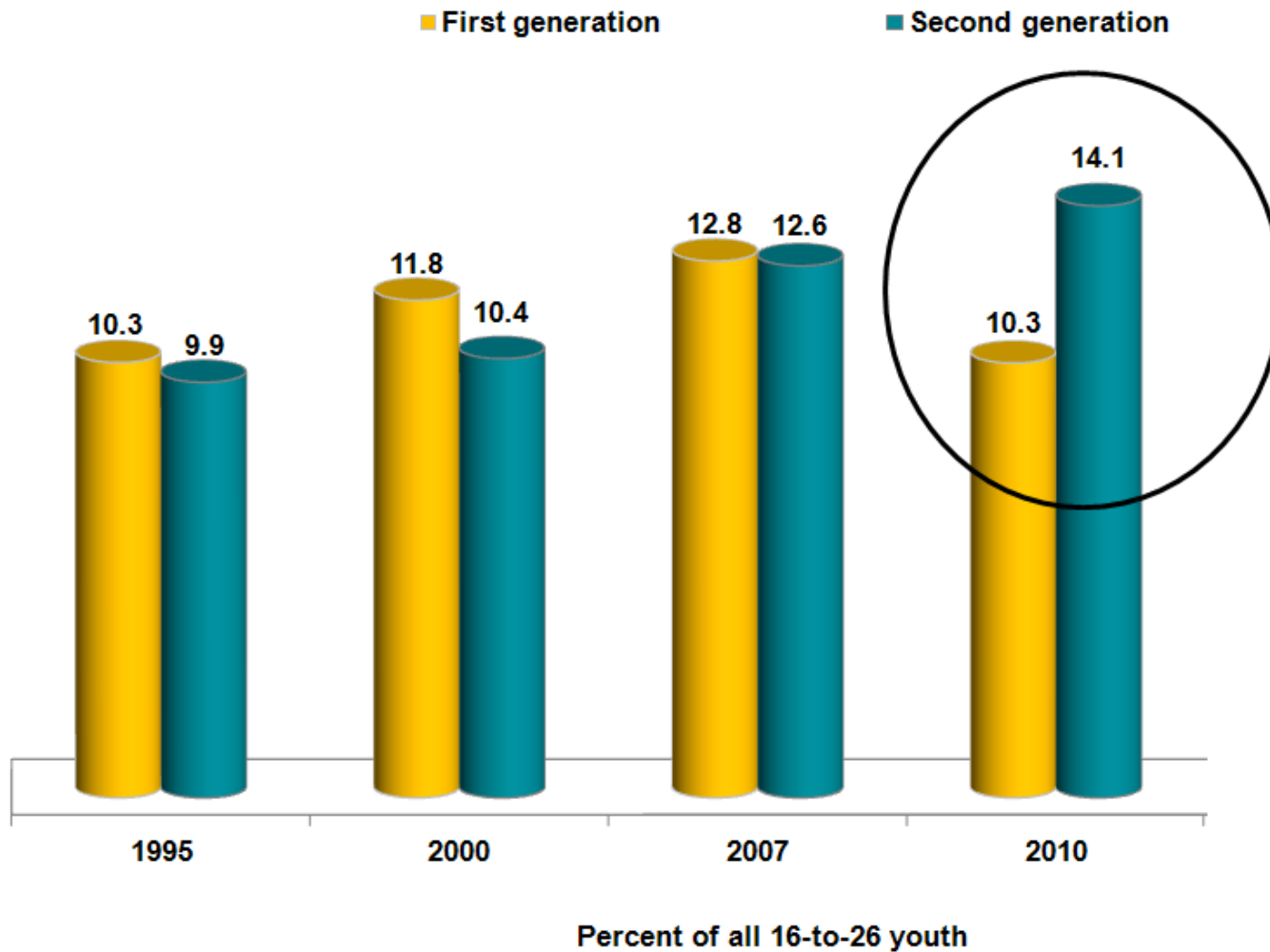
# Quick Stats

- **Number of 1<sup>st</sup> and 2<sup>nd</sup> generation youth: 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
- **Hispanic 1<sup>st</sup> and 2<sup>nd</sup> generation: 6.1M**
  - Share of all immigrant-origin youth: 55%



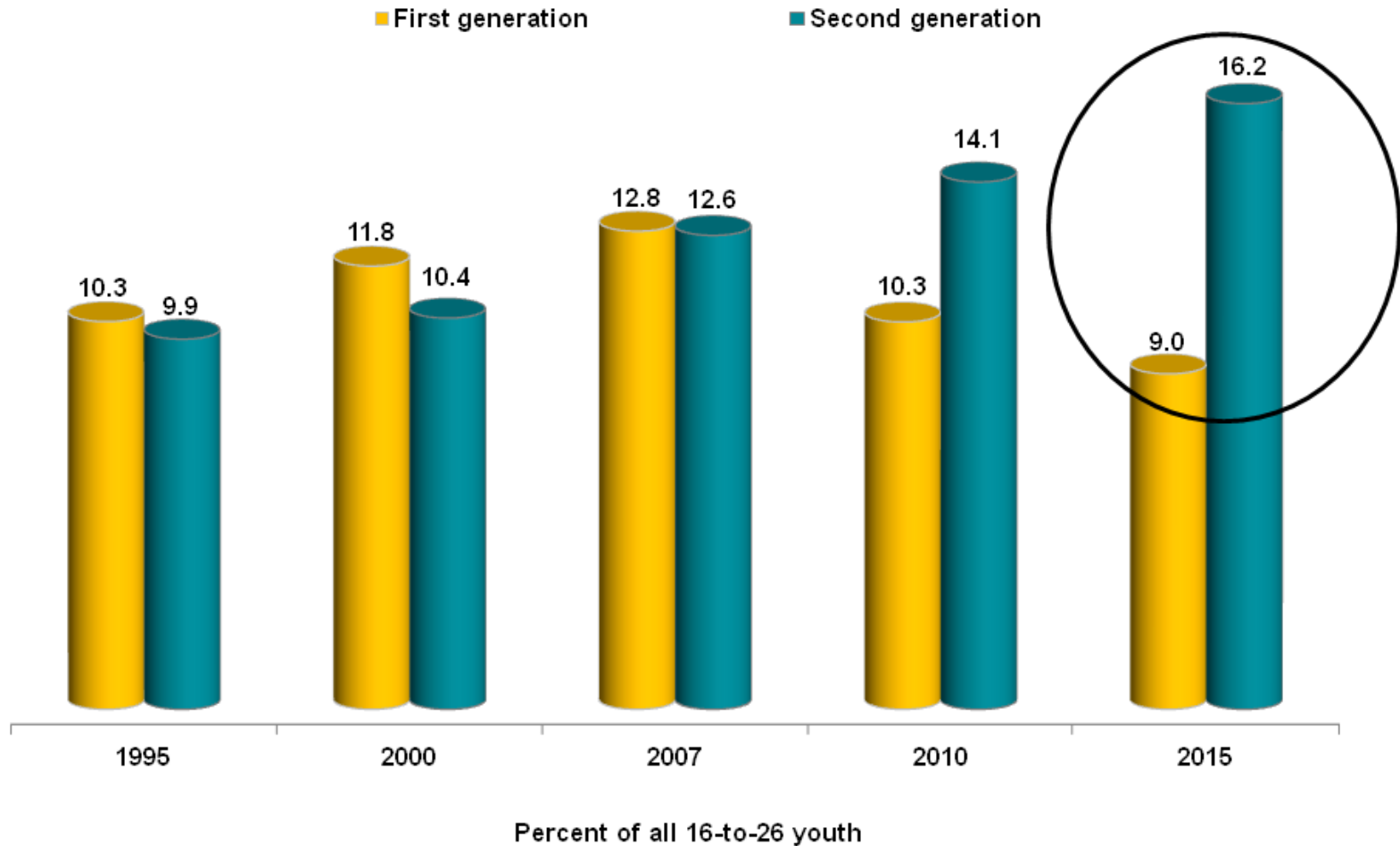


# Generational Tipping Point



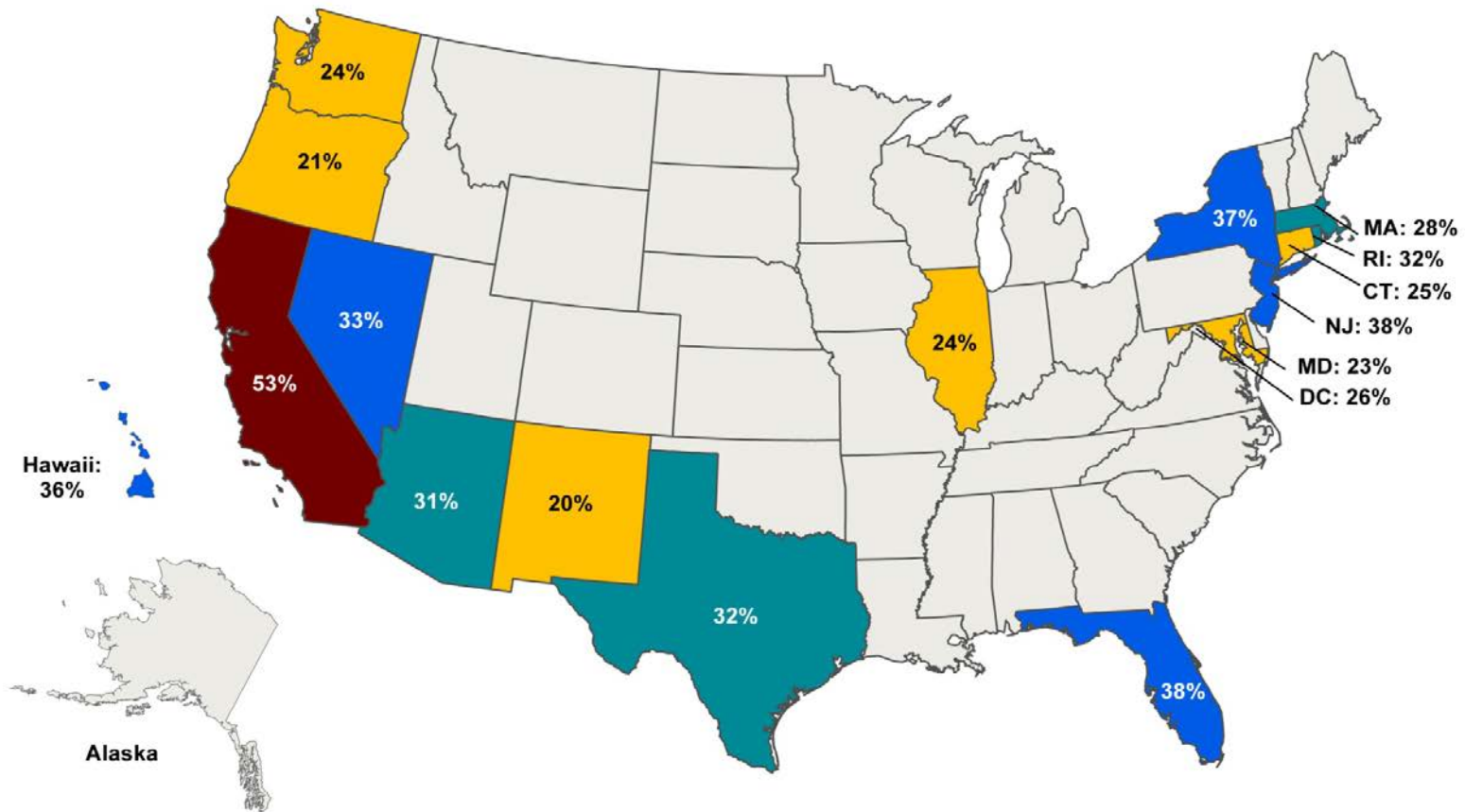
Source: MPI analysis of 1995, 2000, 2007, and 2010 Current Population Survey March data; MPI projections.

# More Youth Eligible for College Aid and Legal Employment



Source: MPI analysis of 1995, 2000, 2007, and 2010 Current Population Survey March data; MPI projections.

# Immigrant-Origin Youth's Share Is High in Many States



Immigrant-Origin Population Share by State

Under 20%    20% to 25.9%    26% to 32.9%    33% to 52.9%    53%

Source: MPI analysis of 2010 Current Population Survey.



# Transition to Adulthood: Diverse Backgrounds and Outcomes

## Protective Factors

- Legal status
- Growing up in the United States
- Parental support
- English *in addition* to another language
  - 7 million youth are bilingual

got oportunidades?



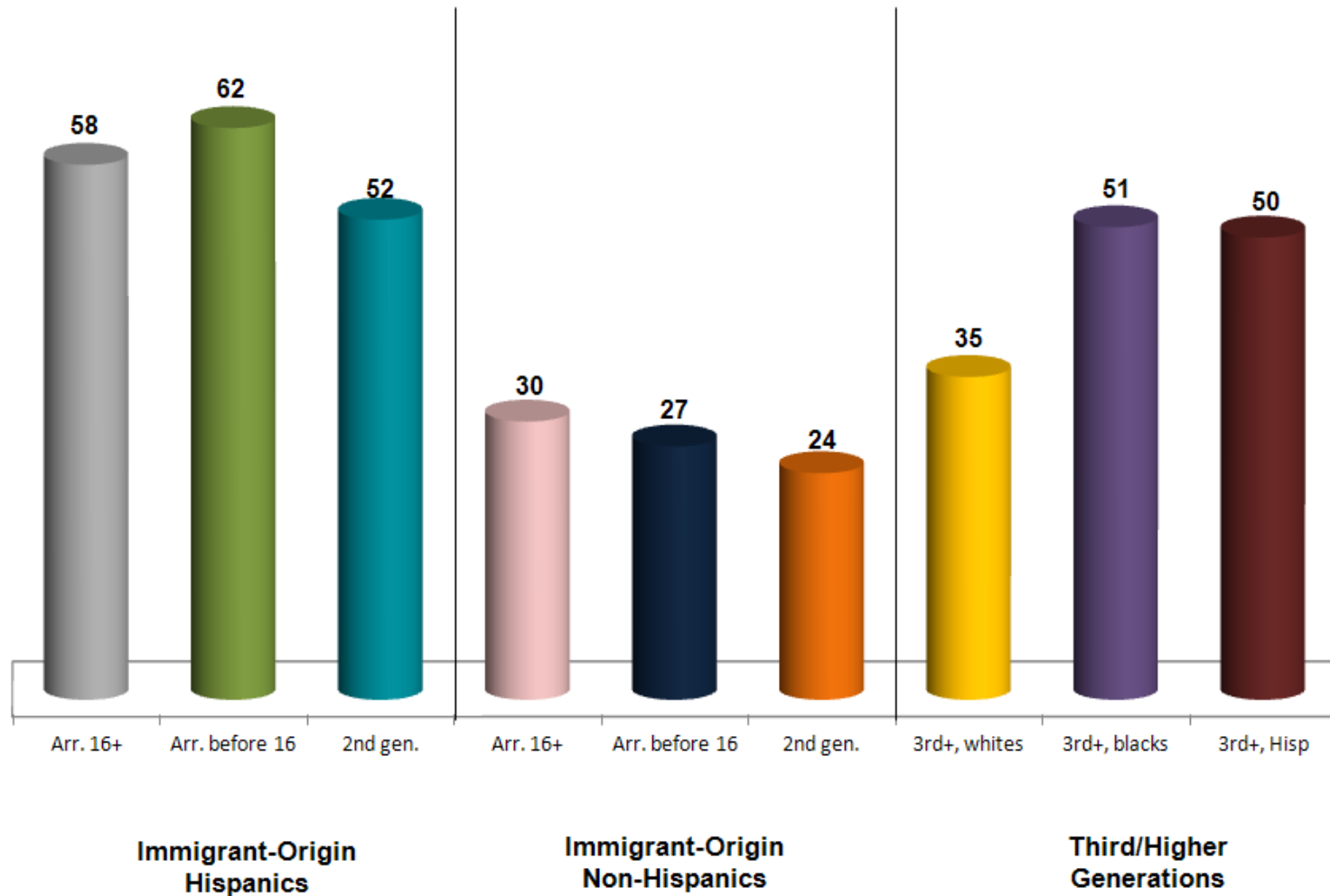
# Transition to Adulthood: Diverse Backgrounds and Outcomes

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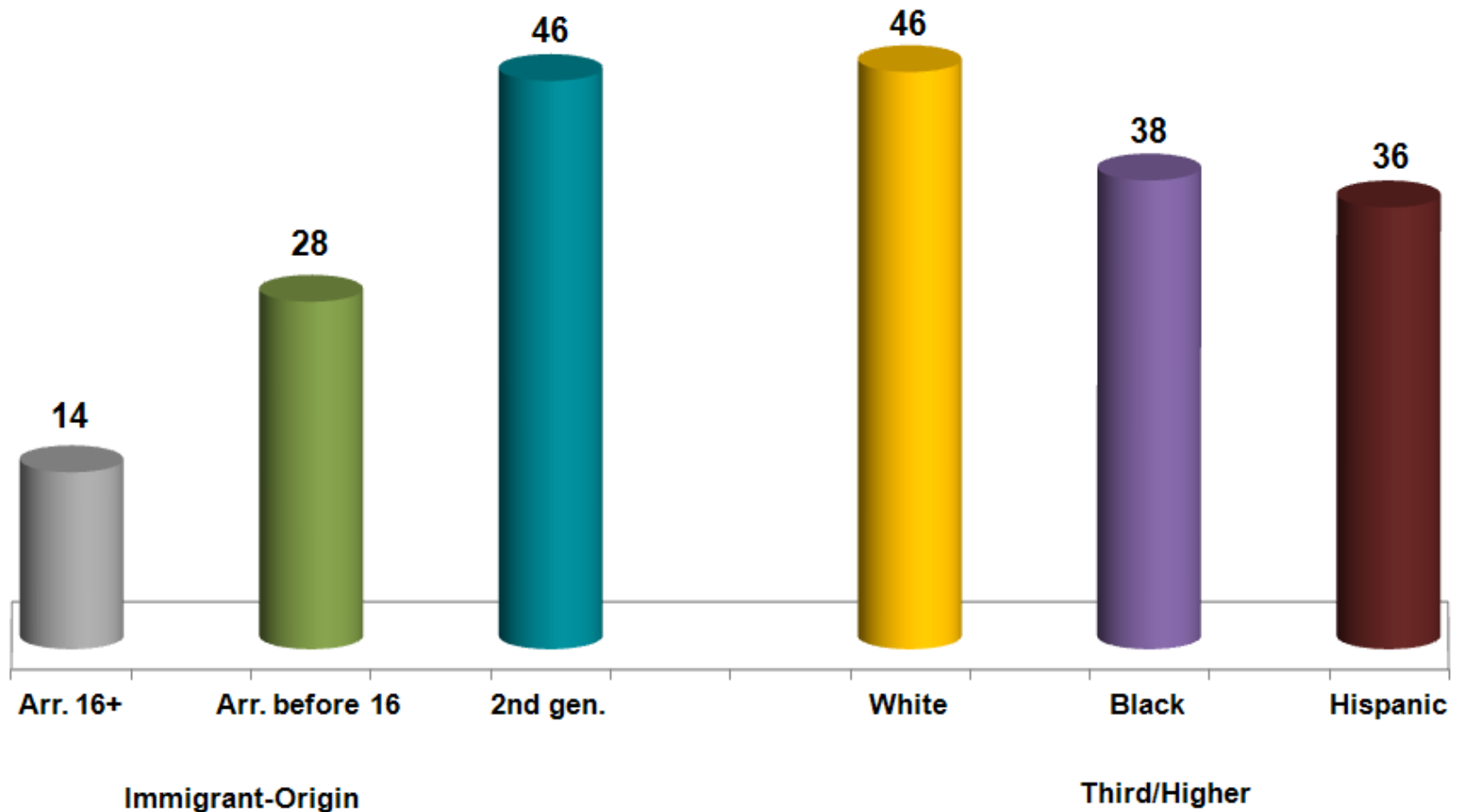
## Risk Factors

- Unauthorized status
  - Low education
  - Poor English skills
- Poor/low-income families
- Young, dependent children

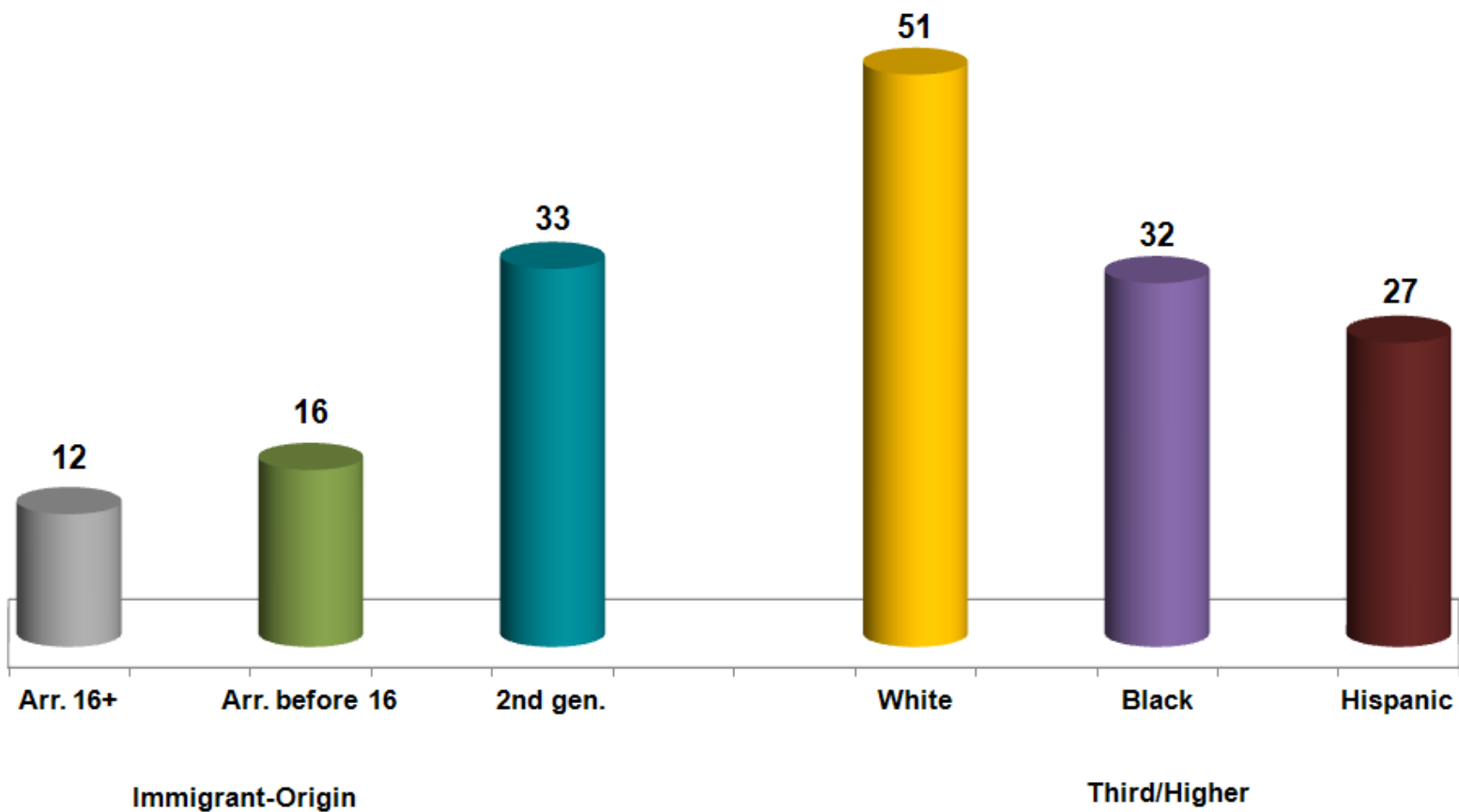
# Share with Young Children: Women



# Postsecondary Education Access Among Women Ages 19 to 24

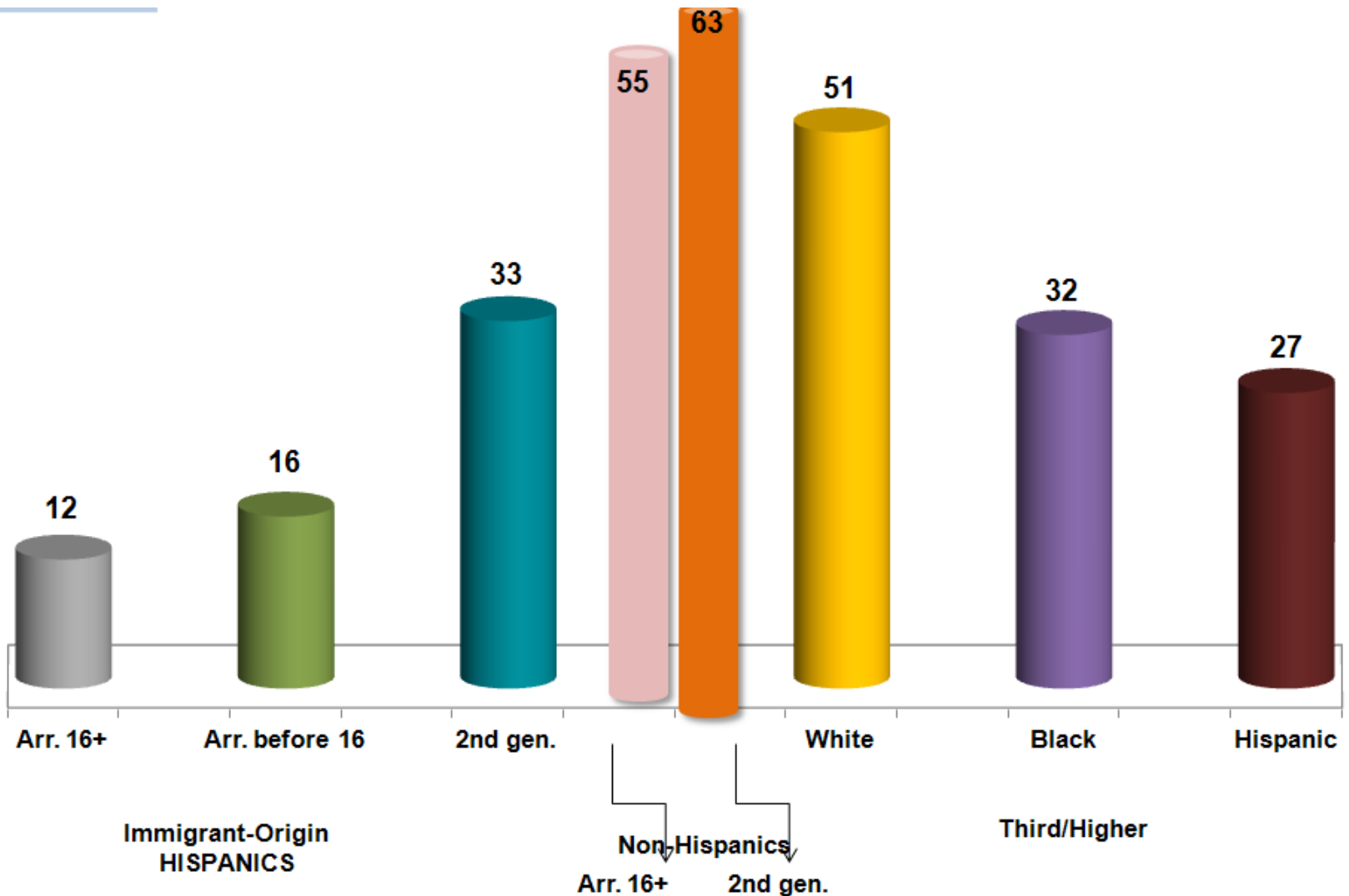


# Postsecondary Education Completion Among Women Ages 25 to 26





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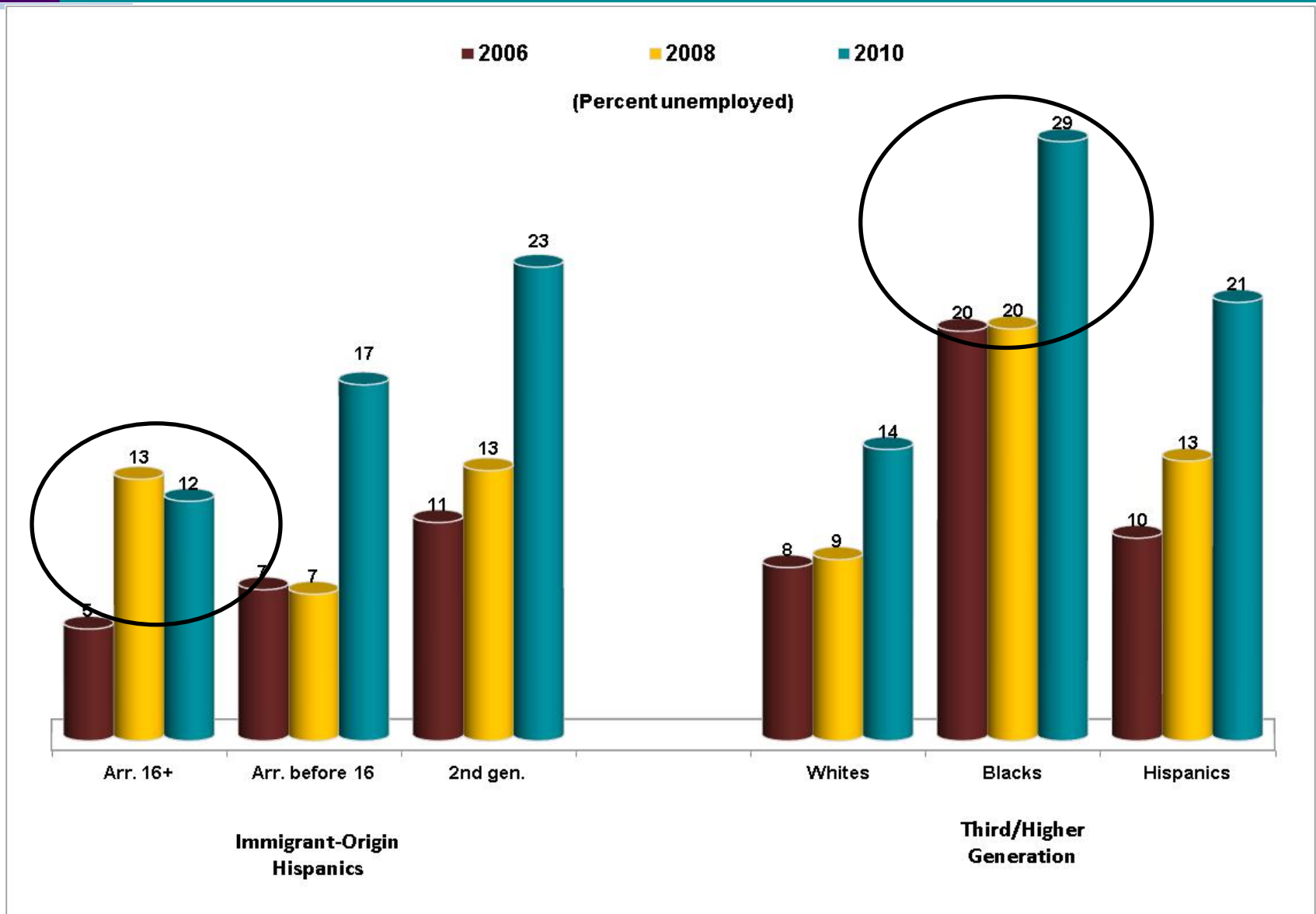
# Recession's Impacts on Youth

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## Between 2006 and 2010

- A 38% drop in size of late-entering Hispanics
- Unemployment increased across the board but...

# Jump in Unemployment Rates





# Recession's Impacts on Youth

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## Between 2006 and 2010

- Late-entering Hispanics:

*First fired, some left/fewer came, first hired?*

- African-American youth:

*The highest rates no matter how the economy is doing?*

- Shift from full- to part-time employment
- Drop in median incomes



# Policy and Program Lessons

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- **Increasing number of non-traditional students**
  - Need flexible schedules, fast-track remedial courses, counseling and mentorship programs
  
- **College education matters**
  - Ability to transition between systems without losing credits; dual credits; recognize credentials from abroad



# Policy and Program Lessons

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- **Greater attention to the 1<sup>st</sup> generation**
  - Integrate language learning and job skills
  - Compress learning time
  - Recognize foreign credentials
  - Reimburse for learning gains, not enrollment
  
- **Education reform incomplete**
  - DREAM Act: for under 16
  - Legalization: for those 16+



# For More Information

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Find data, reports, and other analysis  
by state and for the nation at

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

... 2010 ACS data and new  
databases coming online soon!

# “Up For Grabs” and Postsecondary Reform

Andrew P. Kelly

Research Fellow

American Enterprise Institute

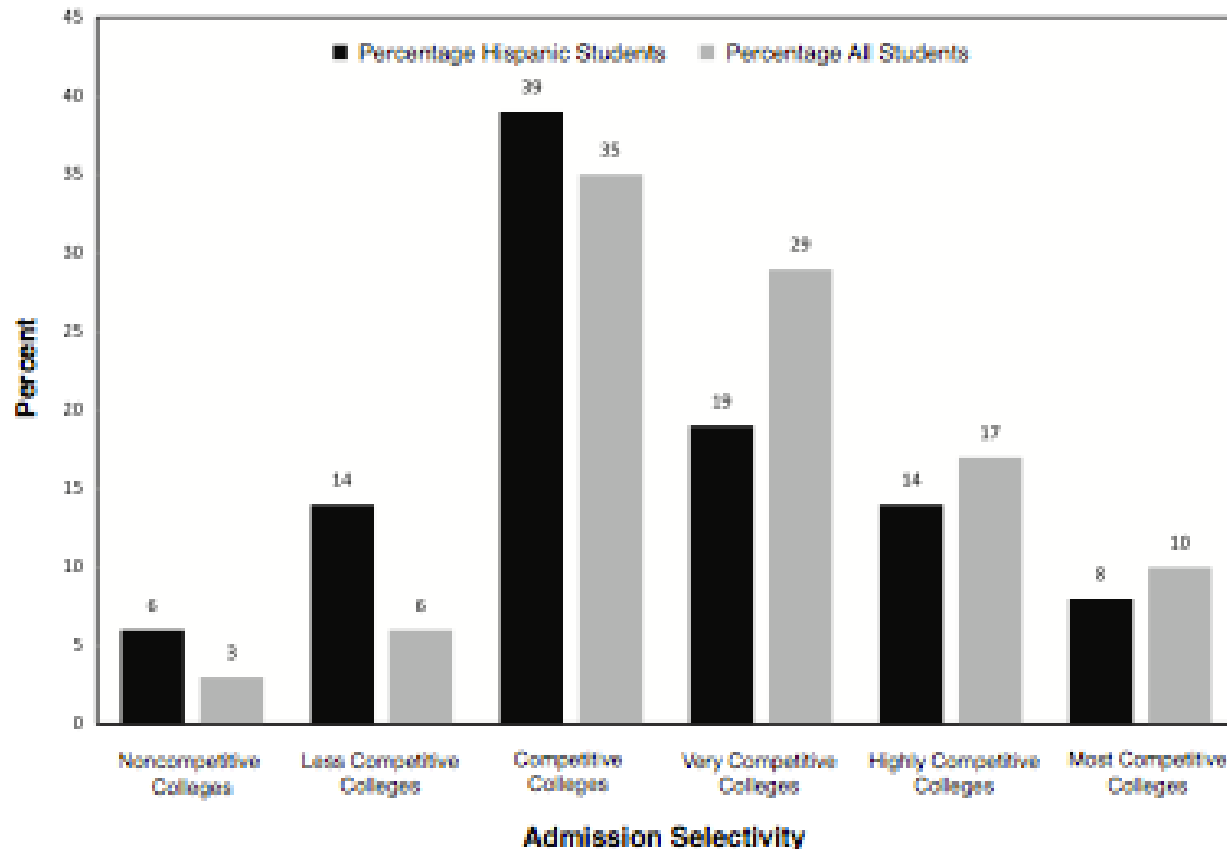


# Reform Approaches

- Needed: policies that encourage college completion among nontraditional students.
- Top-down: Creating incentives.
- Bottom-up: Institutional innovations.
- In-between: Improving consumer information.

# Students in Less Selective Institutions

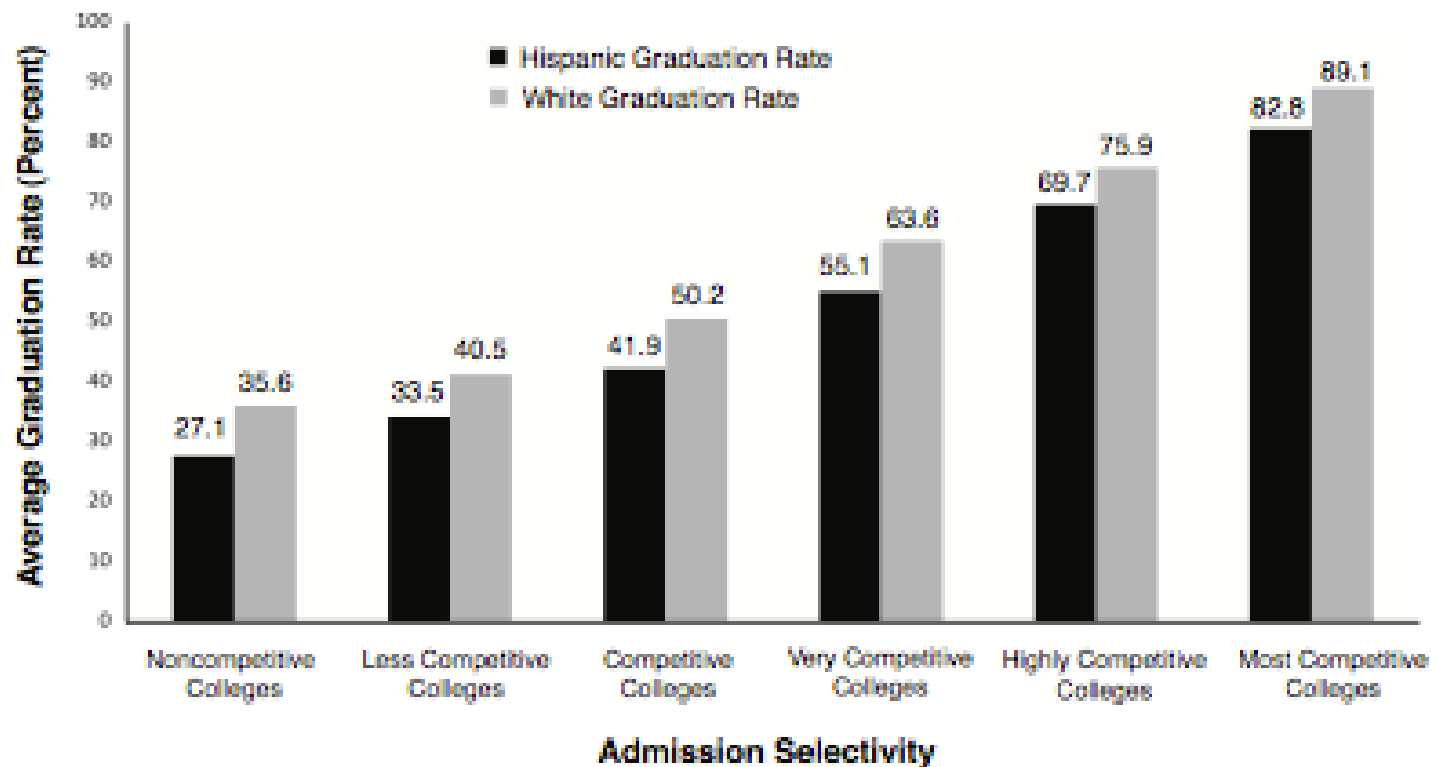
FIGURE 1  
PERCENTAGE OF STUDENTS IN EACH SELECTIVITY CATEGORY



Source: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 641 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

# Graduation Rates Lag

FIGURE 2  
HISPANIC GRADUATION GAP, BY SELECTIVITY



SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 641 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

# New Challenges

## STATES WITH LARGEST GROWTH IN HISPANIC POPULATION



STATE	PERCENT CHANGE SINCE 2000
1. South Carolina	▲ 148%
<b>2. Alabama</b>	<b>▲ 145%</b>
3. Tennessee	▲ 134%
4. Kentucky	▲ 122%
5. Arkansas	▲ 114%

Source: Pew Hispanic Center

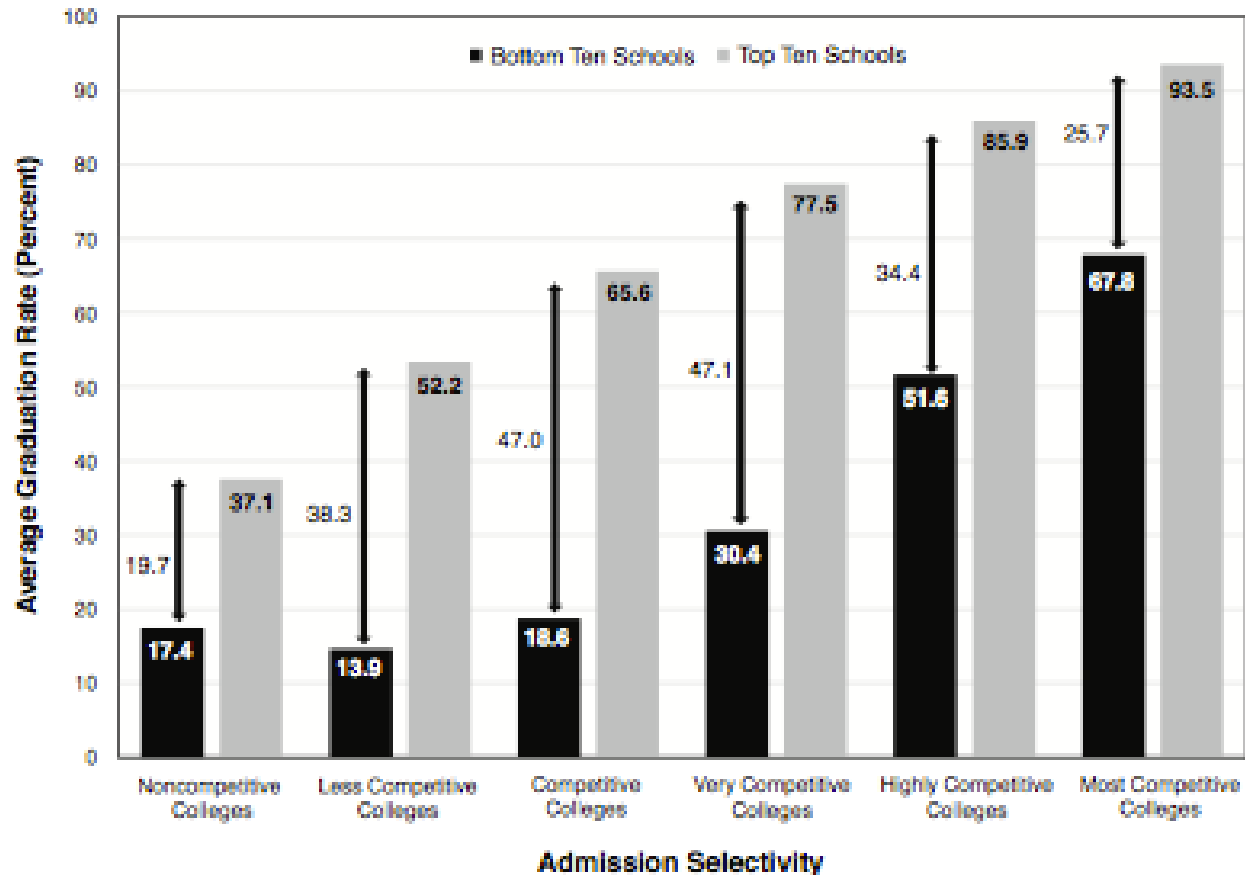
# Creating Incentives to Improve

- Rethink Hispanic-Serving Institution Program (performance vs. enrollment).
- Performance-based funding at the state level (risk-adjusted to encourage enrollment).
- Improving consumer information (spotlight top performers).

# Variation Across Institutions

FIGURE 4

AVERAGE HISPANIC GRADUATION RATES AMONG TOP TEN AND BOTTOM TEN SCHOOLS, BY SELECTIVITY



SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 641 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

NOTE: Gap may not reflect simple arithmetic due to rounding.

# Institutional Innovations

- Rethinking Remediation
- Certificate Programs
- Online Learning and Competency-based Models

# Rethinking Remediation

College Board: 45.1 percent of Latinos qualify for remediation.



29 percent of students one or two remedial courses graduate in 8 years.



# Rethinking Remediation



- Earlier administration of Acccuplacer
- Summer Institutes
- Integrating basic skills and remediation (I-BEST)

# Vocational Certificates

- High completion rates.
- Strong labor market returns: 43 percent of certificate holders out-earned AA holders.
- Clear pathway, limited choice.

# Nontraditional Students Need Flexibility



Asynchronous



Online Learning



# For-Profits?



# Improving Consumer Information



- Sticker shock and reluctance to borrow.
- Net price calculators: *concept vs. data*
- Labor market success?
- Disaggregated data are key.

# Up for Grabs?

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